



Beaverton School Board Retreat

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, August 27, 2024 12:30 PM

Video Stream: www.youtube.com/beavertonschools

Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING

A. Call to Order

B. Attendance

II. BOARD RETREAT

A. Long-Range Facilities Planning Process

2

B. Strategic Plan Metrics Dashboard

C. Board Work

19

a. Review Board Working Agreements

b. Board Goal Setting

c. Committee Assignments

III. CLOSE MEETING

A. Adjourn



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

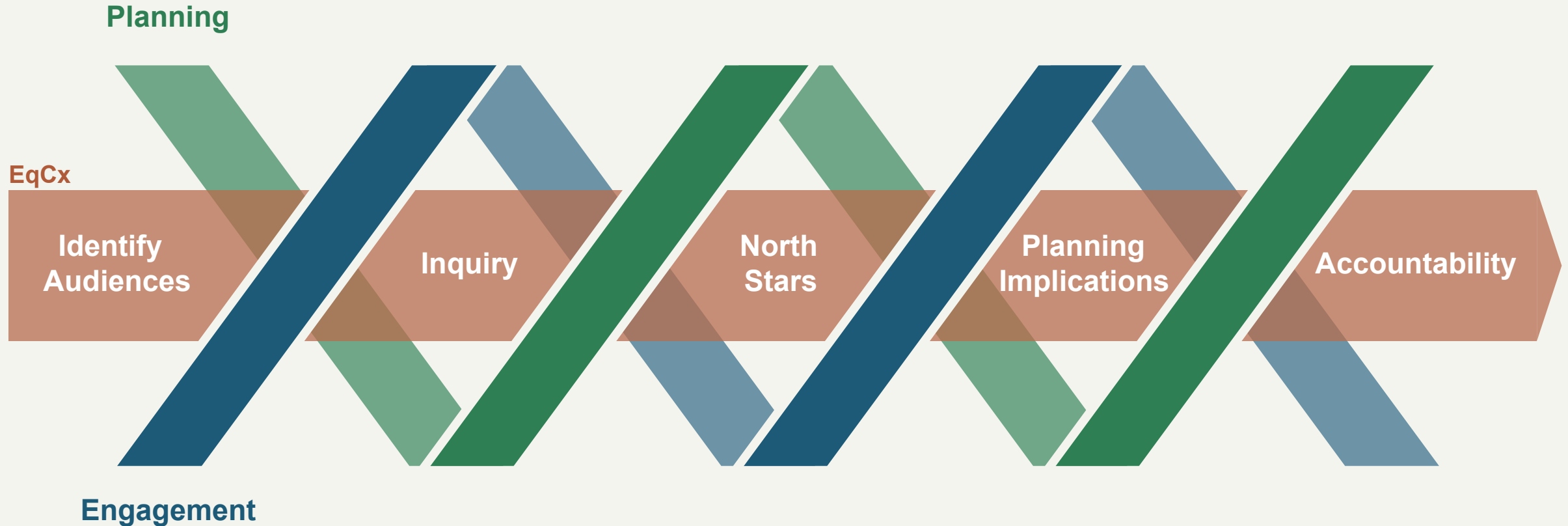


BRIC Approach

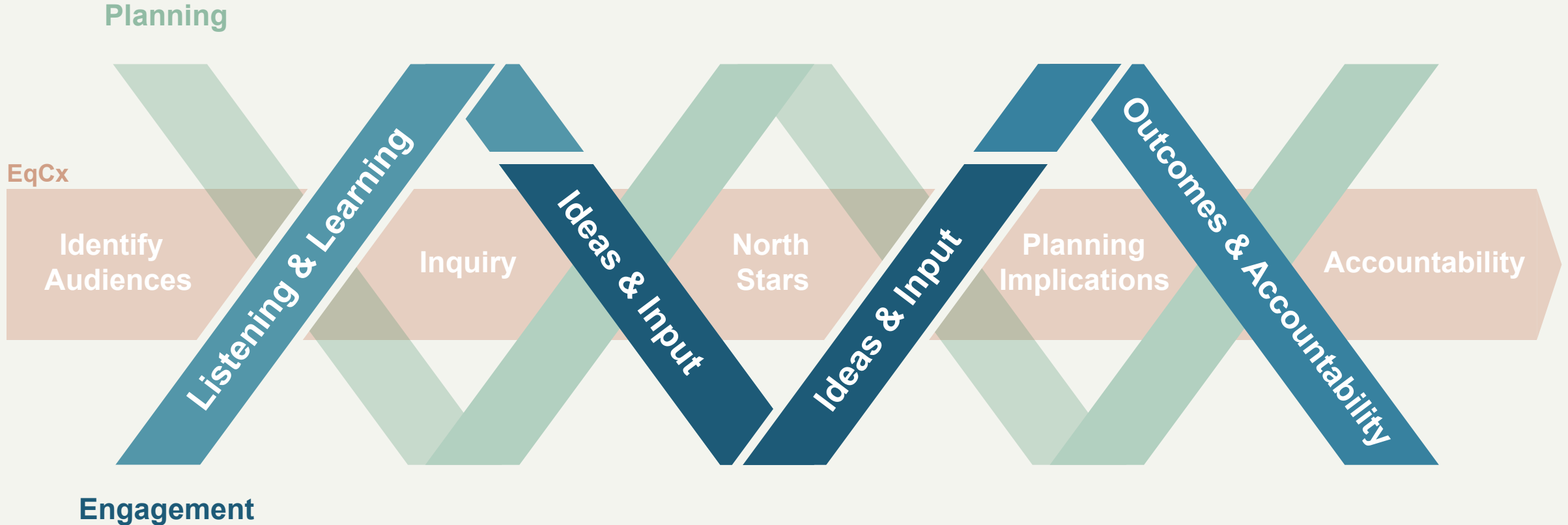
Our Integrated Approach

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.					

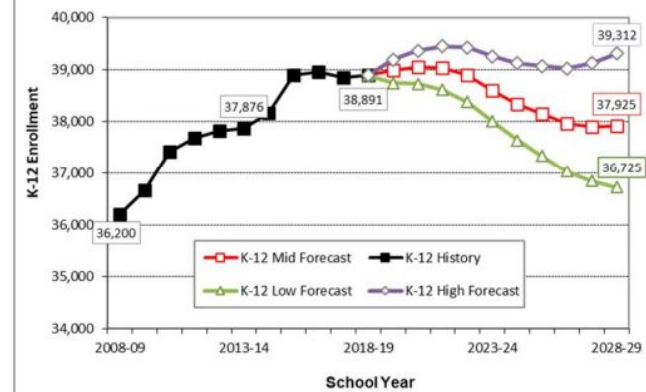
Table 1
Historic and Forecast K-12 Enrollment
Low, Middle, and High Series
Beaverton School District

School Year	LOW		MIDDLE		HIGH	
	Enrollment ¹	5 year growth	Enrollment ¹	5 year growth	Enrollment ¹	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)?



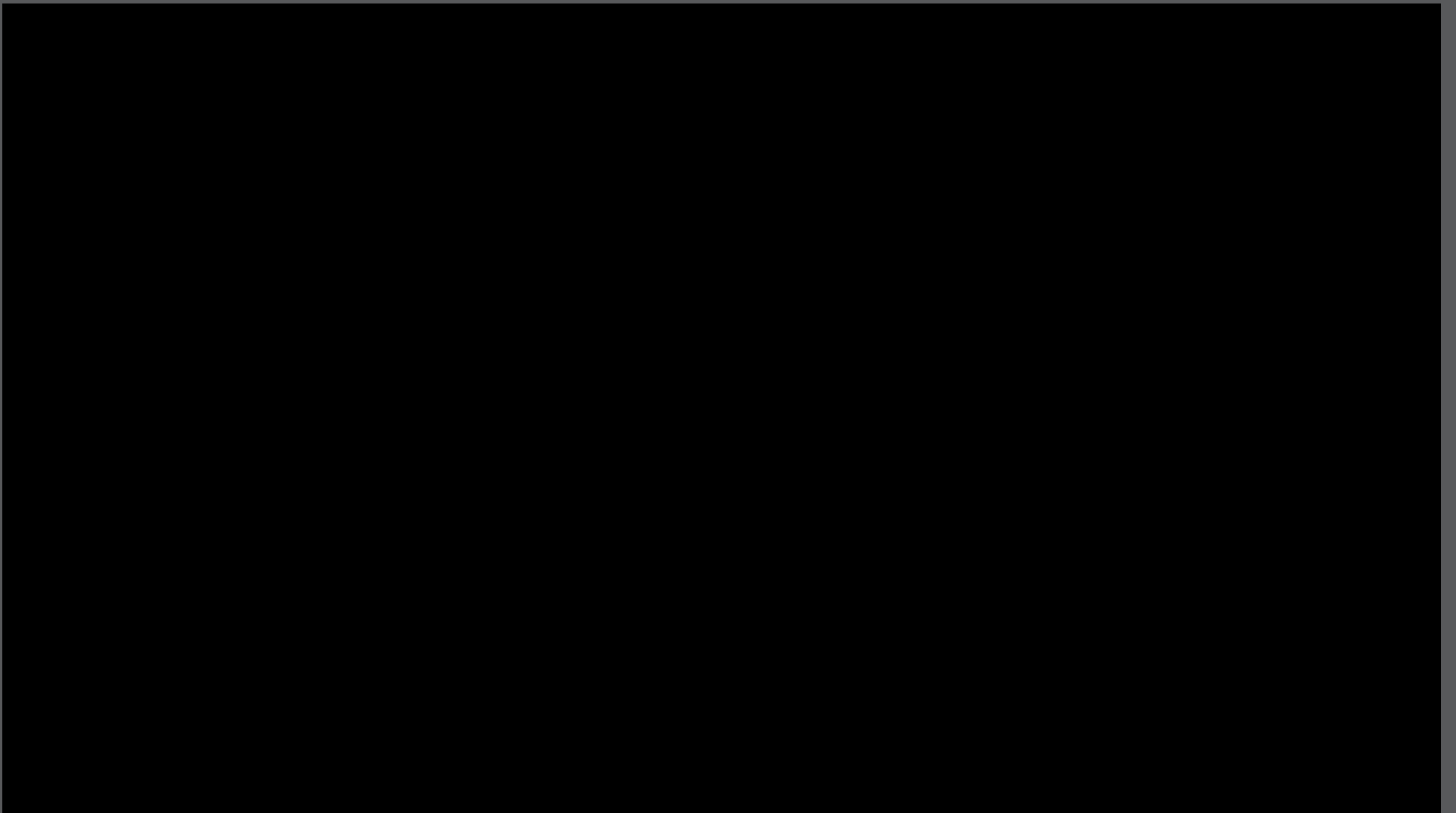
Audiences to Center

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



BSD Board

August 27, 2024

Agenda Review

1. Ice breaker/Activity
2. Look back
3. Working Agreements
4. Roles & Responsibility
5. Goals for 24-25

Outcomes for Today

1. Team building/Connection
2. Recommit to working agreements
3. Revist board roles & responsibilities
4. Draft goals for 24-25

Activity Instructions

1. Silently choose 5 words from the Connections List that represent what is important for you in your professional work.

2. Partner Share - share your words and why they are important to you

Pairs:

Sunita & Melissa

Justice & Tammy

Susan & Gustavo

Kerry & Karen, & Ugonna

3. Group Share - each partner shares the words from their partner with the new pair/trios.

Group 1:

Kerry & Karen, & Ugonna

Justice & Tammy

Group 2:

Susan & Gustavo

Sunita & Melissa

4. Whole Group Share - Choose at least 2 words that are most important of your five and briefly share the relevance of the words in under a minute.

Last year...

Hopes/Priorities

Unite as a board
Align with superintendent and district

Transition Concerns

Training and clarity on roles and responsibilities

Board Roles

Share perspective
Be accountable to community
Budget
Superintendent evaluation
Policy work

Retreat purpose:

Understand roles and responsibilities, meeting rules, and how to work together

Future topics:

Requests and suggestions for topics to cover in future board meetings or information updates

Successful Communication

Respectful, predictable, inclusive, comfortable

Student Success:

Growth, differentiated pathways

Added in 1977

ADJOURNING

- The process of 'unforming' the team
- Letting go of the old structure and ways of doing things
- Really important to acknowledge end so people can mentally move on
- An often under-estimated stage!



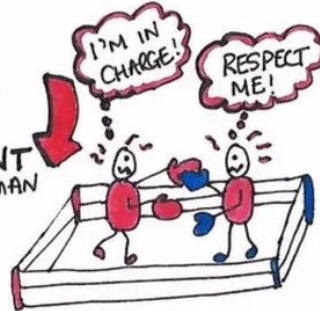
FORMING

- Surface level of politeness
- Small talk
- Limited personal disclosure
- Focus on generalities



STAGES OF TEAM DEVELOPMENT

BRUCE TUCKMAN (1965)



STORMING

- Bids for power and control emerge
- Intense need to organize can lead to in-groups & out-groups
- Competition high
- Personal agendas emerge

PERFORMING

- Team members are highly enthusiastic
- Lots of praise and constructive criticism
- People are straight talking, doing this in a respectful way.
- Lots of fun and use of humour



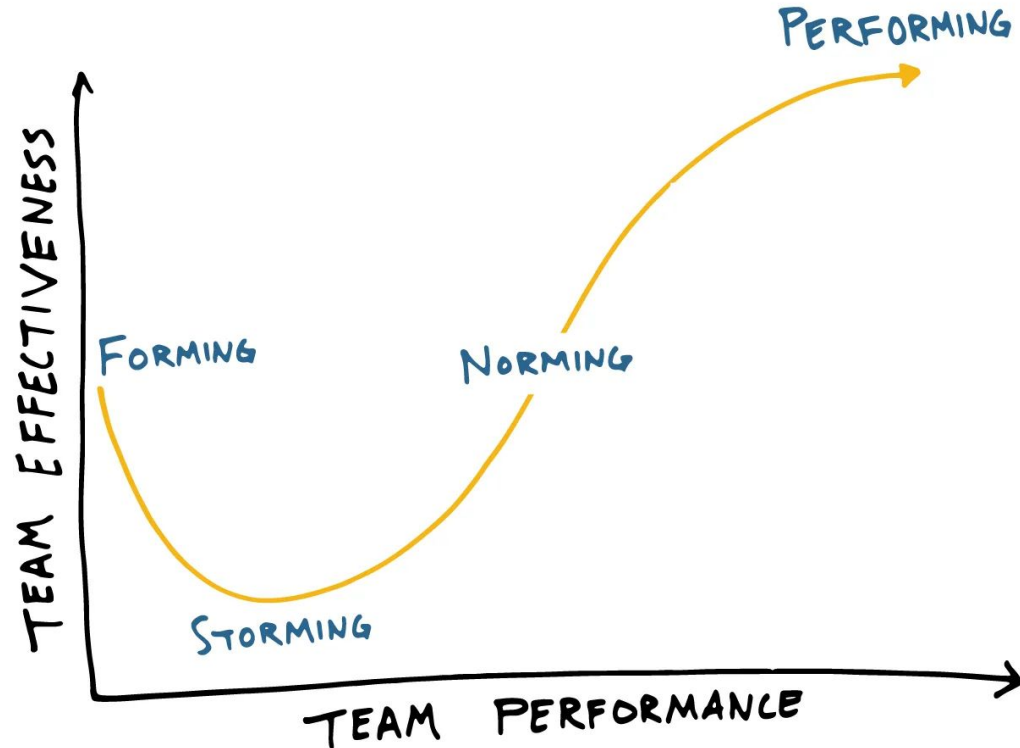
NORMING

- A co-operative spirit evident
- Individuals focus on helping the group, rather than furthering own agenda
- More self-disclosure
- More recognition of others' ideas
- Clear commitment to the emerging leadership



Sketchnote by Hayley Lewis @ haypsych Nov 2016 www.halopsychology.com

Team Development



Working Agreements

“Relationships
move at the
speed of trust,
but social
change moves
at the speed of
relationships.”

Jennifer Bailey

Policy / Working Agreements Review:

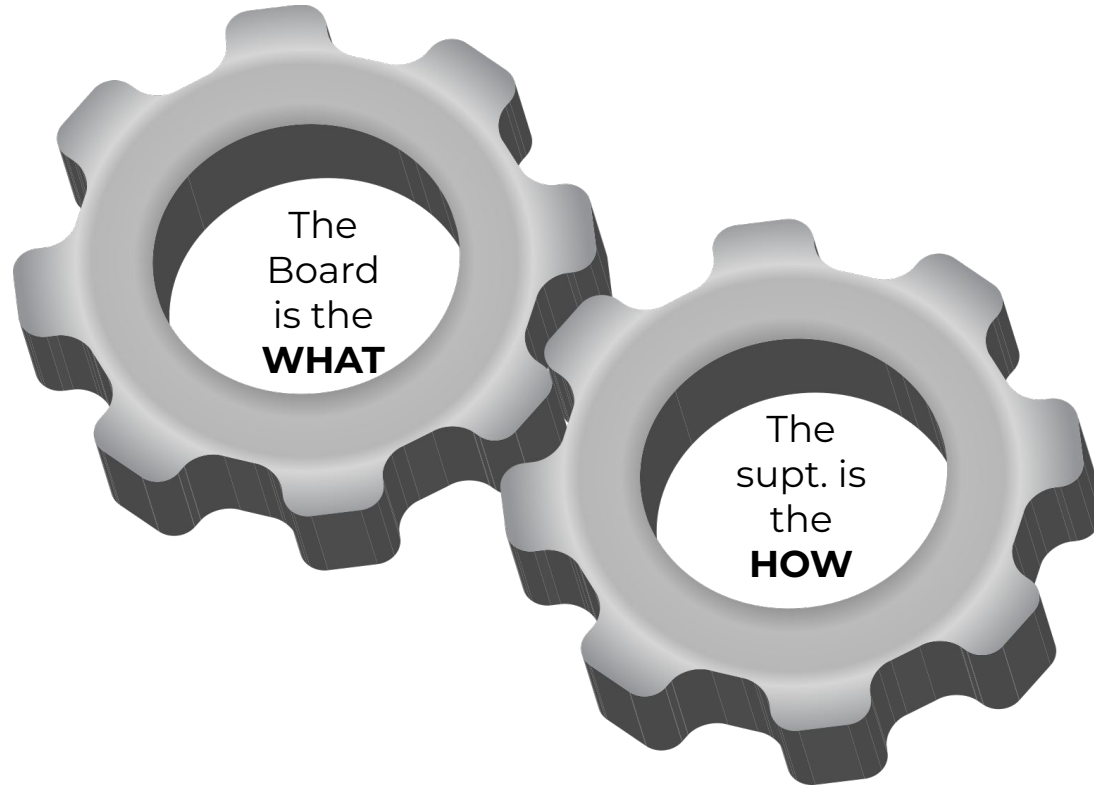
With a partner, review the policy / working agreements packet determine the following:

- a. How well did we abide by our working agreements?
- b. Is there anything that needs to change?
- c. Can we commit to these same agreements?

Roles and Responsibilities

Board members are not elected to manage the organization, but rather to provide direction through vision and goals.

Roles & Responsibilities



Roles & Responsibilities

Board	Superintendent/ District Staff
Governance Core values and beliefs Mission, vision, and goals Policies Action: Vote	Management Objectives Action plans Procedures Action: Recommend and Implement

If there is somebody in the district hired to do it, then it is not my job.

Future Topics

Requested and planned future agenda items and information updates include:

- Addition of Student Board Reps
- Facilities Planning Process
- Cell Phone Policy
- Special Education Referral & Evaluation Process
- Reading Instruction
- Math Instruction
- Alternative Pathways, Credit Recovery & Dropout Recapture/Retention
- Safe Routes to School
- Sustainability & Climate Change
- Youth Services Program
- Multi-Tiered System of Supports (MTSS)
- Dual Language Expansion
- Career Technical Education
- Attendance and Absenteeism
- Community Use of Facilities
- Bullying and Harassment

Board Goals

Board Areas of Responsibilities	Possible Goals
Budget	
Policy	
Evaluate the superintendent	
High level district vision & direction	

Is it within the role of the board to address this goal?

Is the goal connected to our strategic plan?

Does this goal empower and enfranchise marginalized communities?

Does this goal align with the equity values that are held by the district?

Will the goal receive support from a majority of the board?

Is this a measurable goal? How?

Does the attainment of this goal allow the board to responsibly manage district resources?

Who is responsible for the attainment of this goal?

