



Beaverton School Board Work Session

District Office
1260 NW Waterhouse Avenue
Beaverton, Oregon 97006
Tuesday, October 24, 2023 5:30 PM
Video Stream: www.youtube.com/beavertonschools
Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING

- A. Call to Order
- B. Attendance

II. Long-Range Facilities Planning

III. Superintendent Evaluation Process

IV. CLOSE MEETING

- A. Adjourn

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WORK SESSION**LONG-RANGE FACILITIES PLANNING****SUMMARY**

School districts must engage in long-range planning to inform facility-related decisions. Superintendent Gustavo Balderas has directed the establishment of a new advisory committee, the Facilities Planning Committee, to serve as a permanent community-based body to advise the superintendent on facilities and facility-related matters. Long-range planning staff will present for the board's information and discussion the new committee's charter, start-up timeline and initial project scope.

BACKGROUND

Under ORS 195.110, large school districts in the State of Oregon are required to have a Long-Range Facilities Plan (LRFP) to guide facility investments. The LRFP is required for districts to apply for state grants, to participate in Construction Excise Tax (CET) revenue programs with agencies responsible for building permits, and to develop and promote capital bond programs.

The school facility plan must cover a period of at least ten years and must include, but need not be limited to, the following elements:

- Population projections by school age group
- Identification by the city or county and by the school district of desirable school sites
- Descriptions of physical improvements needed in existing schools to meet the minimum standards of the school district
- Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met
- An analysis of:
 - The alternatives to new school construction and major renovation; and
 - Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites
- Ten-year capital improvement plans
- Site acquisition schedules and programs

The LRFP synthesizes these elements into a ten-year facilities blueprint, which guides facility investments, including any future bond program. The [most recently adopted LRFP](#) was initiated in 2019 and drafted over the initial course of the COVID-19 pandemic. It was adopted by the School Board in June 2021, in advance of the successful passage of the November 2022 bond package. The 2022 bond program has a duration of six years, ending in 2028.

The 2021 LRFP and its 2018-based enrollment forecast predicted modest decline in enrollment over time. However, the COVID-19 pandemic and underlying demographic changes affecting Oregon and the Beaverton area have resulted in a much faster and steeper enrollment decline. At the same time, future residential development is expected to decrease as the finite supply of developable land in the district is

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consumed. FLO Analytics, a Portland-based demographics forecasting firm, recently prepared a new [ten-year forecast](#), which shows Beaverton’s enrollment declining to 2000–01 levels by 2032.

This significant and dramatic enrollment shift prompted the creation of the Facilities Planning Committee. The central function of the Facilities Planning Committee (FPC) is to be a standing body that can provide thoughtful discussion, advice and analysis to the superintendent for the betterment of district facilities planning.

Recruitment for the FPC will begin in fall 2023, with an inaugural meeting targeted in January 2024. The first project of the FPC will be to study and recommend to the superintendent one or more systemic alternative approaches for managing the district’s facilities in a declining enrollment environment. The project is expected to take approximately six months to complete and will result in a report to the superintendent with findings and recommendations. These recommendations will be short-term (such as boundary adjustments), and long-term to inform the eventual development of a new LRFP. A new LRFP will need to be adopted in advance of any proposed bond package.

The following is a tentative timeline.

Tentative Timeline	
June 2021	LRFP adopted
Nov. 2022	2022 bond program approved
Jan. 2024	FPC launch & initial project
Aug. 2024	FPC recommendations
2024–2025	Near-term FPC recommendations implementation
Sept. 2026	Begin LRFP update
June 2027	LRFP adoption
May or Nov. 2028	Potential bond program election

Membership of the FPC will consist of seven to ten members, appointed by the superintendent from across the district. FPC members will reflect a diversity of experiences and expertise, but they need not be subject matter experts on school facilities per se. Membership on the FPC will be governed by an ethics policy, in accordance with district practices.

The work of the FPC will have three primary themes: 1) receipt of regular updates on enrollment, facility utilization, and other topics; 2) research projects, where a specific issue or question will be studied; and 3) occasional service as the community involvement body for district plans, including but not limited to long-range facilities plans, facility condition assessments and future bond planning. The superintendent will prepare an annual workplan for the FPC, and the committee will be supported by long-range planning and operations staff. The FPC will meet at least once per quarter, and more as needed depending on the workplan. The FPC will issue an annual report to the superintendent.

The FPC will function solely in an advisory capacity to the superintendent. No decision-making authority will be delegated to the FPC. Furthermore, the FPC will be separate and distinct from the Bond Accountability Committee, which oversees currently active bond programs. The FPC’s charter is attached for further information.

RECOMMENDATION

Staff will present information on long-range facilities planning and the Facilities Planning Committee for board information and discussion. No action is needed.

Long-Range Facilities Planning

School Board Study Session

October 24, 2023

Agenda

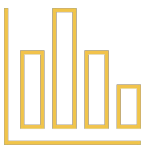
1. Long-Range Facilities Plan Overview
2. Enrollment Trends & Forecast
3. Facility Plan Committee
4. Timeline
5. Discussion

Long Range Facilities Plan

Under **ORS 195.110**, large school districts in the State of Oregon are required to have a **Long Range Facilities Plan (LRFP)** to guide facility investments.

The LRFP is required for districts to apply for **State grants**, to participate in **Construction Excise Tax (CET)** revenue programs with agencies responsible for building permits, and to develop and promote **capital bond** program(s).

Elements of the LRFP



Enrollment
Forecast



Facility
Locations &
Uses



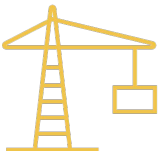
Analysis of
Alternatives



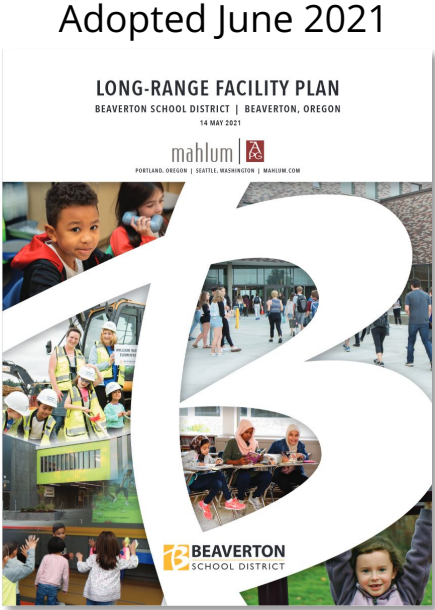
Capital
Improvement
Plan

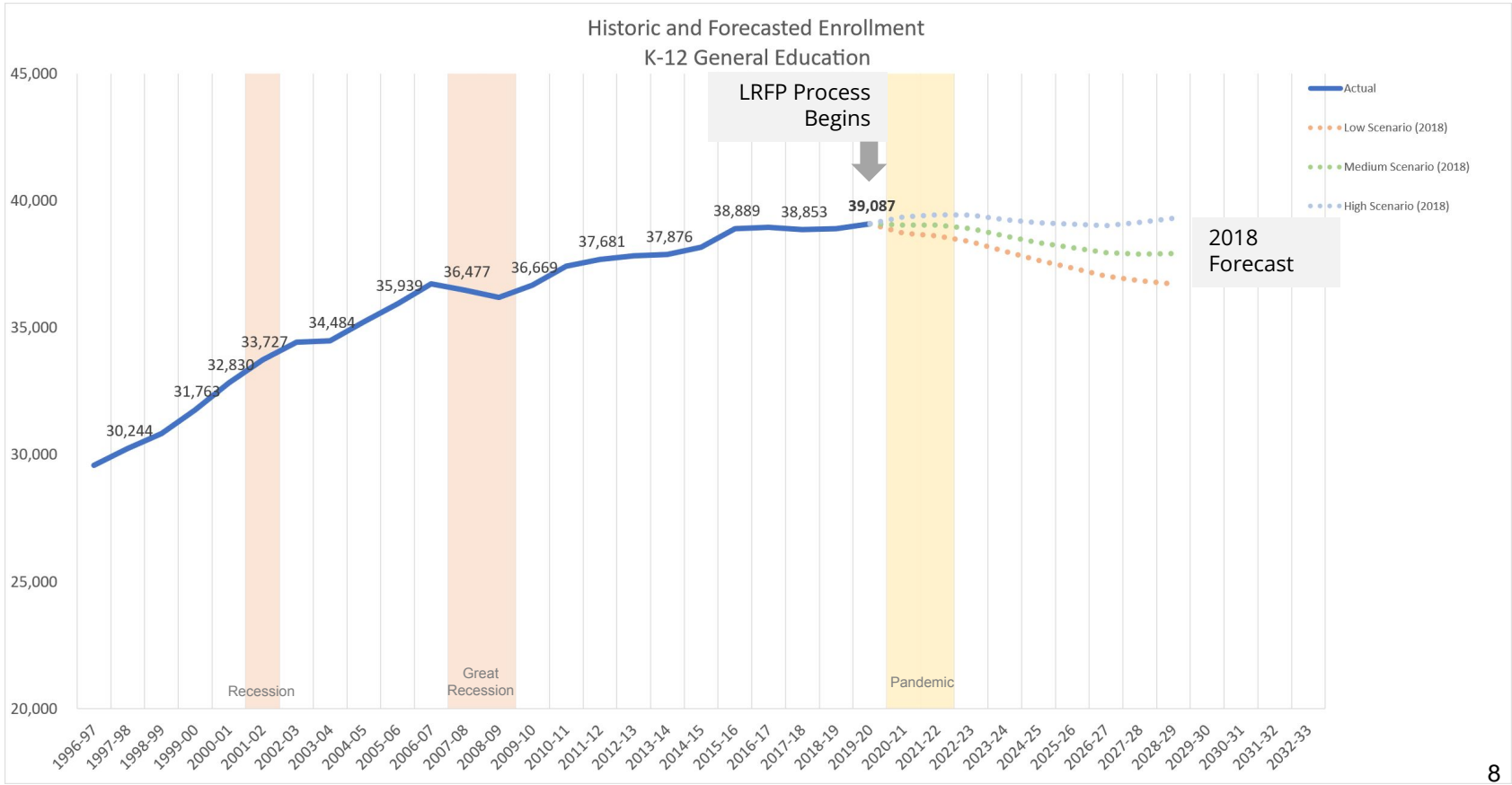


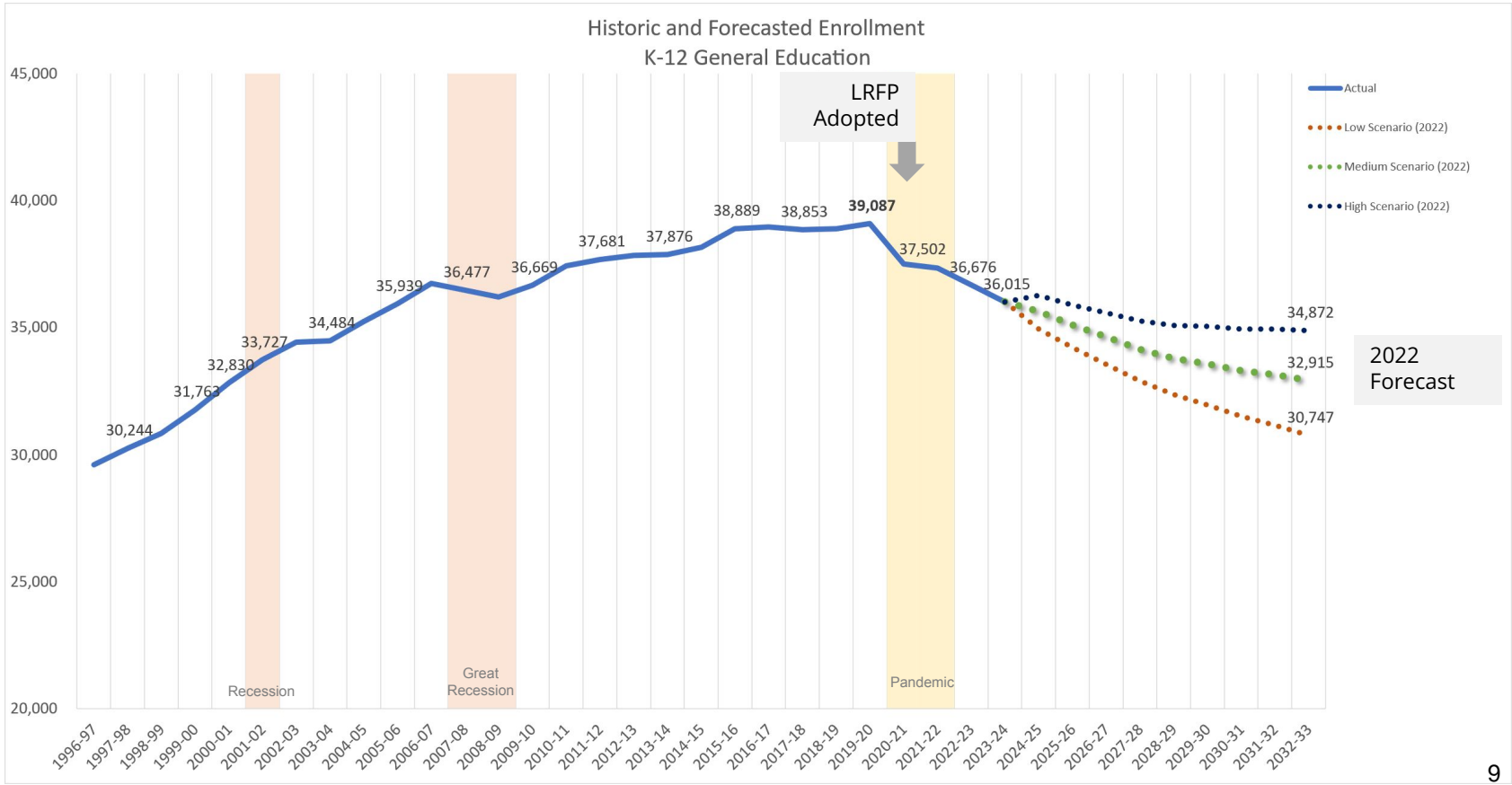
Building
Condition &
Maintenance
Needs

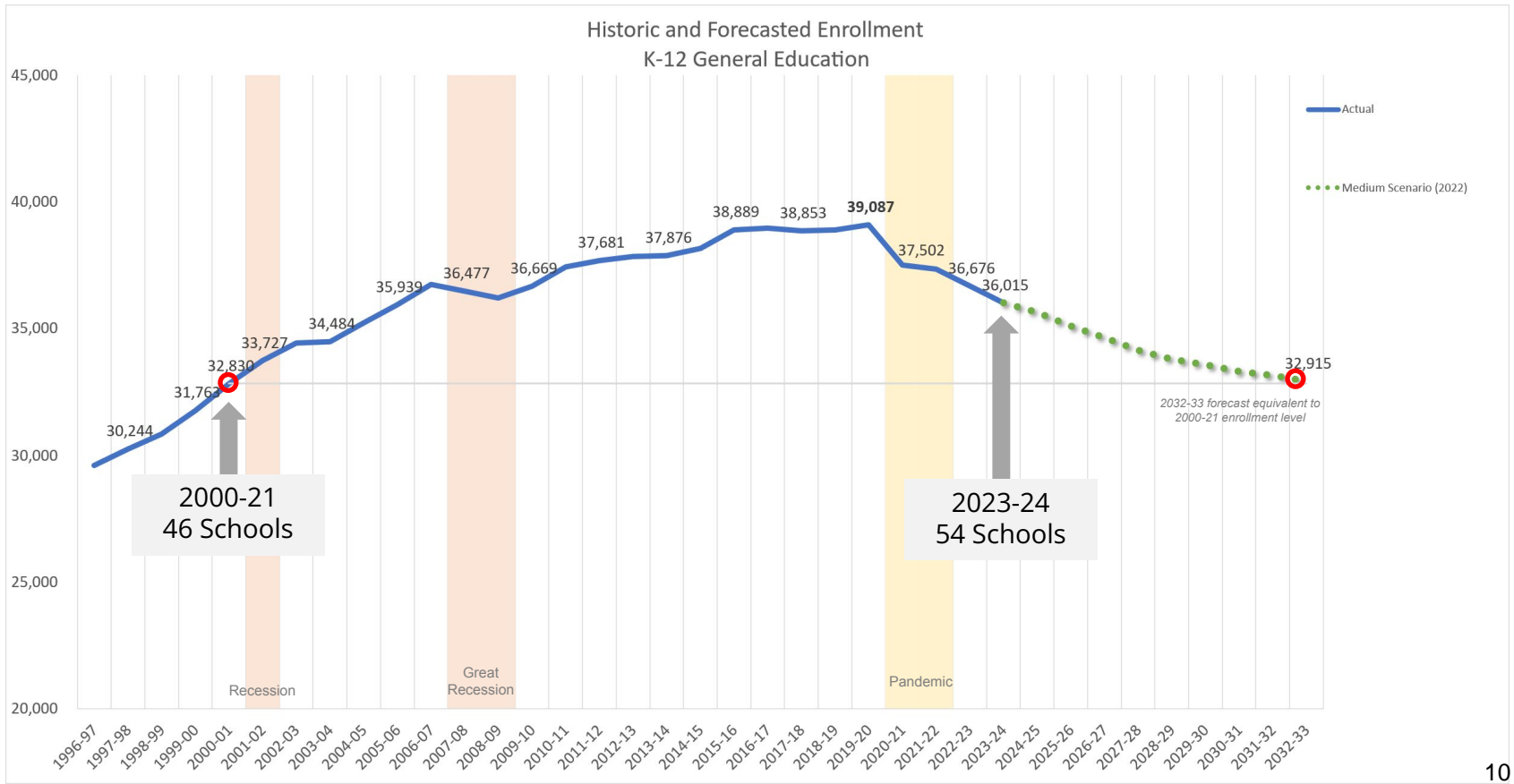


Capital
Investment
Needs









Facilities Planning Committee (FPC)

New committee advisory to the superintendent

- 1) Receive regular updates on enrollment, facility utilization, etc.
- 2) Help investigate specific issues or questions regarding district facilities
- 3) Serve as the community involvement body for district plans, including but not limited to long-range facilities plans, facility condition assessments, future bond planning

FPC Membership

- Membership of the FPC will consist of seven to ten members, appointed by the superintendent from across the district.
- FPC members will reflect a diversity of experiences and expertise, but they need not be subject matter experts on school facilities per se.
- Membership on the FPC will be governed by an ethics policy, in accordance with district practices.

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FPC Initial Project

- Study and recommend one or more systemic alternative approaches for managing the district's facilities.
- Recommendations will be short-term (e.g. boundary adjustments), and long-term to inform the eventual development of a new LRFP.
- A new LRFP will need to be adopted in advance of any future bond package.

Long-Range Facilities Plan

Tentative Timeline

June 2021	LRFP adopted
November 2022	2022 bond program approved
January 2024	FPC launch & initial project
August 2024	FPC recommendations
2024–2025	Near-term FPC recommendations implementation
September 2026	Begin drafting new LRFP
June 2027	LRFP adoption
May or Nov. 2028	Potential bond program election

Thank you

Discussion

Beaverton School District Facilities Planning Committee Charter

BSD Superintendent Dr. Gustavo Balderas established a new advisory committee entitled the Facilities Planning Committee (FPC) in September 2023. The FPC serves as a permanent community-based advisory body to the superintendent on facilities and facility-related matters.

1. Committee Charge:

The FPC's charge is to study, consider and advise the superintendent on district facility matters. FPC topics of inquiry may include:

- The capacity, condition and utilization of district facilities
- Planning for future facilities
- Enrollment trends and the evolution of demographics in the district and their impact on facilities

The FPC shall serve as the community advisory body for district facilities plans and studies, including but not limited to:

- Long-range facilities plans
- Future bond planning
- District education specifications
- District facility condition assessments
- Other facility studies and plans as needed

An annual workplan and schedule will be prepared by the superintendent.

The FPC functions in an advisory capacity and is not delegated any decision-making authority by the superintendent. While it may study topics such as bond projects and building investments, the Facilities Planning Committee is separate and distinct from the Bond Accountability Committee and exercises no oversight of the district bond program.

2. Committee Membership:

The committee shall consist of seven to ten members appointed by the superintendent. Committee members will be individuals with a reputation in the community for fairness and transparency. Committee membership should reflect a diversity of experiences within eastern Washington County at large and the Beaverton School District specifically. An effort will be made to select members from across the district. Committee members must be able to share their advice and discussions for the betterment of the entire district and not a specific school or neighborhood.

District staff will advise and present information to the committee. District staff will not be members of the committee nor take part in any votes of the committee.

- The committee members will receive no direct or indirect compensation from the district for their services as members of the committee.
- Neither the committee members, their business associates nor immediate family members may have an active or pending contract with the district, nor enter into a contract during their term on the committee. Should a conflict arise, it is the responsibility of the member to publicly announce such a conflict. The superintendent will determine if the member should step down from the committee.
- A committee member serves to advise the superintendent. If a committee member resigns, violates the ethics policy contained herein, fails to attend two consecutive committee meetings without reasonable excuse, or otherwise becomes unable to serve on the committee, the superintendent may declare the position on the committee to be vacant and appoint another qualified person to the committee.
- Initially, members will be appointed to either two-year or three-year terms. After the first two years of the committee, new members will be appointed to three-year terms.
- The superintendent may remove any committee member at his discretion.

3. Committee Meetings:

- The committee will meet beginning in January 2024.
- The committee will meet at least once a quarter, and more often as dictated by the annual workplan.
- Agendas will be established in consultation with the committee chair and/or vice chair.

- Meeting materials will be published in advance of each meeting. These materials may be provided by posting them on the district web site.
- Committee meetings are advisory and do not constitute decision-making by the superintendent.
- A quorum of at least five members is required to conduct a meeting. Members may attend virtually if approved by the chair.
- District staff will provide necessary technical and administrative assistance including:
 - A meeting room, including any necessary audio/visual equipment;
 - Preparation and copies of any documentary meeting materials, such as agendas and reports, and distribution of those materials to the committee before the scheduled meeting;
 - District staff will attend committee meetings in order to present information on issues, including but not limited to enrollment, facilities and long-range planning.

4. Ethics Considerations

An ethics policy provides general guidelines for committee members to follow in carrying out their duties. Not all ethical issues that committee members face are covered in this policy. However, this policy captures some of the critical areas that help define ethical and professional conduct for committee members. Committee members are expected to strictly adhere to the provisions of this ethics policy.

- **CONFLICT OF INTEREST.** A committee member shall not attempt to influence a district decision related to any contract funded by capital bond proceeds or the general fund.
- **COMMITMENT TO UPHOLD LAW.** A committee member shall uphold the United States and Oregon Constitutions, the laws and regulations of the United States and the State of Oregon, and the policies, procedures, rules and regulations of the Beaverton School District.
- **COMMITMENT TO THE PUBLIC.** A committee member shall represent the interests of the public and not the personal or business interests of the member.

Proposed Start-Up and Initial Project of the FPC

January 2024 – June 2024

The first project of the Facilities Planning Committee will be to study the implications of forecasted enrollment decline on the utilization of district schools and facilities. The FPC will not recommend specific actions regarding buildings (e.g. boundary adjustments, closures or consolidations), but will provide to the superintendent one or more systemic alternative approaches for managing the district's facilities in a declining enrollment environment.

This initial project will serve as an educational and team-building opportunity for the newly convened FPC.

Facility Planning Scenario Project Outline

1. Project intro & direction setting
 - a. Committee charge, scope & parameters
 - b. Establish working agreements
 - c. Draft vision statement (either directly from strategic plan or crafted to align) and guiding principles
2. Existing & future conditions for the following topics
 - a. Enrollment past, present & future
 - b. Current and planned facilities (overview of condition, bond program, etc.)
 - c. Current and expected resources (financial, staffing, transportation, operations)
3. Scenario development & evaluation
 - a. Work collaboratively with committee to outline 3–4 systemic facility scenarios for evaluation
 - b. Scenarios should encapsulate distinct and discrete packages
 - c. Not every scenario will be “good” or feasible — the utility of a scenario approach is to show the impact of certain choices
 - d. Staff create & present scenarios
 - e. Scenario refinement with committee
 - f. Selection of preferred scenario(s)
 - g. Compose final report & recommendations to the superintendent

WORK SESSION**SUPERINTENDENT EVALUATION PROCESS****SUMMARY**

The board formally evaluates the superintendent's job performance each year. The superintendent's performance goals and process for evaluation are established in advance.

BACKGROUND

By board policy and contractual agreement, the board will formally evaluate the superintendent's job performance annually. The evaluation provides the opportunity for the board to assess progress on district priorities.

RECOMMENDATION

It is recommended that the board and superintendent discuss the process for evaluating the superintendent's performance. The evaluation process will be considered for approval in the board meeting on November 28, 2023.

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**Beaverton School District
Superintendent Evaluation Process 2023–24
Gustavo Balderas, Superintendent**

By board policy and contractual agreement, the board will formally evaluate the superintendent's job performance once each year.

The time invested in providing meaningful feedback in the assessment of the superintendent's performance, and the progress made in meeting the goals specified by the board for the superintendent, is critical to the success of the district. The evaluation provides the opportunity for the board to assess the district's progress on district priorities. Included is the superintendent's assessment and self-evaluation of progress made toward accomplishing district priorities.

The evaluation for the 2022–23 school year includes the following sections, aligned with the foundational building blocks of the district's strategic plan:

1. Engaging & Effective Teaching & Learning Systems
2. Authentic Engagement with Students, Families & Community
3. Facilities & Programs for World-Class Learning
4. Effective Systems & Structures for Student Success
5. Equity & Excellence for All

Evaluation Process

Board leadership will schedule two executive sessions to conduct the evaluation of the superintendent.

During the first executive session, board members will first meet with the superintendent to share his self-assessment and evidence of achievement. The superintendent then will depart from the executive session, and the board will discuss the evaluation and assessment of the superintendent's job performance. Based upon this discussion the board chair or designee will prepare the final evaluation from the board to share and discuss with the superintendent at a subsequent executive session.

The board will strive for consensus when developing the final evaluation, but in cases where consensus cannot be reached, the majority opinion will be reflected in the final written evaluation. Comments that are not agreed on by a majority of the board will not be included.

In a second executive session, the board will meet with the superintendent to share and discuss the performance evaluation.

Board leadership will develop a summary report on the outcome of the annual evaluation of the superintendent and will present it in a public meeting.

Timeline

Fall 2023

Approve annual goals for the superintendent
Approve the process for the superintendent performance evaluation
Finalize and approve the instrument for the superintendent performance evaluation

January–February 2024

Superintendent provides mid-year report on progress toward goals in public session
Board meets with superintendent in executive session for mid-year performance check-in

April 2024

Review evaluation process, timeline and instrument

April–May 2024

Superintendent meets with board in executive session and provides a self-evaluation
Board meets in executive session to develop the performance evaluation

May 2024

Board meets with superintendent in executive session and conducts the evaluation

May–June 2024

Summary of final evaluation is prepared for public distribution
Evaluation summary is presented during a public board meeting in May or June

AREAS OF RESPONSIBILITY

1. Engaging & Effective Teaching & Learning Systems

Key Foundational Block Actions in 5-Year Plan:

- A. Establish balanced system of formative, interim and summative assessments aligned to standards at all school levels.
- B. Implement comprehensive intervention system for academic, behavioral and social-emotional learning needs.
- C. Ensure high-quality curriculum aligned to state standards.
- D. Expand offerings and equitable access to dual language, Career Technical Education and pre-K programs.
- E. Utilize data to inform and support equitable opportunities, access and inclusion for our diverse student body.

Specific Targets in 2023–24:

- **Develop Multi-Tiered System of Supports, Phase 1 (*Foundational Block 1.A,B,E*)**
 - **Develop Districtwide Assessment Framework (*1.A,E*)**
 - **Implement Reading Intervention Tools Districtwide (*1.B*)**

Undertake a multi-year process to develop a districtwide MTSS system to provide needed interventions and accelerations to address both the academic and behavioral / social-emotional needs of all students — in short, a systemic approach to how we provide foundational supports for all students, identify which students need extra help in which areas, and intervene with the supports they need. In 2023–24, **complete Phase 1: Develop and implement a districtwide assessment framework and implement reading intervention tools in all schools.**
- **Restructure Curriculum Adoption Process (*Foundational Block 1.C*)**

Streamline and adjust the Quality Curriculum Cycle (QCC) adoption process to a one-year process that includes the essential elements of the curriculum adoption process and honors stakeholder input, in order to best support student learning needs. This will save the district time and funds and continue a high level of public and staff engagement in the selection and adoption of materials.
- **Expand Dual Language Programming (*Foundational Block 1.D,E*)**

Work to expand dual language programs throughout the district in a multiyear process, with the end goal that all students have the option to attend a dual language school to acquire bilingual/multilingual skills in elementary through high school. In 2023–24, **implement and support Phase 1 expansion (adding William Walker Elementary)**, and prepare for Phase 2 in 2024–25 (launching a Mandarin Chinese elementary program, a Spanish dual language elementary program, and a Spanish dual language pre-K), and Phase 3 in 2025–26.
- **Assess Career Technical Education Programming (*Foundational Block 1.D,E*)**

Undertake an assessment of current CTE course offerings to inform future expansion of robust, articulated career-related programs that target high-skill, high-demand, high-wage occupations.
- **Expand Early Learning Programming (*Foundational Block 1.D,E*)**

Continue to expand pre-kindergarten offerings, implementing programs at Elmonica, Kinnaman and Hazeldale (in lieu of Bonny Slope). Develop early literacy plan and successfully apply for Early Literacy Success Grant.

Comments:

AREAS OF RESPONSIBILITY

2. Authentic Engagement with Students, Families & Community

Key Foundational Block Actions in 5-Year Plan:

- A. Provide timely, accessible and clear communication throughout the district.
- B. Expand authentic, two-way engagement and actively target outreach to all groups.
- C. Engage and partner with families and community groups to support student learning and well-being.
- D. Establish actively engaged student advisory teams in secondary schools and district.

Specific Targets in 2023–24:

- **Connect With Community (*Foundational Block 2.A,B,C,D*)**
Engage regularly with students, parents, staff and community members through opportunities such as Superintendent Coffee Chats, Student Advisory Committee, superintendent messages, and attendance at district and community events, including intentional engagement with diverse communities. Leverage and possibly add other opportunities for engagement such as virtual opportunities, parent advisories, staff advisories.
- **Liaise With Staff (*Foundational Block 2.A*)**
Maintain internal communications with staff, including superintendent staff email messages, timely sharing of key information, and engaging with staff in regular visits to schools.
- **Engage With Community Partners (*Foundational Block 2.B,C*)**
Work collaboratively with city, county, business, non-profit, service and other community partners to further district initiatives and support students and families. Focus on local Beaverton community assets.
- **Communicate With School Board (*Foundational Block 2.A*)**
Provide timely and relevant information about district processes and programs, emergent issues, and decision-making processes. Collaborate with board chair to plan efficient and relevant meeting agendas and present information effectively. Support the board with board development and training to meet the board's needs and interests.

Comments:

AREAS OF RESPONSIBILITY

3. Facilities & Programs for World-Class Learning

Key Foundational Block Actions in 5-Year Plan:

- A. Optimize program offerings and school facilities, considering community voice.
- B. Modernize classrooms to ensure an equal technology experience at all schools.
- C. Target completion of bond construction projects on time and on budget.
- D. Prioritize environmentally responsible materials and practices.

Specific Targets in 2023–24:

- **Complete Bond Projects On Time & On Budget (*Foundational Block 3.A,C,D*)**
Continue on-time progress on school improvement projects identified in the bond measure. Prepare for the two largest projects, the replacement of Raleigh Hills Elementary School and Beaverton High School, to begin construction in summer 2024, incorporating environmentally responsible materials and practices.
- **Optimize Technology to Meet Instructional & Operational Needs (*Foundational Block 3.B*)**
Modernize classrooms to ensure an equal technology experience at all schools. This will be done through the creation of a district standard (equality) and centralization of technology purchases (equity) for our students and staff.
- **Undertake Long-Range Facilities Planning to Meet Educational & Community Needs (*Foundational Block 3.A*)**
Form and engage a Facilities Planning Committee to study, consider and advise the superintendent on capacity, condition and utilization of district facilities; enrollment trends and evolution of demographics in the district; and planning for future facilities.

Comments:

AREAS OF RESPONSIBILITY

4. Effective Systems & Structures for Student Success

Key Foundational Block Actions in 5-Year Plan:

- A. Attract, support and retain a high-quality and diverse workforce.
- B. Optimize school schedules and systems to support student success.
- C. Implement efficient and effective systems to streamline and support district operations.
- D. Identify and eliminate systemic barriers to equitable access and outcomes.

Specific Targets in 2023–24:

- **Optimize School Schedules to Support Student Success (*Foundational Block 4.B,C,D*)**

- **Middle School Schedule Review**

- The district's current middle school schedule is under review. Over the course of the 2022–23 school year, the district worked with Education Northwest to conduct a qualitative study on the common middle school schedule that was implemented in 2021. In 2023–24, **review the study's findings and recommendations, consider schedule proposals** created in collaboration with school leaders, and **determine any changes to the schedule.**

- **School Start Times**

- The district's current high school start times have raised significant concerns and feedback from staff, families and community over the last several years. **Complete a comprehensive review of all school start times and develop a plan** that meets criteria and enables a functional transportation schedule to meet current and expanding needs of district programs.

- Decide changes in school start times and middle school class schedules and inform community by end of 2023 for implementation in 2024–25.**

- **Modernize Finance & Human Resources Software System (*Foundational Block 4.C*)**

- The district's current Enterprise Resource Planning (ERP) software system, used for business office and human resources management of financial and staff data, has been in use for 23 years and has notable gaps. Replacement or reimplementation will be a multiyear process. In 2023–24, **complete evaluation of the ERP and business and operational needs, determine whether to reimplement or replace the system, and select a vendor.**

- **Develop Balanced Budget Aligned to Strategic Plan (*Foundational Block 4.C*)**

- **ESSER Step-Down Plan**

- **Sustainable Staffing Plan**

- By law, the district must adopt a balanced budget for the coming year by June 30. Beaverton has an unusually large amount of staff and unusually high percentage of our budget going to pay for staffing. Temporary pandemic relief funds that enabled significant increases in staffing are running out. Enrollment and enrollment-based funding also is significantly declining. In 2023–24, **develop a balanced budget for 2024–25 aligned to the strategic plan** and addressing the end of ESSER funds in September 2024 and the necessary step-down of staffing, potentially over multiple years.

- **Bargain Fair and Sustainable Contracts (*Foundational Block 4.A,C*)**

- Negotiate successor agreement with BEA and 2024–25 economic reopener with OSEA** that serve district and student needs, support high-quality staff, and are financially sustainable.

Comments:

AREAS OF RESPONSIBILITY

5. Equity & Excellence for All

- Principle and priority underlying all foundational building blocks and goals

Specific Targets in 2023–24:

- **Train Staff to Support Educational Equity (*Foundational Block 5*)**
Equity and excellence for all is an underpinning foundation that should be woven into all that we do. Implement required professional development for all district staff to provide a baseline understanding and shared vocabulary for reducing bias and supporting educational equity. **Provide required training to licensed staff in ODE’s Engaging Equity Professional Learning Series** in 2023–24, and prepare to expand to additional training and classified staff in 2024–25.
- **Implement Bias Incident Reporting & Response Procedures (*Foundational Block 5*)**
Oregon’s Every Student Belongs rule and Board Policy ACB require districts to establish reporting and response procedures for bias incidents. **Implement, communicate and support focused bias incident reporting and response procedures** to supplement and refine the previously existing procedures for reporting concerns and complaints.
- **Attract, Support & Retain a High-Quality Diverse Workforce (*Foundational Block 4.A, 5*)**
 - **Improve Hiring System: Successfully implement upgraded job application system** to streamline operations, enhance candidate experiences, and contribute to improved efficiency in recruiting, hiring and onboarding high-quality, diverse district staff.
 - **Support Dual Language Expansion: Proactively recruit, hire and support bilingual staff** to support the expansion of dual language programming.
 - **Increase Workforce Diversity: Work to attract, hire and retain more diverse staff** to better reflect the assets and serve the needs of our community and student population.

Comments:

A. Overall effectiveness summary statement:

B. Suggestions for areas of focus for the upcoming year.:

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