Beaverton School District

BSD Long Range Plan

School Board Meeting

August 27, 2024

Agenda

1. Welcome
    - BRIC Introductions
    - Group Agreements
2. District long range planning context
3. BRIC approach to planning & engagement
4. Values exercise (small groups)
    - Share back
5. Audiences to center exercise (small groups)
    - Share back
6. Next Steps

Group Agreements

Practice mutual respect and patience.

Create space for multiple truths.

Permission to speak in rough draft.

Step up, step back.

Center learning and growth.

Center student voices and experiences.

Tend to impact, even if that wasn't the intention.

Notice power dynamics.

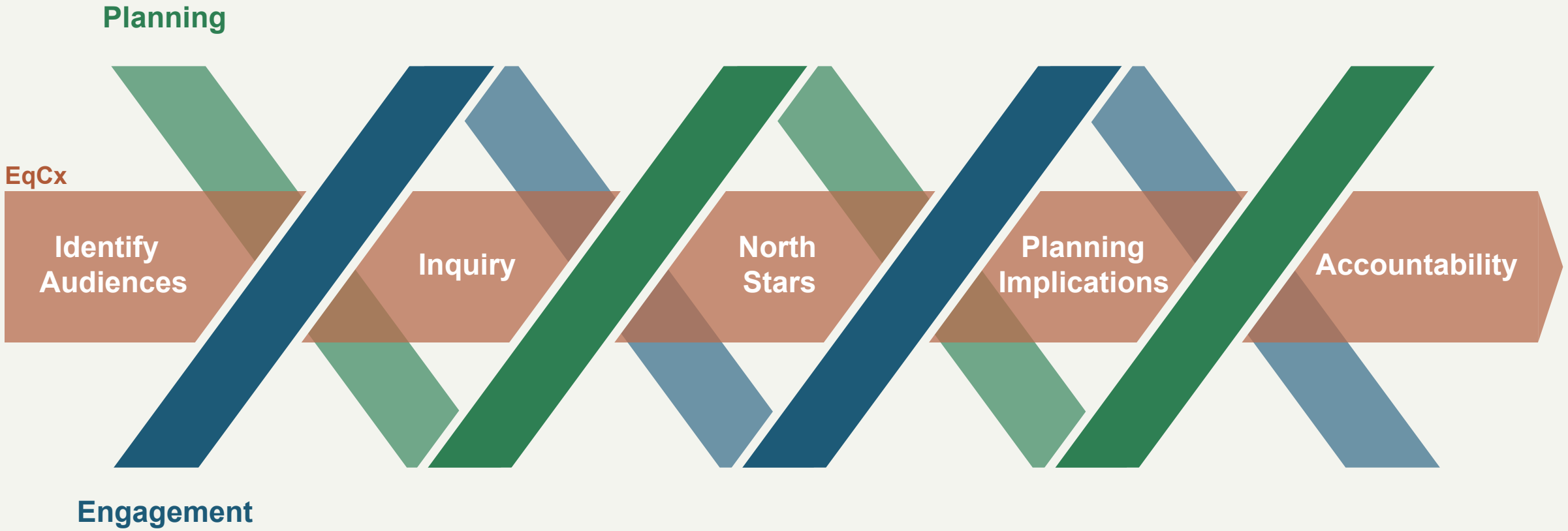
District Long Range Planning Context

BRIC Approach

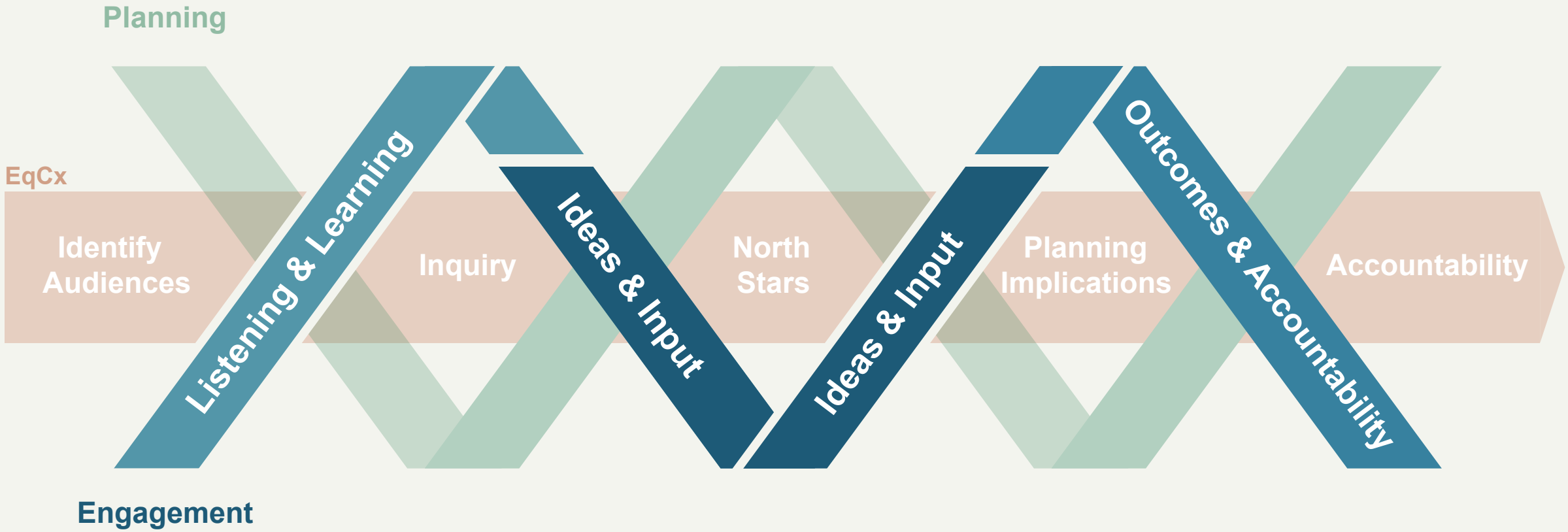
Our Integrated Approach

Focus first on community values

Our Integrated Approach



Our Integrated Approach



Our Integrated Approach

North Stars are goal statements developed out of engagement data that guide the project.

BHS Example

Intentionally design school spaces to be inclusive and accessible to students of all abilities, emphasizing relationships, connections and shared experiences between SPED students and general education peers.

Provide flexible and adaptable spaces and furnishings to support a range of activities, group sizes, room configurations, learning needs, and cultural expressions and communication styles.

Promote climate justice and the physical wellbeing of students by designing a sustainable building with strong visual and physical connections to nature and ample outdoor courtyards and gathering spaces.

Design specialized spaces that reflect the interests of BHS students, inspire engagement, value all career paths, and prepare students for life beyond high school.

Ensure school spaces are non-binary, inclusive of a gender spectrum, and afford physical privacy to all students.

Support the social emotional wellbeing of students, staff, and the entire Beaverton High School community.

Our Integrated Approach

Balance numerical data with qualitative data

DDHS CTE CENTER PROJECT ASPIRATIONS AND GUIDELINES - EQUITY IN DESIGN COMMITTEE EVALUATION (SCHEMATIC DESIGN)

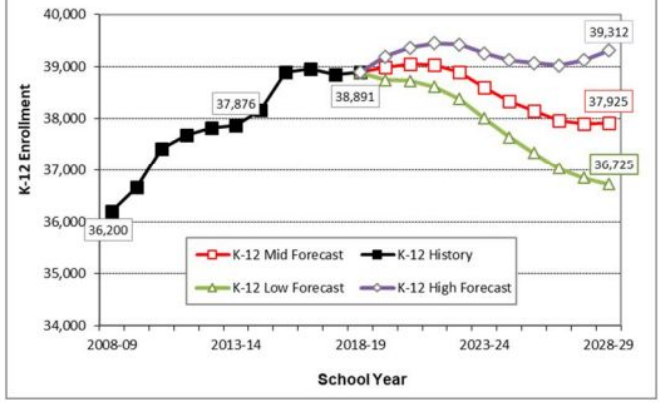
Intentionally design spaces to be safe, functional, accessible, inclusive, and fit to purpose, while also comfortable for everyone.	Motivate, inspire pride and create opportunities for all students to visualize the full spectrum of post-secondary career pathways.	Create opportunities for personal expression, reflection and celebrations of culture by students and staff.	Foster relationships and strengthen connections.	Center wellbeing and social-emotional regulation through strong connections to nature and reflect a commitment to climate justice.	Additional Criteria
Spaces are comfortable and inclusive for all users, including all types of mobility and body sizes.	CTE programs are highly visible, offering opportunities for students to see what is available to them in CTE, and the potential impacts to their future.	Spaces center the experiences of people with non-dominant social identities, and create opportunities for groups to feel seen, recognized and celebrated.	Spaces provide opportunities for students to collaborate in non-traditional ways.	Spaces utilize natural light effectively.	Maintenance & Durability
Bathrooms affirm student choices, privacy and dignity.	CTE spaces mirror real-world workplaces.	Students have opportunities to choose how to showcase their work and share with their peers and community.	Spaces help students connect to a niche within the larger campus environment.	Building incorporates views and use of green spaces.	Safety & Security
Wayfinding is intuitive, regardless of language or reading ability.	Spaces inspire student agency and encourage stewardship of the campus.	Spaces are visually engaging and stimulating, and don't feel bland, cold and institutional.	Supervision and adult support are easily recognized and accessed, and people know where to go for help.	Spaces evoke a sense of well-being and prioritize comfort.	Best Value
Design incorporates spaces to support neurodiversity and introversion: smaller, quieter areas that minimize feeling overwhelmed.	Spaces showcase the talent and hard work of DDHS students and staff.	Spaces offer opportunities for staff, students, and industry partners to personalize the space and share their own lived experiences.	Building helps to knit the campus together and feel more connected.	Landscaping around the building thoughtfully incorporates plants and features that reflect DDHS's diverse communities and cultures.	
The building creates spaces for gathering and shared experiences.	Spaces motivate and inspire pride in students' lived experiences, cultures, identities, and accomplishments.		Spaces encourage connections and bridge divides across identity, culture, and social hierarchies.	The building utilizes sustainable practices and can be used as a teaching tool.	
Spaces create a more cohesive campus and a destination for CTE.	Spaces demonstrate an investment in each and every student and honor the spectrum of futures they could choose after high school.		Spaces allow for authentic engagement and connection with industry and educational partners, as well as the greater community.		
Spaces create a sense of welcome.					
Spaces align with their purpose.					
Spaces create a sense of safety and belonging for all students, especially those with non-dominant identities and lived experiences.					
Spaces are highly functional, and exceed current industry standards to serve students now and in the future.					

Table 1
Historic and Forecast K-12 Enrollment
Low, Middle, and High Series
Beaverton School District

School Year	LOW Enrollment[1]	LOW 5 year growth	MIDDLE Enrollment[1]	MIDDLE 5 year growth	HIGH Enrollment[1]	HIGH 5 year growth
2008-09	36,200		36,200		36,200	
2013-14	37,876	1,676	37,876	1,676	37,876	1,676
2018-19	38,891	1,015	38,891	1,015	38,891	1,015
2023-24 (fcst.)	38,006	-885	38,605	-286	39,257	366
2028-29 (fcst.)	36,725	-1,281	37,925	-680	39,312	55
AAEG 2018-19 to 2028-29*	*-0.6%*		*-0.3%*		*0.1%*	

**Note: Average Annual Enrollment Growth.*
Source: Historic enrollment, Beaverton School District; Enrollment forecasts, Population Research Center, PSU, May 2019.

Chart 1
BSD K-12 Enrollment History and Forecasts



Values Exercise

Discussion Questions

- In an ideal state, what would a Beaverton School District where every student belongs, believes and achieves look like?
- What do your students and the BSD community need to be successful?
    - Are those needs different for different communities (based on geography, race/ethnicity, socio-economics, or other social identities)?

Audiences to Center

Discussion Questions

- Who are the members of your community that experience the most educational and societal inequity?
- Who do we need to hear from to build community trust?

Next Steps