



Beaverton School District

BSD Long Range Plan

School Board Retreat
August 26, 2025

Agenda

- 1. About the Process**
- 2. Listening & Learning Recap**
- 3. LRFP Committee**
- 4. North Stars & Planning Implications**
- 5. Levers & Guardrails**
- 6. Next Steps**

The Process

- **Balance** of Quantitative and Qualitative elements.
- Development of values-based **North Stars** and **Planning Implications** based on Listening and Learning in community and qualitative data.
- Use these as the **basis for the development** of any scenarios that will be reviewed and refined in this committee.
- Take proposed scenarios back out to community for **input and ideas**.
- Refine scenarios and make a **recommendation** to the School Board.

Who We Heard From

Community Forums

- Six in-person community forums at each of the comprehensive high schools
- Three virtual community forums

Educator Meetings

- District leaders and school administrators
- Elementary teachers
- LGBTQ staff resource group



Shared Experiences

- High school students
- Afghan youth
- Latino families
- Muslim families
- Black families
- Native families
- Hindu families
- Newcomer families: Dari/Pashto speakers & Somali families



Big Ideas – What We Heard



Equitable Access

- Basic Needs
- Inclusive Access
- Access to Programs
- Access to School
- Equitable Distribution



Trust & Connection

- Sense of belonging & ownership
- Being known
- Safety
- Cohort continuity



High Quality, Responsive Learning Environments

- Educator capacity & support
- Expanded learning opportunities
- Individualized support
- Engaging & purposeful instruction
- Agency

Community Voice



“Some people are okay with going to a neighborhood where the choices might be less, but it’s easier, convenient. I think parents should be given a choice on that.” — BSD Parent

“Safety in facilities needs to be part of discussion. Physical safety. Schools have to be resilient and secure and last for a long time. Whether it’s new schools or modernization of old schools, that has to be a priority” — BSD Community Member

“I love that our school counselor is out there every day, that our school counselor is greeting kids by name every day. That also helps me feel more connected if I need to talk to her, as a parent, knowing that she knows who my kid is.” — BSD Parent

“Why are we okay with having schools in the middle of the District that are struggling?” — BSD Parent/Educator

Additional Themes



In addition to the Big Ideas, other important themes emerged throughout the conversations:

Community Partnerships

- “Allow community partners and enrichment providers more equitable access to the school.”

Sustainability & Financial Stewardship

- “The District invests in long-term thinking instead of short-term.”

Communication & Transparency

- “We need a pathway to build relationships with the District.”
- “Transparency, accountability, shared-decision making.”

Long-Range Facilities Planning Committee

May 2025

- Re-launched LRFP committee with additional members
- Presented the “Big Ideas” to the committee for review

June 2025

- Brought top emerging themes to the committee for refinement into draft North Stars
- Committee voted on their top North Stars

August 2025

- Presented key information to committee: financial picture + teaching & learning perspective
- Presented Planning Implications associated with each of the agreed upon North Stars
- Committee voted to move forward with the North Stars and Planning Implications



**KNOWN, SEEN AND
SUPPORTED**

Students are known, seen and supported by caring educators who meet them where they are and guide them on their unique learning paths.

1.1 Schools are structured such that educators have the ability and resources to meet diverse academic, social-emotional and cultural needs effectively.

1.2 Schools provide flexible spaces to meet individual needs, ensuring students with disabilities and neurodiverse learners are fully included and supported.

1.3 Schools are connected to parents, families and the broader community in ways that foster strong relationships.

1.4 Schools have resources and programs to actively support students' holistic needs to ensure all students are ready to learn and thrive.



**EQUITABLE AND SUSTAINABLE
RESOURCE STEWARDSHIP**

Our schools receive financial support and staffing tailored equitably to their students' unique needs.

2.1 School sizes and boundaries are designed to ensure balanced enrollment and equitable access to quality experiences for all students.

2.2 Schools have enrollment-to-capacity ratios to ensure enrichment opportunities are available in an equitable manner without compromising core academic standards.

2.3 Schools are structured to meet current needs while ensuring the District remains fiscally strong and sustainable for the future.



**CULTURE OF CONNECTION
AND BELONGING**

Our schools are rooted in community and serve as places of connection, continuity and care for students, families and neighborhoods.

3.1 Schools encourage natural everyday connections between students, staff, and families to foster a strong sense of belonging.

3.2 Long-term relationships are supported through smooth transitions and continuity between elementary, middle and high school.

3.3. Specialized programs are thoughtfully placed to minimize disruption in transitions.

3.4 School environments reflect and celebrate the diversity of the community, fostering a sense of belonging for all.



**PREPARING STUDENTS
FOR FUTURE SUCCESS**

Our schools provide the resources and conditions to support rigorous and relevant academic experiences, positioning students for future success across a variety of paths.

4.1 Students and families are equitably supported with the knowledge, guidance and resources they need to prepare for a wide range of future pathways.

4.2 Schools have the space, resources and staffing capacity to support educator development, collaboration and well-being, including professional learning opportunities and spaces that promote wellness.

4.3 Schools have environments that are responsive to holistic needs and include infrastructure for multi-tiered systems of support, ensuring all students can engage in learning comfortably and effectively.

4.4 Schools provide a strong educational foundation where each child can thrive.

North Stars and Planning Implications

1. Do these North Stars reflect the District's vision and priorities?
2. Is there anything the committee should consider before moving forward?



NORTH STAR #1: KNOWN, SEEN, AND SUPPORTED

Students are known, seen and supported by caring educators who meet them where they are and guide them on their unique learning paths.

1.1 Schools are structured such that educators have the ability and resources to meet diverse academic, social-emotional and cultural needs effectively.

1.2 Schools provide flexible spaces to meet individual needs, ensuring students with disabilities and neurodiverse learners are fully included and supported.

1.3 Schools are connected to parents, families and the broader community in ways that foster strong relationships.

1.4 Schools have resources and programs to actively support students' holistic needs to ensure all students are ready to learn and thrive.



NORTH STAR #2: EQUITABLE AND SUSTAINABLE RESOURCE STEWARDSHIP

Our schools receive financial support and staffing tailored equitably to their students' unique needs.

2.1 School sizes and boundaries are designed to ensure balanced enrollment and equitable access to quality experiences for all students.

2.2 Schools have enrollment-to-capacity ratios to ensure enrichment opportunities are available in an equitable manner without compromising core academic standards.

2.3 Schools are structured to meet current needs while ensuring the District remains fiscally strong and sustainable for the future.



NORTH STAR #3: CULTURE OF CONNECTION AND BELONGING

Our schools are rooted in community and serve as places of connection, continuity and care for students, families and neighborhoods.

3.1 Schools encourage natural everyday connections between students, staff and families to foster a strong sense of belonging.

3.2 Long-term relationships are supported through smooth transitions and continuity between elementary, middle and high school.

3.3. Specialized education programs are thoughtfully placed to minimize disruption in transitions.

3.4 School environments reflect and celebrate the diversity of the community, fostering a sense of belonging for all.



NORTH STAR #4: PREPARING STUDENTS FOR FUTURE SUCCESS

Our schools provide the resources and conditions to support rigorous and relevant academic experiences, positioning students for future success across a variety of paths.

4.1 Students and families are equitably supported with the knowledge, guidance and resources they need to prepare for a wide range of future pathways.

4.2 Schools have the space, resources and staffing capacity to support educator development, collaboration and well-being, including professional learning opportunities and spaces that promote wellness.

4.3 Schools have environments that are responsive to holistic needs and include infrastructure for multi-tiered systems of support, ensuring all students can engage in learning comfortably and effectively.

4.4 Schools provide a strong educational foundation where each child can thrive.

Levers and Guardrails

1. What “levers” do you believe the committee can pull when creating these scenarios?
2. What “guardrails” should guide or constrain the committee’s work?



Next Steps

Next Steps

Upcoming LRFP meetings to analyze data and create scenarios:

- Tuesday, September 16, 6-8 pm
- Wednesday, October 22, 6-8 pm
- Wednesday, November 12, 6-8 pm

November/December 2025

Gather community feedback on proposed scenarios

December/January 2025

LRFP Committee meets to determine scenarios that will be recommended to the superintendent for consideration

February 2026

Superintendent determines any scenarios to recommend to the school board for consideration



Questions?

