BRIC ARCHITECTURE

1233 NW NORTHRUP STREET, SUITE 100
PORTLAND, OR 97209

T 503 595 4900

Meeting Notes

PROJECT: Beaverton School District Long-Range Plan
DATE: May 28, 2025
PROJECT NUMBER: 24020
SUBJECT: Long-Range Facilities Planning Committee: Meeting #4
ATTENDEES: Carina Santoro-Quintanilla, Karina Ruiz (BRIC); Steven Sparks, Robert McCracken, Casey Waletich, Shellie Bailey-Shah (BSD); and Long-Range Facilities Planning Committee members

---

Session Overview

This was the fourth meeting of the Long-Range Facilities Planning Committee, facilitated by Karina Ruiz, Carina Santoro-Quintanilla, and Steven Sparks. The session introduced the purpose and timeline of the LRP process, clarified its distinction from the Raleigh Hills rebuild, and outlined how community input will shape guiding values and future planning scenarios. Committee members shared initial questions and concerns related to equity, enrollment, and long-term tradeoffs.

Welcome & Introduction

Karina provided an overview of the Long-Range Planning (LRP) process and timeline.

Key Questions & Answers:

- **Q:** *How does this process connect with the Raleigh Hills (RH) rebuild?*
  A: The RH rebuild and the LRP process are separate. While their timelines overlap, the RH rebuild will not impact district-wide planning. LRP looks globally at district needs.
- **Q:** *Is there an avenue to discuss the RH rebuild?*
  A: Yes. That process will begin in September 2025 when the district starts analyzing relevant data.
- **Q:** *Is the end goal of this work bond development? What is the target date?*
  A: The next eligible election is in November 2028. This work may inform that bond but is broader in scope and meant to provide a foundation for future planning.
- **Q:** *Will this work continue over the summer?*
  A: Yes. Work will continue as long as the committee meets. Input already gathered over the past 6–7 months will continue to be used. Additional feedback may be collected once the school year resumes.
- **Q:** *What happened to the work done in 2024 by the previous LRP committee?*
  A: That work has not been discarded but was set aside. The original intention was to divide the district into four quadrants, but the current approach is district-wide. The new process also incorporates qualitative data, which was not previously included.

- **Q:** *What about the 2021 Long-Range Facilities Plan?*
  A: That plan is still guiding the current bond but serves a different purpose. This current effort is separate, though related.

The Planning Process

- The committee's work aims to balance real capacity/enrollment needs with lived experiences and community priorities.
- Together, the group will co-create guiding values, which will inform future scenario development. Proposed scenarios will be shared with the broader community in late fall for feedback.
- **Q:** *What are "scenarios"?*
  A: Scenarios are potential options or pathways for the district's future. These could include building designs, programming, or other structural changes.
- **Q:** *Why are we planning so far ahead if schools aren't currently full?*
  A: BSD has a strong history of demographic planning. Long-range planning must accommodate future change while aligning with an educational vision that remains consistent over time.
- **Concern:** BSD may be making decisions that push families away.
  Response: This is part of a broader national trend driven by funding challenges and aging infrastructure. The goal is to make informed, community-centered choices.
- **Q:** *How does Superintendent Dr. Balderas' departure affect this process?*
  A: Dr. Balderas will remain with BSD through this school year, transitioning next summer. This work will continue regardless of leadership changes.
- **Q:** *Did outreach include the 70% of community members without school-aged children (e.g., CPOs, business associations)?*
  A: Some of those voices were included, though the primary focus was on those directly impacted by schools. The values developed will be tested more broadly in future engagement.
- Boundary-related decisions will consider multiple weighted factors, which may have different impacts across regions.
- **Q:** *When is the final report due?*
  A: End of June 2025.
- **Q:** *When did this committee begin?*
  A: February 2024.
    - LRP committees are typically formed ad hoc for each planning cycle, especially before a bond request. The state mandates Long Range Facilities Plan updates every 10 years.
- **Committee Commitment:** Through February 2026.
- Some districts conduct check-ins every 6 months.
- **Q:** *Are meeting minutes and materials public?*
  A: Yes.

- **Q:** *Will physical boundaries be a part of this work?*
  A: Possibly. Recommendations could lead in that direction, but actual boundary work would be handled by a separate committee.
- **Q:** *What are the district's budgetary constraints?*
  A: Budget realities will shape what is feasible. Values developed now will help guide future decision-making. Quantitative constraints will be a focus in fall.

Key Quotes & Themes

Committee members were asked to select a quote from the "LRP Big Ideas" handout that resonated with them. These were quotes that were extracted from the listening & learning process during community forums, affinity group sessions, and meetings with District staff.

- "My son doesn't feel like he belongs. Every kid should be known and seen."
- Air Conditioning: Recognized as a district-wide need.
  - There are a range of funding requests which need to be prioritized for a capital bond proposal.
- "Provide choice for our students. My kids aren't challenged enough."
- "Being stuck in a school that's not that great sucks."
  - Kids are perceptive; school reputations and peer perceptions matter.
- "Neighborhood schools should be walkable and small enough for 1:1 support."
  - Impact goes beyond academics, affects neighborhood identity and relationships.
- "It doesn't feel safe to send kids on to middle or high school."
  - Students share perceptions and experiences, which influence younger peers.
- "We don't have equity. It's a lie."
  - Some neighborhoods are overcapacity due to new housing; others see limited student growth.
  - New housing types have different impacts: e.g., apartments near Costco (affordable housing) generate many students; others, like the residential development at the former K-Mart site, do not.
- "My preference is for small, neighborhood-based schools that can meet my child where they're at."
  - Concern: If assigned to a large school (e.g., 790 students), families may choose to move.
    - Even with low student-teacher ratios, class size perception matters.
- It will be challenging to shift perceptions around the RH rebuild. Committee members must acknowledge personal bias while keeping all students in mind.

Next Steps & Homework

- Homework Assignments:
  - Watch assigned videos.
  - Identify key themes from listening and learning data.

- Future Considerations:
    - Educational Specifications (Ed Specs) and boundary considerations will be addressed in the fall.
    - Recognize tradeoffs: not every good idea is possible within current constraints.
    - This committee's work centers on making value-based recommendations in the face of demographic shifts, facility age, and budget limitations.
- Final Note: Much is still unknown. The committee will need to navigate a fundamental "math problem" by applying community values and setting clear decision-making guardrails.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by

Carina Santoro-Quintanilla
BRIC Architecture, Inc.