

APPENDIX C FOCUS GROUP MEETINGS

APPENDIX C: FOCUS GROUP MEETINGS

FOCUS GROUP MEETING 1:
DISTRICT NEED
NOVEMBER 17, 2020
Meeting 1 Minutes
Meeting 1 Presentation
FOCUS GROUP MEETING 2:
PRELIMINARY PLANS
DECEMBER 15, 2020
Meeting 2 Minutes C-17
Meeting 2 Presentation C-22
FOCUS GROUP MEETING 3:
FEEDBACK & PLAN REVIEW
MARCH 8, 2021
Meeting 3 Minutes C-29
Meeting 3 Presentation C-35

MEETING MINUTES

PROJECT: Beaverton School District LRFP **PROJECT NO:** 2019910.10

19 November 2020 Document1 DATE: **FILE NAME:**

SUBJECT: Focus Group Meeting 1: District Need

17 November 2020 6:30 - 8:30 PM **MEETING DATE:** TIME:

LOCATION: Virtual (Zoom)

Kavin Buck ATTENDEES: **Focus Group**

> Shellie Bailey-Shah **Focus Group** Michelle Caspell Hill **Focus Group** Jason Hohnbaum **Focus Group Brian Kennedy** Focus Group **Angel Nunez Focus Group** Abhijit Sathaye **Focus Group** Eric Schmidt **Focus Group** D. Raghav Shan **Focus Group** Kimi Sloop **Focus Group**

Rob Zoeller Associate Planner, City of Beaverton (representing Brian M.)

Steven Sparks **Executive Administrator for Long-Range Planning**

Joshua Gamez Chief Facilities Officer

Aaron Boyle Administrator for Facilities Development

Robert McCracken **Facilities Planning Coordinator**

Don Grotting BSD Superintendent

Carl Mead **BSD Assistant Superintendent Dave Williams BSD Public Communications Officer**

LeRoy Landers Principal, Mahlum Architects Jennifer Lubin Senior Planner, Mahlum Architects Frank Angelo Principal, Angelo Planning Group

Brian Martin COPY TO: **Focus Group**

> Alfredo Moreno **Focus Group**

The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

Please refer to the Meeting 1 slide presentation and meeting recording, both of which can be found on the District website, for additional information regarding Meeting 1 content.

ITEM DISCUSSION

1.1 Superintendent's Introduction

Thank you for serving your community, especially in these unprecedented and unique times. The operational side of the district is important to ensure the long-term success of the district. The district is in the process of reforming middle school boundaries and is continuing with work on bond projects. The Long-Range Facility Plan project is important to the future of the district moving forward and looking at future capital bonds. This committee will help identify the capital investments and priorities that need to be made in the district. This is a great group of committee members: if anyone can do it, you can. I look forward to hearing recommendations, questions, and concerns for the district and school board to consider.

1.2 Introduction and Process

LeRoy and Frank presented an introduction to the Long-Range Facility Plan (LRFP) process and purpose. The LRFP process is designed to ensure the long-range success of the district. The following topics were discussed:

- What is a long-range facility plan and the three areas of need (educational program, facility condition, and capacity/enrollment)
- > What can an LRFP do for you
- > Why now and historical context
- > What should an LRFP consider
- > Plan development strategies

1.3 District Vision and Goals

Steven described the key components of the district's Strategic Plan, the LRFP Guiding Principles that have been developed for this process, and the Equity Lens that is used for evaluation. Key elements of the Guiding Principles include: support of educational programs, financial responsibility, ability to evolve and respond to changing needs, and addressing social and community equity across the district.

1.4 Educational Program

LeRoy described the educational needs of the district, as related to facility support.:

- > Educational program: areas where need has been identified for the LRFP include special education, early childhood education, physical education, and district support.
- > Equity lens: used to analyze the distribution of recently constructed schools, looking at free and reduced lunch percentages, students of color percentages, and geographic locations.
- > Evaluating equity using actual and target area per student: schools that are more than 20 square feet below the district target may have significant implications on how facilities are able to support educational programs.

Focus Group Questions:

- > What is support space? Support space is space that supports educational programming, such as facilities such as central office, transportation, and maintenance.
- > Is educational adequacy chart based on actual attendance or maximum/expected capacity? It is based on actual capacity.
- > Do equity maps and graphs also take into account facility age? This is covered later in the facility condition section.

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- > If we prioritize a special education stand-alone facility, how would it affect programs at each school? It wouldn't, because they are different populations of students.
- How do you prioritize special education programs if two schools are close to each other? The district works to distribute programs as equitably as possible and takes many factors into consideration.
- > What about other "buckets" of need, such as technology and transportation, particularly related to distance learning and the pandemic? These are not part of facilities per say but will be part of any future bond that happens. The district goal is to put CDL in a permanent building, to grow the program and attract staff, which would be part of IT/technology.
- > Will prek programs have an impact on enrollment? No, they are families that already will be in the district. However, these programs would add more students at an individual school, about 20 students per class.
- Can prek double as a career program at a high school? This can be done, but ideally programs should be located in a familiar setting and peer group. Preschool students are best served in an elementary environment where they can become familiar with services. However, the district is currently looking at having high school students come to elementary schools to participate in prek programs.

1.5 Facility Condition

LeRoy described district needs related to facility condition, looking at facility age, facility condition assessment, seismic condition, energy use intensity ratings, deferred maintenance, and recent capital expenditures.

- > Facility age: Schools over 75 years old may be considered at the end of their useful life.
- > Facility condition: assessments (FCA) were completed this year for all district facilities and resulted in facility condition index (FCI) ratings that represent the ratio of total deferred maintenance cost to current building replacement value. FCI scores greater than 30% indicate that the facility may be considered for facility replacement. The deferred maintenance represented with FCI scores does not address educational adequacy, energy efficiency, or system replacements. Facilities that are candidates for potential replacement based on their FCI scores include Cedar Mill ES, Raleigh Park ES, Raleigh Hills ES, ...
- > Seismic condition: seismic evaluations were completed in 2019. The district goal is for all buildings to be in the Damage Control range (between immediate occupancy and life safety). Four elementary schools, four middle schools, Beaverton High School, and ISB are all currently less than collapse prevention.
- > Energy Use Intensity (EUI): this metric looks at what will provide the most return on investment in terms of energy improvement. Modernizations at the most poorly performing schools will yield the highest return. Many schools fall into this category.
- > Deferred maintenance: the total deferred maintenance need is in the district is \$610.1 million.
- > Recent capital expenditures: understanding 2014 bond project expenditures so that the Plan does replace something you have recently spent significant amount of money on.

Focus Group Questions:

How do you prioritize when there is so much need? There is always more cumulative need that can be addressed at one time, based on the amount of community support. Districts typically develop a prioritization with deferred maintenance categories, such as health/life safety and protecting capital investment.

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- What is the district plan for portables? The goal of the district is to remove portables from school sites as quickly as is possible, however some schools still rely on portables to accommodate capacity. There are many reasons to have students in permanent buildings. Portables were not assessed as part of the facilities assessment. Five Oaks and ACMA have recently had portables removed.
- > Does the district keep the same data on portables as on permanent facilities, such as seismic rating and age? Yes, the district does have this information. It is not included in this presentation, but the district can be followed up with that information. Portables are inspected annually, well maintained, and kept up to date.

1.6 Capacity & Enrollment

Frank provided a description of the planning parameters and described the analysis of existing and target school capacities, and projected growth and capacity need at the elementary, middle, and high school levels.

- > Planning parameters include existing school capacity, target class size, utilization rate, target building capacity, and existing and projected enrollment.
- > School capacity: five elementary schools are more than 60% under target capacity and many other district schools are somewhat below target capacities.
- > Elementary enrollment and capacity: districtwide enrollment is expected to decrease by 6% by 2030-31, but some individual schools are still projected to be over capacity, including Sato and Bonny Slope. Several schools will be under-enrolled by more than 30% of their capacity.
- Middle school enrollment and capacity: districtwide enrollment is expected to decrease by 3% by 2030-31, however some schools still are over capacity, particularly Stoller.
- > High School enrollment and capacity: districtwide enrollment is expected to decrease by 5.9% by 2030-31, but Westview is projected to be significantly over capacity.
- Overall, the district appears has enough capacity to accommodate projected enrollment for the next ten years, with some adjustments to balance enrollment between facilities.
- Cooper Mountain development: the area in southwestern Beaverton will be coming into the urban growth boundary and there is a planning effort that will come online within the next 10 years that is expected to generate a number of new students in the district.

Focus Group Questions:

- What is the timeline under which the district hopes to replace portable capacity with permanent capacity? The process is underway and will continue as quickly as is possible, given enrollment needs at individual schools.
- Are any of the schools below target capacity also listed as not meeting standards in educational adequacy? What is the strategy for tackling both issues concurrently? Specifically, no, the five schools below target capacity are not the same ones that have the lowest areas per student. However, understanding the overlap of varying needs at facilities is helpful in the prioritization process, allowing the district to get "more bang for the buck."
- > Does the estimate for over and under enrollment statistics include any projections for how the racial demographics and proportions will adjust as the population shifts? The PSU forecast is a population-based forecast. It does not include racial/ethnic breakouts in the forecast but rather takes a holistic view of the population.
- > Since the district is going down in enrollment, how do you balance paying property tax on undeveloped properties? The district has various income revenue schemes to utilize these properties in the interim. It is important to remember that no one is making more land anywhere and getting rid of any undeveloped property would require serious consideration

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- > Didn't PPS surplus properties in 80s and 90s and then find themselves in a pinch later? Yes, and Beaverton had some surplus facilities in the 70s as well. The eastern part of district has declining enrollment now, but there is a prime 70-acre site in this area owned by city of Portland and could become developed in the future. Light rail has increased densities immensely in areas where people did not expect it, like the Aloha area.
- > What is the best way to describe the deferred maintenance situation at BSD? \$610 million is significant. There is a long list of items that need to be addressed.
- > Why talk about new buildings rather than addressing needs at existing buildings? It is a balance of priorities and will be discussed in more detail at the next meeting.

1.7 Closing Questions & Next Steps

- > Is any of this data 'locked down' or can we share with other community members? All of the information that was shared this evening is public. All focus group members are encouraged to discuss and share with others in the community. You are the ambassadors of this process.
- > The second focus group meeting will be held on Tuesday, December 15th. The team will present a preliminary long-range plan approach and prioritized thinking. Before that meeting, take 30 minutes to review tonight's presentation to refresh yourselves on the need information.
- > Please feel free to email any thoughts, questions, comments to Steven Sparks and he will relay to the team.
- > The goal is to get meeting information out to members at least one week before the next meeting, so you will have time to review and digest prior to our meetings.

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District Leadership Team

Steven Sparks Executive Administrator for Long Range Planning

Joshua Gamez Chief Facilities Officer

Aaron Boyle Administrator for Facilities Development

Robert McCracken Facilities Planning Coordinator

Focus Group Members

Kavin Buck Raleigh Park ES / Whitford MS / Beaverton HS Parent

Michelle Caspell Hill
International School of Beaverton Parent

Jason Hohnbaum McKay ES / Conestoga MS / Southridge HS Parent

Brian Kennedy Cedar Mill ES / Meadow Park MS / Sunset HS Parent

Brian Martin
City of Beaverton, Community Development Dept.

Alfredo Moreno Arco Iris Parent

Angel Nunez Aloha Huber K-8 / Five Oaks MS / Sunset HS Parent

Abhijit Sathaye Findley ES / Timberland MS / Sunset Parent

Eric Schmidt
Cooper Mountain ES / Mountain View MS / Aloha HS
Parent

D. Raghav Shan Springville K-8 / Stoller MS / Westview HS Parent

Kimi Sloop West TV ES / Cedar Park MS / Beaverton HS Parent

What is a Long-Range Facility Plan (LRFP)?

Comprehensive summary of facility need

- > Studies a district's ability to accommodate educational
- > Tracks district's capacity with respect to projected enrollment
- > Documents the condition of district's facilities and sites

Strategic management tool for district facilities over time

- > Explores modernizations, additions, replacement, and new
- > Identifies opportunities for more efficient use of sites and site acquisition schedules if needed
- > Creates a prioritized capital plan that aligns with community



What can a LRFP do for you?

- > Provide the information you need to make well-informed
- > Allow coordination with jurisdictions regarding development within a district
- > Help your district strategically plan for future facility needs
- > Keep your community informed and build support
- > Establish an on-going cycle for keeping your capital investments up to date
- > Allow your district to meet ORS 195.110 and OAR 581-027-0040 requirements
- > Help you avoid doing something now that you have to undo later



Why Now?

- > District needs to be ready with school facilities when the
- > ORS 195.110 requires a 10-year plan (last BSD LRFP adopted
- > OAR 581-027 requires a current LRFP to be eligible for state funding opportunities for capital projects
- > Add an equity lens to school facility planning
- > Need to plan ahead for new capital programs as current school
- > District facilities continue to age (address schools that are too old to efficiently maintain)
- > Maintenance and modernization needs continue to grow
- > Identify opportunities for efficiencies in District facilities



LRFP Historical Context

- > Long-Range Facility Plans were prepared in 2002 and 2010
- > Identified capital needs and need for new schools
- > District successfully passed school construction bond

\$195 million in 2006

\$680 million in 2014

- > Planning was done during period of high student enrollment
- > Washington County and Beaverton will continue to grow, but at
- > While enrollment has flattened, there's an opportunity to review facility needs in light of recent capital projects and school capacity / student demand



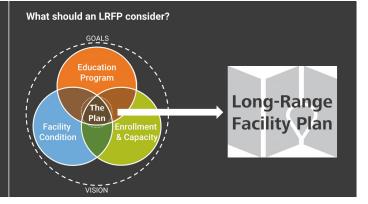
What should an LRFP consider?

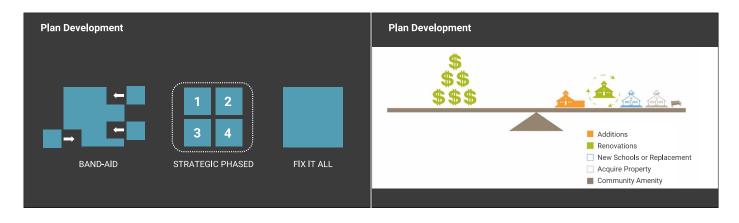


Vision & Goals

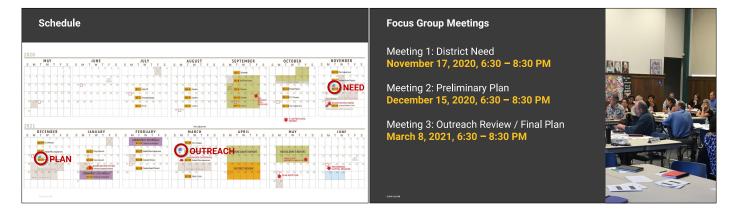
Education Program

Special Education











District Vision

2019-20 Strategic Plan





~

WE engage students with a variety of relevant and challenging learning

WE create learning environments that promote student



WE teach students knowledge and skills for our evolving world.

rld-class

WE provide need support so that e



WE work and learn in teams to understand student needs and

WE partner with a community to edi

LRFP Guiding Principles



EXCELLENCE

Strategically plan for the maintenance, modernization and replacement of facilities.

Plan for facility needs to meet all state regulatory requirements.

Maintain investment in current facilities by addressing unfunded maintenance needs.

Where significant investment is required to renovate and upgrade existing facilities (greater than 75% replacement cost) consider the cost / benefits of replacement.

Address all **addition and expansion needs** in existing facilities throughout the district.

LRFP Guiding Principles



Update educational specifications to reflect the **evolving needs** of pedagogical practices.

Provide **flexible school facilities** that foster creativity in teaching and support the evolution of high-quality education

Incorporate sustainability, energy efficiency and maintenance into the facility planning process.

LRFP Guiding Principles



WE EMBRACE EQUITY

Plan for upgrades

Consider facility planning decisions through an equity lens.

Create greater parity across facilities.

Plan for upgrades / improvements.

LRFP Guiding Principles



Collaboratively plan for future facility needs driven by community, demographic and pedagogical change.

Provide community amenities and support partnerships with other local agencies and service providers.

Equity Lens

Decisions should be considered through an equity lens, by asking the following questions:

- > Whose voice is and is not represented in this decision?
- > Who does this decision benefit or burden?
- > Is this decision in alignment with the BSD Equity Policy?
- > Does this decision close or widen the access, opportunity, and expectation gaps?



OMAHLUM

7:00 – 7:10 Vision & Goals: Any Questions? > Is there anything about this information that strikes you? > What do you see as positive? Negative? > Are there additional goals that we haven't identified?



BSD Programs

Educational goals and needs for those programs that have clarity regarding facility support needs.

Special Education Option / Alternative Education Early Childhood Education Physical Education Career & Technology Education ELL / ELD **Before & After School Care Partner Programs District Support**

Special Education

facilities at all schools (2 classrooms and support), so students can be served in home attendance area

13 elementary, 7 middle, and 3 high schools need additional and/or improved special education space (new or modernized facility)



Special Education

to serve 130 students for whom the District cannot currently accommodate their educational needs

Stand-alone special education school (new or modernized facility)





Early Childhood Education

Provide one pre-K classroom at every elementary school with Title I status

9 Elementary schools need to add a pre-K program (all are projected to have available capacity)



Physical Education

Provide space to meet State PE requirements at all District facilities (elementary and middle schools)

Additional gymnasiums or other PE teaching stations may be needed at some elementary and middle schools (to be determined)



District Support

space to accommodate the District's educational programs and goals

Replace and expand central administration Replace transportation facility (Allen)



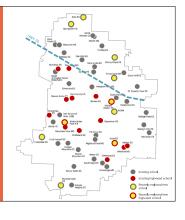
Equity Lens

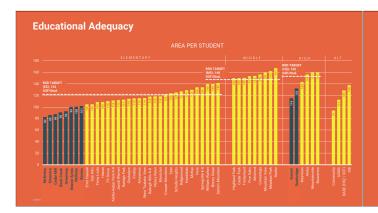
 Recently constructed schools (after 2000) William Walker ES (2018) Mountainside HS (2017) Sato ES (2017)

Equity Lens

- > 4 elementary schools, 1 high school, and 1 alternative school south of Highway 26

William Walker ES





Educational Adequacy

student at the elementary level would add a gymnasium



Elements of Successful Learning Environments

Integrate technology throughout



Educational Program

- > There are known areas of facility improvement to support program goals
- > Every decision should be looked at through the lens of
- > There are numerous schools at elementary and high school levels that are significantly below square footage targets identified in district educational specifications

Educational Program: Any Questions? > Is there anything about this information that strikes you? > What do you see as positive? Negative? > Are there additional needs that we haven't identified?



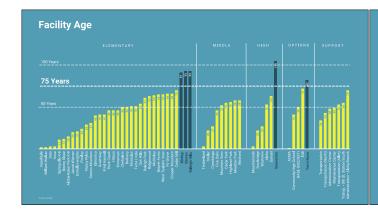
District Overview

facility space:

- 34 elementary schools
- 9 middle schools
- 5 options / alternative schools





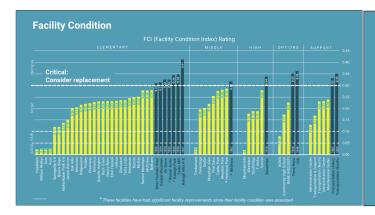


Facility Condition

facility condition index (FCI) scores for all district facilities

to current building replacement value

FCI Rating System*



Seismic Condition

completed in 2019 by structural

upgrades since then

6 tiers of performance standards

Damage Control Range

STRUCTURAL PERFORMANCE STANDARDS

Immediate Occupancy
Risk of Ilfe-Ihrentenia damage has occurred
Risk of Ilfe-Ihrentenia (nimy as a result of structural damage is very low
Minor repairs might be required, but not generally to re-occupa
Continuad use of the building will not be Immide to structural condition

I half-may between immediate Conganny and Life Salety

**Upsaffacted damage to the structure will occur but some margin against partial or total codings will remain claimage to the structure will occur but some margin against partial or total codings will remain claimage. The structure will be accessed by damaged, but this damage will not result in large falling destine hazards, either inside or consider the building.

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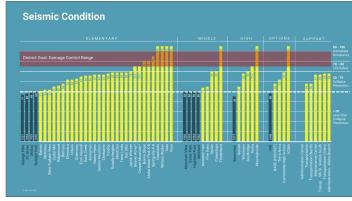
Less Than Collapse Prevention

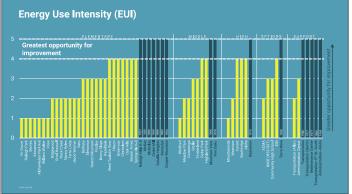
> Possible partial or ful collapse of structure

> Non-collapsed areas have minimal reserve capacity and significant resix

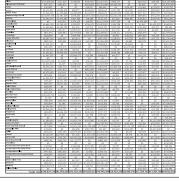
Ful structural collapse probable in affershock or wind event

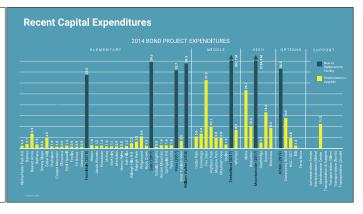
> Building will likely require ful demo/rebuild





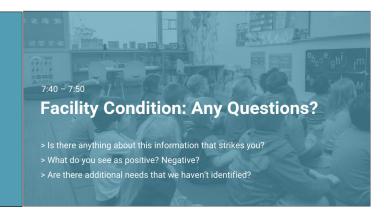
Deferred Maintenance Total deferred maintenance need: \$610.1 M* Structural, mechanical, electrical Exterior enclosure and interior finishes Commercial equipment / conveyance Fire and life safety





Facility Condition Take-Aways

- > 5 facilities are more than 75 years old
- indicating potential need for replacement
- > 2/3 of facilities are below the goal of seismic life safety, including 10 facilities that are below collapse prevention
- > 16 facilities have an EUI rating of 5, indicating the greatest opportunity for improvement
- > District facility condition need is \$610.1 M





District Overview

18,611 elementary school students

12,502 high school students



Planning Parameters

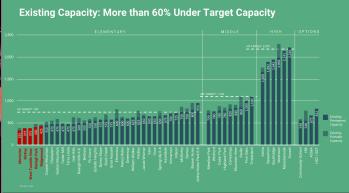
Existing Capacity
Reflects the number of available seats in a school for planning
purposes, based on the existing number of classrooms, target
class size, and utilization rate

Target Class Size 25 (elementary) / 25 (middle) / 30 (high)

Utilization Rate 100% (elementary) / 80% (middle) / 83% (high)

Target Capacity
750 (elementary) / 1,100 (middle) / 2,200 (high)



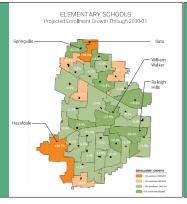


Enrollment Growth: Elementary

18,129 existing enrollment

-6.0% enrollment reduction

Total elementary level enrollment is declining districtwide.

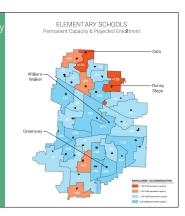


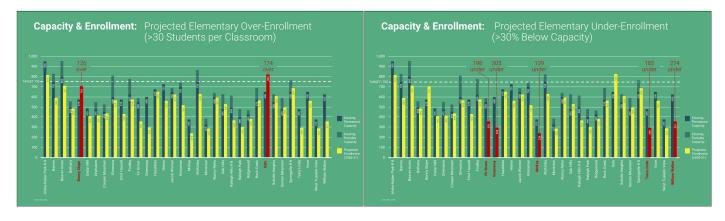
Capacity & Enrollment: Elementary

2,507 (13%) remaining capacity

Total enrollment can be accommodated within existing capacity if school boundary or other enrollment adjustments are implemented.







Enrollment Growth: Middle

7,656 existing enrollment

7,423 projected enrollment (2030-31)

-3.0% enrollment reduction

Total middle school level enrollment is declining districtwide.

Whiterd is projected to have an enrollment decliner of more than 30% by 2030-31.

Codar Park and Fire Oaks are projected to have an enrollment decliner of more than 30% by 2030-31.

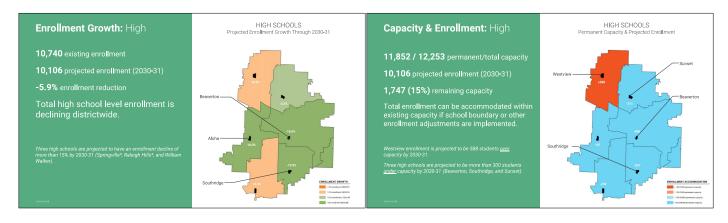
**Transbelland enrollment and palecable because it is not currently functioning as a middle school (shown in gray)

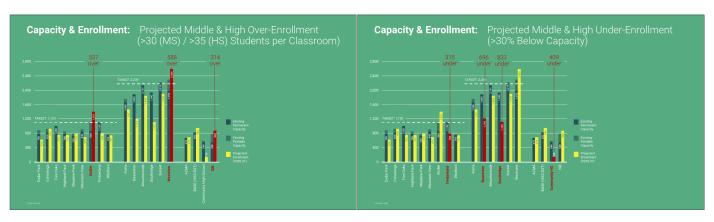
**Transbelland enrollment is not againcable because it is not currently functioning as a middle school (shown in gray)

**Transbelland enrollment and projected to be more than 200 students and free Qualcular and free Oaks and Transbelland and projected to be more than 200 students and the Capacity by 2030-31.

**Transbelland enrollment is not againcable because it is not currently functioning as a middle school (shown in gray)

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Cooper Mountain Development

Projected additional students due to development in the Cooper Mountain area:

539-719 elementary students

192 middle school students

173 high school students



Capacity & Enrollment Take Aways

- > 5 elementary schools are more than 60% below target capacity of 750
- > Projected enrollment through 2030-31 is expected to decline overall at the elementary, middle, and high school levels, however there are several individual schools that are projected to have significant enrollment growth or decline
- > Districtwide, there is existing capacity to accommodate the projected enrollment, however there are several individual schools that are projected to be significantly over- or underenrolled



Discussion & Input

- > Is there anything about this information that strikes you?
- > What do you see as positive? Negative?
- > Are there additional needs that we haven't identified?





MEETING MINUTES

PROJECT: Beaverton School District LRFP PROJECT NO: 2019910.10

DATE: 16 December 2020 **FILE NAME**: M002_FG2_201215

SUBJECT: Focus Group Meeting 2: Preliminary Plans

MEETING DATE: 15 December 2020 TIME: 6:30 - 8:30 PM

LOCATION: Virtual (Zoom)

ATTENDEES: Kavin Buck Focus Group

Shellie Bailey-Shah Focus Group
Michelle Caspell Hill Focus Group
Jason Hohnbaum Focus Group
Brian Kennedy Focus Group

Brian Martin Focus Group (City of Beaverton)

Alfredo Moreno Focus Group Angel Nunez Focus Group

Ken Rencher Focus Group (Washington County)

Abhijit Sathaye Focus Group
Eric Schmidt Focus Group
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Steven Sparks BSD Executive Administrator for Long-Range Planning

Joshua Gamez BSD Chief Facilities Officer

Aaron Boyle BSD Administrator for Facilities Development

Robert McCracken BSD Facilities Planning Coordinator

Carl Mead BSD Deputy Superintendent for Operations and Support Svcs

LeRoy Landers Mahlum Architects
Jennifer Lubin Mahlum Architects
Frank Angelo Angelo Planning Group

COPY TO:

The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

Please refer to the Meeting 2 slide presentation and meeting recording, both of which can be found on the District website, for additional information regarding Meeting 2 content.

ITEM DISCUSSION

1.1 Welcome Back & Review

This evening we will present preliminary proposals that represent staff recommendations for a plan, should the board decide to proceed with one. We are here to get a temperature check from you, the community, on these proposals. Thank you for coming back and committing your time to this effort.

- Key prompts and questions are included in the google doc that was sent out last week. Please fill out the form to provide us with some measurable answers to pass on to other district stakeholders and inform the process.
- LeRoy provided a brief review of the long-range facility plan process and the primary 'buckets' of need. This process is all about striking a balance between community capital support and district need.

1.2 Bond History

Frank provided a broad overview of capital bonds in the district.

- > The most recent bond was passed in 2014. It was an outgrowth of a bond advisory committee and was based on the 2010 LRFP.
- > The 2014 bond was for \$680 million, which at the time was the largest bond passed in the state of Oregon. The bond included several major replacement school projects, new schools, major renovations, and other district support.
- > The current status of district's bond debt is summarized in the chart shown, provided by Piper Sandler. In 2020, the rate is about \$1.96 per \$1,000 of assessed value (AV). This rate will reduce to around \$1.60 per \$1,000 AV in 2022 if it is not refilled.

Focus Group Questions:

- > Is there a risk of compression with a tax increase, related to Measure 5 and 50? The District is not near the maximum mill rate, so it can be increased. It was noted that general obligation bonds are not subject to compression (only local option levy and permanent rate are subject).
- > BHS appears to continue to have significant needs but is listed as receiving major modernization at BHS under the 2014 bond. Why? The 2014 work was about \$10M, distributed throughout the whole school, which doesn't really qualify as major modernization at such a large facility. It was also noted that the library and concessions were upgraded through donor funding, which gets lumped into the total amount listed.
- Were there lessons learned from the 2014 bond about expenditures/overages that will be used this time around for planning? Yes, the lessons learned have definitely informed the way this current package of projects was put together. The district is doing more detailed early planning and cost estimating to develop the bond package, as well as using conservative numbers.

1.3 Summary of District Need and Guiding Principles

LeRoy provide a brief review of the identified needs in the district, including educational program need, capacity/enrollment need, and facility condition need, as well as some additional support needs. Rough-order-of-magnitude estimates of cost were identified for known projects in each area of need. The guiding principles that the district is using to develop the long-range facility plan were also reviewed.

Focus Group Questions:

> It appears there are no proposals for new schools in the southwest or northwest parts of district.

Is that correct? Yes, the plans do not propose any new capacity in terms of a new school. The 'Forward Stride' property was most recently acquired for a future elementary school. There is

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enough room in Hazeldale ES to accommodate growth in the Cooper Mountain area for the next 10 years. The district may come back at a future date (next plan) to add capacity in the southwest, but this area is not expected to have the kind of enrollment growth that has been seen in the Bethany area.

> Currently, not all of the Cooper Mountain area is within the Beaverton School District. Is there a long-term discussion to switch the boundary? No, the boundary will remain where it is (the western part is in the Hillsboro School District).

1.4 Long-Range Facility Plan Proposals

LeRoy described the two proposed long-range plan options, the projects and estimated costs included in each, and the rationale for each project:

Option 1: ~\$325M (Maintains existing tax rate and has four-year bond program timeframe.)

- > Facility replacement projects totaling \$75M, including Raleigh Hills Elementary School, Allen Street Transportation Facility, and BHS (planning only-design and entitlements).
- Facility condition upgrades totaling \$151M, including deferred maintenance, school modernization, seismic upgrades, security upgrades and nutrition services upgrades.
- > Capacity and enrollment upgrades of \$10M, including classroom and gymnasium additions.
- Other support totaling \$49M, including technology, school office replacement, bus replacements, and critical equipment.

Option 2: ~\$725M (Increases tax rate by \$0.25 per \$1,000 AV and has a seven-year bond program timeframe. This amount approximates the previous 2014 bond level (which was \$680M). For someone who has a home with an assessed value of \$300,000, it would increase about \$6.25 per month.)

- > Facility replacement projects totaling \$324M, including Raleigh Hills Elementary School, Allen Street Transportation Facility, BHS (full replacement), and planning for a new elementary school to replace Cedar Mill and West Tualatin View.
- Facility condition upgrades totaling \$207M, including deferred maintenance, school modernization, seismic upgrades, security upgrades and nutrition services upgrades.
- > Capacity and enrollment upgrades of \$15M, including classroom and gymnasium additions.
- Other support totaling \$85M, including technology, school office replacement, bus replacements, and critical equipment.

Focus Group Questions:

- Are educational program needs included or omitted in either of these plans? They are not specifically included in either of the plans. The leadership team is relying on the Teaching and Learning department to define their needs. Some information was provided regarding needs for special education and preschool programs. Part of the problem with new preschool programming is understanding the demand for it.
- > Is the special education stand-alone facility (for students who are currently transported out of district) included in either of the plans? No, but the district is currently doing a cost-benefit analysis of options for this program. There may be a middle school that can be repurposed for this use.
- > Considerations that stand out to me are seismic upgrades and the expectation to meet requirements by 2032. Are there other projects that were on the table that really need to be done by 2032 to meet that mark? The district has evaluated our needs and have covered the highest needs in Plan Option 2. We have presented what is needed from a facilities point of view. Aaron noted that while the plan addresses most of the needs, some areas will not be fully

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- up to the desired standards, including Sunset High School, but they do not have the same level of need as Beaverton High School or Raleigh Hills.
- > How does the deferred maintenance work affect the overall FCI ratings of the schools, particularly those that are critical? Aaron explained that FCI scores are a reflection of the cost to repair deficiencies as a ratio to the cost of facility replacement. LeRoy noted that repairs are going to impact the rolling tally of FCI scores: scores improve when facility improvements are made. Repairs have been prioritized to address the highest need each year.

1.5 Focus Group Input

The group was asked to consider and discuss a number of targeted questions related to the plan options. Questions included: What, if anything, strikes you about the plans? What do you see as positive or negative? Is there anything missing from the list or anything that shouldn't be there? Which plan would you and your community most support?

Abhijit: The district needs to focus on whether we are spending money in the right place and the right time. There don't appear to be any line items for educational programs. Macro-level signals should inform the planning, including that the district will have excess capacity in 2030. Looking at Raleigh Hills specifically, there are five schools around it that have room to absorb Raleigh Hills enrollment. Can this problem be solved by boundary adjustment rather than replacing the school? Improving Title 1 schools should be a priority, along with providing funding for educational program needs. Adding classroom additions to existing schools is also questionable for the same reason. Steve noted that the district can work on balancing enrollment through boundary adjustments, however the Raleigh Hills facility is in desperate need of being replaced. The plan may include combining/consolidating schools as well, which is a decision for later on. These considerations must be a component of the long-range plan. Ultimately the Board will decide which way to go.

Brian K: One thing that helped the 2014 bond be successful was how much projects were spread around the district. Plan Option 1 probably isn't ambition enough, even though not raising taxes is an advantage. I don't think it goes far enough: some communities that were looking for investment are not going to get it for many years. Option 2 addresses more of these concerns. The community is conditioned to accept that bond amounts are large, and Option 2 is small relative to the recent PPS bond. Mountainview High School was not estimated accurately for 2014 bond, and the number for Beaverton High School seems much more accurate, which is smart. Other 2014 bond projects were not significantly over budget.

D. Raghav: I agree with Brian's assessment that Option 1 does not go far enough, especially looking at the level of need that was shown in the first meeting's presentation. I would propose Option 2. However, thinking about where we are (in the middle of a pandemic), it seems like a hard sell in general. What is the process and when would it be put forth to the community? Steve noted that the district needs to acknowledge the pandemic and iffy economic outlook. These are issues that the Board is going to have to consider before deciding to go forward with a bond. The Board may consider a bond measure as soon as November 2021, but they are not tied to that. PPS and Newberg did pass substantial bond measures in Nov 2020 during the pandemic, but other districts were not successful.

Michelle: I agree with Abhijit's thoughts on boundaries. It is interesting that it was assumed that boundaries stay the same in these plan options. I think this community would like to see things being done by the district other than asking for money. However, I agree that we need the plan that is the size of Option 2.

Eric: Option 1 is just like a band-aid, while Option 2 offers a lot of return on investment. Deferred maintenance is a no-brainer, especially for retired folks who don't have children in the district. Any

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bond is going to be a real sales job for the district. Maybe November 2021 is not the best time. 2020 was a presidential election and had a huge turnout, so maybe May 2022 would be better, as there will be a primary then. Timing is everything and so is marketing.

Angel: What is the difference between a four-year and seven-year bond program timeframe? Josh and Aaron noted that it is an estimate of how long the district needs to complete the projects. Currently, the district can't manage more than about \$100M of work per year with the existing infrastructure and staff. After the timeframe ends, the district would have to go out for another bond. Therefore, Option 1 is preferred, so we can see where we are at in four years (gives buffer time).

Alfredo: The equity impact of Option 2 (replacing two schools with 40-50% free/reduced lunch student population) should resonate well with our community, in my opinion. Especially with Beaverton High School as the centerpiece, which is the historic flagship of the district.

Kavin: I am leaning toward Option 2. It's all about marketing and getting the word out early and clearly in terms of communicating the needs of the district.

Brian M.: As a city representative, I have no opinion about Option 1 or 2. However, I would like to note that we are going to be required by the state to allow "middle housing" (duplexes, townhomes, etc.) in residential neighborhoods, and nobody really knows what that means for population growth. I would like to be helpful in identifying any hurdles when the district starts to narrow in on projects. Please look at the Beaverton Housing Options Project (www.beavertonoregon.gov/HOP) for more information and to get involved.

Ken: From a Washington County perspective, we are looking at where we might see the additional units coming in. My rough guess is that it may not be that big of an impact in the near-term. The changes will begin to be implemented over the next couple of years but may be offset by birthrates continuing to fall (at record lows now). I recommend dramatically overestimating transportation costs for all of the bond projects. Transportation costs are typically more expensive that what is planned and there are currently a lot of needs in the area. The County doesn't have a position on Option 1 or 2 but would support options that are flexible to allow for dealing with other challenges. The facility condition number of \$610M is a big number; maybe the bond should be higher than Option 2? \$0.30 per \$1,000 might allow more projects to be done at a significant level.

Kimi: Combining smaller/under capacity schools is an emotional issue for people. I think Option 2 is an easier sell (planning for elementary school replacement only). It gives people more time to get their heads around the concept.

1.7 Closing Questions & Next Steps

- > Thank you to everyone for attending and contributing, and for Abhijit, Kimi, and Eric for emailing their specific questions and concerns. The next step in this process is to communicate with the broader public, to educate everyone about what we are doing.
- If possible, please go to the google doc and answer the questions. As a community member, we are interested in you thinking of them in the context of need and from a political standpoint. Are there things that could end up on a plan that would be difficult for political reasons, and the reverse?
- All of you will be getting the calendar of outreach events, so please tell your friends and encourage them to check it out. Steve will also be sending regular updates about what is going on. We want to keep you engaged and continue to receive your feedback.
- > Please attend the final focus group meeting in March, after the broader community outreach.

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Planning Team







District Leadership Team

Steven Sparks
Executive Administrator for Long Range Planning

Joshua Gamez Chief Facilities Officer

Aaron Boyle Administrator for Facilities Development

Robert McCracken Facilities Planning Coordinator

Focus Group Members

Kavin Buck Raleigh Park ES / Whitford MS / Beaverton HS Parent

Michelle Caspell Hill International School of Beaverton Parent

Jason Hohnbaum McKay ES / Conestoga MS / Southridge HS Parent

Brian Kennedy Cedar Mill ES / Meadow Park MS / Sunset HS Parent

Brian Martin City of Beaverton, Co

Alfredo Moreno Arco Iris Parent

Angel Nunez
Aloha Huber K-8 / Five Oaks MS / Sunset HS Parent

Kimi Sloop West TV ES / Cedar Park MS / Beaverton HS Parent

Ken Rencher Washington County, DLUT

Focus Group Meetings

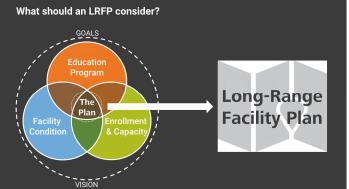
Meeting 2: Preliminary Plan December 15, 2020, 6:30 - 8:30 PM

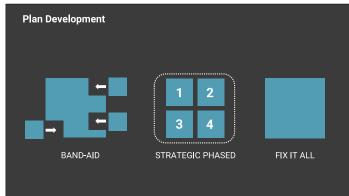
Meeting 3: Outreach Review / Final Plan March 8, 2021, 6:30 - 8:30 PM













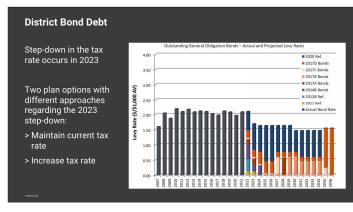


Capital Bonds 101

- > BSD has historically used General Obligation Bonds as method of financing for most of its capital construction
- > GO Bonds are a municipal debt security issued by the District and are backed by the full faith and credit of the District
- They are used to finance capital expenditures and are supported by a voter approved property tax levy
- > Bonds can be issued for land acquisition, construction, new schools, renovation or improvement of school facilities and equipment intrinsic to the facility
- > Bond duration averages 25 years

2014 Bond: \$680 M Educational Program: \$80.0 M Enrollment & Capacity: \$188.6 M Facility Condition: \$98.0 M > Replacement Schools: \$102.3 M > Modernizations: \$85.9 M Other Support: \$125.2 M Dollars per category are approximate and reflect the original allocated bond amounts

2014 Bond: New/Replacement School Projects **Elementary School** > Sato (2017) > Vose (2017) > Hazeldale (2018) > William Walker (2018) Middle School > Timberland (2017) High School > Mountainside (2017) Option / Alternative School ACMA (2019)









Educational Program Need

- There are known areas of facility improvement to support program goals (Special Education, Early Childhood Education, Physical Education, District Support, remove portables, other program adjustments)
- > There are numerous schools at elementary and high school levels that are significantly below square footage targets identified in district educational

Educational Program Need: Known Line Items & Assumptions

Districtwide Educational Adequacy: \$260.2 M Increase building area to the target SF/student at all school

Special Education: \$99.7 M + \$21.9 M

Early Childhood Education: \$13.6 M

Physical Education: \$61.6 M

mnasium or multipurpose room additions at 14 elementary, 2 middle, and 1 option school (20 total PE te meet state PE requirements (estimated number, assumptions to be confirmed)

Remove Portable Classrooms: \$66.9 M

Facility Condition Need

- > 13 facilities are in unsatisfactory condition (FCI >30%), indicating potential need for replacement (Raleigh Hills K-8 is the worst, followed by ISB, then a tie between Cedar Mills ES, Terra Nova, and Transportation South)
- > 2/3 of facilities are below the goal of seismic life safety, including 10 facilities that are below collapse prevention

Repair and upgrade projects at all facilities (except new ones), based on recently completed Facility Conditions Assessment (FCA) findings.

Facility Condition Need: Known Line Items & Assumptions

Seismic Upgrades: ~\$268 M
Seismic upgrades to district target level for all school facilities built before 2009

Security Upgrades: \$12.0 M (known upgrades)
Addition of cameras, fences, and other security measures at various schools districtwide

Nutrition Services: \$5.0 M (known upgrades)
Upgrades to school kitchens at various schools districtwi

Capacity & Enrollment Need

- > Projected enrollment through 2030-31 is expected to decline overall at the elementary, middle, and high school levels, however there are several individual schools that are projected to have significant enrollment growth
- > Districtwide, there is existing capacity to accommodate the projected enrollment, however there are several individual schools that are projected to be significantly over- or under-enrolled

Capacity & Enrollment Need: Known Line Items & Assumptions *

Add Classroom and Gymnasium Capacity: \$10.0 M
Add additional classrooms at Sato ES and Stoller MS, and an additional gymnasium at Stoller MS, to accommodate enrollment

Add Classroom Capacity: \$5.0 M

Add additional classrooms at 0 ak Hills ES to accommodate enrollment (remove portables)

Other Support Need: Known Line Items & Assumptions

Technology: \$53.0 M (lump sum)
Student devices and infrastructure district wide

Bus Replacement: \$14.0 M (lump sum)
Continue \$2.0 M per year replacement cycle

Critical Equipment: \$8.0 M (lump sum)
Maintenance equipment, athletic equipment, and co

School Office Relocation: \$10.0 M (known upgrades)
Office relocations to improve security at Aloha HS, Westview HS, and Cooper Mountain ES

LRFP Guiding Principles



EXCELLENCE

Strategically plan for the maintenance, modernization and replacement of facilities.

Plan for facility needs to meet all state regulatory

Maintain investment in current facilities by addressing unfunded maintenance needs.

Where significant investment is required to renovate and upgrade existing facilities (greater than 75% replacement cost) consider the cost / benefits of replacement.

Address all addition and expansion needs in existing facilities throughout the district.

LRFP Guiding Principles



Update educational specifications to reflect the **evolving needs** of pedagogical practices.

Provide **flexible school facilities** that foster creativity in teaching and support the evolution of high-quality

Incorporate sustainability, energy efficiency and maintenance into the facility planning process.

LRFP Guiding Principles



WE EMBRACE FOUITY

Consider facility planning decisions through an **equity lens**.

Create greater parity across facilities.

Plan for upgrades / improvements.

LRFP Guiding Principles



Collaboratively plan for future facility needs driven by community, demographic and pedagogical

Provide **community amenities** and support partnerships with other local agencies and service providers.



Assumptions

PLAN OPTION 1: No Tax Rate Increase

- > Maintain current tax rate
- > Bond amount of ~\$325 M
- > Four-year bond program timeframe

PLAN OPTION 2: \$0.25 Tax Rate Increase

- > Increases current tax rate by \$0.25 per \$1,000 of assessed value
- > Bond amount of ~\$725 M
- > Seven-year bond program timeframe

PLAN OPTION 1: No Tax Rate Increase CAPACITY & ENROLLMENT Classroom & Gymnasium Additions Raleigh Hills ES Replacement \$10.0 M Allen St. Transportation Replacement BHS Replacement (Planning & Design) \$20.0 M Technology \$27.0 M School Office Relocation \$10.0 M Deferred Maintenance \$110.0 M Critical Equipment \$4.0 M Seismic Upgrades \$20.0 M ecurity Upgrades Nutrition Services Upgrades \$5.0 M Management/Bond Fees (8%) Contingency (10%) Option 1 Total: \$321.4 M

PLAN OPTION 1: No Tax Rate Increase

Raleigh Hills Elementary School: \$44.0 M*

Replace existing Raleigh Hills with new elementary school for 750 students.

- > Highest (worst) FCI score in the district (0.41 Critical Condition)
- > One of the oldest facilities in the district (93 years old)
- > One of four elementary schools with a seismic rating below collapse prevention
- > EUI score of 5, with greatest opportunity to improve energy efficiency
- > More than 40% of students are eligible for free/reduced lunch
- > Existing school capacity is 250 below district target of 750
- > Identified as the next priority in the 2014 bond plan

* Cost assumes an additional \$11.8 M is provided from remaining 2014 bond

PLAN OPTION 1: No Tax Rate Increase

Allen St. Transportation Facility: \$11.0 M

- > One of the worst FCI scores in the District (0.33 Critical Condition)
- > Existing facility is more than 50 years old
- > Repair bays are cramped and lack space to utilize modern technical repair aides
- > 1/3rd of the hydraulic floor lifts are unusable due to leaks, failed parts, and excessive age and 2/3rds of the vehicle lifts lack safety stops to prevent unplanned retraction
- > Technicians must use jack stands to prevent buses from lowering below safe working heights

PLAN OPTION 1: No Tax Rate Increase

Deferred Maintenance: \$110.0 M - \$130.0 M
Repair and upgrade projects at all facilities (except new ones), based on recently completed Facility Conditions Assessment (FCA) findings. Building component types include roofing, HVAC, site, equipment, electrical, building envelope, interior finishes,

- > With 5.7M SF of building space, there is a significant need for ongoing repair and end-of-life replacement for all asset types
- These investments are too large to be covered by the general fund and are critical to ensure that buildings are operational
- > FCA recommends \$29.3M annually to maintain buildings in good condition; this falls short of that, but is a great improvement and will help extend building life
- > The list of projects to be executed will be reviewed and prioritized by staff annually to ensure that critical needs are met and asset life is maximized

PLAN OPTION 1: No Tax Rate Increase

Facility Upgrades

School Modernization: \$10.0 M - \$30.0 M

Modernize schools to improve the learning environment, enhance student engagement, and improve health and behavior. Modernization includes improving aesthetics/condition of building materials (walls, hard floors, carpet), upgrading television and A/V equipment, ensuring sufficient lighting, improving natural lighting, and increasing square footage of classrooms and support spaces.

- > Disparity in the quality of facilities in new/newer construction when compared to classrooms in older schools: some students are learning in old and outdated classrooms and facility inequities exist throughout the district
- > District general funds are limited, not available for needed school modernization
- > Research shows that students respond positively to modern learning environments: better grades, better attendance, and improved creativity

PLAN OPTION 1: No Tax Rate Increase

Seismic Upgrades: \$20.0 M - \$30.0 M*

Seismic upgrades to district target level (damage control range) for worst performing buildings that are not anticipated to be replaced (facilities TBD, priorities are Whitford MS, Highland Park MS, Cedar Park MS, Mountain View MS).

- > Safety is a District priority
- > District goal is to construct new facilities to "Immediate Occupancy" and to incrementally upgrade existing facilities to "Life Safety"
- > 2017 Oregon Revised Statute (ORS) 455.400: "Subject to available funding, all seismic rehabilitations or other actions to reduce seismic risk must be completed before January 1, 2032."

PLAN OPTION 1: No Tax Rate Increase

Security Upgrades: \$6.0 M - \$12.0 M
Cameras, fencing, and access control upgrades at various schools.

- > Interior camera upgrades will provide coverage fill-in to ensure potential areas of risk are covered and exterior cameras will improve coverage in high-traffic
- > New, replaced, or repaired fencing will minimize security risks and areas of vulnerability
- > Secondary level access control at high schools and middle schools will improve functionality of ingress/egress and interior building security

PLAN OPTION 1: No Tax Rate Increase

Nutrition Services Upgrades: \$5.0 M
Various projects throughout the District, including electrical and equipment upgrades at 11 sites, water fountain installation at 25 sites, service line remodels at Westview HS and Community HS, freezer capacity additions, full kitchen remodel at Beaver

- > Address kitchen safety issues and improve efficiency at second largest elementary school (kitchen remodel at Beaver Acres ES)
- > Reduce number of lunches and increase instructional time (cafeteria expansion
- > Streamline service, upgrade equipment, and increase food storage capacity

PLAN OPTION 1: No Tax Rate Increase

Classroom & Gymnasium Additions: \$10.0 M - \$15.0 M
Add additional classrooms at Sato ES and Stoller MS, plus a new gymnasium at

- > Accommodate enrollment at specific school facilities
- > Maintain classrooms sizes that are appropriate for the school level
- > Maintain current student body composition
- > Address State of Oregon physical education requirements by adding a gymnasium (Stoller MS)
- > Accommodate early learning programming (Sato ES)

PLAN OPTION 1: No Tax Rate Increase

FACILITY REPLACEMENT	\$75.0 M
Raleigh Hills ES Replacement	\$44.0 M ¹
Allen St. Transportation Replacement	\$11.0 M
BHS Replacement (Planning & Design)	\$20.0 M
FACILITY CONDITION	\$151.0 M
Deferred Maintenance	\$110.0 M
School Modernization	\$10.0 M
Seismic Upgrades	\$20.0 M
Security Upgrades	\$6.0 M
Nutrition Services Upgrades	\$5.0 M

Classroom & Gymnasium Additions	\$10.0
OTHER SUPPORT	\$49.0
Technology	\$27.0
School Office Relocation	\$10.0
Bus Replacements	\$8.0
Critical Equipment	\$4.0
Management/Bond Fees (8%)	\$22.8
Contingency (10%)	¢12.6

Option 1 Total: \$321.4 M

PLAN OPTION 2: \$0.25 Tax Rate Increase

Raleigh Hills ES Replacement	\$44.0 M ¹
Allen St. Transportation Replacement	\$11.0 M
BHS Replacement	
ES Replacement (Planning & Design)	
FACILITY CONDITION: MODERNIZATION	\$207.0 M
Deferred Maintenance	
School Modernization	
Seismic Upgrades	
Security Upgrades	
Nutrition Services Upgrades	\$5.0 M

CAPACITY & ENROLLMENT	\$15.0 M
Classroom & Gymnasium Additions	
OTHER SUPPORT	\$85.0 M
Technology	
School Office Relocation	\$10.0 M
Bus Replacements	
Critical Equipment	
Managament/Band Face (8%)	CEO E M

Option 2 Total: \$724.1 M

PLAN OPTION 2: \$0.25 Tax Rate Increase

Facility Replacement Beaverton High School: \$266.0 M

Replace existing Beaverton High School with a new high school for 2,200 students.

- > One of the highest (worst) FCI scores in the district (0.34 Critical Condition)
- > Majority of existing building is 105 years old
- > Only high school with a seismic rating below "Collapse Prevention"
- > EUI score of 5, with greatest opportunity to improve energy efficiency
- > 51% of students are eligible for free/reduced lunch

PLAN OPTION 2: \$0.25 Tax Rate Increase

Facility Replacement

ES Replacement: \$3.0 M (Plan/Design) or \$52.0 M (Full Replacement)

Replace existing Cedar Mill and West Tualatin View elementary schools with one new elementary school for 750 students.

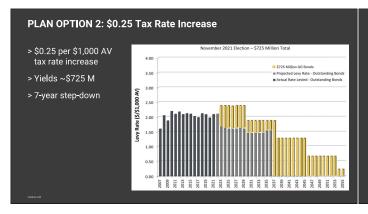
- > High (worst) FCI scores in the district (Cedar Mill-0.35, West Tualatin View-0.31)
- $\,>\,$ Existing school capacities are more than 60% below district target size of 750 $\,$ (Cedar Mill has a capacity of 275, West Tualatin View has a capacity of 375)
- > Both are substantially below the district's seismic target of "Immediate Occupancy"
- > Cedar Mill has an EUI score of 5 (greatest opportunity to improve energy efficiency)
- > Approximately 11% of combined student body is eligible for free/reduced lunch

PLAN OPTION 2: \$0.25 Tax Rate Increase

FACILITY CONDITION: REPLACEMENT	\$324.0 M
Raleigh Hills ES Replacement	\$44.0 M
Allen St. Transportation Replacement	\$11.0 M
BHS Replacement	
ES Replacement (Planning & Design)	
FACILITY CONDITION: MODERNIZATION	\$207.0 M
FACILITY CONDITION: MODERNIZATION Deferred Maintenance	\$207.0 M \$130.0 M
Deferred Maintenance	\$130.0 M
Deferred Maintenance School Modernization	\$130.0 M \$30.0 M
Deferred Maintenance School Modernization Seismic Upgrades	\$130.0 M \$30.0 M \$30.0 M

CAPACITY & ENROLLMENT	
Classroom & Gymnasium Additions	\$15.0 M
OTHER SUPPORT	\$85.0 M
Technology	
School Office Relocation	\$10.0 M
Bus Replacements	
Critical Equipment	\$8.0 M
Management/Bond Fees (8%)	\$50.5 M
Contingency (10%)	\$42.6 N

Option 2 Total: \$724.1 M



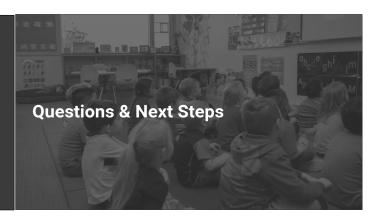
PROJECT	OPTION 1	OPTION 2	
Raleigh Hills ES Replacement	\$44.0 M ¹	\$44.0 M	
Allen St. Transportation Replacement	\$11.0 M	\$11.0 M	
BHS Replacement	\$20.0 M ²		
ES Replacement (Planning & Design)	-		
Deferred Maintenance	\$110.0 M		
School Modernization	\$10.0 M		
Seismic Upgrades	\$20.0 M		
Security Upgrades	\$6.0 M		
Nutrition Services Upgrades	\$5.0 M	\$5.0 M	
Classroom & Gymnasium Additions	\$10.0 M		NOTES
Technology	\$27.0 M		Cost assumes an additiona \$11.8 M is provided from
School Office Relocation	\$10.0 M	\$10.0 M	2014 bond funds ² BHS Planning & Design only
Bus Replacements	\$8.0 M		2 Alternate version of Option
Critical Equipment	\$4.0 M	\$8.0 M	2 includes full ES Replacement at \$52.0 M
Management/Bond Fees (8%)	\$22.8 M	\$50.5 M	and reductions in other areas (tech, equip,
Contingency (10%)	\$13.6 M		security, seismic, etc.) * Costs are rough-order-of-
TOTAL BOND AMOUNT	\$321.4 M	\$724.1 M	magnitude project costs





Focus Group Input

- > Based on your understanding of district need, should the district consider a bond measure?
- > What, if anything, strikes you about the plans?
- > What do you see as positive? Negative?
- > Is there anything missing from the list that should be there?
- > Is there anything on the list that shouldn't be there?
- > Which plan would you support? Which plan do you think your community would support?





MEETING MINUTES

PROJECT: Beaverton School District LRFP PROJECT NO: 2019910.10

09 March 2021 M003_FG3_210308 DATE: FILE NAME:

SUBJECT: Focus Group Meeting 3: Feedback & Plan Review

08 March 2021 6:30 - 8:30 PM MEETING DATE: TIME:

LOCATION: Virtual (Zoom)

Kavin Buck **Focus Group** ATTENDEES:

> Michelle Caspell Hill **Focus Group** Brian Kennedy Focus Group

Brian Martin Focus Group (City of Beaverton)

Alfredo Moreno **Focus Group** Angel Nunez Focus Group

Ken Rencher Focus Group (Washington County)

Abhijit Sathaye Focus Group D. Raghav Shan Focus Group Kimi Sloop Focus Group

Steven Sparks BSD Executive Administrator for Long-Range Planning

BSD Chief Facilities Officer Joshua Gamez

Aaron Boyle BSD Administrator for Facilities Development

Robert McCracken **BSD Facilities Planning Coordinator**

Carl Mead BSD Deputy Superintendent for Operations and Support Svcs

LeRoy Landers Mahlum Architects Jennifer Lubin Mahlum Architects

Frank Angelo Angelo Planning Group

Shellie Bailey-Shah Focus Group COPY TO: Jason Hohnbaum

Focus Group Eric Schmidt **Focus Group**

The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

Please refer to the Meeting 3 slide presentation and meeting recording, both of which can be found on the District website, for additional information regarding Meeting 3 content.

ITEM DISCUSSION

1.1 Welcome Back

Steve provided an update on the process. The District has participated in over 40 meetings in the community and has gone to as many different groups as possible. A survey has also been released and has had over 1,000 responses. The process has been very informative and the plan options have been adjusted, based on feedback received.

LeRoy reviewed the agenda for the evening, including a review of district goals and needs and a summary of the feedback that has been received. The team appreciates all of the emails and detailed feedback that has been received from the focus group. It has all been reviewed and has informed the long-range facility plan. Finally, focus group members will be asked to participate in a live poll that includes the same questions that were asked in the public outreach sessions.

1.2 Review of District Goals and Needs

LeRoy provided a high-level summary of the District's vision, goals, and the identified facility needs, including education program need, facility condition need, and enrollment and capacity need.

- > How can facilities improve learning within the community, specifically in the areas identified by the District in the Strategic Plan?
- > The District steering committee worked to develop a set of guiding principles that tie to the Strategic Plan and provide specific LRFP objectives.
- > There are many reasons that the District is undertaking a long-range facility plan at this time, including state requirements, planning ahead as current bonds expire, addressing maintenance and modernization needs that continue to grow, and identifying opportunities for efficiencies.

1.3 Summary of Feedback

LeRoy provided an overview of input from focus group members and the broader community, including a very summarized list of key points that were provided by focus group members. Additional input at a much higher level is also being considered by the District committee.

1.4 Updated Plan Proposals

LeRoy described the two updated proposed long-range plan options, the projects and estimated costs included in each, and the rationale for each project:

- > Option 1 is ~\$325M and Option 2 is ~\$725M.
- New allocations for educational program components were added to both plan options, reflecting input from the focus group and community, with greater funding in Option 2. Areas include special education improvements, prekindergarten modifications, outdoor learning improvements (Option 2 only), and physical education/athletics additions.
- > The second allocation category, facility replacement, is based on facility condition. Raleigh Hills is being considered for replacement in both options, Beaverton High School is included in full in Option 2 and planning and design only in Option 1, and Allen St. Transportation Facility replacement is proposed in both options. The capacity of the Beaverton High School replacement was reduced from 2,200 to 1,500 students, with the capability to expand to 2,200 in the future. This adjustment was made to more accurately reflect projected enrollment needs and address feedback regarding school utilization. This change reduced the cost of the project, allowing increases in other areas while maintaining the same overall bond amount.
- > Modernization allocations, also based on facility condition, include deferred maintenance, school modernization, seismic upgrades, security upgrades, and nutrition services upgrades.

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Amounts vary between the two options, with larger amounts in Option 2 for all categories except nutrition services. Increases in the deferred maintenance, seismic, and security allocations in Option 2 reflect input from the focus group and community and will allow additional scope in these areas.

Capacity and enrollment allocations include classroom additions to Sato ES and Stoller MS (Option 1), and additionally at Oak Hills ES in Option 2.

1.5 Discussion

- Are classroom additions at Sato going to be infilling the overhand like at Vose? The District has a preliminary design for additions to prototype schools that would be located under the overhang at Vose and Sato.
- > Some buildings are likely to be replaced. Does this mean that the deferred maintenance will not be needed? The \$610 amount reflects the total deferred maintenance backlog, not all of which is included in the bond plans. The amount included in the bond options is significantly less and has taken out the repair projects for facilities that are being replaced. What about schools that are planned to be closed or replaced in a future phase? The District would likely hold off on the seismic upgrades, but would likely continue to do some deferred maintenance, because there is still a need to keep buildings operational and safe, but try to be thoughtful about the investment. Having future bond funds is not guaranteed, so the District still needs to maintain buildings and utilize them efficiently. If we do rebuild Raleigh Hills, we will look at the surrounding schools that are also old, such as McKay, and may move some students to Raleigh Hills and some to Greenway, as part of the long-range plan option. Bonny Slope is over capacity but may be addressed by doing a boundary adjustment and shift kids to neighboring schools that have capacity, rather than add capacity at this school. This is part of the requirements of ORS 195.110.
- > Is there anything from public feedback that is no longer in the plan options? Are the consolidations off the table? No feedback resulted in the removal of a project from the options, but the District did adjust money into different 'buckets,' such as adding more money into the seismic category. There was flexibility because the Beaverton HS budget was reduced due to reduced size of the school down to 1,500 students.
- > If you build a new school, you save an amount of money on deferred maintenance. Does this include savings from consolidation from every school? No, the amount just reflects savings for the specific school.
- > How many people attended the community forums? We know we only reached a small percentage of the voters in the District and a small number of people who have children in the District. However, this still tells us that we are going in the right direction and provides a wealth of feedback about what level of support people are comfortable with. Based on the feedback we received, the plan is supportable. Whether or not voters will approve a bond will involve far broader outreach and scientific polling.
- In both groups of input, it was discussed that boundary adjustments be used instead of additions, but it does not appear this is reflected in the options. As we write the plan document, we will talk about the potential role of boundary adjustments as a means to manage capacity and enrollment, including working hand-in-hand with specific plan strategies, such as the Raleigh Hills strategy discussed earlier. If the measure passes, then we will talk about potential for consolidation. At the end of this process, we still have empty capacity at the elementary level.
- > Option 1 does not include the full replacement of BHS. Does that plan include more deferred maintenance for that school in that case? The priorities for deferred maintenance will be driven by the facility condition assessment. Therefore, BHS work will be prioritized against other

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schools. Given the age of BHS, there will likely be several projects for BHS in the Option 1 plan that will still occur in terms of deferred maintenance. The total amount in the bond is roughly a fifth of the total deferred maintenance. If BHS is not replaced, it is not the intent of the District to use the full amount allocated for deferred maintenance if it is not replaced. If it is replaced, there is an amount of high priority maintenance. The replacement strategies that are being proposed are intended to take facility maintenance off the books in the long term – a strategic and phased approach to dealing with maintenance needs districtwide.

- I'm in agreement with Option 2, and thinking about what kind of case the District can make to the community, with everything seen in the details and the priority on BHS. It is an important civic place, represents the historic character of our community, and reflects an investment in equity with that work. Considering the construction of Mountainside earlier, it would be an important step.
- As we emerge from the pandemic, are improvements to HVAC, increased outdoor space, etc. more important to prioritize having in place in more facilities? That has been a common question in community meetings. Based on current guidance for HVAC, we know we have some schools that don't meet the requirements. If the current guidance continues, we will need to address these schools. Beyond that, our systems are relatively good. The District may look at specifying equipment and filters that are more effective and efficient in the future, so there are things to look at.
- > The plan as laid out matches well with the priorities of the last bond and what the BAC laid out. Raleigh Hills was recommended to delay last time by the BAC and is in desperate need of replacement. The BAC has also been concerned with seismic issues and this is also reflected.
- > The plan options reflect a detailed and deep analysis and the materials seemed clear. Happy to help on the permitting or any city-related questions that come up.
- The District is proceeding with design work for the Raleigh Hills replacement school and will be soliciting for design for that project. This will lead to working with the City and County on how to address our needs and the impacts, particularly on Scholls Ferry Road. It will be a complicated process and it is best to work with agencies from the start.
- > BHS and RH are obviously needing a lot of work. It is nice to see these addressed in Option 2 and good to see support from the community so far. Why is Stoller MS overcrowded after recent completion of the boundary adjustment? It is important to understand we are using two different formulas for calculating capacity. The old version was based on buildings square footage and now we are calculating capacities based on classroom count.
- > Does the reduced size of BHS mean a reduction in the number of programs at BHS and if so, will there be options for students to go elsewhere? A 1,500-student capacity will provide space for other types of classroom space, since only 1,200 to 1,300 students are projected. So full programming will be available, with the option to host supplementary programs.

1.6 Real-Time Polling

Input from the broader community has been limited but is still a useful tool to gauge support. The Focus Group was asked to consider the same questions.

- 1. Should the district consider implementing the next phase of the long-range facility plan by proposing a capital measure in 2021 or 2022? (Steve noted that the Board is now pretty clear that if they refer a bond it will be in 2022.)
- > Yes, although economic outlook post pandemic might make this bad timing in 202.
- > Yes. These investments are essential in ensuring that the District is able to provide a highquality, equitable education experience to all students.
- > Yes, the community prioritizes these types of investments and has shown it repeatedly.

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- > Yes. Schools will keep depreciating over time, so we have to be proactive about having the funds to keep up with necessary maintenance.
- > Yes, especially if it is replacing expiring bonds.
- > Yes, with appropriate community education, it makes sense to address the significant needs in the district comprehensively.
- > Yes. I like the 2022 date. The need is apparent and worth going after the higher bond value.

2. Of the two plans presented at this meeting, which would you support and why?

Option 1: \$325M (renew expiring bond / no tax rate increase)
Option 2: \$722M (tax rate increase of \$0.25 per \$1,000 of assessed value)

- Option 2. Voters in the region understand that school districts need significant investments in capital infrastructure. Also, Option 1 is too small for the challenges that the district is facing. Option 1 just defers investments into the future. The district can make a compelling case for a large investment around priorities that are broadly supported by the community.
- > Option 2. It makes sense to address the significant needs in the district comprehensively. Option 1 does not go far enough.
- > Option 2. The replacement of BHS is a significant factor. With the redevelopment happening in downtown Beaverton, it has the added benefit of supporting housing in the downtown.
- Option 2. The examples shown in the presentation make it clear that Option 2 will have greater benefit in the long run. I believe the District will be able to sell the community on the value of this to families in the District, and that the bond will therefore pass.
- > Option 2. It has well-articulated explanations of what can be done with increased investment. The tax increase would be relatively small and, again, I think the majority of voters in this area prioritize investments in projects that address equity issues in facilities and programming.
- Neither. I would like to see deferred maintenance addressed more aggressively. The way it is presented, it feels like we are building a new ES when there is three ES worth of underutilized capacity. Building new ES should include the plans that detail what other school can be closed. That will go a long way in explaining the reasoning and will also help with deferred maintenance. Class additions in ES and MS should be solved by boundary adjustments instead. We should build Beaverton HS, not very clear on size decision. For deferred maintenance and seismic upgrade, we should document how long will it take to take care of all pending work.

3. Do you see anything that is missing from the proposals?

- > I don't think so. This plan can't do everything, but it will do a lot of really good things.
- > Provide a clearly articulated plan for how boundary adjustment can be used to resolve capacity issues. If this is given/explained well, it will resonate with everyone.
- > Identify the District plan on how to utilize the extra capacity in elementary schools and provide specifics on special education and kindergarten programs.
- > I think everything is accounted for. The "COVID" factor of space per student, air quality, etc. may need to be addressed as part of the narrative.
- > Might be worth explaining a little more what Allen Transportation facility does or what equipment it services.
- More consideration of how these changes are motivated by predictions of how populations in Beaverton will change over time, i.e. disadvantaged schools today may not be the disadvantaged schools in 10 years due to gentrification, etc.
- > I think the community would really like to see what other steps may be taken, such as boundary changes/consolidation, that could help with capacity issues and reducing maintenance costs of facilities that would no longer be used.

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I suppose my mind continues to stay on the outreach aspect if the decision to do Option 2 is chosen. Folks in North Bethany may not be as cognizant of needs in the other areas of the District, and I would emphasize education and outreach there.

Do you see anything in the proposals that should not be included?

- Plan to build a new elementary school when there is excess capacity today (to the tune of three elementary school's worth of capacity) is strange. Please do add plans on what other school it will lead closure of. If you know this is coming, please list it as part of the LRFP. Otherwise, why we are building a new elementary school is difficult to explain when there is still \$600M worth of deferred maintenance.
- > Agree with first comment (above).
- > Security improvements may be an area where you will get questions, specifically addressing the presence of SROs. The District may need to be ready to explain how that is or isn't related.
- I don't think there is anything that shouldn't be included. I can imagine arguments against including the Allen St. project, but it's really important to invest in the infrastructure that makes it possible to support educational activities.
- > I can support everything in the proposal.
- > No

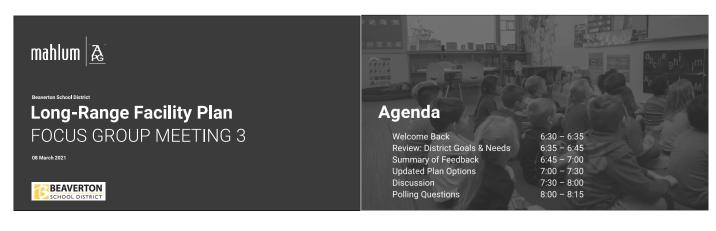
Of the projects listed below, what are your top three priorities?

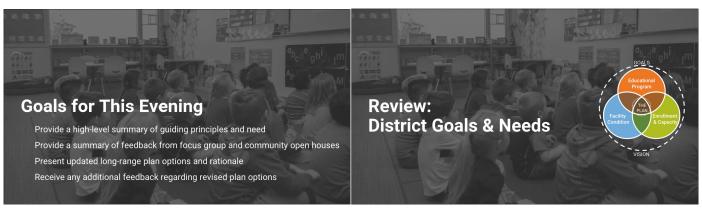
- > Beaverton HS Replacement: 3 first priority / 2 second priority / 2 third priority votes
- > Deferred Maintenance & Modernization: 3 first priority / 1 third priority votes
- > Raleigh Hills ES Replacement: 1 first priority vote
- > Seismic & Security Upgrades: 3 second priority / 2 third priority votes
- > Educational Program Improvements: 2 second priority / 2 third priority votes
- > Allen St. Transportation Replacement: no votes
- > Classroom & Gymnasium Additions: no votes
- > Technology: no votes

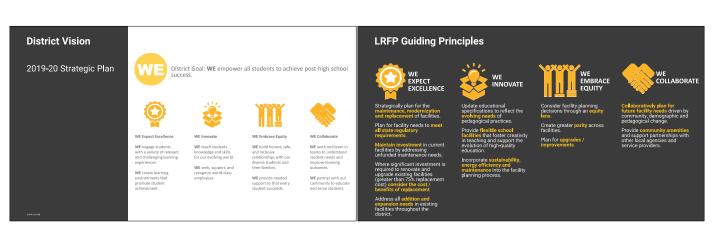
1.7 Closing Questions & Next Steps

- LeRoy reviewed what happens next in the process, which includes taking final input from the focus group back to the District for consideration, developing the Long-Range Facility Plan and report, and Board consideration of LRFP adoption and possible recommendation for a capital measure.
- > Steve noted that due to the Board election in May, bond referral consideration would likely happen after July 1st, when the new board is seated.
- Steve also explained that focus group members should expect that they may be contacted by the Superintendent or school board members to hear their thoughts about the plan and any future bond. As the District begins publishing materials, they will be sent to the focus group and any feedback would be appreciated.
- > Thank you to everyone for attending and contributing and thank you on behave of Superintendent Grotting and our Board.
- > If you have further thoughts or comments, please forward to Steve.
- Focus group members are encouraged to stay connected to this process. As a group, you have some of the deepest knowledge about facilities in the District.

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LRFP: Why Now?

- > District needs to be ready with school facilities when the pandemic is over
- > ORS 195.110 requires a 10-year plan (last BSD LRFP adopted in 2010)
- > OAR 581-027 requires a current LRFP to be eligible for state funding opportunities for capital projects
- > Add an equity lens to school facility planning
- > Need to plan ahead for new capital programs as current school bonds expire
- > District facilities continue to age (address schools that are too old to efficiently maintain)
- > Maintenance and modernization needs continue to grow
- > Identify opportunities for efficiencies in District facilities



EDUCATIONAL PROGRAM: **Takeaways**

- > There are eight elementary schools and two high schools that are significantly below square footage targets identified in district education specifications
- > There are three known areas of facility improvement to support program goals: preschool, special education, and physical education
- Nine elementary schools, two middle schools, and one high school emerge when viewed through the lens of free and reduced lunch, students of color, and ELL

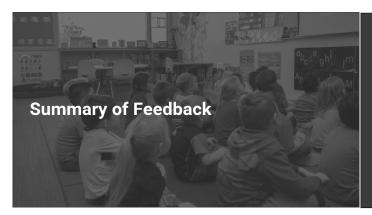
OMAHL

FACILITY CONDITION: Takeaways

- > When viewed through the metrics of age, facility condition, seismic in all four areas: Raleigh Hills K-8 and Beaverton High School
- > Four elementary schools, four middle schools, one high school and one alternative school fall into the worst seismic category (below collapse prevention)
- > Districtwide deferred maintenance is estimated at \$610 M

ENROLLMENT & CAPACITY: Takeaways

- > There is adequate districtwide capacity at every grade level,
 - students over capacity: Sato ES and Bonny Slope ES
 - students over capacity: Stoller MS
 - capacity: Westview HS



Focus Group Input

PRIORITIZATION

- Prioritize educational program needs, particularly early childhood education and a special needs facility. >Prioritize ed
- > Prioritize **seismic upgrades**, including a strategy to meet State seismic requirements.
- > Prioritize critical security and facility maintenance items.

UTILIZATION

- > School consolidation may potentially be controversial, creates many logistical questions, and may negatively impact the bond measure. Should it be done? If so, where?
- Boundary adjustments should be considered as an alternative to increasing capacity through building replacements or classroom additions.

Focus Group Input

DISTRIBUTION

- > Equity is a priority, including a focus on improving Title 1 schools.
- > Projects should be distributed throughout the district as much as possible.

PROCESS

- > What sources of capital are available?
- > Timing of tax increases and what is the approach if there is no capital measure?
- > Which projects are "must-have" versus "nice-to-have"?

Community Outreach

- > Three virtual open house sessions
- > 2-hour meetings providing District goals, needs, and proposed plan information
- > Feedback through open discussion and real-time polling

Community Group Presentations

- > 40+ presentations to various community groups (CPO, NAC, PTO, etc.)
- > Short informational presentation with questions / feedback

> Survey sent to all District families, with links to informational videos

Open Houses: Polling Results

PRIORITIZATION

- Prioritize safety and seismic upgrades.
 Provide more learning options for general students, not just special communities.

DISTRIBUTION

- > Prioritize equity for disadvantaged schools.
- > Provide clearer descriptions of how the bond would touch each community.

UTILIZATION

- Adjust boundaries to resolve capacity issues.
 Overcapacity at Stoller Middle School is an issue.

Open Houses: Polling Results

Should the District consider implementing the next phase of the long-range facility plan by proposing a capital measure in 2021? 83% said "YES"

Of the two plans presented, which would you support and why? 82% said "OPTION 2"

Project Prioritization:

hnology n Transportation Center Rep<mark>l</mark>acement



Plan Options
Cost assumes an additional \$11.8 M is provided from 2014 bond funds
2 Cost includes BHS planning and design only

Project	PLAN OPTION 1: No Tax Rate Increase	PLAN OPTION 2 \$0.25 Tax Rate Increase
EDUCATIONAL PROGRAM		
Special Education Improvements	\$2.0M	\$2.0N
Prekindergarten Modifications	\$1.0M	\$1.0N
Outdoor Learning Improvements	-	\$5.0M
Physical Education / Athletics Additions	\$5.6M	\$13.0M
FACILITY CONDITION: REPLACEMENT		
Raleigh Hills ES Replacement	\$44.0M ¹	\$44.0%
Beaverton HS Replacement	\$15.0M ²	\$230.0M
Allen St. Transportation Replacement	\$11.0M	\$11.0N
FACILITY CONDITION: MODERNIZATION		
Deferred Maintenance	\$110.0M	\$138.0M
School Modernization	\$12.0M	\$36.01
Seismic Upgrades	\$20.0M	\$40.0M
Security Upgrades	\$6.0M	\$15.0M
Nutrition Services Upgrades	\$5.0M	\$5.0N
CAPACITY & ENROLLMENT		
Classroom Additions	\$7.5M	\$10.0M
OTHER SUPPORT		
Technology	\$27.0M	\$53.0M
School Office Relocation	\$10.0M	\$10.0N
Bus Replacement	\$8.0M	\$10.0M
Critical Equipment	\$4.0M	\$7.0M
Subtotal	\$288.1M	\$630.0M
Bond Fee / Management Cost (8%)	\$23.0M	\$50.4N
Contingency (10%)	\$13.9M ⁻³	\$42.2N
Total	\$325.1M	\$722.6M

Educational Program Special Education Improvements (Options 1 & 2) Adapt existing special education spaces to be more suitable for their current use and support student needs, such as creating large/additional classroom spaces and adding adaptive equipment, kitchen facilities, office space, built-in cabinets, accessible restrooms, accessible playground equipment, and other modifications. Outdoor Learning Improvements (Option 2) Expand outdoor covered play areas at elementary schools across the District. Currently several schools do not have covered play areas, and many more do not have ones that are adequately sized. These are highly flexible areas that allow for an outdoor extension of learning and play and provide gathering and queueing areas that protect children from the rain. Physical Education / Athletics Additions (Options 1 & 2) Build a new gym at Stoller MS (both options) and Barnes ES (Option 2), and provide some improvements to other District athletic facilities (Option 2), including an outdoor restroom/storage facility at Westview HS. The current space at Stoler is not adequate to support current or future enrollment. The current gymnasium and cafeteria at Barnes are inadequate to support the school and will be replaced.

Plan Options

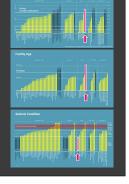
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Facility Replacement: Raleigh Hills Elementary School Replace existing Raleigh Hills K-8 with new elementary school for 750 students. > Worst FCI score in the district (0.41 - Critical Condition) > One of the oldest facilities in the district (93 years old) > One of four elementary schools with a seismic rating below collapse prevention > EUI score of 5, with greatest opportunity to improve energy efficiency > More than 45% of students are eligible for free/reduced lunch > Existing school capacity is 250 below district target of 750 > Previously identified as the next priority in the 2014 bond plan > Eliminates ~\$12M of deferred maintenance need



- > One of the worst FCI scores in the district (0.34 Critical Condition)
- > Oldest facility in the district (majority of existing building is 105 years old)
- > Only high school with a seismic rating below "Collapse
- > EUI score of 5, with greatest opportunity to improve energy
- > 51% of students are eligible for free/reduced lunch
- > Eliminates \sim \$53M of deferred maintenance need





Facility Replacement: Allen Street Transportation Facility Replace existing Allen Street Transportation facility. WHY:	
> One of the worst FCI scores in the District (0.33 – Critical Condition)	Facility Age
> Existing facility is more than 50 years old	2000
 Repair bays are cramped and lack space to utilize modern technical repair aids 	
 One-third of the hydraulic floor lifts are unusable due to leaks, failed parts, and excessive age and 2/3rds of the vehicle lifts lack safety stops to prevent unplanned retraction 	Setural Condition
> Technicians must use jack stands to prevent buses from lowering below safe working heights	

Plan Options
Cost assumes an additional \$11.8 M is provided from 2014 bond funds
² Cost includes BHS planning and design only
² Evoludes FCA, Technology, and Critical Equipment
 Costs ere rough-order-of-magnitude project costs, to be confirmed

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Modernization / Capacity & Enrollment

Deferred Maintenance (Options 18.2)
Repaired in projects at all facilities (except new ones), based on recently completed assessment findings, completed in the property of the project of

School Modernization (Options 1 & 2)

Seismic Upgrades (Options 1 & 2)

Seismic upgrades to district rarget level for worst performing buildings that are not anticipated to be replaced (facilities TBD, priorities are Whitford MS, Highland Park MS, Cedar Park MS, Mountain View MS).

Security Upgrades (Options 1 & 2)

Nutrition Services Upgrades (Options 1 & 2)
Various projects throughout the District, including electrical and equipment upgrades at 11 sites, water fountain installation at 25 sites, service line remodels at Westview HS and Community HS, freezer capacity additions, full kitchen remodel at Beaver Acres ES, and cafeteria expansion at Barnes ES.

Classroom Additions (Options 1 & 2)
Add additional classrooms at Sate ES and Stoller MS (Options 1 and 2), and Oak Hills ES (Option 2) to address capacity needs





Question

Should the District consider implementing the next phase of the long-range facility plan by proposing a capital measure in 2021?

Why or why not?



Please type in your answer using the chat feature.

Question 2

Of the two plans presented at this meeting, which would you support and why?

Option 1: \$325M (renew expiring bond / no tax rate increase)

Option 2: \$722M (tax rate increase of \$0.25 per \$1,000 of assessed value)



Question 3

Do you see anything that is **missing** from the proposals?



Please type in your answer using the chat feature.

Please type in your answer using the chat feature.

Question 4

Do you see anything in the proposals that should **not** be included?



Ouestion 5

Of the projects listed below, what are your top three priorities?

- A. Educational Program Improvements
 B. Raleigh Hills ES Replacement
 C. Allen St. Transportation Replacement
 D. Beaverton HS Replacement
 H. Technology



Please type in your answer using the chat feature.

Please type in your answer using the chat feature, numbering the projects 1-3 in order of the priority you prefer.

Next Steps

- >Take final comments from focus group back to the District for consideration and possible revision (~March)
- > Draft a Long-Range Facility Plan and report for review by the District and Board (~April)
- >Finalize report (~May)
- >Board will consider adopting the LRFP (~May)
- >Board will consider possible recommendation for capital measure (~June)



