Long-Range Facility Planning
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Summary
LRFP Committee Meeting October 22, 2025

Members Present:	Members Excused:	Staff Present:
1. Erin Harper 2. Nazer Fias 3. Abhijit Sathaye 4. Nathan Clark 5. Debbie Chin 6. LeeAnn Larsen 7. Dan Maks 8. Stephen Roberts 9. Bryan Robb 10. Jodi Wilson Bean 11. Stephanie Silver 12. Greg King	➢ Ian Beaty ➢ Brian Kennedy ➢ Ryan Easttum	1. Steven Sparks 2. Robert McCracken 3. Casey Waletich 4. Karla Barrett-Curtis 5. Kerry Delf 6. Shellie Bailey-Shah BRIC Architecture Present: 1. Ken Bell 2. Karina Ruiz

1. **Welcome and Overview of Meeting's Goals**
   Committee Chair Stephen Roberts opened the meeting, welcomed the committee members and reviewed meeting expectations and goals. Casey Waletich reported on the current school year's final enrollment numbers and need for committee to advance a range of recommendations to the superintendent with the tools provided by the District. He introduced the concept of five areas of recommendation as buckets which are part of the materials that had been shared with the committee and that the committee will begin to discuss that document later in the meeting.

2. **Superintendent Balderas' Direction to the Committee**
   Staff summarized Superintendent Gustavo Balderas' direction to the committee, a framework and next steps for facilities planning that consider enrollment trends, use district resources

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wisely, and ensure every student has access to a high-quality and equitable learning environment.

3. **Problem Statement**

BRIC introduced the problem statement to frame the committee's work. The statement captures the current state, impact, and desired future direction for Beaverton School District facilities planning. Specifically, BRIC asked the committee to work in small groups with the direction to ask what the questions about the problem statement are to be answer and what are the concepts to be addressed.

Small Group Review & Discussion

Committee members reviewed the problem statement in small groups, discussing opportunities to refine language and ensure clarity around goals and outcomes.

Group Report Outs

Members shared highlights from their discussions, focusing on refining the problem statement and identifying areas needing clarification before moving forward.

Key points:

- Expanding discussion around program offerings (e.g., language and contained specialized programs) and how they influence facility needs.
- Clarifying the meaning of "not well-designed educational environments."
- Defining equity clearly and consistently within the framework.
- Ensuring the committee understands its role and purpose in relation to other committees and district decision-making.
- Requesting more data and financial context to inform future recommendations, including how program distribution, feeder patterns, and enrollment fluctuations affect budgets and student experiences**.**

Consensus

While members requested additional information, the committee reached consensus that the district faces a clear challenge: declining student enrollment, growing inequities among schools, and budget pressures that require a thoughtful, data-informed facilities planning process.

4. **Guard Rails and Levers**

BRIC introduced the concept of "Guard Rails and Levers" through the Five Buckets Framework, a set of metrics used nationally to guide long-range facilities planning. The buckets are:

- Annual Enrollment Report
- Enrollment and School Utilization
- Feeder Patterns

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- Attendance Boundaries
- School Condition Assessments

A guide for the small group discussion is to help identify actionable items as recommendations for each bucket. Are there questions for staff or data needed from staff to fill the buckets?

Small Group Review & Discussion
Committee members examined the framework and identified questions and clarifications needed before applying it to BSD's planning process.
Key themes:

- **Decision-Making Framework -** Members expressed a need for clearer definitions of committee roles, decision-making processes, and how the committee's recommendations will interact with district operations and financial planning.
- **Equity and Language Clarity -** Groups discussed the phrase "not well-designed educational environments," noting that the term needs clarification. Several members emphasized the importance of defining *equity* more clearly and ensuring it is consistently embedded throughout the planning framework.
- **Enrollment and Program Considerations -** Questions arose about language program distribution (e.g., Spanish Immersion at Barnes), student cohort continuity, and how enrollment fluctuations and feeder patterns impact both educational experience and budget. Members noted that 89% of the district budget supports staffing, so financial implications of boundary or facility changes must be clearly presented, including total costs and net savings.
- **Data and Metrics -** Participants requested additional data to support informed decision-making—particularly related to school demographics, feeder pattern efficiency, and educational impacts. Are the numbers suggested in the draft document achievable? What are realistic goals for success. Members suggested developing both quantitative and qualitative indicators of success.
- **Financial Transparency -** Some members felt the district should more explicitly address cost-per-student differences among schools and explain how these variations affect equity and learning outcomes

5. Next Steps

- Continue refining the Five Buckets framework as a roadmap for developing guiding principles and recommendations.
- Identify what additional data are needed to support informed discussion on each metric.
- Review draft guiding principles contained in the Guard Rails and Levers document at the next meeting to begin framing actionable recommendations.
- Remaining committee meetings will be to workshop the five buckets

The next meeting is scheduled for November 12, 2025 from 6:00 – 8:00 PM at District Administration Office. Staff will look at dates for December meeting and poll the committee for availability.

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7. **Adjourn**

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