



Guiding Principles

Core Values During Labor Negotiations

The District's core values of academic excellence, student and staff belonging and dignity, and community connections undergird all our work. The District's long-term vision guides our decisions. Budgetary allocations support the goals and vision of the District's Strategic Plan. The priority is to ensure successful outcomes for all students by providing robust learning opportunities, active community engagement, the effective use of district resources, and data-driven decision making, all anchored in the District's commitment to equity and inclusion.

JBB Educational Equity Policy: <https://www.beaverton.k12.or.us/about-us/school-board/policies-and-regulations/section-j-students/jbb-educational-equity>

From BSD equity policy: "Educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Equity is achieved when there is sufficient evidence that each child has a high-quality educational experience, and outcomes and successes are not predicted by student subgroup membership. In order to break the predictive link between student demographics and student achievement, the district must apply the principle of equity to all policies, programs, operations, and practices and ensure all students have access and opportunity to high quality education."

Improving Learning Conditions

- The Beaverton School District helps students envision and prepare for future success by ensuring rigorous, relevant and standards-based learning experiences. The District is committed to centering equity in relationships, actions, systems and outcomes in order to achieve this vision for every student.
- We are committed to the use of proven practices and programs including the agreements reached with the District's labor partners that support excellence in teaching and learning, create systems that support student success and promote relevant professional development for staff.
- We are committed to preserving and expanding the range of learning choices offered to students in order to differentiate for student needs and expand access and belonging for all.
- Recognition of, and support for excellence is important to maintaining a quality staff. We will continue to improve effective instructional support systems and explore opportunities to recognize the professionalism, courage, dedication and daily contributions staff make to student success.

Belong. Believe. Achieve.

Being Financially Responsible

- To comply with state law and best practices, the district must maintain a balanced budget with adequate reserves for economic and operational uncertainties. Financial requirements must align with long-term revenue and expenditure forecasts for all funds.
- To ensure long-term service level stability, one-time funds should not be used to meet on-going commitments like salaries and benefits. Short-term unsustainable solutions to budget shortfalls must be reduced and eliminated.
- A competitive employee compensation package within the limits of available district resources should be maintained. Competitive employee compensation includes salaries, employer paid health and retirement benefits, and will be bargained based on District cost, not solely employee income.

Maintaining Quality Labor Relations

- Communication must be consistently open, accurate, responsive and respectful.
- Collaboration and productive relationships are supported through effective communication between the district, associations and all employees.
- Communication is effective when all employees strive to present information that is written in clear, plain language and backed by factual data, solid evidence, and credible sources.
- Maintaining effective and collaborative relationships with the District's labor partners is beneficial to all stakeholders of the District.
- Collective bargaining should be focused on those subjects and issues that properly belong in a collective bargaining agreement, recognizing that many rules, expectations and protocols are more properly addressed through Board policy or less formal operational procedures.