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: Mark Abate, Paul Lambert, Nada Long, Brian Perry, and Lisa Whiting
3. Everyone stood and recited the Pledge of Allegiance.
4. The Board of Education adopted the agenda as presented.
5. Facilities Database – Cliff Hetzel, Chief Operating Officer

Mr. Hetzel explained that we adopted a comprehensive facilities database to help quantify, manage and effectively communicate aging infrastructure needs to financial stakeholders. Throughout this process, we achieved the following outcomes:

1) Established predictive life cycle profiles for major building components and systems.
2) Identified Unfunded Liability – capital renewal (repair/replacement) needs against the funding available to support it.
3) Developed an industry standard measurement called Facility Condition Index (FCI) for each building to help predict the overall risk associated with capital renewal.
4) Captured the “tribal knowledge” of retiring employees into a database that can be leveraged for effective planning in the future.
5) Instituted a unified and integrated asset data depository that maintains a real-time capital plan with sustainability targets.
Our partner in this project, Ameresco, provided the database, and they also manage facilities and energy projects for other clients. Their engineers worked with our Operations staff to evaluate our facilities and build the system modules for the database. We used industry standards and Ohio Facilities Construction Commission (OFCC) benchmarks to establish lifecycle cost profiles for all assets.

We are grateful for our community’s support in providing and maintaining our beautiful facilities, but we do have many of them, and they are aging. Therefore, we need to continue to work on maintaining them.

**PORTFOLIO**

There are two cost factors we use as our basis for valuing repair and replacement costs.

1. **Current Replacement Value (CRV) 01 with Soft Costs:** An appraisal of the cost to design, prepare and construct a new building on the same site as the building being identified for replacement, under the current footprint, specifications and size.

   This is a value we use to estimate what it would cost to build a new building today’s market.

2. **Current Replacement Value (CRV) 02:** An appraisal of the current value of the existing building using today’s market rates.

   This is a value we use to apply our Facilities Condition Index (FCI) to as a means of determining the costs to fix or replace elements of the existing building in today’s market.

Mr. Lambert asked if the replacement value includes the land value. Mr. Hetzel answered that the property is not included in this value. Mrs. Long asked if the portfolio includes our support buildings such as Central Office and the Transportation Facility. Mr. Hetzel responded that yes, all of our facilities are included in our portfolio.
Our Facility Condition Index (FCI) is 7.21%. This percentage is derived from the deferred backlog ($41.7M) divided by the Current Replacement Value 02 ($578M). There are many entities with an FCI of 10%+, so 7.21% is a very good FCI.

Part of the inspiration behind getting this database is that we have many aging facilities. As you can see by the chart, 70% of our facilities are 30 years old or newer. This means we are coming to the renewal point (life cycle replacement) of some of our systems. Buildings are more expensive to maintain as they age, and the risk of failure increases as building systems near their “end of life”.

### COMPONENT INVENTORY BY DISCIPLINE

#### Mechanical
- Heating Systems
- Ventilation systems
- Air Conditioning
- Plumbing / Drainage
- Building Controls
- Fire Prevention

#### Architectural / Structural
- Roofing, Windows, Exterior Doors
- Foundation & Exterior Walls
- Flooring & Ceilings
- Interior Walls / Doors / Millwork
- Painting & Window Coverings
- Accessories & Equipment

#### Electrical
- Power & Distribution
- Interior Lighting
- Exterior Lighting
- Emergency Power
- Fire Alarm Systems
- Comm / IT systems
- Security Systems
- Clock Systems

#### Property / Site
- Roadways / Driveways
- Paving & Walkways
- Retaining Walls
- Landscaping
- Fencing
- Underground Utilities
TYPICAL LIFECYCLES

DATA VALIDATION

After entering all of the information, we extracted the information in a tabular format for our team to review. We reviewed over 1,350 items with our in-house maintenance and HVAC staff and Ameresco’s engineers. We adjusted repair/replacement timelines and costs based on our history and experiences. Again, the OFCC drove our cost adjustments. Each year, the OFCC generates cost information for school buildings – by size, type (elementary school, middle school, etc.), and region.

Mr. Lambert asked what kind of processes have been put in place to keep the database up-to-date. Mr. Hetzel explained that we update the database cost information every year with the most recent OFCC report. We also evaluate lifecycle timelines annually. This has become a tool that feeds information to the Treasurer for the Operations budget and helps identify projects that need to be completed based on priority. Ameresco also has a process for updating industry costs as necessary based on what’s happening in the market.

Mr. Abate asked if we have a timeline for auditing our internal pieces. Mr. Hetzel responded that we use the lifecycles as a guide and review items three to five years.

This is a dynamic database with information changing constantly. This presentation is just a snapshot of where we are now. We are currently adding information to the database of the work completed this past summer. Therefore, any reports run in the future will be different based on the newly added work.
The above bar chart shows each discipline for each year, with the cost for each discipline listed in the spreadsheet below the chart. When you click on one of the disciplines, you can view a tabular sheet of all of the elements within that discipline. For example, the column on the left shows our deferred backlog of $41.7M. This backlog includes primarily mechanical, plumbing, and electrical work. This doesn’t mean we are going to shut down. It means we are hitting the life expectancy for some of these elements, and at least some of them should be addressed.
Mr. Lambert remarked that obviously, we could not spend $41.7M next year, so that tall column will move to the following year. So it’s going to keep shifting from year to year until we figure out how to fund the backlog.

**PROJECTED TOTAL LIABILITY**

![Diagram showing projected total liability]

If we do nothing for the next twenty years, the total cumulative liability grows from $41.7M to $208M. This does not include any sustainability target or any of our other funding options.

Mr. Lambert commented that $208M over twenty years is about $10M per year. This model projects we need to spend a little under 2% per year to maintain our $578M portfolio. Having done this for a lot of my career, this is a very reasonable number.

![Chart showing cumulative lifecycle renewal costs]

This next chart shows the effect our current $4M/year PI funding has on our liability (purple). As you can see, $4M over twenty years becomes $80M which leaves a balance of $128M of unfunded liability.
The benchmarks we created are based on data from Ameresco. As you can see in the table above, Ameresco has over twelve thousand K-12 facilities in its portfolio, and the FCI is 18.2%. We have thirty facilities with an FCI of 7.2%. So if we do nothing for five years, our FCI will move to 16.6% in 2027.

**FACILITY CONDITION INDEX – UNFUNDED**

The portfolio has a **2022 FCI of 7.2%**, placing the facilities in the **Fair** range. However, without proper funding, the FCI would migrate to **Critical by 2037**.
UNFUNDED FCI MIGRATION

An FCI Migration Review will highlight each building’s FCI rating in 5-year increments. In addition, it compares facilities to help with decision-making related to capital investment strategies and/or possible retention of a facility for the longer term.

A Tabular Report by building can be produced to identify needs for each building, with scope, cost estimates, and due dates.

This information is now being used to support our 5-year Budget and help with Master Facility Planning that can lead to realistic funding targets.

Due to technical issues, there is no more audio, but here are the remaining slides of the Facilities Database presentation.
MASTER FACILITY PLANNING – SCENARIO ILLUSTRATION

FUNDING

CONDITION

Board of Education Work Session – Meeting Notes
September 20, 2021 | Administration Building
6. Quality Learning – Sharee Wells/Cori Kindl

Due to technical issues, there is no more audio, but here are the slides of the Quality Learning presentation.

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Quality Instruction and the Student Learning Experience

Board Work Session
Cori, Mark, Samantha and Herb

9/20/21

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District Commitment Plan

2021-22 District Goals

♦ Achievement
- Increase the number of students on benchmark for STAR reading and math by 10%.
- Increase the number of EL students who improve their Proficiency Status on OELA by 5%.
- Earn an 80% on the performance index measure of the state report card’s Achievement Component.

♦ Well-Being
- Increase staff’s strategies for responding to current events and cultural issues by 10% as indicated in the 2021 Panorama Staff Equity and Inclusion survey.
- Increase student’s cultural awareness 5% as indicated in the 2021 Panorama Student Equity and Inclusion survey.
- Increase student relationships with staff by 10% as indicated on the Panorama student survey.
- Increase peer to peer relationships by 10% as indicated on the Panorama student survey.

2021-22 District Priorities

♦ Define quality instruction and learning experiences provided to all students.
♦ Implement the revised response to intervention framework across the district.
♦ Improve school culture and communities through restorative and culturally responsive practices.
♦ Improve students’ mastery of phonics, informational, and complex texts.
♦ Improve English Language Learners’ language acquisition and achievement.

“The Why”

1. Important to be responsive to the disruption of learning
2. Renewed focus on teaching and learning
3. Incorporate the best of what we do with what we should do
4. Align our 5 district priorities

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### AREAS OF FOCUS

**Identified Areas that Require Intentional Focus in Order to Ensure All Students Achieve at Their Highest Level**

### BEST PRACTICE

**Teaching Technique or Strategy That Should Be Implemented**

### WHY

**Evidence or Research as to Why the Practice Positively Impacts Student Learning**

### LOOK FOR

**What Teachers Are Doing and/or What Students Are Doing in the Classroom as Evidence of the Area of Focus and Best Practice**
Connecting to Building Commitment Plans

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Evidence of Progress</th>
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<tbody>
<tr>
<td>- Research-based small group (Tier 2 intervention in the classroom) (Reading and Math)</td>
<td>- Common Unit Multi-Assessments (Grades 3-5)</td>
</tr>
<tr>
<td>- Opportunities provided for students to see themselves through/mutation</td>
<td>- DPI ongoing assessments (Grades K-2)</td>
</tr>
<tr>
<td>- Enrichment opportunities provided to all students based upon assessment (see/insert resource shared with all teachers)</td>
<td>- District-wide assessments (Grades K-2)</td>
</tr>
<tr>
<td>- Staff meeting agendas</td>
<td>- Whole School/Whole School</td>
</tr>
</tbody>
</table>

Quality Instruction & Learning Experience

- The teacher observes that each student is in their learning through formative assessment, and provides differentiated instruction, personalized for each student.
- The teacher increases student engagement by identifying and addressing students' individual needs and interests.
- The teacher recognizes that students are making progress on high-quality research-based and personalized learning experiences.

Response to Learning

1. Intervention (Tier 1)

- In order to support students in reaching their academic goals, teachers use meaningful learning experiences and personalized instruction, focusing on the unique needs of each student. This includes the use of technology and other tools to enhance learning.
- The teacher observes that each student is engaged and motivated in their learning.

2. Enrichment

- In order to support students in reaching their academic goals, teachers use meaningful learning experiences and personalized instruction, focusing on the unique needs of each student. This includes the use of technology and other tools to enhance learning.
- The teacher observes that each student is engaged and motivated in their learning.
Principal Walkthroughs

Accountability measure the principal uses to quantify the Action Steps that are taking place in the classroom.

Provides feedback connected to student learning behaviors & teacher instructional actions.

Accumulates data that highlights strengths and opportunities for growth.

Focus
Principal identifies priorities for building improvement using student data and Action Steps from the Quality Learning Guide.

Data Analysis
Academic Directors analyze Walkthrough data with principals and develop next steps for professional development and adjust the Focus if needed.

Walkthroughs
Principal conducts multiple walkthroughs in classrooms during instruction and identifies Look Fors from the Quality Learning Guide. Teacher receives feedback from the walkthrough.

Communication
Principal shares action steps and provides professional development to support teachers.