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: Mark Abate, Paul Lambert, Nada Long, Brian Perry, and Lisa Whiting

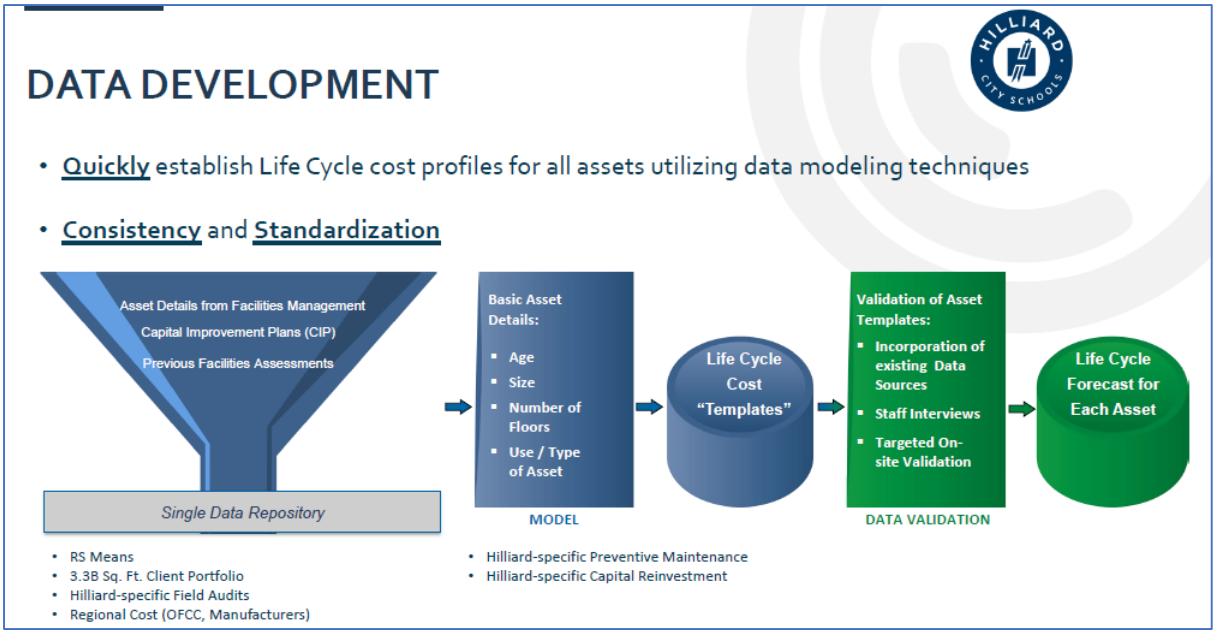
3. Everyone stood and recited the Pledge of Allegiance.

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.

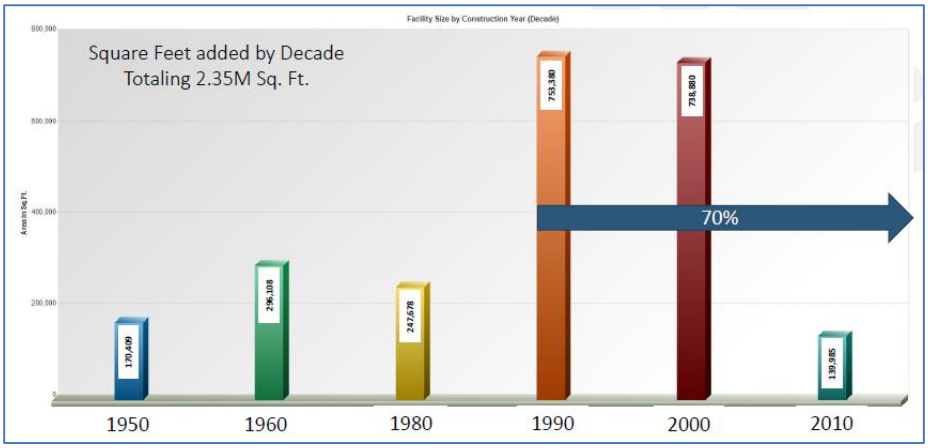
2. **Current Replacement Value (CRV) 02:** An appraisal of the current value of the existing building using today's market rates.

   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.

Number of Buildings	**30**
Gross Area (Buildings)	2.35M Sq. Ft.
Average Age of Buildings	32 Years
Current Replacement Value w/Soft Costs 01	$672M
Current Replacement Value 02	$578M
2022 Facility Condition Index (FCI)	7.21%
2022 Deferred Backlog	$41.7M
20 Year Cumulative Needs	$208M

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

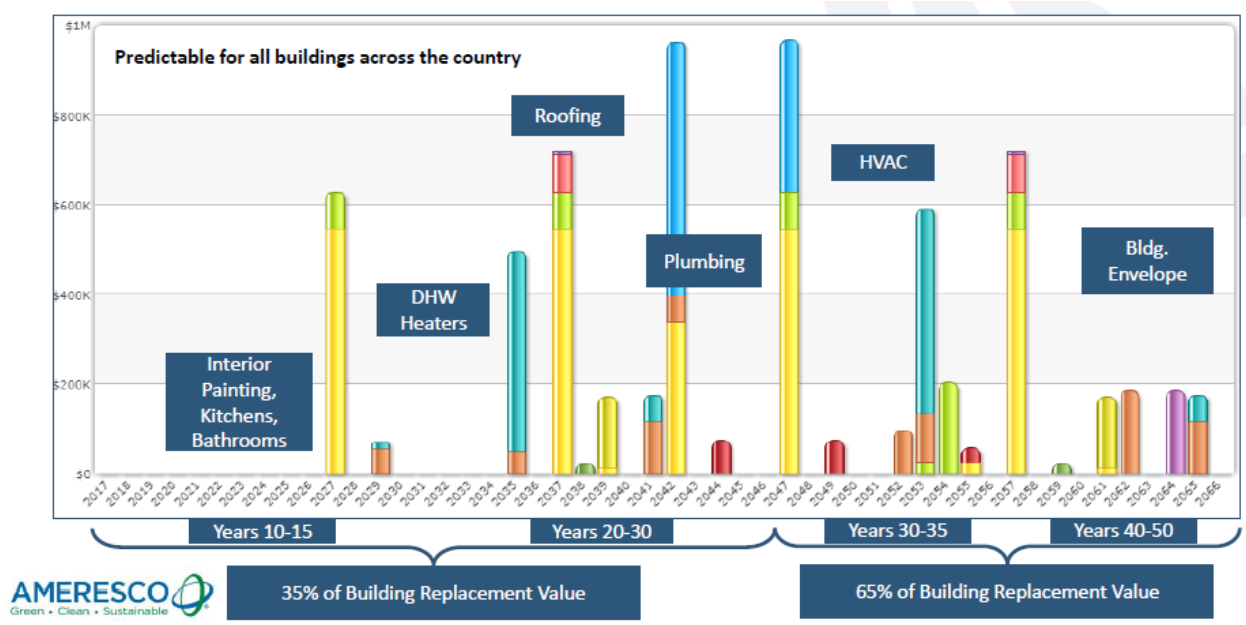
Electrical

- 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

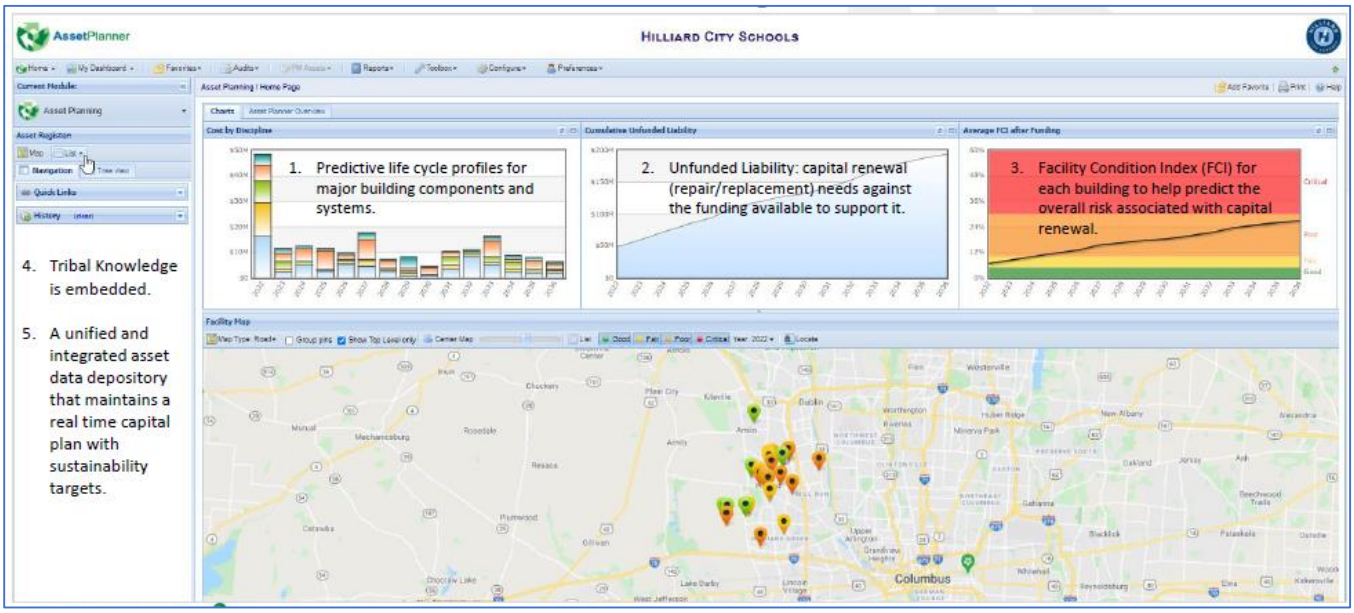
After entering all of the information, we extracted the information in a tabular format for our team to review. We reviewed over 1,350 items with our in-house maintenance and HVAC staff and Ameresco's engineers. We adjusted repair/replacement timelines and costs based on our history and experiences. 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.

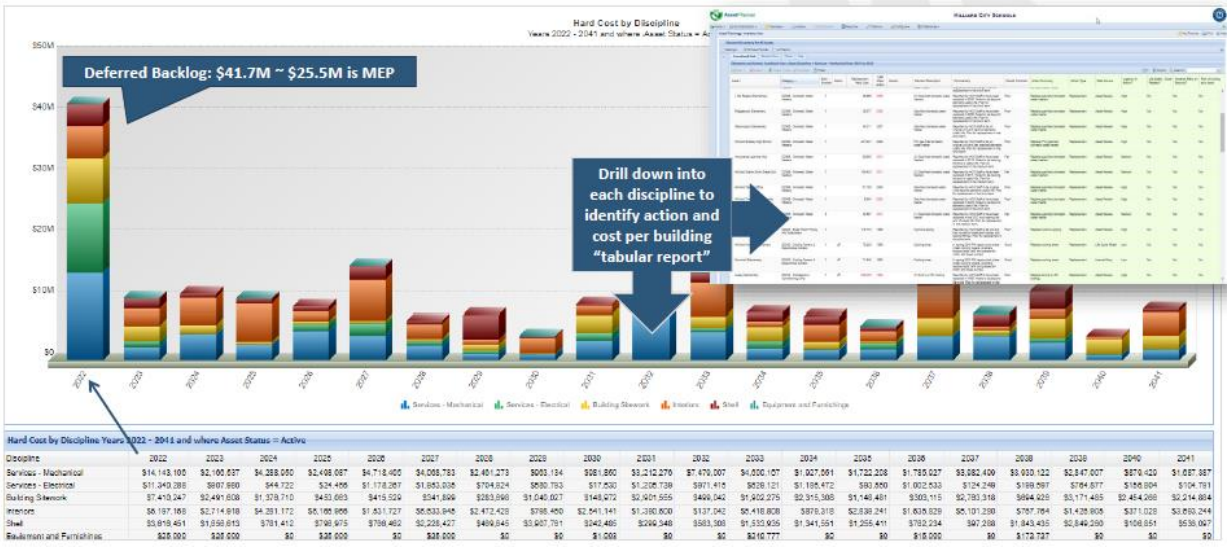
Mr. Abate asked if we have a timeline for auditing our internal pieces. Mr. Hetzel responded that we use the lifecycles as a guide and review items three to five years.

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.

DYNAMIC DASHBOARD



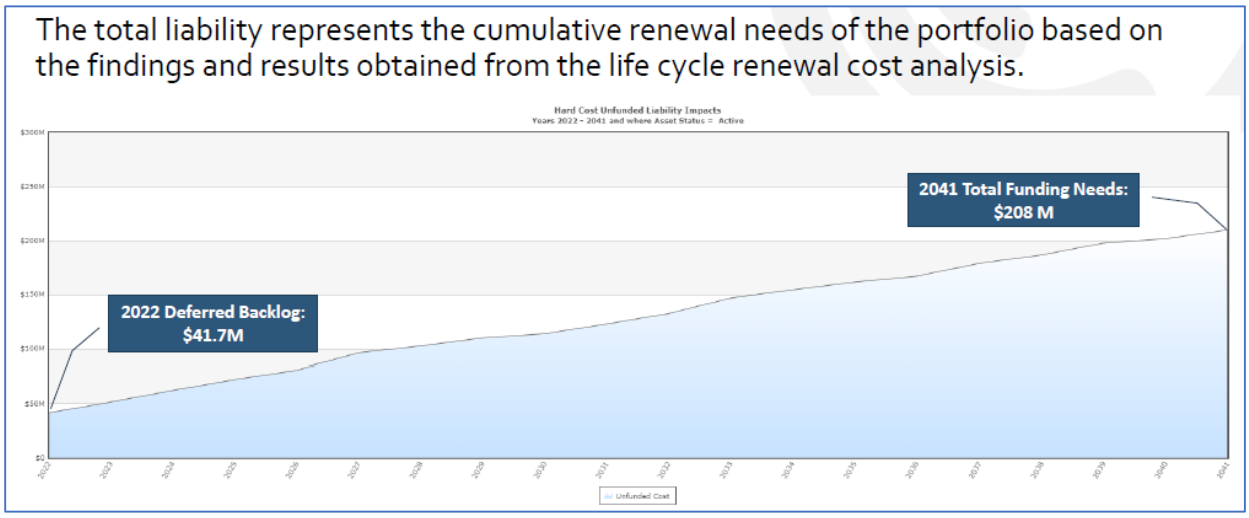
PREDICTIVE LIFECYCLES – COST BY DISCIPLINE



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.

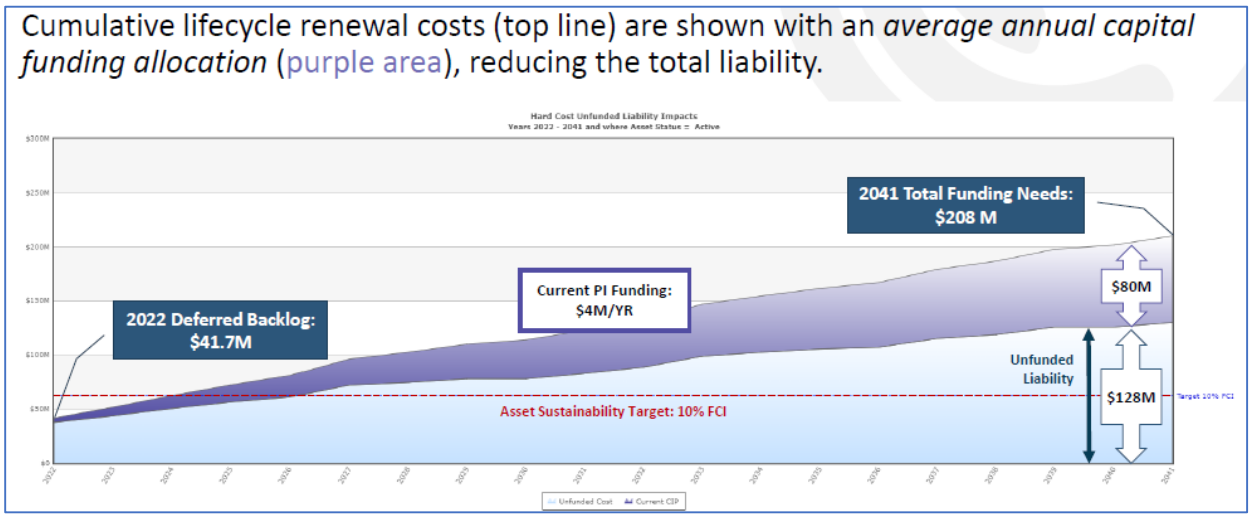
Mr. Lambert remarked that obviously, we could not spend $41.7M next year, so that tall column will move to the following year. So it's going to keep shifting from year to year until we figure out how to fund the backlog.

PROJECTED TOTAL LIABILITY



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.



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.

FACILITY CONDITION INDEX (FCI)

PERFORMANCE OF FACILITIES / PORTFOLIO

$$FCI = \frac{\text{Renewal and Repair Costs}}{\text{Replacement Cost}}$$

GOOD Range: FCI (0% - 5%)
FAIR Range: FCI (5% - 10%)
POOR Range: FCI (10%-30%)
CRITICAL Range: FCI (> 30%)

Example: $1M identified in repairs for a building that has a Current Replacement Value of $12M

$1M/$12M = **8.3%** (this is the FCI)

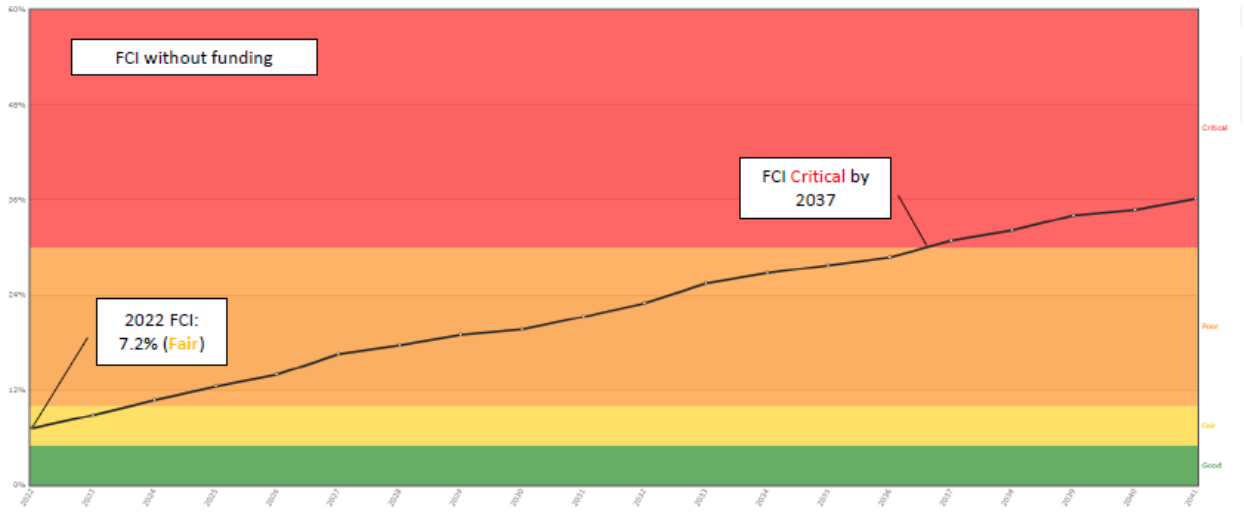
TYPE	# of Facilities	Sq. Ft.	2021 FCI
K-12	12,414	351M	18.2%
Higher Ed	892	21M	23.1%
Municipal	25,125	423M	10.6%
Corporate	100,732	1.6B	14.3%
HCSD	30	2.35M	7.2%
In 5 years (2027) without action			16.6%

BENCHMARKS

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.

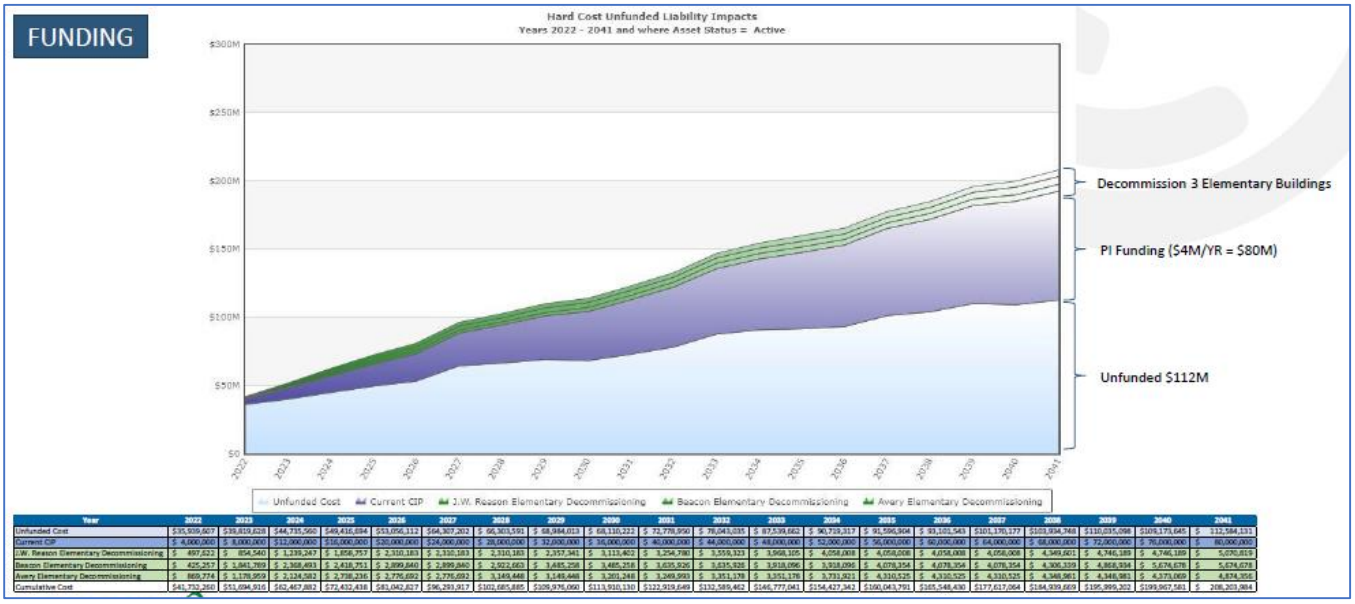
A Tabular Report by building can be produced to identify needs for each building, with scope, cost estimates, and due dates.

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.

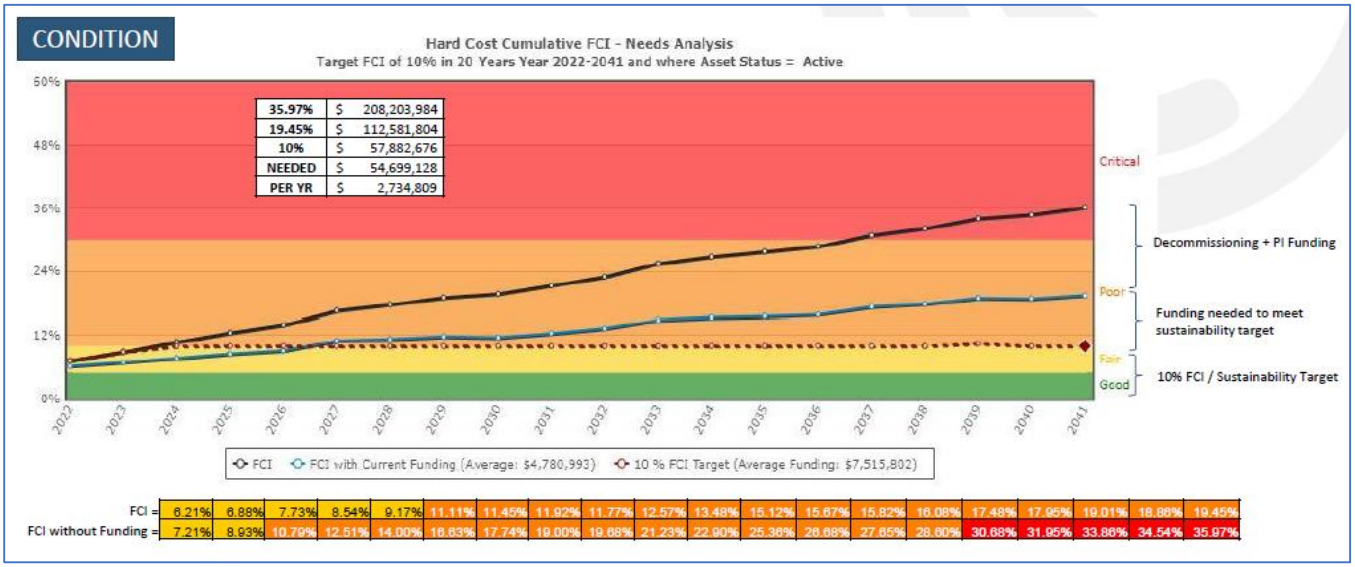
Name	YR BUILT	Size (Sq.Ft.)	2021 CRV w/ Soft Costs @ 16.1%	2022	YR 5	YR 10	YR 15	YR 20
Hilliard Memorial Middle School	2018	139,985	$ 38,885,154	0.00%	0.00%	0.43%	0.73%	7.75%
Washington Elementary	2007	60,247	$ 18,123,907	1.64%	1.72%	20.00%	31.68%	33.58%
McVey Innovative Learning Center	1990	30,292	$ 9,453,430	1.65%	9.71%	13.62%	22.28%	35.27%
Hilliard City School District Preschool	2001	18,640	$ 5,823,171	1.71%	18.00%	21.07%	23.59%	26.57%
Hilliard Bradley High School	2009	309,163	$ 86,999,451	1.85%	2.13%	9.03%	21.62%	28.44%
Alton Darby Elementary	2001	60,247	$ 17,366,383	2.05%	18.94%	23.84%	32.97%	35.97%
Innovative Learning Hub	2001	56,000	$ 17,476,301	2.91%	12.69%	18.97%	28.96%	42.36%
Hilliard Bradley High School - Stadium	2009	13,438	$ 2,678,001	3.83%	9.16%	21.23%	55.73%	64.80%
Hilliard Tharp Sixth Grade School	2001	78,898	$ 22,742,592	4.08%	20.48%	25.67%	29.04%	32.99%
Hoffman Trails Elementary	2001	60,247	$ 18,123,907	4.78%	23.31%	28.19%	31.82%	34.83%
Hilliard Davidson High School	1989	229,977	$ 64,716,259	5.33%	15.61%	19.78%	24.66%	36.83%
Hilliard Crossing Elementary	1993	59,600	$ 17,929,272	6.00%	17.55%	27.29%	31.43%	41.83%
Hilliard Weaver Middle School	1994	122,088	$ 33,913,710	6.04%	9.92%	24.54%	32.76%	38.88%
Hilliard Central Office	2003	82,000	$ 19,817,248	6.29%	7.34%	29.30%	37.08%	40.42%
Darby Creek Elementary	1998	58,500	$ 17,598,363	6.29%	21.94%	27.64%	33.02%	37.59%
Hilliard Darby High School - Stadium	1997	13,500	$ 2,690,356	8.93%	23.00%	30.03%	34.84%	74.42%
Hilliard Darby High School	1997	233,700	$ 65,763,923	10.08%	15.98%	22.56%	28.62%	38.23%
Brown Elementary	1965	47,527	$ 14,847,524	10.15%	14.69%	18.72%	25.46%	39.06%
Scioto Darby Elementary	1963	54,431	$ 16,374,299	10.83%	15.64%	19.76%	37.76%	41.93%
Britton Elementary	1967	57,376	$ 17,260,233	11.02%	18.04%	20.72%	30.70%	40.47%
Hilliard Station Sixth Grade School	1956	126,703	$ 35,195,668	11.28%	17.42%	29.91%	35.35%	40.50%
Beacon Elementary	1968	46,578	$ 14,551,055	11.38%	21.77%	28.65%	31.85%	41.18%
Ridgewood Elementary	1961	45,020	$ 14,064,333	11.58%	20.08%	25.97%	39.41%	40.30%
J.W. Reason Elementary	1958	43,706	$ 13,653,837	12.01%	25.04%	31.99%	36.38%	39.92%
Norwich Elementary	1993	59,600	$ 17,929,272	12.59%	18.99%	26.31%	29.29%	39.73%
Avery Elementary	1960	45,176	$ 14,113,067	13.50%	24.73%	30.93%	35.84%	39.69%
Hilliard Horizon Elementary	1996	58,500	$ 17,598,363	14.64%	19.66%	25.25%	32.38%	41.77%
Hilliard Heritage Middle School	1996	117,600	$ 32,667,029	18.21%	22.36%	30.57%	37.70%	39.55%
Hilliard Transportation Facility	1983	7,300	$ 1,650,141	23.83%	32.13%	38.67%	99.16%	100.41%
Hilliard Davidson High School - Stadium	1989	10,401	$ 2,072,770	27.50%	32.32%	36.81%	37.62%	84.08%
Totals:		2,346,440	$672,079,018	7.21%	14.00%	21.23%	28.59%	35.95%
	CRV (Cost Basis)		$578,879,429	$41,732,260	$81,034,805	$122,903,605	$165,522,804	$208,116,431

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



Year	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041
Unfunded Cost	$35,939,607	$39,819,628	$44,735,560	$49,416,694	$53,056,312	$64,307,202	$ 66,303,591	$ 68,984,013	$ 68,110,223	$ 72,778,950	$ 78,043,035	$ 87,539,662	$ 90,719,317	$ 91,596,904	$ 93,101,543	$101,170,177	$103,934,748	$110,035,098	$109,173,645	$ 112,584,131
Current CIP	$ 4,000,000	$ 8,000,000	$12,000,000	$16,000,000	$20,000,000	$24,000,000	$ 28,000,000	$ 32,000,000	$ 36,000,000	$ 40,000,000	$ 44,000,000	$ 48,000,000	$ 52,000,000	$ 56,000,000	$ 60,000,000	$ 64,000,000	$ 68,000,000	$ 72,000,000	$ 76,000,000	$ 80,000,000
J.W. Reason Elementary Decommissioning	$ 497,622	$ 854,540	$ 1,239,247	$ 1,658,757	$ 2,310,183	$ 2,310,183	$ 2,310,183	$ 2,357,341	$ 3,113,402	$ 3,254,730	$ 3,559,323	$ 3,968,105	$ 4,058,008	$ 4,058,008	$ 4,058,008	$ 4,058,008	$ 4,349,601	$ 4,746,189	$ 4,746,189	$ 5,070,819
Beacon Elementary Decommissioning	$ 425,257	$ 1,841,789	$ 2,368,493	$ 2,418,751	$ 2,899,840	$ 2,899,840	$ 2,922,663	$ 3,485,258	$ 3,485,258	$ 3,635,926	$ 3,635,926	$ 3,918,096	$ 3,918,096	$ 4,078,354	$ 4,078,354	$ 4,078,354	$ 4,306,339	$ 4,868,934	$ 5,674,678	$ 5,674,678
Avery Elementary Decommissioning	$ 869,774	$ 1,178,959	$ 2,124,582	$ 2,738,236	$ 2,776,692	$ 2,776,692	$ 3,149,448	$ 3,149,448	$ 3,201,248	$ 3,249,993	$ 3,351,178	$ 3,351,178	$ 3,731,921	$ 4,310,525	$ 4,310,525	$ 4,310,525	$ 4,348,981	$ 4,348,981	$ 4,373,069	$ 4,874,356
Cumulative Cost	$41,732,260	$51,694,916	$62,467,882	$72,432,438	$81,042,827	$96,293,917	$102,685,885	$109,976,060	$113,910,130	$122,919,649	$132,589,462	$146,777,041	$154,427,342	$160,043,791	$165,548,430	$177,617,064	$184,939,669	$195,999,302	$199,967,581	$ 208,203,984



	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041
FCI =	6.21%	6.88%	7.73%	8.54%	9.17%	11.11%	11.45%	11.92%	11.77%	12.57%	13.48%	15.12%	15.67%	15.82%	16.08%	17.48%	17.95%	19.01%	18.88%	19.45%
FCI without Funding =	7.21%	8.93%	10.79%	12.51%	14.00%	16.63%	17.74%	19.00%	19.68%	21.23%	22.90%	25.36%	26.68%	27.65%	28.60%	30.68%	31.95%	33.86%	34.54%	35.97%

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.

Quality Instruction and the Student Learning Experience

Board Work Session

Cori, Mark, Samantha and Herb

9/20/21

District Commitment Plan

2021-22 District Goals

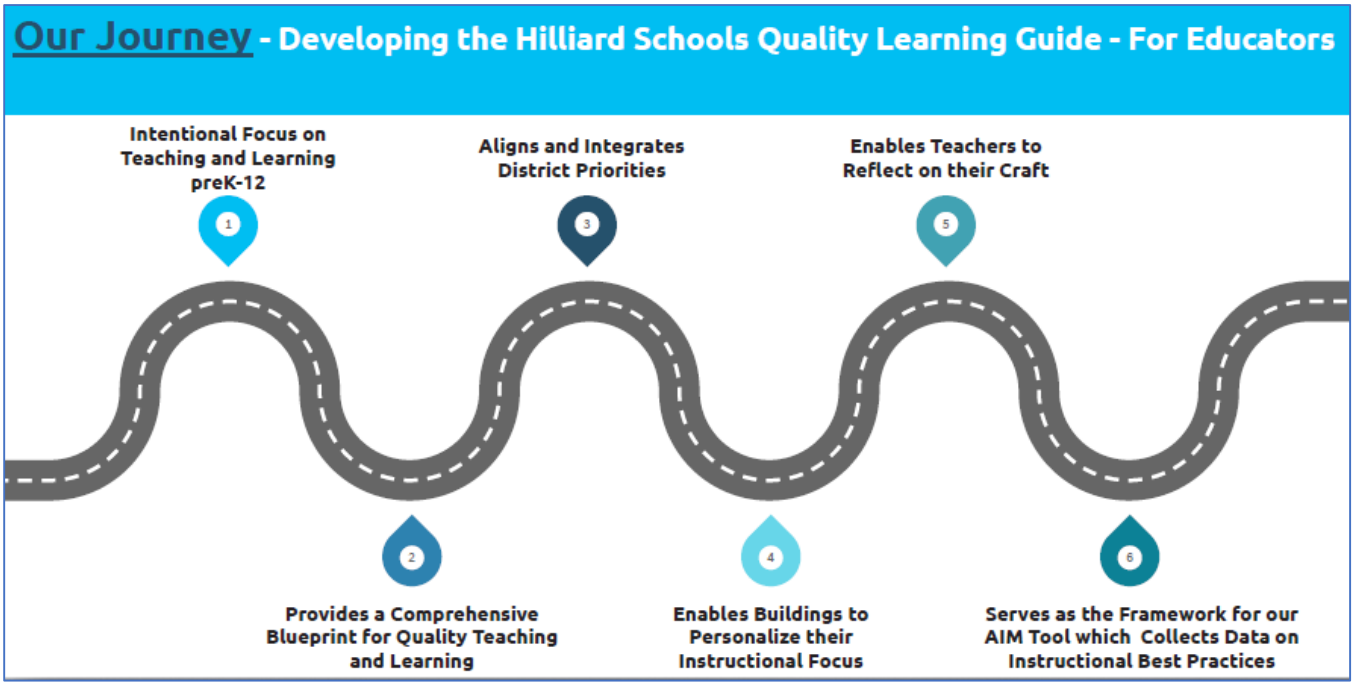
- **Achievement**
  - Increase the number of students on benchmark for STAR reading and math by 10%.
  - Increase in the number of EL students who improve their Proficiency Status on OELPA by 5%.
  - Earn an 80% on the performance index measure of the state report card's Achievement Component.
- **Well-Being**
  - Increase staff's strategies for responding to current events and cultural issues by 10% as indicated on the 2022 Panorama Staff Equity and Inclusion survey.
  - Increase students' cultural awareness 15% as indicated on the 2022 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.

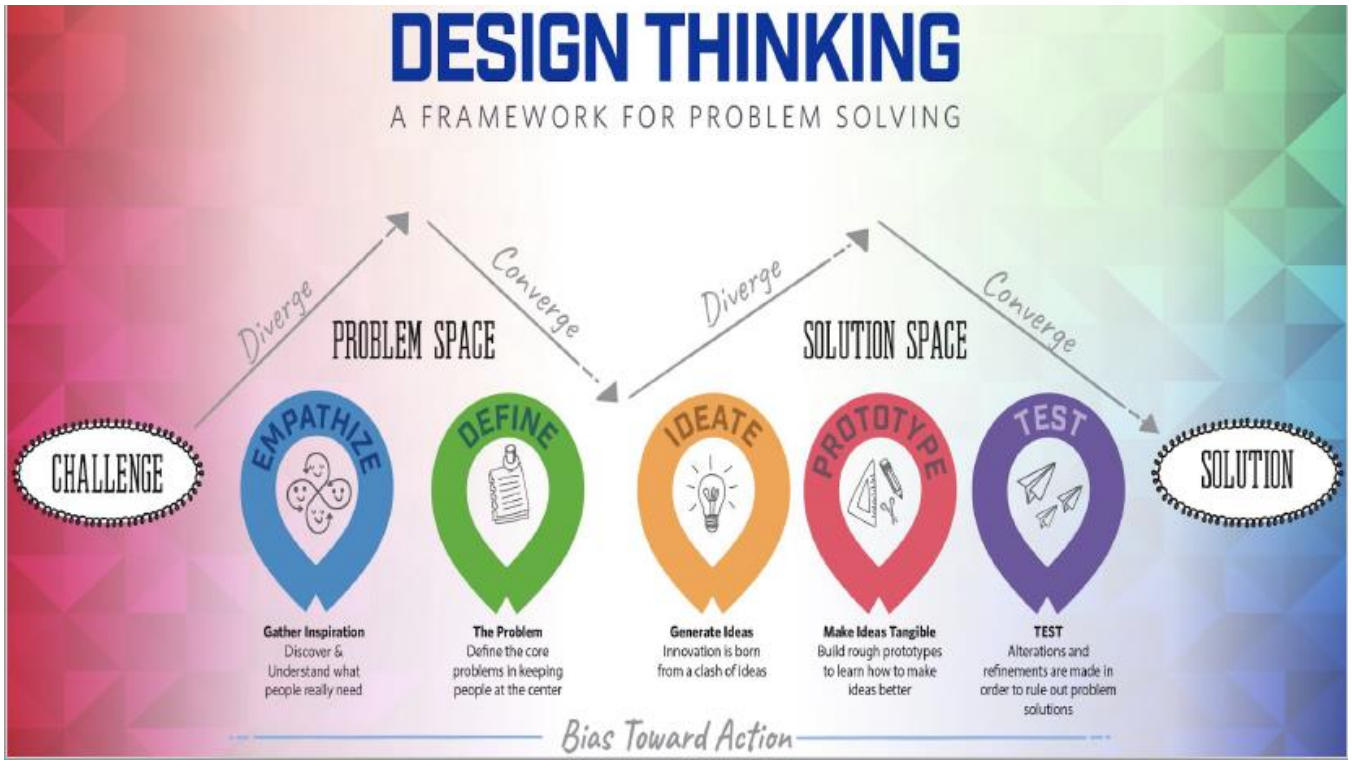
2021-22 District Priorities

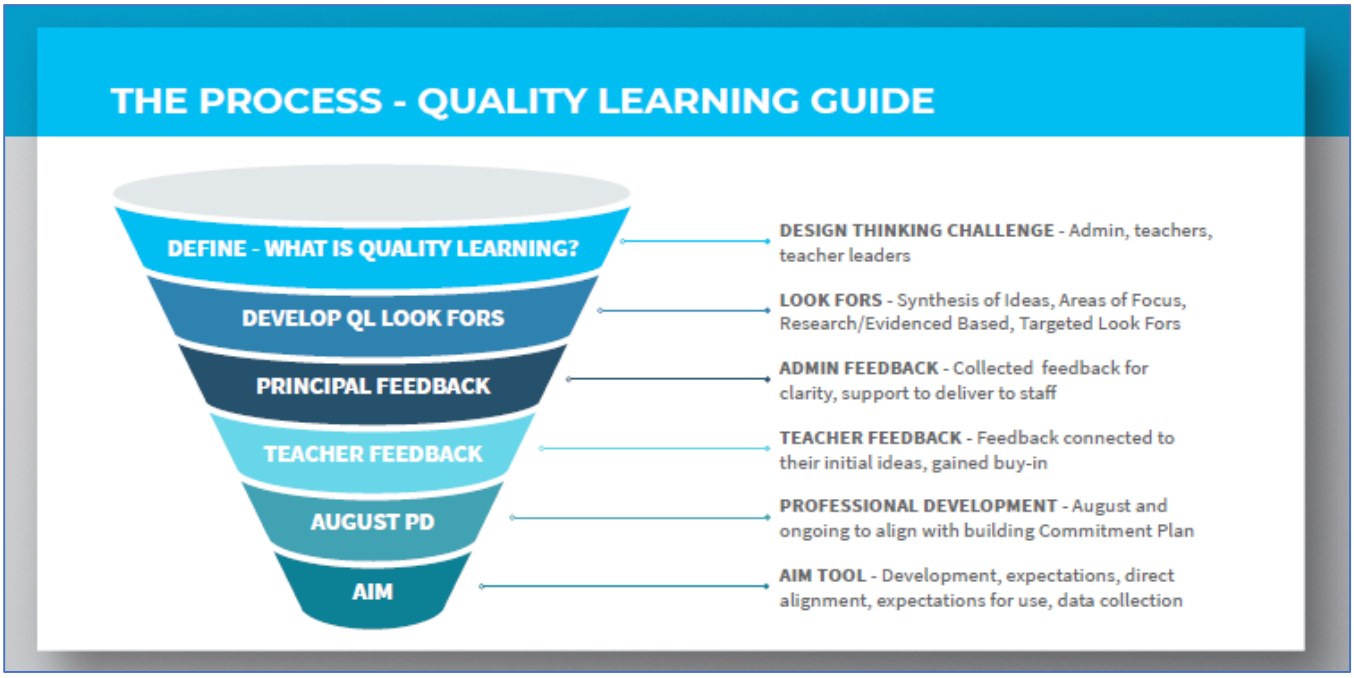
- Refine quality instruction and learning experiences provided to all students.
- Implement the revised response to intervention framework across the district.
- Improve school culture and communities through restorative and culturally responsive practices.
- Improve students' mastery of phonics, informational,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

"The Why"

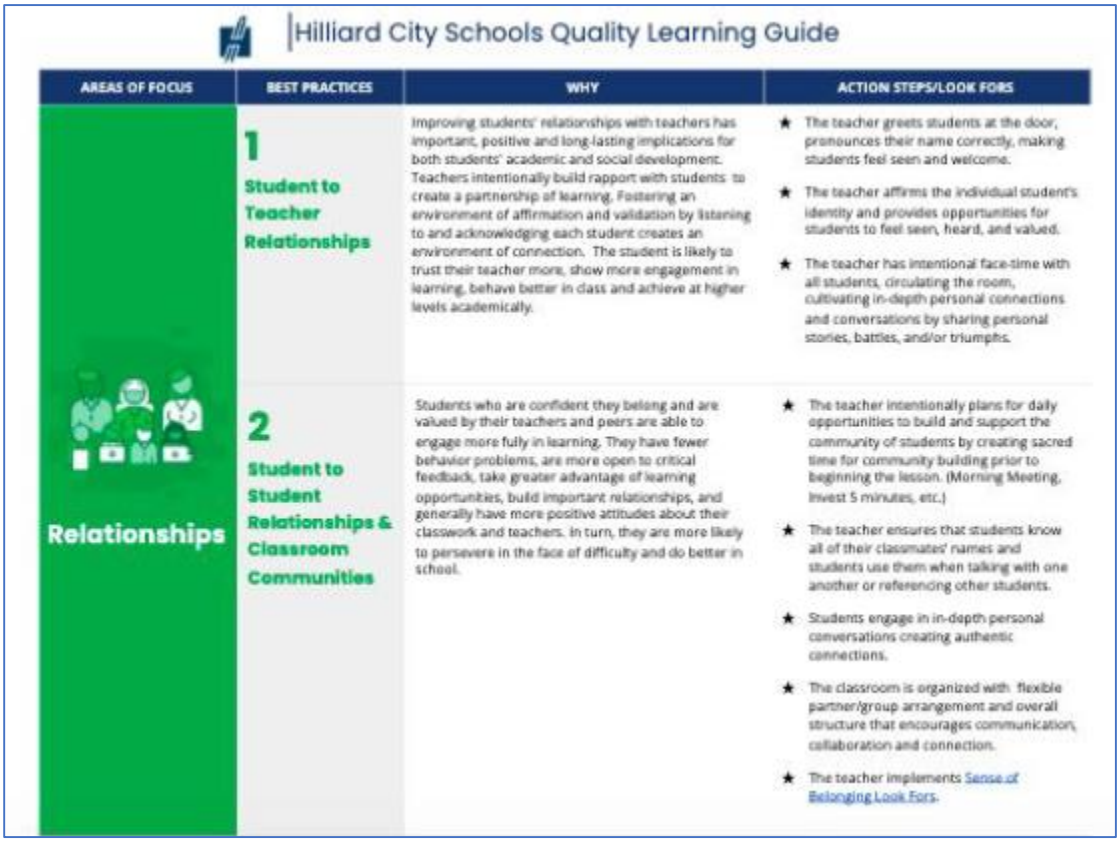
1. Important to be responsive to the disruption of learning
2. Renewed focus on teaching and learning
3. Incorporate the best of what we do with what we should do
4. Align our 5 district priorities


Our Journey - Developing the Hilliard Schools Quality Learning Guide - For Educators
Intentional Focus on Teaching and Learning preK-12
1
Provides a Comprehensive Blueprint for Quality Teaching and Learning
2
Aligns and Integrates District Priorities
3
Enables Buildings to Personalize their Instructional Focus
4
Enables Teachers to Reflect on their Craft
5
Serves as the Framework for our AIM Tool which Collects Data on Instructional Best Practices
6


DESIGN THINKING
A FRAMEWORK FOR PROBLEM SOLVING
Diverge
Converge
PROBLEM SPACE
Diverge
Converge
SOLUTION SPACE
CHALLENGE
EMPATHIZE
DEFINE
IDEATE
PROTOTYPE
TEST
SOLUTION
Gather Inspiration
Discover & Understand what people really need
The Problem
Define the core problems in keeping people at the center
Generate Ideas
Innovation is born from a clash of ideas
Make Ideas Tangible
Build rough prototypes to learn how to make ideas better
TEST
Alterations and refinements are made in order to rule out problem solutions
Bias Toward Action


THE PROCESS - QUALITY LEARNING GUIDE
DEFINE - WHAT IS QUALITY LEARNING?
DEVELOP QL LOOK FORS
PRINCIPAL FEEDBACK
TEACHER FEEDBACK
AUGUST PD
AIM
DESIGN THINKING CHALLENGE - Admin, teachers, teacher leaders
LOOK FORS - Synthesis of Ideas, Areas of Focus, Research/Evidenced Based, Targeted Look Fors
ADMIN FEEDBACK - Collected feedback for clarity, support to deliver to staff
TEACHER FEEDBACK - Feedback connected to their initial ideas, gained buy-in
PROFESSIONAL DEVELOPMENT - August and ongoing to align with building Commitment Plan
AIM TOOL - Development, expectations, direct alignment, expectations for use, data collection


QUALITY LEARNING GUIDE
RELATIONSHIPS
LESSON DESIGN
LEARNING EXPERIENCE
ASSESSMENT, FEEDBACK & REFLECTION
RESPONSE TO LEARNING

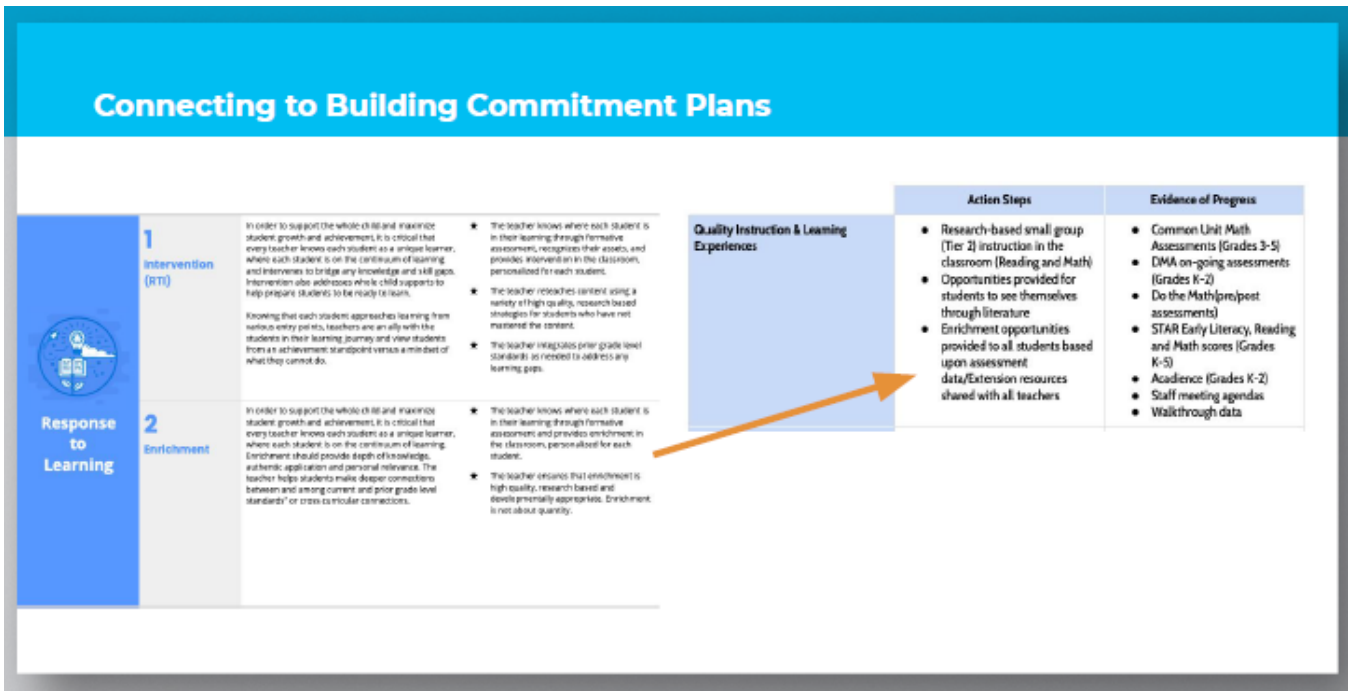


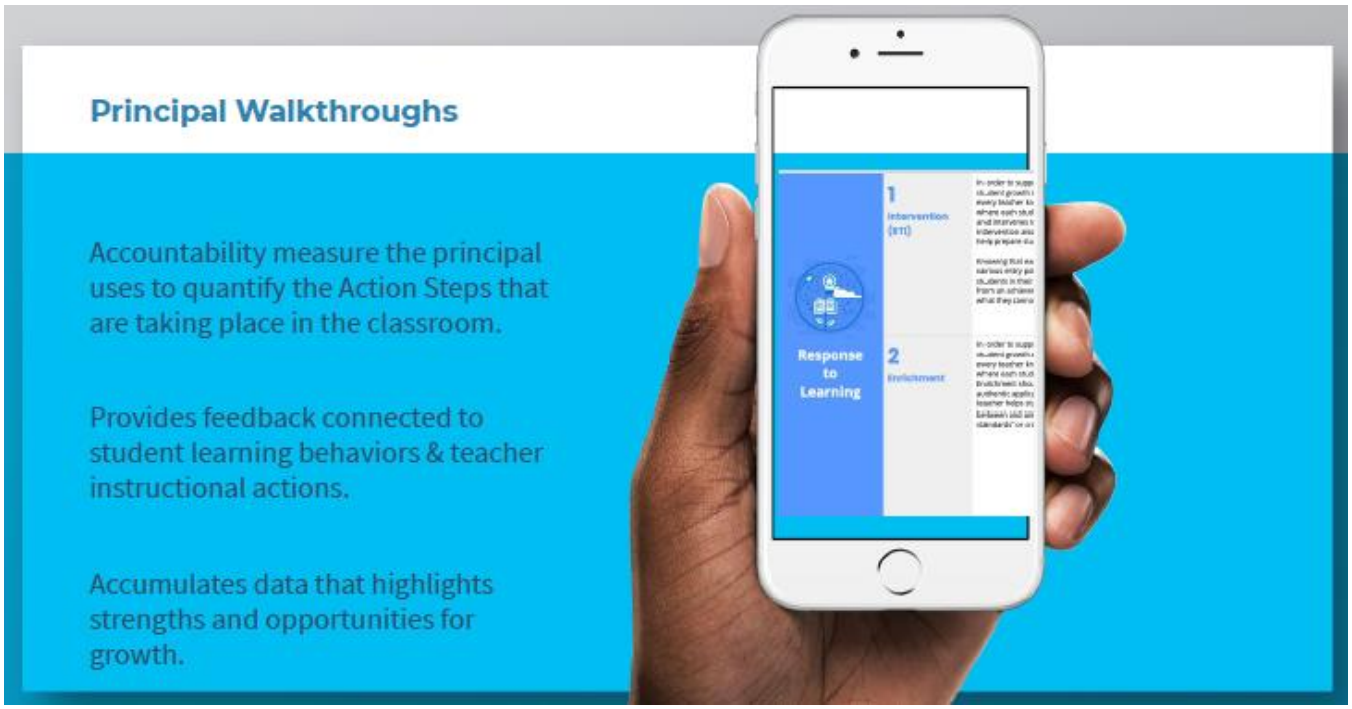
Hilliard City Schools Quality Learning Guide

AREAS OF FOCUS	BEST PRACTICES	WHY	ACTION STEPS/LOOK FORS
Relationships	1 Student to Teacher Relationships	Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Teachers intentionally build rapport with students to create a partnership of learning. Fostering an environment of affirmation and validation by listening to and acknowledging each student creates an environment of connection. The student is likely to trust their teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically.	★ The teacher greets students at the door, pronounces their name correctly, making students feel seen and welcome. ★ The teacher affirms the individual student's identity and provides opportunities for students to feel seen, heard, and valued. ★ The teacher has intentional face-time with all students, circulating the room, cultivating in-depth personal connections and conversations by sharing personal stories, battles, and/or triumphs.
	2 Student to Student Relationships & Classroom Communities	Students who are confident they belong and are valued by their teachers and peers are able to engage more fully in learning. They have fewer behavior problems, are more open to critical feedback, take greater advantage of learning opportunities, build important relationships, and generally have more positive attitudes about their classwork and teachers. In turn, they are more likely to persevere in the face of difficulty and do better in school.	★ The teacher intentionally plans for daily opportunities to build and support the community of students by creating sacred time for community building prior to beginning the lesson. (Morning Meeting, Invest 5 minutes, etc.) ★ The teacher ensures that students know all of their classmates' names and students use them when talking with one another or referencing other students. ★ Students engage in in-depth personal conversations creating authentic connections. ★ The classroom is organized with flexible partner/group arrangement and overall structure that encourages communication, collaboration and connection. ★ The teacher implements Sense of Belonging Look Fors.

AREA OF FOCUS	BEST PRACTICE	WHY	LOOK FOR
IDENTIFIED AREAS THAT REQUIRE INTENTIONAL FOCUS IN ORDER TO ENSURE ALL STUDENTS ACHIEVE AT THEIR HIGHEST LEVEL	TEACHING TECHNIQUE OR STRATEGY THAT SHOULD BE IMPLEMENTED	EVIDENCE OR RESEARCH AS TO WHY THE PRACTICE POSITIVELY IMPACTS STUDENT LEARNING	WHAT TEACHERS ARE DOING AND/OR WHAT STUDENTS ARE DOING IN THE CLASSROOM AS EVIDENCE OF THE AREA OF FOCUS AND BEST PRACTICE


QUALITY LEARNING GUIDE
RELATIONSHIPS
LESSON DESIGN
LEARNING EXPERIENCE
ASSESSMENT, FEEDBACK & REFLECTION
RESPONSE TO LEARNING


Connecting to Building Commitment Plans
Response to Learning
1
Intervention (RTI)
2
Enrichment
Quality Instruction & Learning Experiences
Action Steps
Research-based small group (Tier 2) instruction in the classroom (Reading and Math)
Opportunities provided for students to see themselves through literature
Enrichment opportunities provided to all students based upon assessment data/Extension resources shared with all teachers
Evidence of Progress
Common Unit Math Assessments (Grades 3-5)
DMA on-going assessments (Grades K-2)
Do the Math(pre/post assessments)
STAR Early Literacy, Reading and Math scores (Grades K-5)
Acadience (Grades K-2)
Staff meeting agendas
Walkthrough data


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.
Response to Learning
1
2


Focus
Principal identifies priorities for building improvement using student data and Action Steps from the Quality Learning Guide..
Communication
Principal shares action steps and provides professional development to support teachers.
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 walkthrough in classrooms during instruction and identifies Look Fors from the Quality Learning Guide. Teacher receives feedback from the walkthrough.