



## CAPITAL CONSTRUCTION BOND PROGRAM GOALS

### **Vision:**

We support generations to come by building and renovating facilities that support best practices for teaching and learning, inspire our students to achieve their educational goals, exceed our citizens' expectations for superior educational services, sustain our resources, and enhance our communities.

### **Goals:**

The Capital Construction Bond Program shall aim to achieve the following goals:

1. Facility design and renovation will ensure that our school environments:
  - a. Are comfortable, safe and secure;
  - b. Are aligned with national trends and research on best teaching and learning practices;
  - c. Allow implementation of technology and innovation;
  - d. Foster whole child development, love of learning, and emotional health;
  - e. Allow students to engage in daily, vigorous exercise and learn outdoors;
  - f. Allow flexibility and expandability for the future;
  - g. Are accessible;
  - h. Include efficiency and sustainability features to ensure long term operational savings through focus on life-cycle costs vs. first-cost of construction;
  - i. Integrate well with and enhance the communities they reside in and provide opportunities for community partnerships; and
  - j. Otherwise prepare our students for careers and higher learning.
  
2. The District shall manage bond resources:
  - a. Diligently and prudently, recognizing that the tax dollars we spend are precious and increasingly scarce and based on trust;
  - b. Transparently, in terms of how and where resources are allocated and spent. Any additional funds or savings in the program will be allocated through an open process with Board approval; and
  - c. Shall manage the sale of the bonds in the amount that is financially prudent and responsible, minimizes the impact to taxpayers and can be spent within the specified period within the law.

**District Goal:** WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

3. Equity and opportunities in public purchasing and contracting:
  - a. Business equity: A project goal of 10% of the contract value for consulting services and construction contracts will be made to firms certified by either the state (Oregon Certification Office of Business Inclusion and Diversity, COBID, MWSDVE), the Small Business Administration (SBA), or nationally (National Supplier Minority Supplier Development Council, NMSDC) as minority, women, emerging, service-disabled veteran, and socially or economically disadvantaged businesses.
  - b. Contractor workforce equity: It is important to provide employment and apprenticeship opportunities in the construction trades and employment for people of color and women. For any bond program public improvement contract over \$200,000, an aggregate goal of 10% of labor hours performed by state-registered apprentices is established in apprenticeable trades. These contracts also will require the contractor to participate in outreach and other efforts to create an apprenticeship program that reflects the diversity of the Portland/Beaverton metropolitan area.
  - c. Career learning: The District will leverage its Career and Technical Education program to include career-learning opportunities arising from the bond work for students in relevant career paths including but not limited to architecture, engineering, building trades and construction work and other related services. Other areas might include web-design, communications, and accounting. Career learning opportunities may include internships, job shadows, guest speakers, informational interviews, and career and workforce days and fairs. Requests for Proposals will require responders to articulate how the contractor would support the District in this goal.
4. The District shall engage stakeholders (internal and community throughout the Bond program regarding:
  - a. Design activity and decisions regarding the form and features of what we create;
  - b. The status of the bond projects;
  - c. The alignment of spending to bond priorities; and
  - d. Benefits to students and community from the program and its responsible implementation.
5. The District will establish a Bond Community Accountability Committee to monitor bond program execution and to report its observations to the School Board.

## **Additional Bond Projects Evaluation Procedures**

**3/14/18**

### **Background**

As described in the Cost Management and Control Plan, any projects added to the 2014 Bond Program must be approved by the School Board. The School Board has requested that candidate projects be screened and forwarded by the Bond Accountability Committee (BAC) with their recommendation to the Board. The BAC's recommendation will be based on project value towards achieving the Bond goals and the wise, best use of the Program Reserve.

It should be noted that the Board and BAC have both recommended not utilizing the Program Reserve for new projects at this point in the program. Submission of projects under this procedure is not anticipated until 2019 at the earliest.

The BAC requested BSD staff develop a procedure that can be used to screen the candidate projects. Staff recommends the following process:

#### **1. SUBMISSION**

- a. Candidate project applications will be submitted online, via Google forms.
- b. Applications must be submitted by Administrator responsible for the facility or function requested.
- c. Stakeholders must coordinate desired projects for approval and submission by the appropriate Administrator.

#### **2. SCORING**

- a. Submitted projects will be reviewed and scored by the Evaluation Committee.
- b. The Evaluation Committee will be comprised of District Staff led by Facilities.
- c. The evaluation criteria is based on the School Board goals for the Bond program. Each criterion is weighted.
- d. The Evaluation Committee will grade each project on the criteria. Scores shall be given from 0 (Does not apply) to 3 (Strongly applies).
- e. The total project score is a representation of how strongly a project aligns with the Bond program goals.
- f. The Evaluation Committee will convene approximately 30 days prior to each BAC meeting to review and score any applications received.
- g. Facilities Development will maintain the list and ranking of candidate projects on behalf of the BAC.
- h. Project budgets at this point will be based on "rough order of magnitude" estimates. Fundable estimates will be performed only when the BAC selects a project for further consideration.

### 3. RECOMMENDATION

- a. The Bond Accountability Committee will recommend project(s) to the Board based on:
  - i. The staff recommendation and scoring
  - ii. Availability of Program Reserve and risk
  - iii. Overall project value to the students of the District
- b. Once a project is selected by the BAC, the Facilities staff will prepare or validate the project budget. This validated budget will be provided to the BAC for inclusion in their recommendation to the Board.
- c. The BAC recommendation to the Board can be by individual project or can be a list.

### 4. APPROVAL

- a. School Board will determine if a candidate project will be added to the Bond.
- b. The School Board will be presented with both staff and BAC recommendations for each project (see Bethany as example).

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Grading Scale		A. Are comfortable, safe and secure;	B. Are aligned with national trends and research on best teaching and learning practices;	C. Allow implementation of technology and innovation;	D. Foster whole child development, love of learning, and emotional health;	E. Allow students to engage in daily, vigorous exercise and learn outdoors;	F. Allow flexibility and expandability for the future;	G. Are accessible;	H. Include efficiency and sustainability features to ensure long term operational savings through focus on life-cycle costs vs. first-cost of construction;	I. Integrate well with and enhance the communities they reside in and provide opportunities for community partnerships;	J. Otherwise prepare our students for careers and higher learning.	
Applies Strongly	3											
Applies Somewhat	2											
Applies Slightly	1											
Does Not Apply	0											
<b>EXAMPLE PROJECTS ONLY</b>	<b>Total Score</b>	<b>25%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>10%</b>	<b>15%</b>	<b>5%</b>	<b>5%</b>	
Fire Alarm Replacement	1.30	3	0	0	0	0	2	0	3	0	0	
School 1 Repipe	1.76	3	1.17	0.67	1.5	1.33	1.5	1.17	2.5	0.67	0.5	
School 2 Repipe	1.30	3	0	0	2	0	0	0	3	0	0	
Exterior Keyway Replacement	1.35	2	0	0	0	0	0	3	3	2	0	
Fall Protection	1.15	2	0	0	0	0	0	2	3	0	0	
FF&E	1.30	1	2	3	2	0	2	1	1	0	0	
Generator Resiliency	1.25	2	1	2	0	0	0	0	2	2	0	
Electrical Upgrade	1.10	1	1	1	1	0	2	0	3	0	0	
Perimeter Hardening Balance	1.25	3	0	0	2	0	1	3	0	1	0	
Push Button Locks	1.25	3	2	0	1	0	1	1	0	0	0	
Seismic Alert System	1.05	3	0	1	1	0	0	0	0	2	1	
Seismic Upgrades	1.50	3	0	0	0	0	3	0	3	3	0	
Auditorium Work	0.70	1	1	0	1	0	0	0	1	2	0	
HS Title IX	1.05	1	0	1	2	3	0	1	2	1	0	