



MEETING NOTES

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

1. The meeting was called to order at 6:30 p.m.
2. Members present: Ms. Arnold, Mrs. Crowley, Mrs. Murdoch, Mr. Perry, and Mr. Vorst
3. The Pledge of Allegiance to the Flag
4. The Board of Education adopted the agenda.
5. MFP Presentation

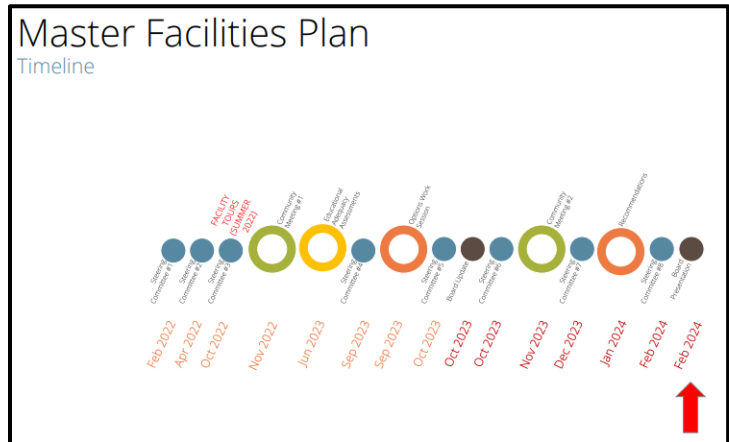
Mr. Stewart said this may come as somewhat of a surprise to you all, but I don't always look forward to board meetings. But I have been looking forward to this one for quite some time. I'm excited to have the opportunity for the Master Facility Planning Committee to share their recommendations. After two years of a lot of work, research, going to the community, and taking that information back to the committee and back to the community again, I'm excited about the recommendations that they'll make to you tonight. Now just as a reminder, these are recommendations and you will not be taking any action tonight. Before I call up the folks doing the presentation, I want to thank Mike McDonough, Mark Dudgeon, and the entire committee, many of whom are here tonight. I also want to thank Lee and Tracy for a great job, and I'm excited for them to share their work with you.

Mr. McDonough said I'll just reiterate what Dave said a huge thank you to Lee and Tracy. We have several members steering committee members here tonight. If you were on our steering committee, please stand up really quickly to be recognized. As Dave mentioned, we had eight steering committee meetings over the last few years. We had two community surveys, several internal work sessions, an options work session, and a recommendation work session. We've also done several board updates within the facilities committee and done a ton of research from a facility condition and demographic perspective. We've been talking about how we can have our facilities support the teaching and learning in our buildings. We started this process in 2019 and were interrupted a little bit by a global pandemic. But we are here today to share what is going to impact our district for the next 15 to 20 years. I'm now going to pass the microphone to Lee and Tracy.

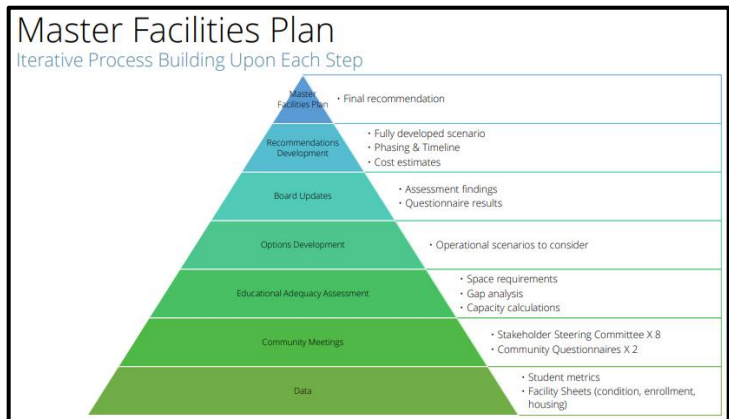
Alright, good evening everyone. I want to thank the board for having us here tonight to present the recommendations for the master facility plan. I'd also like to thank Superintendent Stewart, Deputy Superintendent McDonough, and all the other staff members who took the time out of their already busy days of running the district to participate and support this process with their very valuable knowledge. I'd also like to thank all our committee members for their time, dedication, and hard work to make these recommendations something that the entire district can really be proud of.

Tonight, we'll review the steps that went into the iterative design process. We'll talk briefly about the multiple options that were developed for consideration. And lastly, we'll discuss how we got to the recommendations and some of the details of those recommendations themselves that are...(inaudible)...

A brief look at the timeline and iterative process that has been mentioned between the Steering Committee, the staff, and the community. This process, as Dave had mentioned earlier, took a full two years to develop these Master Facility Plan recommendations. The timeline was originally a little bit shorter, but we paused last summer to conduct an Educational Adequacy Assessment, and that data provided us with the essential information that we needed to make fully informed decisions for these recommendations.



The Master Facilities Plan, as with any good plan, starts with having good data. And that's the foundation of our process here. Really understanding the current and future states of the district in terms of student trends and building conditions is really essential. We used historic and projected enrollments along with housing development to understand where students might be in the future and used the building condition to better understand the state of facilities that were built, which on average at this point was 35 years ago.



Community feedback. Stakeholder input is one of the keys to success in implementing a master facilities plan. Because it really has the potential to impact so many community members. So, we want to be sure to communicate our ideas and make sure that we're on the right track with educational adequacy. I had mentioned we paused last summer to have this done. This type of assessment allows us to understand basically how well the spaces inside your buildings are able to support the educational goals of the districts. And also where additional attention might be needed in those buildings.

Then we have the options development. This is where the proverbial sausage gets made. Over a two-day work session, we sat in a room with all our data and gadgets. We worked with district administrators, staff, and steering committee members in those two days to discuss any ideas that were on the table.

Of course, board updates. We wanted to make sure that you were up-to-date and informed about our progress after hitting some of those major milestones in the process.

Then we have the recommendations development. The recommendations work sessions were not unlike the option work sessions. But the difference here is that the options basically create an operational structure for the plan, while the recommendations are where we fill in the details, such as which schools to renovate and how.

We also looked at the total cost of recommendations or recommended projects and how to phase them, because as a lot of districts around the country, there's usually more need than dollars available. Therefore, breaking the plan into phases is going to be one of the necessities. And of course, here we are today to present the final recommendations which will become the MFP if adopted.

The planning process was designed to be transparent. From the start, we had a project website where all the data schedules, FAQs, and anything that's associated with the MFP were posted for the public to access.

Some examples of the data that we curated and shown here range anywhere from data on student migration between school areas to estimated commute distances for rural populations, and also with maintenance needs and dollars by year for every year moving forward. So again, basically, anything that we used as a resource in this plan was provided to the public as well.

So, the community engagement part. Community engagement begins with our steering committee. As was mentioned before, we had 51 members on our steering committee representing a diverse cross section of the community, with teachers, parents, staff, business leaders, and even students with a total of eight meetings throughout the process.


The steering committee showed their dedication to this process and the district by showing up for each of these meetings, even when we had a couple of reschedules and postponements. Really, without the steering committee and their hard work, we couldn't have made these recommendations possible.

The process also included two separate questionnaires that were put out to the public. The first was an educational framework survey. Its goal was to gather feedback about the principal planning elements of the MFP. It asked questions about levels of comfort when it comes to decisions between renovation versus new construction, various grade configurations, and how to address over or underutilization of buildings. There were even questions about redistricting. The second survey was all about options. This survey gauged the level of support that the community had for each of the four options that were developed around the operational structures for the district. We even had this survey in three languages for the community to access. Both surveys were accompanied by short videos which gave brief explanations of the purpose of the surveys but also the ideas that are being presented to them. We had

MFP Resources

Project website
<https://www.hilliardschools.org/mfp/>

- Data dashboard and facility data sheets (pending updates)
- Schedule
- Meeting dates, times, and locations
- Project materials, documents, presentations
- Survey links
- Reports
- FAQs

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Community Engagement

- #1 Educational Framework
- #2 Option Scenarios
- 3 languages



8
steering
committee
meetings

51
steering
committee
members

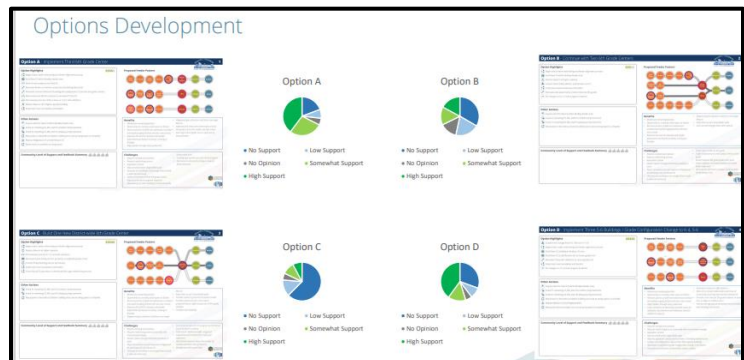
4
days of
work
sessions

2
community
questionnaires

1,866
questionnaire
respondents

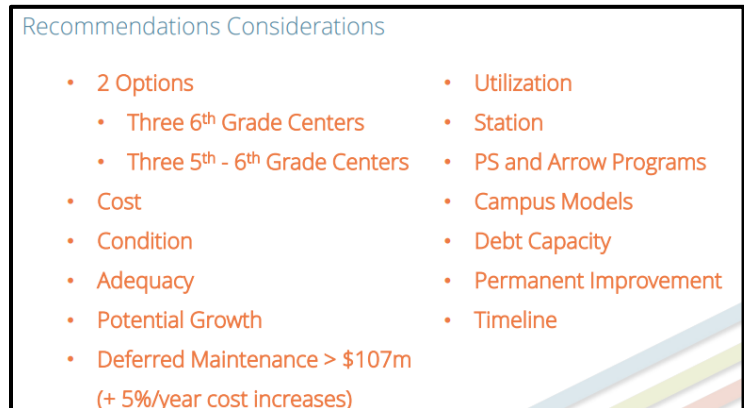
a wonderful response to each survey. We had more than 800 respondents to the first survey and more than 1,000 respondents for the second survey.

Now, four options have been developed for the community to consider. Three of them were basically variations on the number of sixth-grade centers that we would have in the district. But one of them changed the grade configuration to have three 5-6 buildings within the district. We received the expected response for the third sixth grade center, which was option A. But we also received a greater response to option D, which was to implement three 5-6 buildings and changing the remaining elementary schools to K-4 grade configurations.



This brings us to our session's recommendation. Because the 5-6 scenario received a better response than we anticipated, we brought that to the table along with the third sixth-grade center scenario.

Before getting into some of those recommendations, I want to just briefly present the factors that we had to consider when we were talking about how to build scenarios and in which scenario to go with.



- Cost: Cost was one of the most important factors that we saw as a response from the respondents in the first survey. Of course, cost factors into that.
- Condition: We had to consider the physical condition of the buildings, which ranged anywhere between 6 and 68 years old.
- Adequacy: We had to consider the educational adequacy of the spaces in the buildings and whether or not they support the educational goals of the district.
- Potential Growth: Also, what is the impact of enrollment trends in housing development? We know that right now, thousands of housing units are being developed out there. Having a better understanding of what that impact might be is going to be important in some of the decisions that we make.
- Deferred Maintenance: Right now, we have a known estimate of over a hundred million dollars in deferred maintenance. With inflation at an unprecedented rate over the last few years, we need to consider the heavier costs each year.
- Utilization: Also, to what extent are the district's schools being utilized? And are they over or under capacity?
- Station: How does Station fit into the district's future portfolio?
- PS and Arrow Programs: What's the best long-term solution for the preschool and Arrow programs?

- Campus Models: Do the campus models still fit into a modified operational scenario?
- Debt Capacity: Speaking of cost, how much debt can the district take on and pay off over the next 5 to 20 years?
- Permanent Improvement: We're looking at a small permanent improvement fund to handle the small projects that don't require a huge infusion of capital.
- Timeline: We want to be able to improve the lives of students as soon as possible, but also to demonstrate to the public that the funding is being used thoughtfully and with strategies that avoid inflationary costs in the future.

For both scenarios, we did our due diligence to work out each of the steps that would be required to implement those scenarios. Now, for the 5-6 grade centers, we worked out ...*(inaudible)*... to operate those 5 6 buildings, and discusses the merits of this operational change. For 5-6, we found immediately that there would be a higher total cost. And

that higher total cost is because of being able to do fewer projects on the front end of the plan, which means there's more inflationary cost in the future. We found that there were complex operational changes to run a 5-6, which shifts to the educational structure. And that also means there's disruption to students and families. We found complexities in teacher accreditation with the 5-6 model. At the end of the day, with the facilities that are being used in this scenario, we have a much higher utilization at 96 percent at the elementary level. And with only 4 percent of the seats open at the elementary level and knowing that redistricting is coming, it makes it really difficult to distribute kids in a balanced way, especially when we know that there are higher density of students around the district.

Three 5th-6th Grade Centers

Characteristics

- Higher total cost
- Less completed projects on front-end
- More inflationary cost in future
- Complex operational changes for 5-6
- Shifts to educational structure
- Disruption to students and families
- Accreditation complexity
- Much higher utilization district-wide (96%)
- Planned out to three or four phases
- Redistricting Process begins in Phase I

So then, with the three sixth-grade centers. We know that sixth-grade centers are effective in Hilliard. They just work. With this scenario, we worked it out so that we were able to complete more projects on the front end, which means fewer costs down the road in terms of inflation. And because we're just adding one more sixth-grade center,

there are no operational changes to implement, which means no shifts to the educational structure and less disruption to students and families. This scenario, like the other, I forgot to mention panned out to three phases, with redistricting starting in phase one.

Three 6th Grade Centers

Characteristics

- 6th Grade Centers are effective in Hilliard
- Ability to complete more projects on front-end
- Less inflationary cost in future
- No changes operationally
- No shifts to educational structure
- Less disruption to students and families
- Planned out to three phases
- Redistricting Process begins in Phase I

These recommendations are the result of a very deliberate and iterative process, which included eight standardized meetings, nearly 1,900 community members who gave feedback, four days of board sessions, and countless calls and meetings with district staff. The recommendation aims to fulfill the Master Facilities Plan through four key objectives. The first is to

rejuvenate the aging facilities through condition repairs. Second is to modernize outdated spaces with adequacy updates. The third is to balance utilization across the district. And the fourth is to align the feeders from elementary to sixth to middle to high. And not only are these objectives of the MFP, but they're really the reasons why we went through this process in the first place.

Funding

The great news about the funding for the Master Facilities Plan is that no additional millage will be required over the next 10 years to remain at the current 4-mill rate. Basically, we're able to complete two-thirds of this master plan without raising taxes, which is a huge plus for the district. There's also \$5 million per year in permanent improvement funding to help pay for smaller projects around the district. However, after 10 years, there could be a need for...(inaudible)..., which would raise taxes.

Phase I

Phase I focuses on setting the stage for that third sixth-grade center. We would replace and build three new elementary schools, build an addition onto Beacon for the expansion of preschool, renovate Britton, Brown, and the Hub to become the new sixth-grade centers, and then move the Hub program to Tharp. We would

renovate all the high school stadiums and build a weight room at Darby High School. We would also renovate various auxiliary spaces, such as elementary school playgrounds, visitor entry security, middle

Recommendations – Three 6th Grade Centers

This recommendation aims to fulfill the Master Facilities Plan through four key objectives:

- 1. Rejuvenate aging facilities through condition repairs*
- 2. Modernize outdated spaces with adequacy updates*
- 3. Balance utilization*
- 4. Align feeders*

Recommendation – Three 6th Grade Centers

Funding

- Intent to collect no additional millage for Phase I & II. With new bond levy in 2024, millage collected for bond retirement would stay at current 4.0 mills.*
- Older debt millage falling off in 2025 and again in later years will allow for first 2 phases of MFP while maintaining the 4.0 mill collection.*
- \$5 million permanent improvement funding/year for smaller projects*
- After first 2 phases, additional MFP projects will likely require additional millage to complete.*

Recommendations – Three 6th Grade Centers

Phase I

Focus on creation and conversion of new ES and 6th grade spaces.

~ \$142 mil

Phase I

- A. Replace and build new elementary schools (3)*
- B. Beacon addition for expansion of PK*
- C. Renovate Britton, Brown, and Hub* to become 6th grade centers*
- D. Renovate high school stadiums*
- E. Darby HS weight room*
- F. Renovate various auxiliary spaces (ES playgrounds, visitor entry security, MS fields, ADA, fine arts)*
- G. Begin boundary planning process*

* Hub moves to Tharp building

school fields, ADA access, and fine art spaces. And again, the boundary process would begin in Phase I. The cost of Phase I is approximately \$142 million.

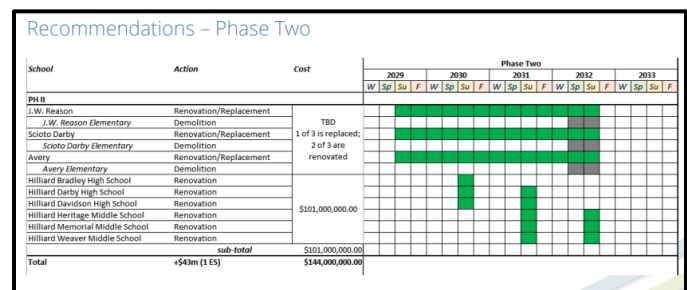
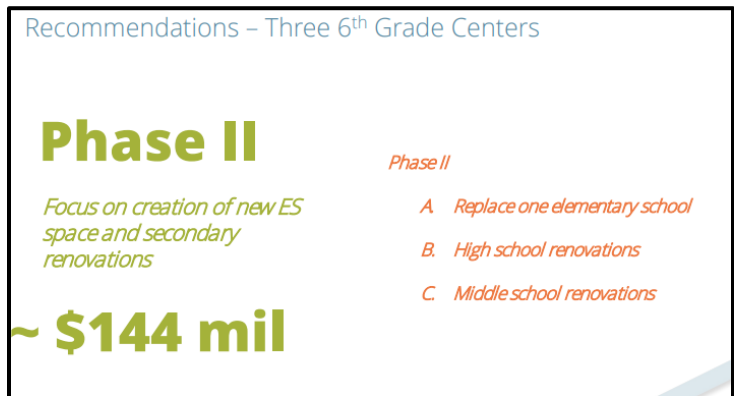
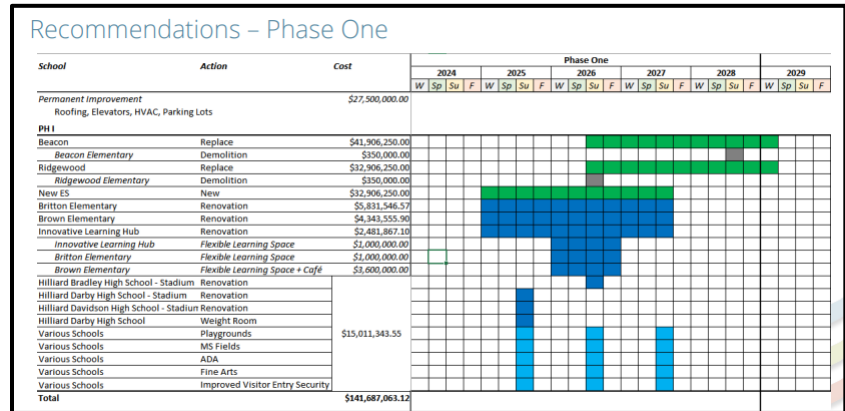
Here is a quick look at the timeline for Phase I. This might be a little hard to see here. The timeline for Phase I runs over a period of 5 years into the year 2028. Here, as you can see, Beacon's cost is a little bit higher than the other two elementary schools. But that's because of the pre-K addition that we're planning on building there. Part of the sixth-grade

renovations include flexible learning spaces at each of those buildings. At Brown, the plan is to turn the existing cafeteria into one of those flexible learning spaces and build an addition for a new cafeteria in that building. All the ancillary space renovations would happen over the summer breaks, as you can see down here below. Again, redistricting begins in phase one and would conclude with the boundaries being approved in time for the opening of the new elementary and the renovated sixth-grade centers.

Phase II

Phase II then starts to focus on the creation of a new elementary space and secondary renovations at the middle and high schools. By the time Phase II comes around, we'll be looking at middle and high schools that are about 35 to 40 years old. The total cost here is estimated at about \$144 million.

So, in the timeline for Phase II, you can see here that we have J. W., Scioto Darby, and Avery listed, followed by a TBD. That's because only one of those three elementary schools would be replaced while the other two would be renovated. At this point in time, we don't have a decision on which one of those schools it will be. This is mainly because the demographics in the neighborhood enrollments could change by the time we get to that point. Also, I'd like to point out that, toward the bottom, we have \$43 million for replacing an elementary school. And I'd like to point out that this would be an example of that inflationary cost I spoke about earlier, where an elementary in Phase I would cost about 33 million, but in Phase II, that cost goes up by \$10 million. And again, all the high school and middle school renovations will be done over the summer break.

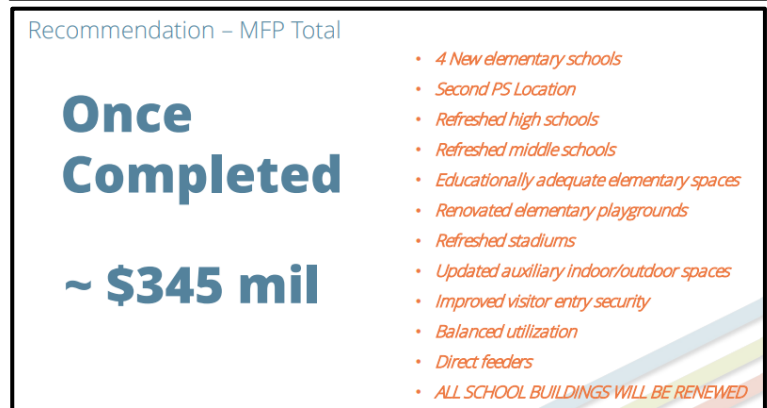
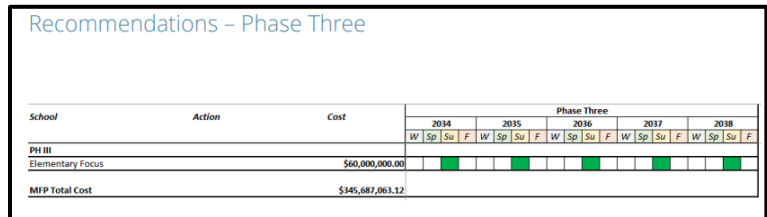
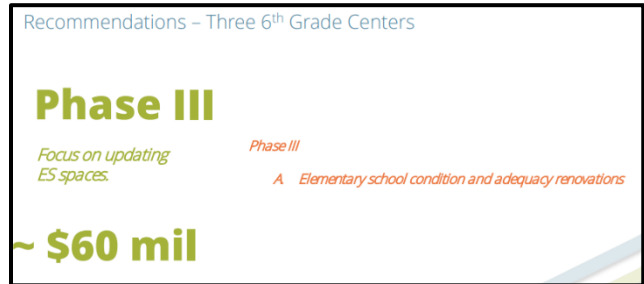


Phase III

Phase three focuses on elementary spaces and updating those for condition and adequacy. Phase III would complete the MFP, and we're estimating that it will cost around \$60 million.

And again, all the renovations would be happening over the summer.

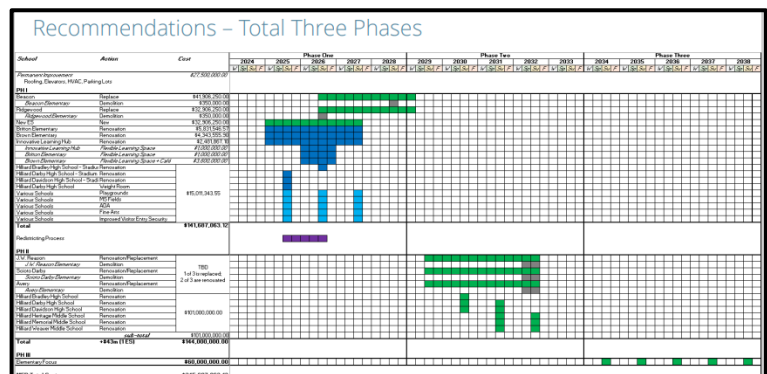
So once completed, we're talking about four new elementary schools, a second preschool location, refreshed high schools and middle schools. modernized elementary spaces, renovated elementary playgrounds, and refreshed stadiums across the district. We're updating all kinds of ancillary spaces around the district, both indoor and outdoor. We're improving visitor security, balancing utilization across the district through the redistricting process, and creating direct feeders from elementary to sixth to middle to high. But the bottom line is that once the plan is completed, all school buildings in the district will be renewed.



I wanted to mention quickly that, as consultants who do this master planning process for school districts across the country, this one is really good because not only does it refresh the entire district within 15 years, but it accomplishes that by not asking for additional taxes for 10 of those years. So, it's really something to think about.

And this is just an overall look at all three phases together over the 15 years period.

So, the next steps—and here's where the real work begins. First of all, you as a board will need to decide whether or not to approve these recommendations. If these recommendations are approved, schematic designs for new and renovated spaces around the district will begin. There needs to be a look at the timing for the ballot issue and when to put this out to the public for a levy. A good communication plan to inform the community of what's happening and when. Looking at the financial plan and digging into the nitty gritty of the financial aspects for funding the plan. Of course, beginning the redistricting process. Actually,



constructing those buildings out there. And lastly, the boundaries implementing the boundaries once those abilities are ready.

As Mike mentioned earlier, we have a couple of steering committee members here, Carol and Robbie. We asked them to come share their experiences of the master facilities planning process.

Hi, I'm Robbie Thomas, for those of you who don't know me, and I'm really excited to be here to talk to you about the future of Hilliard City Schools. Some of that's because I live in the school district, and some of it is because I have kids who go to school here.

But I first heard of Hilliard City Schools when I was a kindergartener, and there wasn't a kindergarten class at every elementary school. I was bused from Brown to Beacon so that I could attend half a day of kindergarten. Now, kindergarten is at every elementary school. I then went to Brown Elementary, which was built on the campus where the old building was. We had trailers for classrooms. My classroom was actually across the street at the Norwich Fire Department. And it was an adventurous year. It was not horrible. It was adventurous, and it was fun. But that is not how education is supposed to happen every single day and every single year in 2024.

We need a change. We need more facilities for the kids that we have now. I then went on to be the very last class to have a ninth-grade experience as one class in what is now Britton Elementary. Then, I went on to graduate as the third class from Hilliard High School on Davidson Road. And that 9th-grade experience was amazing because it was one year together. We all came together, and we got to create one class that then graduated together as one class. That's how it was intended to happen.

The problem was that a lot of the kids were shipped out because 9th grade is the year when people start wanting unique classes. And they're identified as being advanced. And they need to go to high school to do all these classes. And, oh my gosh, 22 years later, look how many more classes there are that high schools have. And that's awesome. That was also back when I could ride my bike on Rome Hilliard Road or Alton Darby Road without a sidewalk. And it was fine. My parents didn't come with me. It was okay.

But 22 years later, here I am, sitting on the steering committee for the Master Facility Plan. Learning has changed. However, some of our buildings haven't. I know what classroom my kid goes to 5th grade in now was the reading class I had in middle school. It has changed a little bit. It has new carpet and stuff. Otherwise, it's pretty much the same. Hilliard has grown, and it continues to grow. I used to know everyone at the grocery store...*(inaudible)*...Things that we discussed and learned about during the committee included school enrollment versus enrollment where a kid lives in the elementary compared to where they transfer out because a different program is offered differently at a different elementary, at a different middle school, or at a different high school, or at the hub, or they end their week in a different school.

Enrollment projections, housing development projections. And I gotta tell you, the messy feeder pattern that we have, I have no idea how any kid makes it to any school on time and where they're supposed to go. I have to be honest, I don't like the word redistricting, but we need to do it. I'll be the first one that says we need to do it...*(inaudible)*...I think I live in an area that needs redistricting.

We also talked about equitable facilities, safety in our schools, revitalization of facilities, facility conditions, and educational adequacy. What was more important was the community involvement and the discussions that happened in the room. The discussions that happened after the surveys came back

and how that impacted what changed. It was hard work. There were emotions in the room. And it became more about our community than just my child. It wasn't just about my child anymore. It was about the future of the community. We came up with the best plan we could. Could we wipe the slate clean and do it differently? Yeah, but we can't wipe the slate clean. We have to work with what we have and move forward. I'm really proud of the plan we came up with...*(inaudible)*...Thanks for listening.

Hi, I'm Carol Slavka. My experience is a little bit different than Robbie's because I did not grow up in Hilliard. I grew up in a very rural school district in West Virginia. But I've been a district resident for almost 30 years now. I am a parent and a very active volunteer in the district for 17 years. I have a graduate and a student still in the district. My background is in engineering, so the facilities committees and stuff through the years are like my passion project. That's where my background intersects with my interests, and I'm able to contribute to that.

My first involvement with facilities was in 2015 with the Facilities Task Force. That was a much shorter-term plan and a much more focused process, and out of that came Memorial Middle School and some other improvements. I feel like contrasting that to this process (this is a master facility plan), which is a plan for 10, 15, and 20 years. It was very apparent that was our goal when we started, and I think that's what we've ended up with.

I was part of the master facility plan steering committee, which started back in 2019 before we had our COVID hiatus. Back then, it was facility data sheets, facility condition index, and hearing about all the needs that our buildings have to make them buildings that we can still conduct school in, warm, safe, and dry, right?

And then, one of the parts of the process that I really appreciated was the building tours we did in the summer of 2022. We saw an Olentangy and Southwestern City Schools elementaries. And, since half of our elementaries are what I call cookie cutter, where they're all the same and then we have all these different independent ones, it was really refreshing to see elementary schools in the different districts and see what could be, or, oh, I like what we have better. But it was really good to see that different perspective of what other buildings look like. So, as we're thinking about things and moving forward, that's good knowledge to have.

In early 2023, we paused to develop the educational adequacy information. I boiled that down to: Do our buildings have the spaces to match our needs? I felt like that was a very important part of the process—probably the most important part. That was a big part of this process that really didn't come into play when we did the previous facilities task force. And the one comment as I went through my notes preparing for tonight was that higher adequacy should result in improved programming. So, if our buildings are more adequate, we offer a better program, a better education for our students.

I was one of the community members who was able to participate in the options work session back in September. That's where we talked about the facility condition, utilization, educational adequacy, and enrollment projections. We discussed all the data that's been collected as a basis for making these decisions and setting forth this plan. We walked through all the different scenarios and talked about the things that we've mentioned – our feeder patterns, grade configurations, special programming like Arrow, our innovation campus, and where they could be located. Didn't make decisions where, but no, we knew that those had to be part of the process. Basically, do our buildings match the students we want there? We can want students to go to this particular building, but is that what we really want in that building?

And then cost—everything boils down to how much it costs. We literally did talk about all of the scenarios of 1, 2, or 3 sixth-grade buildings that were in the survey or 5th and 6th-grade buildings. When we talked about the 5th-6th grade configuration, we literally went through what buildings fit. And again, that's where our buildings don't fit that model. And I felt like we put in every effort we needed to into those scenarios. It wasn't just I don't want that, let's move on. We really did consider those as part of the process.

As a community member, I felt that I was representing the steering committee. I was able to participate in and contribute to the conversation and provide a different perspective than others in the room. I felt like my participation was welcomed and included in the conversation. It was not just, oh, here's our token person to be there. I was actually part of that conversation and contributed.

Moving on to January, when they did the recommendations work sessions, I attended the report-out sessions for that. And you can see that there was a lot of effort that went into honoring what had been discussed in our steering committee meetings. Also, the community survey and all that work that we did was part of what came out of that work session. I feel like we have a bond plan that impacts, like they said, all grade levels, all buildings. It advances programming, especially in STEM and our preschool. It addresses our aging buildings through repairs and replacements. And it definitely considers the interests of the community. I think it's a much longer-term plan, like I said, than what we had before.

If I'm looking at concerns with it, they're the same concerns with anything that's going on in the world right now. The cost of building schools and doing renovations is going to go up. How does that affect, since this is a 10, 15, 20 year plan. And I think it's important as the community looks at it that yes, there'll be different decisions along the way, yes or no. But this is what the plan is to make all those improvements. It doesn't happen with just one part of it.

I want to thank the district for letting me participate in it. It was a great process. And, like Robbie, I think we...(inaudible)...

Tracy said I'm going to close up really quickly by thanking Lee, who I've worked with for almost 20 years on lots of plans. I'm a citizen here, but I'm also a professional; this is what I've been honored to do for the last 25 years. I'm proud of this plan for a lot of reasons. We find ourselves in a unique position in this country where many things are against public education. And a big one is funding. And specifically funding for facilities. You get no money from the federal government to do it. The state is limiting you. And then, when you're dependent on a rooftop instead of an industry to fund you, it becomes more difficult. Districts that have two or three high schools in this country are not going to survive financially from a position of facilities. They just can't. I'm saying that as a professional. I'm saying that as a really concerned person in public education. Don't minimize the magnitude of what you have in front of you. It's a big deal to be able to do a plan like this for 10 years and not impact your effective tax rate is a big deal. And extending your buildings 30 to 60 years, which means we're secure for the next 30 to 60 years, is another big deal. It's not something we've taken lightly.

As I look at this committee, I say, wow. As a citizen, in 2003, when my baby was born. We made a conscious decision to be here. And it makes a difference. And you make a difference. You have the right leadership at the right time. And Superintendent Stewart, I appreciate that. And your staff, which you brought in and developed here, is a really great team. And I want you to know that Lee has done an amazing job here from everything that you see.

And the last thing I want to say is that the approach to this was not a bond program. The approach to this was to put together a facilities plan that was sustainable through time. If you could not fund your facilities, if something happens that you can't fund them, you've got a plan in place that allows you to make good decisions on the priorities that you have based on the funding you have. That's the first priority every district should have, regardless of whether you can pass a bond or not. You have that in place, so you can be secure in the idea that regardless of whether the funding comes in or not, you have ways and abilities to see your priorities and how you can address those over the next 10 or 15 years.

That's how I wanted to close the presentation. Lee did all the heavy lifting here, but I have a unique perspective of being a professional in this industry and having to work in my backyard. When Dave and Mike called me, at first, I was like, I'm not going to do that. But I just want to say thanks for the phone call. And again, very proud of this plan and what this has been able to accomplish.

Any questions?

Mrs. Murdoch said I know we've talked about it, but we talked a lot about neighborhood schools and special ed elementaries and things. I don't expect you to have this number right now, but I'd be really curious to look at the projected percentage of students that would be in a walk zone versus buses. Current versus with this new plan.

Mr. McDonough said to answer your question, the way you started, it is how I'm going to answer it. I couldn't give you that number right off the top of my head, but I don't foresee this plan changing the way that we value the neighborhood elementary. In any of these scenarios where you saw a replacement elementary, it is very much our intent to build on the same site. We would have a lot of work to do with whomever our construction manager would be and certainly our partners at Fanning and Howey to determine if we can build on those sites while schools are in session. But Station has been a tank for us and it will continue to be a tank for us as potential swing space. We value the neighborhood school and envision what we now have in place in terms of walk zones around those schools. The one question mark would be that new elementary that would start off the process. And how that walk zone would mirror up to that. Not exactly a number answer, but definitely want to keep the neighborhood theme in place.

Lee added that after going through the redistricting process, the number of kids being transported could change drastically.

Mr. Perry said thank you, that is an amazing job. We had 1,900 plus community members give feedback. That is high in the community if I've ever heard it. That doesn't happen in a lot of districts. It doesn't always happen here. But that's astonishing. People really did invest in what could be the future of our district here. I had a question about speaking of geographic regions. We talk a lot about this geographic center of the district being somewhere near Alton Darby Road. As much as we don't like to, we think that it's the hinterlands out there with Bradley, but really, that's the center there. Where's the population center of our district, east, west, north, south, that whole thing compared to the geographical center for a school that would be like a hub where you're bringing students in from all of the entire district to more centralized population wise and geographically balancing those kind of things.

Mr. McDonough replied that a lot of the data that we have on the website, like our enrollment projections and the student potential analysis, shows a heat map of the district. And it's right where you

think it would be—right near the Crossing area. So, the Crossing-Beacon-JW region of the boundary is where our most densely populated students reside.

Mr. Stewart shared that we've structured a series of presentations on the most recent enrollment projections that will answer that question. Mr. McDonough added that the enrollment projection presentation will take place at the March 11 board meeting.

Mr. Vorst said I apologize ahead of time. I have a stack of questions. With the whole process, what was the conversation in the room like? And maybe anybody else who was in there, if you want to jump in, were multiple viewpoints fairly represented? Were people free and encouraged or felt encouraged to speak up? What were the big hiccups in those conversations? Just tell me about that. I think you've touched on it, but I wanted to go a little bit deeper with that.

Mr. McDonough replied I'm biased because I feel like the process was fantastic. We were very intentional with who was in the room. certainly, we had staff, but we wanted to make sure that we had folks in the room who didn't have children in the district. We wanted to make sure we had the student perspective because, quite honestly, that's the most powerful voice that we can hear from. We had two different groups of students because we had a group of students graduating throughout this process. They were phenomenal. They went on some of those building tours with us. But we had a different group of students with us this past year. We had parents, community leaders, Hilliard City employees, and local business owners.

It got contentious at times, but I think all in all, when we got down to the heart of what we were trying to accomplish, what's best for kids, I think everybody rallied around that. No ideas were shunned or turned away. We explored every question or idea that was out there and really tried to do our due diligence to provide a rationale as to why we may not go a certain way or pursue a certain decision.

Tracy added that it depends on the audience you have. We had internal meetings also, like Superintendent Stewart would pull staff in. In my experience, when the superintendent walks into the room, the staff conversation changes a little bit. And that just happens, right? That's not the case here. We sat in that first day of options, and I thought...when you go in an options work session, there's no agenda. Because you can't. You don't know where you're going to start. You don't know where it's going to evolve. And I don't know how long we spent on should we start at 6th grade center, should we start at the elementary side, should we start at what did we start at? At no point was the staff discouraged from giving their opinion on a grade configuration, how the feeder pattern works, or how the campus model works. You want a contentious.... Okay, so the campus model was part of that discussion, and so it depends on the audience. He talked about the steering committee, and I felt it was really free flowing, and I think every committee member can attest to that. I want to attest to the internal staff meetings, where the staff was encouraged and empowered to give their opinion because they are the experts in education. And they need their voice heard. You hired them for that reason. So, I think it was really powerful to hear those different opinions during those meetings. Fifth and sixth grade. Just keep going down the list of all those different topics that could really press an emotion and were encouraged to be discussed so it wouldn't be something that we would have to face in the long run.

Lee added that I'll even say, not that we needed to tell everyone, but we start these meetings with the options and recommendations off by trying to let people know that it's a safe space. So say whatever you want to say and what you need to get off your chest, because there could be very difficult

conversations that we'll have. But those are conversations that we have to have because there's no way around it. If we want to make good decisions, then we have to have everything on the table.

Mr. Vorst asked, what were the points of contention, Mike? Mr. McDonough said I'd have to go back to my notes. But I think any time that you come to the table looking through the lens of where your children go to school, then I'm focused on those buildings. We're all guilty of it. We only can advocate for what we see on a regular basis. It's not a bad perception or a bad perspective; it's just the nature of their reality. So, it's our job to educate those folks on everything else. We have 30 buildings within the district, and there are no bad ideas. Actually, we just talked about this in the room next door before this meeting. Every idea that people come up with about an improvement in their building or their community is a great idea. It's just a matter of funding and time and the labor force if we can do this. I think the biggest points of contention are when folks are really advocating for what they see every day but educating them on the bigger picture.

Ms. Arnold said I'll add input into that, having been a member of the steering committee for the majority of it. When the groups came together, it wasn't just about you guys educating them. It was about everybody in those individual groups educating each other about what they see in their building and having dynamic discussions about what they see and how that affects their kids. And then relaying that experience. And you can't replace that. Because that is something that was so fundamental for everybody to then start working forward to that end goal of what's good for all of our kids.

Mr. Perry said I want to bounce off of that, and what Zach said before, my goldfish brain forgets what I was going to think of....and I just lost it. Those different groups that we're talking about have differences of opinions as Kelly had mentioned, and Zach was asking about contention. What were those groups, were they staff versus parents versus students? Were they elementary school folks versus middle school folks? A little bit of all of that? Where were those cleavages? Where did those breakdowns overlap?

Mr. McDonough replied I don't want to paint a picture that we had these knockdown, drag-out fights. But there was nothing like that. But all of the above, to be honest with you. Certainly, people who have elementary-aged children are going to advocate for what they see in their buildings. And we had some very vocal and opinionated high school students. Which was great. Every building, every level, every pocket of our community was at the table and advocating for what they felt they needed within their perspective.

Ms. Arnold added that the groups were dynamic. They did not stay in one setting or group. They shuffled around for each meeting. Sometimes, you sit with your friends, or in some cases, your friends are deliberate about not sitting with you because you know what their opinions are. So, we shuffled around. I'm looking at this room, and I know these folks, and what they're bringing to the table is amazing. So, as they shuffled around and as we discussed these options and how all this data comes together, there were a lot of diverse opinions. A lot of good conversation and it wasn't, I don't say, the word contention gets thrown out, and I don't think that's what it was. It was a lot more of just talking it through and really how did that happen and how do we go about fixing those things? Those types of discussions. So, I think this was a really great group over the past two years.

Lee said I'll just add that, like Kelly said, contention might be a strong word. Having done this, and I'm sure Tracy can attest to this as well, having done this across the country, what we experienced in Hilliard, relatively speaking, was really nothing. There was no contention. Even if there were ideas of agendas or any kind of motives behind why they were on the committee, a lot of that went away

because they started to get into the process and understand the data, information, and issues that were out there, which really put them into a very more objective stance at looking at things. And so, it no longer becomes, I'm here to do this for my school, but it becomes, oh, now I have to think about the tens of thousands of other kids in the district. And so, how do we do something for all the kids?

Mr. Stewart said that anytime you do a process like this, the worst thing that can happen is you say to the group, Okay, what do you think? And everybody stares at you and doesn't say anything. We were fortunate to have a group that took the work seriously. And when we said, Okay, what do you think? They shared. I really wouldn't use the word contention. It was a free flow of ideas and conversation. A lot of meetings were in this room, and it got loud in here because people, as we broke them off into groups and had them dig into a task, they dug in. And like I said, it's way better than the alternative, which is way harder to deal with.

Mr. Vorst said maybe this is something that you guys will get to in a subsequent meeting, but what's the plan to engage the public on these recommendations? I know you've constantly been engaging the public, but now that we have something, a direction to go, what's the plan to let them know the feedback? Mr. Stewart said that's on us now. We tasked this committee to make the recommendations. Now, the board needs to spend some time with them and bless or tweak or do whatever. But then it's our work moving forward.

Mr. McDonough added that this presentation will go up on the website tomorrow. We're live-streaming it right now, and it'll be linked on our board meeting page. Certainly, folks who weren't able to make it tonight will have an opportunity to review this as well.

Mr. Vorst asked, do you have a ballpark on the amount of redistricting that would take place if we were to go forward with this? Mr. McDonough said no, I don't have a ballpark. We tried some spot redistricting a couple of years ago, and it quickly got a lot larger than spot redistricting. It's going to be pretty extensive. But it'll be very much the same process that this committee went through. Going through that process, so every voice can be heard, every part of the district, every level can be heard.

Mr. Vorst said, and this is a due diligence question: There's no way to do this without redistricting, at least to a minor extent. Mr. Stewart said I want to emphasize this point. Whether we do none of this work or not, I would recommend to the board that we still need to do boundary revisions, whether we touch a building or not in this process. We've been kicking that can down the road for the last several years, knowing that this process was coming to a close soon.

Tracy said let me add something because this is life-changing for people when they hear that word. To minimize some anxiety, when you do a district-wide boundary process, not 100 percent of students are impacted by it. It's actually very minimal, to be honest with you. You've got slivers and islands in this district that need to be fixed. They just do. And when you go through a process like this...I literally just left two nights of boundary processes in another district the last two nights and it really came down to 20%. In a district the exact same size as this. Maybe 20%. And they had to close three buildings, so that was 80 percent of the 20 percent. And so, I don't want this community to feel like a district-wide boundary process is something to really be afraid of. It's something to embrace and work together to really shape the way this district is reshaping itself from a growth perspective. So, let's just make sure that everybody knows that. It's not a hundred percent that gets moved when you do a district-wide boundary realignment.

Mr. Stewart added that what we talked about here is that we're not moving buildings around or closing buildings. And that really does decrease the overall impact.

Mr. Vorst said I have a couple of numbers questions. Is there a specific cost difference between the three 6th-grade models and the 5-6 model? Tracy replied that the upfront cost of doing it meant only replacement or one new middle, one new elementary in the first phase. That's the difference. And so if you can see that because of the configurations you had to do in the buildings, you would have to use for five and six and possible additions, those dollars are going to be taken away into more modernization than they would new schools. And if you can gauge that, it's not quite the \$64 million because that's the two elementary schools, but it was enough where you couldn't do two more. So, that's a pretty substantial increase, which meant that if you're going to replace those two other schools in the next phase, those costs went up \$11 million, so it's \$22 million more to do those two elementary schools that you get down the first phase. That gives you an impact statement more than a number statement, but it gives you some idea. Does that make sense?

Mr. Vorst said yeah, but I was really hoping for a specific number. Tracy replied obviously, then it's going to fall somewhere....if you just do the simple math of a \$22 million increase in inflation, or if you do a, it was about \$40 million that prevented two elementary. That tells me it's somewhere in the 35 to 50 million dollar range. I mean, that's what math tells me. Now again, you can modify your buildings to make them squeeze and fit, but that's not the purpose of this. We want the adequacy to be the right adequacy. You're going to put fifth and sixth graders in there. You're going to put in science labs, gyms, and other things that you might not typically do. And within your portfolio, you just didn't have them. So, I think that's where those dollars come into play. Mr. Vorst said okay, that makes sense.

Mr. Vorst asked if the five percent estimate on construction increases a good historical number? Is that just the new normal? How did you guys come to that number? Tracy said one of the advantages of the company I work with now, HBM, is that there's also a huge construction component and they help us in this all the time. What we have noticed in the past, before the last, let's say, five or six months, was a 1 percent per month increase in inflation for about 26 consecutive months. Think about that. 26 percent in two years. And so now it's gone down to about half of that. And so, we're anticipating that. And we see that there's anticipated slow in the private sector, probably going back into public funding, which is going to help stabilize the inflation rates. So, I do anticipate that it's going to hover around that five or 6 percent by going down that half percent per month again. That's what we're hearing. And so, I think we're pretty solid. For the costing of the first phase, we projected out to the midpoint of construction anyway to start. And then we added inflation on top. And so, I think that we're pretty good. We had Fanning and Howey check our numbers, too. They get plans from planners all the time. They're frustrated because of that first initial cost. I think they were more comfortable than they've been in a while with this. Can I sit there and promise it's going to be 5 or 6 percent? No. But the trend is showing that it's half of what it was even in the previous 24 months.

Mr. Vorst said, and lastly, we talked about the preschool expansion. How many seats would that add? Mr. McDonough said we have 20 classrooms at the preschool now, and we're looking at an equal-size addition for this expansion. Mr. Stewart said, and just as a reminder, we're already filling up the addition we just opened. So, that's a pretty key part of the plan.

Mrs. Crowley said that was a big question yesterday in the superintendent's advisory meeting about spacing for preschool. So, that's awesome.

Mr. McDonough added that this would all come through the schematic design, what we can fit on the site, regarding the actual number of classrooms.

Mr. Vorst said that's all I've got. Thank you, guys, for all your hard work; I really appreciate it.

Mrs. Crowley said I don't have any specific questions, but I just wanted to say thank you so much. This is so exciting. It's an honor to be a part of this work, and I just wanted to thank everybody who was on the committee. I also wanted to thank Robbie and Carol for speaking about your experience. Thank you so much.

Ms. Arnold said I'm going to wrap it up here as somebody who's been on this committee for a long time. My experience with our buildings and our facilities goes back to 2008 or 2009 when we did student housing. And I look at the scope that we had with that project, and that was huge, and Mike did a great job of bringing that kind of energy and people back together for this one.

The variety of folks that we had in there, the conversations were great, and I think it comes down to two things that kind of struck me: Robbie, when you talked about, can we wipe the slate clean? Well, tornadoes were thinking about that this morning, but we can't do that. We have to work within what we have and how we can work with the debt capacity that we have, which we rely on our treasurer to help us out with. And it comes down to whether this is something our community can get behind. I think so when you look at the faces that are in here tonight as part of this committee coming out tonight to go over the things that they've already heard a thousand times.

So, I'm really grateful to those folks who served on it, who are here tonight and who have been through the process, whether they've made it for all eight meetings or just a few. I think this is a really good plan that really addresses a lot of our district within the constraints we have around our buildings, what can we financially do, and how we keep kids rolling along in their education as we do all this work.

I am very grateful to Lee and Tracy. You guys have done an amazing job working with this group and bringing forward this presentation, and I really appreciate everybody. Thank you.

Mr. Stewart asked if anyone had any further questions.

Mrs. Murdoch said, one last thing for consideration. You threw out that five-million-dollar maintenance. Is that enough? I just worry about maintenance costs. Thinking about the early years, we're doing a lot of this construction and things. Clearly, it'll probably be lower. But as these facilities begin to age throughout these 15 years, \$5 million does not seem adequate just on the face of it. And I wonder if we could do a little deeper dive into what really we should be thinking about for that.

Mr. McDonough replied I think as we decide what to move forward within Phase I, that's going to certainly take some of that deferred liability away. And then we can start to talk about, okay, what is that true number that we need to keep our facilities at the target percentage we want? And I think that may factor into some of the conversations we have in Phase II. Can we maybe structure the potential debt in a way that there is additional P.I.? We had a lot of conversation around that this time. We felt like we had accomplished the organization that we needed to within this process and that we needed to take this big swing with the \$142 million we saw in Phase I. But what certainly was on the forefront of our mind throughout a lot of our conversations is whether we have the right permanent improvement

amount. We're certainly very grateful for what we have, but we know that when your portfolio's three-quarters of a billion dollars, it goes pretty fast.

Mr. Perry said that actually brings up a follow-up question for me. I think that's right inherently to understand that a newer building is probably going to require less maintenance than an older building. Is any of that offset when you do a refresher? Does a refreshed building require less maintenance than it? Mr. McDonough said yeah, when we do renovations, we're factoring in any of the deferred maintenance that's in that and any of the educational adequacy deficiencies that we have there. So, any type of renovation that you saw in that plan tackles both of those deficiencies from the condition standpoint and from the adequacy standpoint. Mr. Perry said okay, thank you.

6. The Board of Education approved the consent agenda – Item E1. Action by the Board of Education in “Adoption of the Consent Agenda” means that all E items are adopted by one single motion unless a member of the board or the Superintendent requests that any such item be removed from the consent agenda and voted upon separately.

E1 Approved the following resolutions (*See Document Attached to the Minutes*)

Mr. Perry asked Mrs. Swearingen to explain the basics of what this does. Mrs. Swearingen explained that this is the second year that you have seen this type of resolution, and it's tied to House Bill 126, which went into effect last year. HB 126 states that if there are any values on commercial property that the board wishes to contest, these resolutions have to be filed, and there are only specific levels of increase that you're permitted to file against. All of these property owners received notice of this, and so this is just formalizing that process.

Mr. Perry said, and then, as we talked a little bit before, it needs to be clear to everybody else that we're not filing against any residential taxpayers, correct? Mrs. Swearingen said that is correct.

Mr. Perry added that before we move on, I just wanted to acknowledge. Obviously, there are some families who are hurting tonight with their homes that have been damaged and whatnot. Obviously, our prayers go out to them and we're also going to be making our counselors available to any of our students and families who were affected by the weather last night.

7. At 7:37 p.m., the Board of Education caucused to executive session to consider the purchase of property for public purposes, or for the sale of property at competitive bidding, if premature disclosure of information would give an unfair competitive or bargaining advantage to a person whose personal, private interest is adverse to the general public.

We will not be taking any action after the executive session, so that will be the end of the meeting.