



 AGENDA

I. CALL MEETING TO ORDER	3:00 - 3:05 p.m.	
II. EARLY LEARNING - CHILDREN'S INSTITUTE	3:05 - 4:30 p.m.	2
Kayl Bell, Jennifer Burkart, Children's Institute		
III. STRATEGIC PLAN REPORTS - OPERATIONS AND SUPPORT	4:30 - 5:45 p.m.	
Carl Mead		
A. Facilities Intro		
Josh Gamez		
B. Energy and Resource		7
Matt Lichtenfels		
C. Facilities Development		13
Aaron Boyle		
D. Maintenance		17
Nathan Potter		
E. Long Range Planning and Facility Use		28
Steven Sparks		
F. Nutrition Services		33
Charity Ralls		
G. Public Safety		38
Rick Puente		
H. Transportation		49
Craig Beaver		
IV. DINNER BREAK	5:45 - 6:15 p.m.	
V. STRATEGIC PLAN REPORTS - OPERATIONS AND SUPPORT cont'd	6:15 - 7:15 p.m..	
Carl Mead		
A. Human Resources		53
Susan Rodriguez		
B. Communication and Community Involvement		62
Shellie Bailey-Shah		
C. Information and Technology		67
Steve Langford		
VI. BOARD COMMITTEE REPORTS	7:15 - 7:30 P.M.	
Board Members		
VII. ADJOURNMENT	7:30 p.m.	
VIII. INFORMATION ITEM		
A. KJA - AR Materials Distribution Updated 7/14/2020		76
B. BCFAA - AR Community Partnership Teams 7/14/20		80
C. Equitable Policies Task Force Proposal		83
IX. EXECUTIVE SESSION:	Negotiation Updates	ORS 192.660(3)

**EARLY LEARNING REPORT POLICY ISSUE/SITUATION:**

The Beaverton School District is continuing to build an Early Learning program. As of the 2020-2021 school year, we have seven Pre-K classrooms serving up to 252 students. These classrooms are located at Aloha Huber Park, Bonny Slope, Barnes, Greenway, McKay, Vose, and William Walker. We have a great opportunity to continue to create access for families and children by providing a high-quality Pre-K experience. Beaverton School District's focus remains to develop a comprehensive Early Learning program/system to support children and families. This work is led by a Principal Advisory Group that includes: Tiffany Wiencken, Rock Creek; Erika Heslin, Scholls Heights; and Monique Singleton, Vose.

RECOMMENDATION:

It is recommended that the School Board receive the Early Learning report and provide comments and feedback to staff.

Why Early Learning Matters:

Ninety percent of brain development happens in the first five years of life, and yet in Oregon, and right here in the Beaverton School District (BSD), we have not made a robust investment in early childhood education. Our state ranks 46th in the nation for providing early childhood education services to 3-5-year-olds, despite our high rates of poverty and an increase in the number of children entering kindergarten having already experienced Adverse Childhood Experiences (ACE's).

October 2020 Update

Children and Families Served

Last year we served 235 families in 7 elementary schools

- Historically Underserved Populations
 - Children of Color
 - Children Experiencing Poverty (200% below poverty level)
 - Emerging Bilinguals
 - 17 languages represented across Pre-K
- Full Inclusion (75 children on Individualized Family Service Plans, IFSPs)
 - Neurodiversity
 - Developmental Delays
 - Behavior Challenges
 - Disability

Original Program Model

- 2.5 hour instructional day (am and pm)
- 1 certified teacher
- 2 Para professionals
- 36 students per classroom
- 4 day per week
- 1 day for IFSP support and professional development for certified and classified educators

Program Model During CDL

- Community Gathering each day (community building, Social Emotional Learning focused, songs and stories)
- Small group gatherings each day for playful inquiry (building Habits of Mind)
- Asynchronous inquiry activities & read-alouds with related activities
- 1 certified teacher
- 2 para professionals
- 36 students per classroom
- 4 days per week (6.5-7 hours per week)
- 1 day for IFSP support, professional development, and family engagement connections

Instructional Approach

BSD Pre-K practices a pedagogy of anti-bias, inclusive and inquiry-based curriculum through the arts and sciences that are informed by the early childhood schools of Reggio Emilia, social constructivist learning and rigorous developmentally appropriate practices.

Curriculum and Standards

Our Pre-K program is guided and assessed utilizing:

- [Oregon's Early Learning and Kindergarten Guidelines - English](#)
- [Habits of Mind](#)- Focus on Social Emotional Learning

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Instructional Tools

- [IRLA/ENIL](#)- Reading Assessment and Coaching Tool
- [Fountas and Pinnell](#) - Emergent reading instructional materials
- Math/Science Workshop, Project Work, Studio Workshop, and Materials Explore. Each of these structures are inquiry-based using materials and tools from the arts and sciences.

Classroom Environment

The learning environment supports the health and safety of children, is welcoming to students' cultures and families, and meets their physical and emotional needs.

- 'Social environment' refers to the "feeling tone" of the room that is influenced by the interactions and communication taking place between adult-child and child-child.
- 'Physical environment' encompasses classroom furniture, floor areas, the objects, tools and materials that children can access, space dividers & shelving, storage areas as well as wall, bulletin board and window spaces that may serve to document children's learning and display children's thinking.

Funding for 2020.2021

- General Fund - \$1,575,000
- Title IA - \$ 495,000
- NWRES D - TBA. The funds from this agreement will go back into the general fund.
- Title IIA - \$40,750
- Washington County KPI - \$265,574
- Children's Institute - \$80,000 (Year Two) plus \$35,000 to materials and resources to support ESS implementation.

Our Community Partners

- **NWRES D** - supporting children, families and teachers
- **Teaching Preschool Partners** - guiding and supporting our inquiry-based program model
- **The Washington County Early Learning HUB** - supporting our Family Resource Coordinators and professional development
- **The Children's Institute** - supporting district Pre-K to 2 program alignment
- **Beaverton City Library** - providing classroom visits and book bags for teachers
- **Kristi Mraz** - Early Learning and Literacy Consultant

Family Engagement

- Family Resource Coordinators - Bilingual
 - Parenting Education
 - Parent Connections
 - Access to Services
- 'Home visits' from classroom teachers throughout the school year

Academic Goals

- Due to COVID-19 and our school closure, we do not have any data to report on our Pre-K students with regards to their progress on the IRLA/ENIL at the end of 2019-2020.
- Due to COVID-19 and our school closure, we do not have any data to report on our Pre-K students with regards to reading on grade level at the end of Kindergarten (IRLA/ENIL) or on their end-of-year kindergarten marks.
- The performance of Pre-K students on the Oregon Kindergarten Assessment is shown below.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

PreK Students Performance on the Oregon Kindergarten Assessment the following fall

Kindergarten readiness assessment	Approaches to Learning (5)	Early Mathematics (16)	Letter Names (26)	Letter Sounds (26)
2017-18 (Baseline)				
2018-19	3.9	10.8	22.8	6.8
2019-20	3.7	9.6	16.6	4.1

	Same school peers not attending BSD PreK			
Kindergarten readiness assessment	Approaches to Learning	Early Mathematics	Letter Names	Letter Sounds
2017-18 (Baseline)				
2018-19	3.7	11.1	29.6	8.8
2019-20	3.7	10.8	23.9	7.2

	Same school peers not attending BSD PreK and no prior school in Synergy			
Kindergarten readiness assessment	Approaches to Learning	Early Mathematics	Letter Names	Letter Sounds
2017-18 (Baseline)				
2018-19	3.7	11.0	28.0	8.2
2019-20	3.7	10.7	23.0	6.9

District Level Support

- District Administrator
- 1.25 Early Learning TOSA
- 4 Early Learning Instructional Coaches (Title Schools Only)
 - Supporting Kindergarten teachers
- Two Day Summer Professional Development on Playful Inquiry in Grade K (*Ready, Rest, Play*)
 - Over 100 kindergarten teachers in attendance.
- Early Learning Alignment Team (District Leaders, TOSAs, Consultants and Teacher Collaboration and Envisioning)
 - Working to align practices Pre-K to Kindergarten

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Implementation Plan

- Two additional Title 1 Pre-K programs will be added each year
- 15 schools will be Pre-K by 2024-2025, this includes all Title I schools

Update on Children's Institute Partnership

Overview of Grant: Early School Success is a five-year initiative that provides the Beaverton School District with tools to offer developmentally appropriate aligned instruction to children from preschool through fifth grade. Children's Institute provides consultation, professional development, and coaching. This collaboration will support the use of developmentally appropriate teaching strategies for preschool through fifth grade. Through this support, Beaverton School District will also foster development of deeper, more effective partnerships with families.

Review of Year One:

Grant Award: \$60,000 plus \$25,000 for Kindergarten classroom purchase at Vose and McKay (year two partner)

Partnership Schools: Aloha Huber Park and Vose

Goals include: Supporting the understanding and beginning implementation of Early Education Essentials through Human Centered Design in both district and school-based teams

Goals for Year Two: In year two, Children's Institute will continue their collaboration test change ideas in both McKay and Vose elementary schools. In addition, Children's Institute supports district-wide change idea implementation including the support of an Early Learning Coaching framework.

Children's Institute is using the [Early Education Essentials](#) coupled with Human Centered Design strategies to support and test out change ideas in an effort to align and strengthen our Early Learning program. If these change ideas prove successful, they have potential for district wide implementation.

The Early Educational Essentials

Effective Instructional Leaders
Collaborative Teachers
Involved Families
Supportive Environment
Ambitious Instruction
Parent Voice

Principal Learning

Elementary Principals will be invited to participate in monthly professional development with the goal of increasing their knowledge, curiosity and understanding of the following:

- * Playful Inquiry and Early Learning Experiences for Young Children
- * Social, Emotional and the Cognitive Life of Children
- * Integration of Curriculum Workshops and Play
- * Engaging Families in Conversations regarding Developmentally Appropriate Practices
- * Supporting teachers through Observations and Conversations
- * Anti-Bias and Anti-Racist Education
- * Early Ed Essential

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



OPERATIONS ANNUAL STRATEGIC REPORT

Energy and Resource Conservation (E&RC)

Summary

This challenging year has produced a very interesting and unique energy consumption profile for our District. Utility usage and costs are down primarily due to the early shutdown, but we had made some notable savings gains prior to March 2020. During the early shutdown we estimate that we saved an additional \$701,000 in total utilities. Year-end savings were realized across the board in electricity, natural gas, water, and garbage with an annual estimated savings total of \$821,000.

The commercial building energy health metric we compare to is the *Energy Use Index* (EUI). It is defined as kBtu/SF/YR. The Oregon Department of Energy (ODOE) recommends an EUI value range for schools between 47- 61. The District-wide average is 40.7, 4.5% lower than last year's average of 42.6, and all but one of our schools are currently within ODOE's range. There is certainly always room for improvement but our EUI average remains lower than the majority of other school districts. For reference, Portland Public School District's building portfolio averages 55 and the national school building EUI average is 76.

Currently the district has 31 EPA-recognized Energy Star schools and 13 certified Oregon Green Schools. Energy Star updated the scoring system in 2020 making new certifications more challenging.

BSD solar systems generated over 771,000 kWh last year for a lifetime total of 3.6 Gigawatts (million kWh) of electricity, enough to power 340 average-sized homes for a year.

The E&RC Department's primary mission is continuing work with Facilities Development and the Maintenance Department to help fund and implement energy-efficient HVAC and LED lighting systems for our existing schools through Senate Bill 1149 (SB1149) program and Energy Trust of Oregon (ETO) incentives. These energy investments save electricity and natural gas costs while improving thermal comfort, ventilation, and lighting quality and control in our schools.

As noted in last year's report, water costs are still high, however we have realized noticeable reductions in water use, especially irrigation, through the end of last year and into these latest summer months.

Looking ahead, E&RC predicts the biggest challenge for utility usage will be our ability to service and maintain HVAC and plumbing systems. Operation and maintenance (O&M) greatly impact utility usage, costs, and equipment life. An adequately staffed HVAC and Plumbing departments are critical to reducing energy and water usage and maintaining expensive and sophisticated building system infrastructure.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Analysis

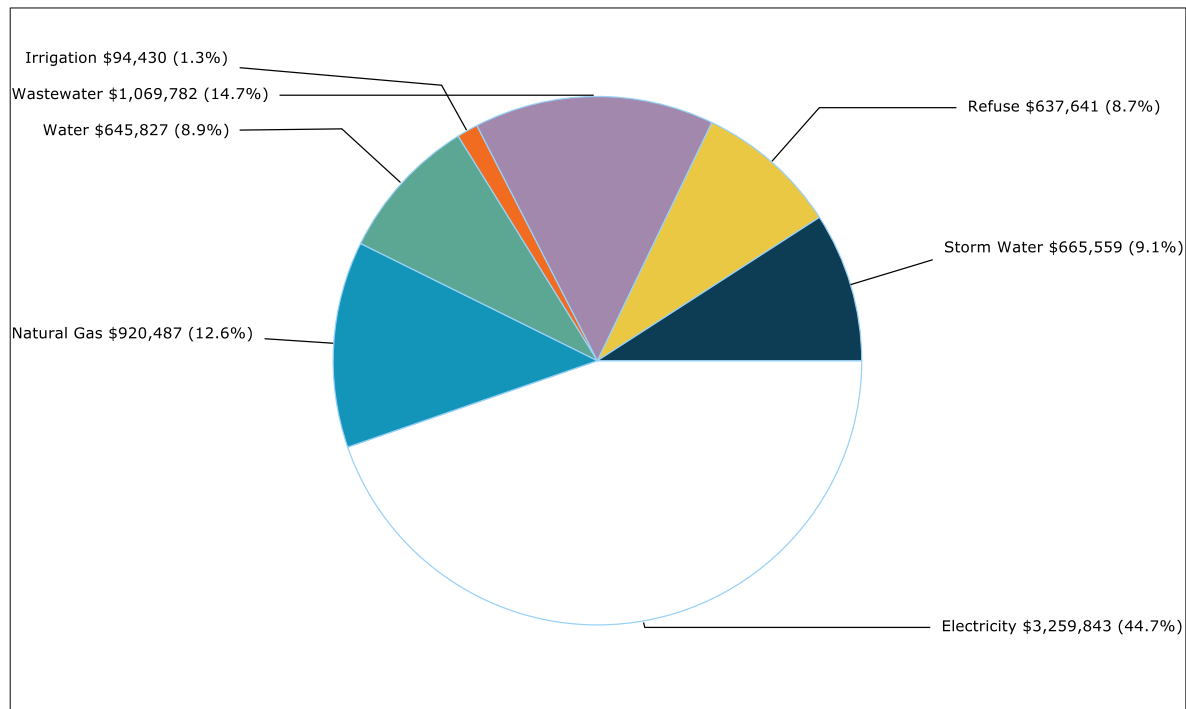
Table 1: 2019-2020 BSD Total Utility Consumption Comparison and Goals

UTILITY	2017-18	2018-19	2019-20	Comparison to Prior Year	2019-20 Goals **
Electricity (kWh x 1,000) (\$ x 1,000)	33,522 (\$3,590)	33,629 (\$3,670)	28,314 (\$3,259)	Usage (-15.8%) Cost (-11.2%)	33,600 kWh (+15%)
Natural Gas (Therms x 1,000) (\$ x 1,000)	1,396 (\$1,105)	1,307 (\$992)	1,323 (\$920)	Usage (+1.2%)* Cost (-7.3%)*	1,580 Therms (+20%)
Water (CCF x 100) (\$ x 1,000)	158 (\$2,501)	155 (\$2,645)	107 (\$2,476)	Usage (-24.0%)* Cost (-3.8%)*	128 CCF (+20%)
Garbage and Recycling (\$ x 1,000)	(737)	(788)	(\$637)	Cost (-19.2%)	NA
Solar PV Production (1,000 x kWh)	420 (\$44,979)	710 (\$77,484)	771 (\$88,688)	Production (+8.6%) Cost Benefit (+12.6%)	925 kWh

*Comparison to average of last 3 years due to weather volatility.

**Goals include 1% decrease in electricity usage from prior year totals. Natural gas and water goals are to better our 3-yr average rolling average.

Graph 1: 2019-20 BSD Total Utility Cost Distribution



- **Electricity.** Historically, electricity usage is relatively flat per square foot but rates have ticked up 7.2% per year the last 5 years.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Electricity usage prior to the early shutdown in March was 5.5% less than last year's consumption – a sizable reduction for our District historically. Cost savings were 2.8% resulting in \$68,000 savings. Early shutdown accelerated usage and cost savings. At the end of the year we found ourselves with a 10.1% kWh total reduction and 11.2% cost savings resulting in \$409,858 in total savings over last year. Continued investment in energy efficiency along with lower HVAC and light operation from early shutdown contributed to this savings. Electricity made up 44.7% of our total utility cost.

Looking ahead, trends point towards higher electricity costs as rates are projected to increase but to what extent is unknown at this time. Current conditions require increased HVAC run times and ventilation in our buildings which will drive electricity usage up. It is still too early to estimate what the impact will be. Once new usage data becomes available, we will know more but a 10+% increase would not be surprising.

- **Natural gas.** Natural gas usage is directly proportional to the weather. The colder the outdoor air the more Therms consumed. Usage varies year to year as a result. Fortunately, we've had milder winters over the last several years and rates continue to be at near historic lows.

Prior to the early shutdown in March, usage was 2.3% greater than our last 3-year average consumption. However, cost savings were actually better at 11.6% than our 3 year average due to prior year gas credits and a small rate reduction. By the end of the year we found ourselves with a 2.9% Therm reduction and 15.1% cost savings resulting in a \$162,838 in total savings compared to the last 3-year average. Again, continued investment in energy efficiency HVAC equipment along with reduced heating hours due to the early shutdown contributed to the savings. Having a mild winter helped as well. Primarily due to low Therm cost, natural gas made up only 12.3% of our total utility spend last year.

Looking ahead, trends point to slowly rising rates from 1-3% over the next 3 years. As noted above the need to increase ventilation into our buildings, Therm usage could rise significantly. It is too early to know but a 20+% increase would not be out of the question.

- **Water.** Water usage has been on the rise the last several years, especially irrigation, which makes up approximately 90% of BSD's total annual water volume. Hotter and drier conditions are to blame but also aging and faulty irrigation equipment has also been a contributor.

Water analysis is more complicated. Water usage was down by 2.8% prior to early shutdown and we finished the year 24.0% below our 3-year average. However, costs were up 3.2% prior early shutdown and we finished up only 3.8% lower than our 3-year average at a savings of \$97,567. Modest savings can be explained by understanding that approximately 60% of our water bill costs are wrapped up in fixed fees and continued high rate increases over the last several years. Total water cost last year was \$2,475,526 and made up 33.9% of our annual utility spend.

Looking ahead, trends point to continued annual 5.7% rate increases but lower usage with respect to our 3-year average are expected to continue. First time inter-departmental meetings to discuss water usage has contributed to increased water usage awareness, a dedicated irrigation system grounds crew, and smart irrigation system investment.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

- **Garbage and recycling.** Garbage and recycling realized a 19.2% reduction in cost primarily due to reduced service levels during the early shutdown period. The franchised garbage companies serving BSD schools demonstrated significant flexibility with requested service reductions, contributing wholly to realized savings.
- **Renewable energy.** Photovoltaic (PV) solar electricity production reached a record setting 771,000 kWh for the 2019-2020 school year – an 8.6% increase from the year prior. The total cost benefit to the District for this production was over \$88,000. With future PV contributions from William Walker and ACMA, solar generation is expected to exceed 1,000,000 kwh (1 gigawatt!) and cost benefit of over \$100,000 per year.

Accomplishments

1. E&RC continued to work closely with Facilities Development and the Maintenance Departments investing \$425,000 SB1149 program dollars into energy-efficient capital projects this year for a bond cycle total of nearly \$3.5 million. An estimated 490,000 kWh and 48,000 Therms of savings were realized from these projects at an additional total utility cost savings of over \$97,000.

Total utility savings through the bond is estimated at nearly 3.2 million kWh and 130,000 Therms per year for a total cost savings of over \$370,000. The cost savings does not include the added net benefit to O&M. Note that these savings do not account for energy efficiency upgrades at major renovation projects at Barnes ES, Five Oaks MS, Highland Park MS, Raleigh Park ES, and Whitford MS that are currently near completion or recently completed.

2. E&RC has secured \$68,000 incentives this year for a total of nearly \$600,000 in incentives through ETO's Existing Building Program since 2017 when the program was permitted to serve our existing schools. ETO's New Building Program has contributed 1.1 million dollars in incentives toward energy efficient equipment in our new and large remodeling projects through this bond cycle. These incentive dollars offset bond and SB1149 project expenditures.
3. BSD solar systems have now generated a system life total of 3.6 Gigawatts (million kWh) of electricity, enough to power 340 average-sized homes for a year.
4. BSD was awarded a \$561,727 grant for 2 electric school buses and charging infrastructure. The charging systems are currently being installed at TSC and we expect bus delivery in early 2021.
5. Beginning in 2020, the SB1149 program now allows investment in District electric vehicle fleet adoption. This is a new program being developed by ODOE and we should be provided details at some point this year.
6. As noted in last year's report, water usage and cost are still a challenge, however we have realized marked improvements over the last 12 months. We will be looking to maintain these reductions as much as possible. For the first time, we coordinated multi-departmental meetings to discuss water usage specifically which has led to increased awareness and response to potential building and irrigation leaks. The Grounds department has paid special attention to non-field irrigation requests and implemented sizable reductions in field irrigation.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

7. Back-of-the-House organics collection of kitchen food waste continued for 49 schools through the March closure. Collection will resume when student meals are again served in-house.

Areas of Concern and Program Risk

1. Operations and maintenance have a direct and immediate impact to sustaining and at best reducing building EUI. Perhaps more importantly is the risk of greatly reduced equipment life and premature damage to millions of dollars of HVAC systems if the support is not provided to manage these technically advanced and complex systems. The SB1149 program was not designed as an energy efficient replacement model. We cannot afford new energy efficient equipment to operate inefficiently much less fail. Continued support for adequate staffing levels of qualified HVAC personnel is **critical** for reducing energy usage and maintaining expensive and sophisticated building system infrastructure.
2. Increases in water usage and cost have decreased from double-digit increases per year to single-digit, however sustained high costs due to increased irrigation and historically high rates continue to be concerning. Adequately staffed and funded Plumbing and Grounds departments are critical to adequately repairing building and HVAC system water leaks and updating and investing in irrigation leak sensing equipment. E&RC has no budget and the SB1149 program does not allow investment in water conserving equipment.

Short Term Goals

1. E&RC usually has annual energy consumption targets for electricity and natural gas usage. This year due to the uncertainty of occupancy and increased HVAC run times it is unclear what the true impact to utility use will be. Our department will be monitoring usage closely, reduce consumption where we can, and provide monthly updates. During this time, we will also continue to:
 - a. Engage building occupants through scheduling annual energy meetings with principals, regular check-in with custodial staff, and periodic emails to direct staff to E&RC website resources,
 - b. Monitor and update HVAC operational schedules,
 - c. Conduct commissioning of problematic building systems, and
 - d. Review low and no-cost operational water reduction strategies in irrigation and leak detection.
2. Continue to deliver cost-effective energy-efficient HVAC and lighting systems that align with the bond renovation effort and maintenance needs. This will be achieved by contracting additional energy audits as needed, offer cost-effective SB1149 program measures, pursue ETO incentives, and collaborate to ensure continued success of all capital projects.
3. Expand BSD's Energy Star Certification Portfolio where possible once normal occupancy resumes.
4. E&RC will finalize a district-wide water conservation policy by the end of first quarter and work towards developing water-specific Administrative Ruling (AR) draft by the end of the 2nd quarter.
5. Pursue Energy Star certification of new schools and newly renovated schools once normal occupancy as resumed.
6. Realign garbage service with generation after return of students to school.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Long Range Goals

1. Pursue Energy Management Information System (EMIS) software enhancements coupled with energy submeters that will tie together HVAC Building Management Systems, fault detection, and building analytics to further improve energy and building performance while driving operations and maintenance away from a preventative to a more predictive model.
2. Work with Maintenance to support investment in low-cost, high-return water conserving measures such as smart irrigation flow meters.
3. Work with ODOE to conduct a district electric vehicle feasibility study for potential SB1149 investment.
4. Continue to collaborate with Maintenance Services to expand alternative outlets for surplus equipment, furniture, and other salvageable materials.
5. Promote energy and resource conservation practices and larger sustainability themes into our STEM curriculum.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



OPERATIONS ANNUAL STRATEGIC REPORT

FACILITIES DEVELOPMENT

Summary

Currently in the 7th year of the 2014 \$680M Bond Program, Facilities Development has just completed a summer of construction projects across the district. With all major projects either complete or under contract, the bond program is in great shape financially. We are on track to deliver all projects promised to voters.

Accomplishments

Five Oaks: One of the goals from last year was to complete the project by December 2020 and on budget. We are well on track to surpass this goal. The project is already substantially complete. We are in the process of completing punch lists and commissioning of the facility. We are also in the process of reconciling costs with the contractor, we expect to complete the project within the current budget. Students will be welcomed back into a beautiful, state of the art facility.

Security Upgrades: This last year has seen the security upgrades project shift its focus towards improvements at the high school level. This phase of the project proved to be challenging, because the solutions that worked at the elementary and middle schools were not functional at the high schools. This is largely due to the number of people and the variable schedules. Instead of installing a single point of entry vestibule, we focused on a three-pronged approach of fencing, access control, and security cameras. The fencing helps limit the number of people onsite who do not belong. The access control system helps secure the building, limit access points, and increase accessibility. The camera system will provide a deterrent to negative behaviors and help leadership to review incidents. The camera and fencing projects are substantially complete. The access control project has been delayed due to COVID impacts and is scheduled to be complete this November. Our goal from last year was to complete all 3 of these projects by August 2020.

Aloha HS Seismic: The roofing project and seismic upgrades at Aloha HS have been a huge success. The investment into seismic safety has made Aloha HS one of the safest facilities in the district. The new roof will last for 25 years and keep the building warm and dry. Both of these projects also made numerous other improvements along the way such as new flooring, improved drainage, updated HVAC, and various other benefits.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Beaver Acres Seismic/Roofing/Domestic Water/Window Replacement: This was an incredibly large project to complete over the summer, and it was successful. The project involved major seismic upgrades, a full roof replacement, partial window replacement, and replacement of the domestic water main line. Each of these projects on its own would have been a major undertaking, so it was quite the task to tackle all 3. Our goal from last year was to complete this project 5% under the current budget. We are currently on track to exceed this goal and complete the project 25% under budget.

Highland Park & Whitford HVAC: Similar to the upgrades we completed at Cedar Park and Meadow Park a few years ago, these projects involved replacing the HVAC systems and adding air conditioning. These are large projects and very challenging to complete over the summer. Fortunately, we had a very good contractor as well as lessons learned from CP/MP. The projects have both gone smoothly. Whitford also included a roofing overlay.

Timberland Warranty Repair: We previously reported on a problem with a concrete slab subsidence outside of the gymnasium at the new middle school. We worked with the project team to have this deficiency repaired this summer at no cost to BSD. The repair involved removing the slab and storefront, reinforcing the structural footing, and replacing everything.

Non-Bond Projects:

- Westview HS CTE: This was an upgrade to the existing manufacturing space. The project added a dust collection system, infrastructure for modern equipment, and improved the layout. This project was funded by Measure 98.
- Merlo Station CTE: Funded by Measure 98 money, we have just completed construction of a new space for the new construction CTE program at Merlo Station. The old loading dock area was repurposed to create interior and exterior spaces that are flexible and support instruction of a wide variety of construction topics. This project was the result of close collaboration with the program's industry partners team.
- Sunset: This was a donor funded project and involved frontage improvements along Cornell. It improved the access to baseball/softball and stadium fields.

Terra Linda Re-pipe: This project included a replacement of the domestic water system at Terra Linda, and the remodel of several student bathrooms. This project went very smoothly and will finish under budget.

ACMA: The project is well into the construction process, and we are very happy with the current status. With all of the market disruption this year, we have been very grateful for the additional year on the project schedule. The project is currently on track to be substantially complete in March 2021. This will provide ample time to fixture and furnish the building and move the staff from the swing school at 118th. The project is also on track to finish under budget.

Auditorium Upgrades: After 4 consecutive years of auditorium upgrades, we are now complete with this project. The upgrades varied by the site, but largely included safety improvements, energy efficiency improvements, and upgrades to lighting and controls. As a result, every high school auditorium is now safer and more functional with up to date equipment.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Barnes Roof: This summer we did an overlay of about 2/3 of the roofing at Barnes ES.

Raleigh Park HVAC/Electrical: We replaced the existing 17 classroom unit ventilators with new units which are more efficient on the heating side, taking advantage of the existing condensing boiler, and providing cooling. In addition to the work in the classrooms, we provided the library a new dedicated air handling unit with cooling and refurbished the units in the gym and cafeteria. To support the additional cooling, we were required to upgrade the electrical service, re-feed and provide new electrical distribution panels.

Maintenance Facility Improvements: We ran into some significant challenges in terms of completing this project during the last year. Previously scheduled to be complete during the spring of 2020, we have extended the completion date to summer 2021. The initial design and permits did not include adequate consideration for regulating the outflow of storm water from the site. We could have stayed on schedule by installing a sizable water detention facility onsite, but this would have come with a significant cost and an ongoing maintenance requirement. Instead, we are pursuing the construction of a drainage swale on the adjacent THPRD nature park. This will require cooperation with THPRD for an easement and should ultimately be a win-win solution.

Equity in Contracting: For the last 2 years we have participated in the C2P2 (Construction Careers Pathway Program) that was organized by Metro. The purpose of this program is to increase participation in construction trades by people who have been historically underrepresented, women and minorities. The program has various strategies with the goal of increasing participation. We have developed an internal BSD team that is working to adapt and implement these strategies into our practice.

2021 Planning & Design Underway: We are already well into the process of planning for next year. Currently in process are: Bethany Roof & HVAC, Nancy Ryles HVAC, WHS Title IX, Cooper Mountain Seismic & Roof, McKinley HVAC Controls, Vose Classroom Addition, West TV Sewer, Security Cameras, Hiteon Roof, Elmonica Roof, Errol Hassell Roof, Montclair Roof, Jacob Wismer Roof, Oak Hills Electrical, Montclair Electrical, Athletic Critical Equipment, Rock Creek Freezer, and various others.

Areas of Concern and Program Risk

COVID-19 Uncertainty: The COVID pandemic has caused great disruption to the field of construction. It has significantly impacted the lead times for manufactured items. It has made construction more difficult because workers must spend more time dealing with health precautions and are thus less efficient in their work. This has also meant for the bond program staff that we are doing our work mostly remotely. Fortunately, we were already set up well to work remotely, but there has been a cost when it comes to collaboration. Also, many of the actual schedule impacts from COVID were offset by the delay of in person school.

Bond Program Staffing: Currently our staff is funded through calendar year 2022. Though there are plans to go out for a new bond, many staff are uncomfortable with this uncertainty. As we draw closer to the end of the current program, I think it is likely that many staff will pursue other

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

opportunities and we have already started to see this. The project management staff manages a large portfolio of work, and the positions are often hard to fill adequately.

HVAC & Roof & Repair Projects: As we complete most of the major bond projects, we are shifting focus towards completion of the remaining repair projects. Largely these projects involve roof replacements or HVAC upgrades. One of our goals from last year was to bid all of these projects by the end of March 2020. We were mostly, although not completely, successful in achieving this goal. Out of 10 'summer projects' we were able to complete bidding for 8 of them prior to the end of March. We strongly believe that the projects that were bid early did benefit from increased competition and time.

Short Term Goals

ACMA: Our goal is to complete the project on schedule and 3% under budget.

Seismic Upgrades: We will be submitting SRGP applications for Bethany ES and McKinley ES. Our goal is to be successful in at least one of these applications, without utilizing any matching bond funds.

Security Upgrades: Our goal is to complete installation of cameras at all schools by the end of September 2021. This will include approximately 400 cameras.

Repair Projects: As with last year, our goal is to complete bidding for all summer projects by the end of March 2021.

Long Range Goals

Bond Planning: As we plan for a bond election in the near term, we are working to make sure that we have a complete project list with well planned project scopes and budgets.

Life Cycle Planning: As Facilities Development we have quite a bit of overlap with Maintenance Services, and we collaborate closely on the design and commissioning of these projects. One thing we have not done well is life cycle planning. As part of the bond planning and conditions assessment, we will be developing a plan for life cycle ownership. We expect this plan to help us make more informed decisions when constructing future facilities.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



Operations Annual Strategic Report

FACILITIES - MAINTENANCE SERVICES

Summary

Maintenance Services is responsible for district-wide buildings, grounds maintenance, and repair work covering over 5.6 million square feet of building space contained in 60 separate facilities on 875 acres of property. This work is accomplished through a combination of in-house trades staff and contracted services. The department has 46 trade specific personnel responsible for carpentry, roofing, glazing (windows), painting, HVAC control and repair, plumbing, electrical, and grounds maintenance. Critical shortfalls exist in capacity and the ability to cover absences in those trades where only a few or single tradesman are employed (e.g. locks, plumbing, carpentry, and glazing).

Since March 2020, Maintenance Services has reprioritized all efforts in response to COVID-19.

The District Management Council's (DMC) February 3, 2017 report for the Beaverton School District (BSD) identified opportunities for improvement and noted a shortfall of 17.3 FTEs in the maintenance department and only four staff have been able to be added. Unfortunately, on the heels of the 1.5% cut to the department last year to respond to the impact of the poverty reduction and PERS impacts, we took an additional 5.5 percent reduction due to the loss of state revenue because of school closure as a result of COVID-19. For the maintenance department, this resulted in the loss of our facility equity funding (improvements focused on Title I schools), two HVAC technicians, and a painter. The loss of these three positions and the low voltage positions last year, we are now back to a net shortage of 17.3 FTE identified in the DMC report. Additionally, the *5Sight* comparison of the 12 largest school districts in Oregon reported Beaverton eleventh in funding per student in the area of facilities maintenance and custodial at \$3.2M total below the average.

We are actively developing a system of metrics to gauge performance and drive continuous improvement in work accomplishment, resource utilization, response, and client satisfaction.

Accomplishments

1. We recently realigned our existing maintenance supervisor positions over their respective cost centers and created a dedicated Maintenance Services Department and a Custodial Services Department. Outwardly, our customers and staff in the field should see very little change. Inwardly, we are seeing added efficiencies and consistency across the district.

2. **Work Order Prioritization Framework.** We established a work order prioritization framework that has allowed us to align our general maintenance work with work being identified by our Risk Management and Public Safety offices. This framework allows us to efficiently manage our work order software where in the past emergency work, like a water leak, was addressed quickly but the routine build back and finish work would take more time because of other competing higher priority work. Historically, everything became a “safety” issue or an “emergency” that needed to be immediately addressed. Often available budget was a significant factor that caused work to not be addressed as quickly as our customers desired. Establishing a framework that aligned emergency work, safety related work, and important and routine work allowed us to manage expectations, set realistic timeframes, and collaboratively approach resolving issues.
3. **Elevator Service and Repair Contract Transition.** This past year we successfully transitioned our District elevator and ADA lift service and maintenance contract from Otis to Kone. This year we expanded the service to include monitoring the emergency phones in each elevator throughout the district. Kone has proved to be immeasurably more responsive and cost effective in helping the department manage the diverse collection of elevators and ADA lifts and devices we have throughout the school district.
4. **Portable Siding Repair.** This year we were able to keep about 50% of the district’s annual siding replacement program in-house, at a tremendous savings to the district.
5. **Work Orders Completion.** From July 1st, 2019 through June 30th, 2020 we received 12,025 work orders and closed 11,165. The COVID-19 closure did have an impact on completion of work orders but unfortunately the work did not stop. As we attempted to figure out how to maintain our facilities while also physically distancing staff, from March 16th through July 1st 2020, we received 2,075 work orders from the custodial team in the buildings and closed 1,691 compared to the same period from the previous year, where we received 4,195 work order and closed 4,061. A significant factor of prioritizing and performing work was ensuring it was essential in nature, and routine work was delayed until the closure was lifted.
6. **Maintenance Vehicle Fleet.** Working with Enterprise Fleet Management Services we are now in year three of a 5-year systematic replacement of the aging maintenance vehicle fleet. Currently, 33 new vehicles have been received and deployed along with two box trucks. 11 more vehicles are expected this year. Leaving 22 to left to acquire over the next two years.
7. **Safe and Healthy Schools.** We continue to respond to the requirements of OAR 581-022-2223 Healthy and Safe Schools program which directs the monitoring, sampling, testing, and documenting of asbestos, radon, lead paint, and lead content in drinking water across the district. It also guides expectations for the Integrated Pest Management program (IPM).
8. **HVAC operations in response to COVID-19.** To align with the recommend ASHREA guidance for increasing air exchanges, we had to modify how the entire district HVAC systems operate. This continues to be an ongoing process as we attempt to manage and optimize 30,000+ pieces of equipment of varying ages to create a safe and comfortable environment

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual’s actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

for our staff and students. At the start of the closure we changed every single filter in the district, and for reference purposes this came at a cost of \$50,000 just for filters. We also increased the hours each system operates and increased the amount of outside air that is being incorporated and blended in the buildings. Where and when possible we shut parts of systems down to realize energy savings. While we are providing a safer environment, we also feel we will be actively managing the conflict between “air quality” and “building comfort” through the winter. We continue to analyze all of our schools HVAC systems, examine by type, review improvements made by increased air circulation, and will determine if air cleaners (portable, ultraviolet, and/or bipolar ionization) will be needed.

Areas of Concern and Program Risk

1. **Preventive Maintenance.** The department continues to be more reactive than proactive in delivering maintenance services for the district. This is entirely the result of the current level of staffing in the department. Industry averages show that for every \$1.00 spent on preventive maintenance, \$3.00 in repair could be prevented. This past year we dedicated effort to preventative maintenance of our HVAC systems but customer requested work order backlog grew substantially. The department is continually trying to balance being responsive to the customer with the preventive maintenance needs of the district. We are losing ground.
2. **Growing Deferred Maintenance and Unfunded Work List.** A tool that we implemented to help demonstrate where the maintenance budget goes each year was to place expensive, cosmetic, and lower priority work (not directly aligned to the classroom) on an “unfunded” list inside of the work order system. This is work that will likely need to be addressed at some point, but it not able to be supported from the current funding level of the Maintenance Budget. Before work is placed on this list, the requesting facility leadership is informed. Additionally, while the department is keeping pace with work orders, some critical work cannot be fully addressed. Concrete, asphalt, drainage, and failing interior floor finishes are a few examples of this work. To replace all areas of impact is cost-prohibitive at the current Maintenance funding level. Market conditions have driven material costs higher. Contractors are saturated and less likely to bid competitively, especially during the busy summer months (when our sites are typically available to schedule this work, without impacting class time). This kind of work is also placed on the “unfunded” list to keep visibility for future planning. We are exploring opportunities where we would take on some of this work, such as concrete sidewalk flatwork, with in-house resources, but certain work requires a high level of specialty that can only be contracted.
3. **Labor Budget.** Staffing must continue to increase significantly to support the building space added in both the 2006 and 2014 Bonds.
4. **Non-Labor Budget.** Additional resources are needed to keep pace with increasing cost and demand for repair work districtwide. Major mechanical system failures are also increasing which further places pressure on the department’s non-labor budget. In our efforts to better explain what the discretionary maintenance budget supports, approximately \$1.86M of our approximate \$2.8M annual budget is dedicated to regulatory compliance demands. Regulatory compliance and safety inspection work has greatly increased over the past few

years as codes have evolved and new buildings have come online. Mountainside High School, alone, doubled the district's inventory of water quality facilities and artificial turf fields that must be maintained to specific standards and inspected annually.

5. **Increasing Technical Complexity of Systems.** New systems that are being installed in our added facilities, along with evolving code requirements, have created a situation where the department is being tasked to maintain more technologically complex systems. This is requiring more specialized labor, training, and repair parts that we have not stocked in the past.

Short Term Goals

1. **Metrics.** Maintenance Service has continued to analyze and refine the services it provides with a goal of creating a budget-informed standard of care. Our focus this year is quantifying and measuring productivity.
2. **Preventive Maintenance.** With limited staffing it is difficult to lean forward and conduct preventive services and repairs to reduce maintenance costs. We have responded with internal staff to dedicate time and resources to cyclical, preventive maintenance before we are responding to a system failure, but it often must compete with customer requested demands.
3. **Concrete Flatwork.** The district is facing an enormous cost to replace failing sidewalks and pathways. Contractors that perform this work are not pursuing the smaller projects and cost exceed what is feasible with the current general fund budget for the district to attempt to perform the needed large repairs. We are looking internally to create small-scale capability, and have completed the first proof of concept project at Montclair Elementary. There, the team replaced a section of concrete that needed to be removed to access a broken pipe in the domestic water feed to the building. After validation, the next project will be replacing a section of failing sidewalk at Kinnaman Elementary School.
4. **Generator Fueling.** Using in house assets to fuel our backup generators. Currently we pay \$1,440 in delivery fees to fill 12 of the generators.

Long Range Goals

1. **Need for Additional Staffing.**
 - a. **Low Voltage Electrician.** Classroom lighting control, theatrical lighting control, security card swipe access systems, paging systems, security systems, HVAC controls, and NICET fire alarm system configuration have introduced more complex low voltage systems that need specialized training to troubleshoot and repair. The desire would be to fund this position through multi-department - IT, PSO, and Maintenance – collaboration.
 - b. **HVAC Technicians.** The HVAC department now has four technicians managing heating and ventilation and an automated controls network for over 5.6 million square feet. More HVAC staff is needed to keep pace with service and repair demand.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

- c. Preventive Maintenance. We are looking for additional maintenance generalist staff positions to make our temporary plan permanent.
 - d. Irrigation Specialist. The new facilities are being constructed with large and very complex irrigation systems. Irrigation system programming expertise is needed to lower water use costs and prevent die off.
 - e. Warranty Coordinator. With the volume of new work that is being added, we need additional staff dedicated to following up on warranties to help reduce costs from early material failure. Without dedicated staff to pursue the timely legwork of warranty services, the maintenance discretionary budget absorbs these failures to quickly respond to customer concerns.
 - f. Painter. Budget reductions reduced our painting team by one. For better context of the impact, the district purchases approximately \$75,000 annually in paint and sundries and has seven painters that cost us approximately \$600,000 in pay and benefits of our in-house labor to deliver an estimated \$3M in building painting if we had to contract this effort.
2. Proactive Maintenance. Transition from a reactive maintenance department to a proactive maintenance department with a systematic process to identify system failure before it happens. Repairing a system is significantly cheaper than replacing a failed system in an emergency. The goal would be to expand and refine our existing preventative maintenance system along with detailed Facility Conditions Assessments to allow the department to proactively prioritize and schedule work.

FACILITIES – CUSTODIAL SERVICES

Summary

The custodial team is currently configured with 53 building foremen and 119 custodians deployed to 53 schools with 11 centralized roving custodial teams to respond to vacancies. The department has 5 supervisors based out of the Maintenance Services office. Custodial Services makes up over 75% of the total staffing of the Maintenance Services Department.

Surplus material management is centralized at the warehouse that is located at the Transportation Services Center. It is composed of a foreman, a shipping clerk and seven courier staff. This staff manages the removal, warehousing, and final disposition of the District's surplus curriculum, technology, furniture, and equipment. This staff also manages teacher moves throughout the district. During the March through June closure this team also shouldered the receipt and delivery of all mail, UPS, and FedEx deliveries for the school district while the building staff was away from their buildings on standby or working remotely.

Cleaning supplies and equipment represent about 4% of the total custodial program budget and have not been adjusted for inflationary costs in several years. The next budget year needs to begin to remedy this shortfall by recognizing the inflation impact on this portion of the custodial budget along with the opening of additional schools.

The DMC report of February 3, 2017 identified opportunities for improvement and noted a shortfall of 45 FTE in custodial support. Unfortunately, on the heels of the 1.5% cut to the department to respond to the impact of the poverty reduction and PERS impacts, we took an additional 5.5 percent reduction due to the loss of state revenue because of the COVID closure. The impact to Custodial Services was six custodial staff. Five of these positions were building based custodial positions and one was a central roving foreman which allows us to respond to absences throughout the school year. Additional increases in the out-years will be needed to continue the process of closing the resources gap and implement recommendations from the DMC report.

Accomplishments

1. **Emergency Response.** COVID-19 introduced a number of challenges to the custodial team. We expanded the capabilities of our viral response team by introducing electrostatic disinfection to the equipment and chemical we deploy when responding to an outbreak. We continue to refine internal protocols and can now effectively respond to disease outbreaks rapidly when needed. Extra cleaning and disinfection supplies are prepositioned at the schools and centralized staff are tasked to respond when requested with a target wipe down and school-wide touch point cleaning. We are now exploring how we can better respond to flooding events.
2. **Summer 2020.** COVID-19 closure and furloughs created some tremendous challenges in resetting the district for a new school year. A number of both major and minor construction projects ran later into the traditional start of school and compressed the amount of cleaning time available in a few of our buildings before staff and students returned. The entire

custodial team performed admirably setting the conditions for another successful school year.

Areas of Concern and Program Risk

1. **Community Use.** Visibility of extracurricular, community facility use continues to grow districtwide in both the evenings and on weekends. This usage has created additional demands on already strained and under resourced custodial staff. The district now has visibility of over 4,000 extracurricular events being scheduled monthly with only portion of custodial work being covered by the user. This has created a conflict between regular daily cleaning and providing custodial coverage for school sponsored extracurricular events. COVID-19 measures will amplify this as sports and extracurricular activities return.
2. **Staffing.** The District Management Council audit identified that when compared to like districts; Beaverton custodians cover 30% more square footage. With recent custodial reductions this still increased a need for 47 additional custodians.
3. **Custodial Overtime.** Needed to address school sponsor extracurricular functions and increased cleaning and disinfection burden.
4. **COVID-19 and the return of students to in-person education.** There has been a substantial effort to redesign how a custodian approach their cleaning route to perform the required additional disinfection needed to meet the CDC guidance and to keep our schools safe. Unfortunately, we are seeing also seeing some attrition of work force resulting from illness and quarantine measures that may impact our ability to minimally staff our buildings.

Short Term Goals

1. **Custodial Support of Early Childhood Education.** The incremental additions of small pre-school and day care programs have had a cumulative impact of the custodial cleaning plans in several of our facilities. The custodial supervisors are factoring in the change of use of certain spaces in a larger district service model and modifying cleaning routes.
2. **Level of Service Modeling.** Completion of the effort to create a budget informed standard of care.
3. **Priority of Vacancy Fill.** Creating a strategy and priority to deploy roving staff and substitutes equitably to respond to custodial absences and vacancies.
4. **Recruiting.** The custodial staff is an incredibly turbulent workforce and the department needs to identify an effective way to find and retain new custodians and custodial substitutes for the district.

Long Range Goals

1. **Additional Staffing.**

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

- a. Custodians. Additional custodial staff, both building and centrally based, are needed to respond to the implementation of the early childhood program, the expanding extracurricular uses, and the refinement of a budget informed standard of care.
- b. Field Supervisors. Additional field supervisory staff is needed to be more responsive to the school staff needs, better manage the custodial team, and assist the building custodial foreman in prioritization of work and customer communication.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

FACILITIES – MAINTENANCE CONTRACTED SERVICES

Summary

The Maintenance Contracted Services Department consists of a 10.5-person project coordination office that manages approximately 200 school-requested Facility Improvement Projects (FIP) and over 450 contracted maintenance service projects annually. This team also includes two Class III Asbestos workers. The department has steadily expanded from 250 projects and work orders in 2008/09 to almost 800 in 2018/19.

Contracted Services also is delivering a portion of the \$98 million Districtwide Facility Repairs work included in the 2014 Capital Improvement Bond. The Bond identified approximately 980 deferred maintenance actions throughout the district. Delivery of this work is divided between Facilities Development and Maintenance based upon the size and complexity of the project segment.

This group also manages the ever-expanding district's regulatory compliance programs which include managing lead paint, lead in drinking water, bioswales / Stormwater / Low Impact Development Approaches (LIDA) Swales / ConTech stormfilters, underground and above ground fuel storage tanks (UST/AST), asbestos / small-scale asbestos abatement, ADA requirements, mold, and IPM (Integrated Pest Management) along with contracting for annual inspections, services, and repairs of our synthetic turf fields, fire systems, Distributed Antenna Systems (DAS), bleachers, backstops, and the FIP (Facility Improvement Project) program.

Accomplishments

1. **Crossover Contracting.** A tremendous accomplishment was the ability to create a financial tool within our budget to start summer work in the previous fiscal year. The fiscal year for the district transitions in the middle of our heaviest contracted services system which often required writing two contracts for the same project. The ability to plan and execute projects independent of that transition allowed us to get contractors mobilized quicker, begin work as soon as students leave, and ultimately complete work before students return.
2. **Completion of the Facility Condition Assessment.** The effort provided a comprehensive list of facilities related assets and their age to better inform the process of planning the maintenance portion of the next bond. This effort builds on the process and systems developed in our previous Bond to better prioritize and fund deferred maintenance work.
3. **Publishing of a monthly FIP status report.** Communication with our stakeholders is critical and we are now able to publish a monthly list showing the wait status and priority for District FIPs on the Maintenance website.
4. **Storm Water Quality.** The department has continued to expand a bio-swale and cartridge storm-water treatment system management program to address the maintenance and testing of our storm-water treatment facilities. We have seen significant improvement in the reduction of flooding at several schools.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

5. Distributed Antenna Systems (DAS). As old units start to fail that were previously undocumented, the inventory has begun to grow exponentially, of the DAS units that need to be maintained throughout the District to aid in emergency responder communication system function.
6. Project Completion. For FY 2019-2020 we completed 578 work orders and 174 projects that required contracted services. 50 of those projects were FIPs. Total contracted/ purchased amount: \$2,248,848.16. Additionally, 31 deferred maintenance projects using contracted services were completed by using bond funding.
7. Internal Asbestos Work. The contract group maintenance worker team continues to add value with each work order they complete. When they respond to address an asbestos concern, instead of needing to a contractor and oversight consultant, the District saves a minimum of \$700 per work order. This team continues to pay for themselves many times over.
8. Beaverton High School Fire Recovery. In early January of 2020 we had a fire in rooms 254, 255, and 256. Since that time, we have had staff working with contractors to fully recover from the event.

Areas of Concern and Program Risk

1. FIP. The Facility Improvement Project (FIP) program demand continues to grow at the same pace with the project coordination staff additions. The projects being requested also continue to grow in complexity requiring more staff time for each project. We are currently managing 53 active projects with a current backlog of 29 projects.
2. Non-Labor Funding. Non-labor funding (materials, parts, supplies, contracts) has continued to remain 20% below the 2006 baseline in actual dollars; much lower considering the impact of inflation.
3. Capacity. The expanding district has outpaced the capacity of the internal maintenance trades staff and the department has utilized contracted services to meet the need. The amount of construction underway in the region has decreased the availability of contractors and significantly increased the cost to contract maintenance projects.
4. Market Conditions. Market conditions are still driving a decrease in the availability of design consultants and construction contractors to perform maintenance work for the district. The lack of competition is resulting in non-competitive pricing and in some cases, no interest in performing some types of work has been observed.
5. COVID-19. COVID-19 also has impacted contacted services project delivery due to physical distancing of staffing and contractor slow-downs as they too try to navigate COVID-19 requirements.

Short Term Goals

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

1. Non-Labor Funding. Identify additional non-labor funding to respond to the increasing cost and demand to complete regulatory compliance, annual inspection, repair and service contracted work.

Long Range Goals

1. Capital Project Development. Some FIPs are enormous with complex land use and environmental impacts. We are pursuing an improved way to prioritize and deliver these projects.
2. Staffing Alignment.
 - a. Elevating supervisor position from a Professional Level 2 to a Professional Level 4. This places the three subordinate supervisors on the same level.
 - b. Expanding capabilities to bring maintenance Bond staff resources into the department to execute deferred maintenance work.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



OPERATIONS ANNUAL STRATEGIC REPORT

Facilities – Facility Use

Summary

The Facility Use division of the Facilities Department is responsible for managing the rental and use of district facilities. Fields and building space are available for District and public use at 60 separate facilities.

Accomplishments

1. SchoolDude. The use of SchoolDude as the District's facility use management tool has been in place for four (4) fiscal years. Until the extraordinary event of the Covid-19 pandemic, each FY has seen an increase in activities and events in the schools. Prior to the closure of school facilities in March 2020, the average monthly activity exceeded 4,500 events. In FY 2019-20, revenue was drastically reduced due to the elimination of facility use by outside organizations in response to Covid-19 and the closure of district facilities. The amount of revenue collected was approximately \$350,000 through facility rental in FY 2019-20. Schools which hosted rental uses received approximately \$76,000 through revenue sharing.
2. Leases. Staff is continuing to use lease agreements for long term uses that include: churches, day cares, and the YMCA. Use of lease agreements are being considered for other long terms uses of District facilities.

Areas of Concern and Program Risk

1. Use of SchoolDude. Use of SchoolDude by the district's campuses for school activities and events needs to continue to improve. Challenges remain especially with athletic fields and facilities. Demand for fields and facilities is ever present and inconsistent application of District policy and use of SchoolDude remains a concern.
2. "School" Events. Regional, state, and other non-profit organizations look for free use of District facilities. Inadequate funding of these organizations leads to conflict with Facility Use since the staffing impacts associated with these types of uses are substantial.
3. Non-traditional District Events. The District is implementing grants or hosting other grant funded programs without adequate funding for building security and maintenance. An example is parenting classes offered by different programs. Custodial staff are frequently relied upon to provide unplanned security and maintenance in a building which may adversely affect building maintenance.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Short Term Goals

1. Use of SchoolDude. Continue to work with school administrators to improve the use of SchoolDude, especially with athletic fields and facilities.
2. Child Care. Continue to work with child care vendors to ensure opportunities for providing all day child care while the district is in the Comprehensive Distance Learning model. Be ready to transition to after school care when the district changes to the hybrid attendance model.

Long Range Goals

1. SchoolDude. Continue to implement SchoolDude and expand program to facilitate scheduling and data analysis.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



OPERATIONS ANNUAL STRATEGIC REPORT

Facilities – Long Range Planning

Summary

The Long Range Division of the Facilities Department is responsible for providing a number of services that support district programs and departments. The services include, but are not limited to, annual enrollment projections, evaluation of demographic data, tracking demographic trends, monitoring new residential development in the City of Beaverton and Washington County, and participating in district property development decision making. The division provides mapping services for the 2014 Bond Program, Safe Routes to School, and other departments, as requested. The Division manages attendance boundaries and maintains the Synergy address database, in coordination with IT. The division also supports the 2014 Capital Bond program by working with property owners for land acquisition, negotiating with permitting agencies on land use and other permitting issues, and working with staff and consultants on project proposals. The division is committed to active cooperation and collaboration with other programs and departments to support the mission of the District.

Accomplishments

1. Enrollment Data. Continued provision of timely data summaries and analysis of student enrollment and demographic information. Tracking and comparing enrollment trends by different school years to provide more information in a timely manner.
2. Enrollment Projections & Forecasts. Preparation of the annual budget enrollment projection, in coordination with the Business Office and Teaching & Learning.
3. Permitting. Continued pre-emptive and active participation in the permitting processes of City of Beaverton and Washington County. There has been a significant reduction in unsupported actions by the permitting agencies due to this participation. Land use permitting has also been streamlined.
4. Boundaries. Conducted a public involvement process for recommending new Middle School Boundary Adjustment (MSBA) to lower the enrollment at Stoller MS and establish an attendance boundary for the new Timberland neighborhood middle school that will open in August 2021. The MSBA project will be complete in December 2020 after a six month delay due to impacts associated with Covid-19 restrictions.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

5. Intergovernmental Coordination. Continued coordination and negotiations with partner agencies to build trust and support of community goals and expectations. Examples include, but are not limited to: On-going tracking on the THPRD Master IGA and property maintenance; New cooperative agreements with Washington County and THPRD that benefit District residents; City of Beaverton - permitting, demographics, housing, property maintenance, and utilities; Washington County - permitting, transportation, and crossing guard locations. Division staff serves as the school district representative to the Metropolitan Technical Advisory Committee, a standing regional land use committee convened by Metro.

Areas of Concern and Program Risk

1. Budget. Staffing and software support must continue to be adequately funded to provide a level of service that is responsive to demands from District programs and departments.
2. Boundaries - Elementary School. Housing prices, new development, and socio-economic factors are creating a variety of impacts at different elementary schools. Staff continue to monitor and address impacts as appropriate.
3. Declining Enrollment Projections. Beaverton School District is a largely built out community and new residential development will continue to slow. Existing residential neighborhoods are not refilling with younger families consistent with historical trends. Declining enrollment will impact the District's budget and potentially necessitate a dialog on school consolidation.

Short Term Goals

1. Enrollment Data. Staff must continue to monitor enrollment data of the District's schools to ensure balanced enrollment and adequate school capacity for students. The data must also be accurate for budgeting purposes.
2. Demographics. Staff must continue to monitor new development and demographic trends to be prepared to address potential impacts to student enrollment.
3. Facility Plan Update. Staff must oversee the preparation of an update to the District's Facilities Plan (last updated in 2010). The Plan is a critical element to the development of any new capital bond program.

Long Range Goals

1. Boundaries - Elementary School. If the District were to be divided into quadrants, each quadrant would have differing enrollment and school capacity issues to address. The opening of the William Walker school building provides an opportunity for additional enrollment due to the capacity of the structure. Schools in the rapidly developing areas

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

in the northern and southern areas of the District continue to see enrollment growth. Schools in the eastern area of the District continue to see a decrease in enrollment.

2. Monitor New Residential Development. New residential in-fill and redevelopment projects are occurring in the City of Beaverton and Washington County. The area within the South Cooper Mountain area of the City has received land use entitlements and building permits are being issued. A priority of the City is to facilitate affordable housing projects which may increase student enrollment in the areas in which the developments are located. Staff is tracking several affordable housing projects and other larger market rate redevelopment projects in the City.

3. City of Beaverton UGB Expansion Area. The City of Beaverton is proceeding with the development of a new community plan for the Cooper Mountain area. Staff are participating in the City's planning effort along with other service providers. The planning process may take up to two years.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



OPERATIONS ANNUAL STRATEGIC REPORT**Nutrition Services****Summary**

Beaverton School District's Nutrition Services Department supports students by providing nutritious meals that appeal to students. We strive to provide meal access to all students while focusing on supporting our most vulnerable children. We are quickly adapting all areas of operations to meet the ongoing challenges brought on by the response to the Covid-19 pandemic while maintaining program integrity.

Accomplishments School Year 2019-2020

1. Meals Served to Students:

September 3 – March 13:

Breakfast Meals: 491,881

Lunch Meals: 1,747,271

Supper Meals: 97,820

March 16 – June 12:

Emergency Closure Meals: 318,543

June 14 – September 11:

Summer Meals: 228,095

2. Emergency Closure Meal Service. With the unexpected emergency building closure in March Nutrition Services was able to begin serving meals curbside at 18 school locations with only one day of planning. With each extension of the closure we increased our methods of service to provide meal access to more children. We received approval to add service locations, we implemented bus routes, and we began home deliveries for our severe need families. When furlough days were added in May we adjusted service to serve two days of meals on Thursdays.

All the work last Spring laid the foundation to enable Nutrition Services to start school year 20/21 utilizing all of the methods previously developed and put in place. We are currently serving approximately 10,000 meals a day and reaching 5,000 children. This is

an increase of over 2,400 meals a day from our highest service last Spring and we expect meal service to continue to grow as we adjust and add bus service locations, bring on more home delivery families, provide meals for day care programs and communicate our services out to the community.

3. Summer meals extension. The number of meal service locations were reduced this past summer due to a decrease in available staffing. However, even with the reduction in service locations we served over 130,000 more meals during the summer compared to the previous summer. Meal service was extended twice, once when additional required meal service waivers were provided by USDA and again as the start of school was delayed.
4. Farm to School. We received Farm to School grant funds in the amount of \$276,896.47 for the current biennium. We utilized those funds to support many local farmers and producers. Last school year we served a variety of Oregon grown apples and pears, and Oregon grown blackberries, strawberries, beets and watermelons. We also served Tamales from Salsas Locas, Red Plate Granola and Bowery Bagels. Due to the budget impacts of Covid-19 our total award has been decreased by \$18,791.77, but with our remaining funds we will continue to offer Farm to School items this coming school year. We are also planning to apply for additional funds through the competitive award process when we are eligible.

We added a “Farm to School” day every third Thursday of the month for this coming school year. Even though we are currently in CDL and serving curbside or on buses we are committed to providing a Farm to School focused item each month. In September we served Carmen Ranch Cheeseburgers, using Carmen Ranch sustainable grass-fed beef patties. In October we will be serving Umi Noodles with Thrive Sesame Satay Sauce and in November we will be serving Makah Ozette potatoes from Quackenbush farms. We are also purchasing Oregon produced low sugar Strawberry jam to use for making our own Peanut Butter and Jelly sandwiches.

5. Menu Updates. Along with the addition of Farm to School items, we continue to develop new menu ideas and find new products to use. We have adjusted our menu to meet the new service models and have developed several heat at home entrée options. We are focusing on using our commodity food items to decrease our food costs while continuing to offer a variety of meal options. Some of the new heat at home menu items that will be served curbside include: Pasta Alfredo with Broccoli, Nacho Bean & Cheese Rice Bowls, Chicken Teriyaki Rice Bowls and Umi Noodles with Sesame Satay Chicken. We have received positive feedback from families regarding our menu offerings and the quality of meals we are serving.
6. Meal Eligibility Expansions. The State funding for the expansion of the Community Eligibility Program (CEP) and Expanded Income Guidelines (EIG) was approved this August in the State’s budget. We applied to ODE for 14 schools to be approved for CEP. We submitted additional documentation to the State the beginning of October and expect approval for all sites. This program will allow those 14 schools to offer free

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual’s actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

breakfast and lunch to all enrolled students for the next 4 years. While all students can currently eat for free under the waivers we are utilizing for curbside service, having the CEP program in place for these schools will allow us to continue offering free meals for these students into future school years.

The EIG expansion means families with incomes of 185 – 300% of poverty will also be eligible for free meals. We have implemented the expansion this school year and have informed eligible families that under EIG they will receive free meals if BSD returns to school under the regular School Breakfast Program and National School Lunch Program.

7. **Social Media and Marketing.** Nutrition Services has leveraged its social media accounts on Instagram, Facebook and Twitter to showcase new foods, inform families about meal services and highlight the great ongoing work of our staff.

Areas of Concern and Program Risk

1. **Self-sustaining status.** Nutrition Services ended the last fiscal year with a positive fund balance primarily due to having previously maintained the allowed limit of three months of operating funds. During the emergency closure in the Spring we experienced a loss of approximately \$650,000 each month. We anticipate exhausting our fund balance by the end of October.
2. **Cost increases.**
 - Labor costs increased last year with the COLA and Step increase in the OSEA contract.
 - Food costs. Increase in purchases of commercial ready to eat items last Spring when quickly transitioning to curbside meals. Increased product costs due to increase demand and limited supplies. Disruption of supply chains also led to purchase of substitute items that were often more expensive.
 - Packaging and Supply Costs. Use of packing materials for curbside meals have increased substantially and increased demand has increased prices on many items.
 - Equipment costs. Additional hot and cold holding equipment has been purchased to provide meals on buses and curbside.
3. **Participation decreases.** Prior to the emergency closure our meal service levels were very similar to the previous school year. During the closure in the Spring we served approximately 24% of our regular lunch counts. We are currently serving approximately 32% of our total usual lunches, or 57% of our usual number of free and reduced student lunch participation.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Short Term Goals

1. Expand services. As capacity allows we will continue to look for additional ways to reach children and add meal services.
 - We will be adding supper meals beginning the week of October 5th at 28 school locations. We will be sending supper meals out on all eligible bus routes.
 - We are adjusting our menus to continue to serve on all previously planned non-school days and holidays.
 - We are exploring our options for meal service over the winter break. We will be surveying staff to see how many staff may be available to work, and how we may be able to provide meals during that time.
 - Fresh Fruit and Vegetable program will start again at William Walker and Vose the week of October 12th. We have applied for an FFVP grant for Barnes Elementary and will hear shortly about that award.
2. Hybrid meal service planning. Planning to serve students while in the hybrid model will be the next big task for Nutrition Services. Juggling service for students attending schools while continuing to offer curbside service for students learning at home will be challenging. We are exploring all options to provide meals to students who may lack transportation to pick up meals while learning from home. We are exploring pre-order options and having to assess how the hybrid model will impact staffing needs.
3. Minimizing costs in all areas of operations.
 - Labor costs. Currently have a furlough of 40% for site staff. Not hiring open positions and will assess hiring as we move to hybrid. Not using any substitutes and covering absences with permanent staff.
 - Food costs. Prioritizing use of commodity foods. We have adjusted our commodity allocations to focus on Department of Defense Fresh Fruits and Vegetables. We are utilizing commodity products for almost all our meal components. We will be focusing on utilizing more direct delivery commodity items to save on processing costs. We have brought in sample cases of commodity items that we will assess for use next school year which will better use our commodity dollars. We are taking advantage of any bonus commodity items and commodity surplus. We canceled unnecessary deliveries due to decreased participation and will be using those savings on additional fruit and vegetable purchases. We are moving on hand inventory from schools that are not serving to service locations to use all available product.
 - Supply and Equipment costs. Applied for and received several grants to help with the purchase of necessary packaging supplies and delivery equipment. We

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

are working with our vendors to find the lowest cost options available for packaging materials.

Long Term Goals

1. Rebuild a 3-month operating fund balance. While minimizing costs and seeking out all ways to expand services, we will manage losses during CDL. We will utilize our commodity foods to provide the maximum benefit for the program. We will staff all locations to meet service requirements and make adjustments as needed.
2. Increase participation. Marketing CEP and EIG eligibilities to families so they are aware of the availability of both programs. Surveying families on any barriers to participation in school meals. Increased involvement of students in menu development and product testing.
3. Continued commitment to make food purchases from local growers and producers. Aim for 40% or greater of all foods purchased. Utilize relationships developed through the Farm to School grant to continue purchasing local items and expand purchases of local made products as we are financially able.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



OPERATIONS ANNUAL STRATEGIC REPORT

BEAVERTON PUBLIC SAFETY DEPARTMENT

Despite many challenges that face our district, I am encouraged to see progress in our service to the students, staff and community. As I have stated before, Public Safety is a reactive entity but works towards a more proactive mentality and approach to improve the overall safety and security provided through customer service, systems and partnerships across the district and Washington County. I appreciate the support and mindfulness the school board and our school district leadership team have provided the Public Safety Department this past year

In efforts of providing information in a more clear and concise manner, the format of this year’s report will be more outlined than written. I hope you will find this information helpful and informative as you continue to make decisions that affect the safety and security of the 40,000 students and over 4,000 staff, we serve daily. Your mindfulness of the safety and security of every student and staff member in the district is a crucial element to the successes of the Public Safety Department.

PUBLIC SAFETY DEPARTMENT:

STAFFING:

- The Public Safety Department serves the entire district with minimal staffing and covers:
 - Daily Operations and district needs
 - System Programming/Bond Projects
 - Dispatching/Communications
 - Administrative duties
 - Law Enforcement Systems and Information
 - Emergency or Crisis Situations
- The BSD Public Safety Department is recognized by the State of Oregon as a certified law enforcement agency.
- The District Office Public Safety Team consists of 5 staff, with an open/vacant position.
 - The vacant position has been left open temporarily pending further budget discussions and staffing decisions. This vacant position is designated as the administrative assistant position in public safety.
- The Public Safety District Staff positions listed below:

PUBLIC SAFETY DISTRICT OFFICE:

Rick Puente	Director
Paul Jewell	Emergency Management Coordinator
Sharon Skrydlak	Public Safety Assistant I
Pam Ashton	Public Safety Assistant I
VACANT POSITION	Public Safety Assistant II
Jay Dwyer	Public Safety Systems Coordinator

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual’s actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

CAMPUS SUPERVISORS

- The district currently has 25 Campus Supervisors throughout the district.
 - Aloha High School – 3
 - Beaverton High School – 3
 - Mountainside High School – 3
 - Southridge High School – 2
 - Sunset High School – 3
 - Westview High School – 4
 - Merlo Station High School – 1
 - Capital Center/BASE High School – 1
 - Conestoga, Stoller and Whitford do not have Campus Supervisors
 - The issue of equity/equality has been presented to Public Safety to provide the 3 remaining Middle Schools with Campus Supervisors.
- All Campus supervisors work within our high schools and middle schools.
- Campus Supervisors receive certified training through the State of Oregon, Department of Public Safety Standards and Training (DPSST). They are certified for a period of 2 years.
- Other required certifications and training; First Aid/CPR/AED, Safety Care Training.
- Campus Supervisors have been provided other professional development opportunities in the past focused on their specific job duties.
- Current challenges are consistent best practices of safety and security throughout the district and the deployment of campus supervisors.
- Campus Supervisors are key elements that bridge a strong relationship between the schools, School Resource Officers and our students.
- Public Safety Director defines our Campus Supervisors as “Immediate Responders” as they are already on site and are crucial in the support they provide First Responders. This will require continued professional development in this field.
- The current assignments, positions and expectations of Campus Supervisors is not consistent across the districts. Work has begun to reassess and restructure the campus supervisor positions to address the inconsistencies. Currently with the COVID 19 impact, this work has halted as there are many unknowns that can and will impact Campus Supervisors overall.
- The role of our Campus Supervisors may need to change or adjusted pending the outcome and decision regarding the use of the School Resource Officers in the Beaverton School District, the budget and COVID 19 impacts.
- From January 2020 to June 2020, an additional Campus Supervisor was added to Five Oaks Middle School to provide additional support to the school administration as they saw a spike in student behavioral issues. This position was removed at the end of June 2020.
- Presence and Professionalism; the presence and visibility of our campus supervisors has been questioned before when an emergency or crisis occurs within the district. While “Presence Changes Behaviors”, we also recognize that the visibility of presence is essential. We continue to work towards a more professional appearance for all Public Safety employees. This can and may lead up to a more visible and identifiable professional standards. This is dependent on current district budgets and resources.

CROSSING GUARDS:

- Currently in the Beaverton School District we have 180+ crossing guards.
 - The Crossing Guards currently fall under the Public Safety budget
- Public Safety and Safe Routes to School have worked together to ensure that the crossing guard positions and resources in the district are being used to their fullest potential under district budget restraints.

- Safe Routes to School and Public Safety are working on rolling out an updated training video for Crossing Guards to reflect current best practice.
- Public Safety and Safe Routes to School worked together on an assessment and evaluation of all crossing guard positions and assignments throughout the district. Under district directives Public Safety was asked to cut approximately \$180,000 from the budget.
- Upon completion of the Assessment and Evaluation, 8 crossing guard positions were removed, and many positions saw a reduction in hours but were NOT removed or cut. None of the reductions compromised the safety of our students when walking to school.
- With the 2020-2021 school year starting with Comprehensive Distance Learning, many of the crossing guard positions were shifted to provide support to the school administration in connecting with their students under current CDL. This plan was worked on and agreed to between Public Safety and Human Resources.
- Leah Biado, Safe Routes to School Coordinator has been an amazing partner with Public Safety and constantly goes above and beyond to meet the overall needs of the district, while focusing on the needs of our students. A Public Safety **SHOUT OUT to LEAH BIADO!!**

COMMUNITY PARTNERSHIPS:

The work in Public Safety is one that requires a collaborative approach; one that requires strong community relationships. All members of Public Safety continue to work towards solidifying the already strong relationships we have with our community partners.

Allow me to introduce you to some of our community partners:

- | | | | |
|---|---|---------------------|---------|
| Beaverton Police Department | Washington County Sheriffs | | |
| Hillsboro Police Department | Oregon State Police | | |
| Tualatin Valley Fire Department | Oregon Association of Chiefs of Police | | |
| Oregon State Sheriffs Association | Hillsboro Fire Department | | |
| Washington County DHS Child Welfare | Washington County Juvenile Department | First Response | |
| Security Partners | REECE Security Partners | Cook Security Group | |
| Beaverton Foursquare Church | Washington County LUT | | City of |
| Beaverton LUT | Tualatin Hills Parks & Recreation | Washington | County |
| Communication Agency | | | |
| Washington County Mental Health | Lifeworks Counseling | | |
| Safe Oregon School Safety Hotline | Oregon School Resource Officers Association | | |
| National Association School Resource Officers | International Association of Chiefs of Police | | |
| Washington County District Attorney’s Office | Cares Child Abuse Assessment Center | | |
| Washington County Multidisciplinary Team | Sharpe Security & Training | | |
| Dept. of Public Safety Standards Training | | | |

Every single one of these partners listed are an important part of what supports and adds to the success of the Beaverton School District Public Safety Department. All the listed partners in some way, shape or form, contribute to the overall safety of students, staff and community members in the Beaverton School District. Please ask if you have any questions as to how each entity supports the Beaverton School District.

LAW ENFORCEMENT PARTNERS/SCHOOL RESOURCE OFFICERS:



Although there are many partners who work with Public Safety to ensure the safety of all, it is our local law enforcement partners from the Beaverton Police Department, Washington County Sheriffs Office and the Hillsboro Police Department that are a daily support and resource to our students, staff and administration.

At this time the Beaverton School District partners with the above mentioned agencies who provide a total of 11 School Resource Officers combined to serve our students and staff. This is down from 13 School Resource Officers last year. This number does not include their assigned/designated supervisor.

The role of the School Resource Officer is defined in their job title. **SCHOOL:** law enforcement officers are assigned to be a presence in schools to support school administration to enhance the safety and security for all. A benefit of a law enforcement officer on site, is the immediate response when an emergency arises. Law Enforcement officers are trained and skilled to address emergency situations of all kinds, from violence to fire and medical.

RESOURCE: The law enforcement officer is also a resource to students, staff and the community. As a First Responder, they are engaged in other community services and partnerships and can be a wealth of knowledge and /or resource to help address specific student or staff needs.

As a **RESOURCE**, many School Resource Officers are a “go to” for advice or counsel for both students and staff. Some examples of being a resource for students is questions about the laws, traffic, careers and even personal safety. Staff use their school resource officers as a resource when asking for clarification on matters such as Child Abuse, Threats of Violence, Teen dating issues, drugs, alcohol and many others. Some law enforcement officers have been tasked as a resource to provide presentations on several topics from Civil Law, Drug and Alcohol Abuse and Domestic Violence.

And lastly, **OFFICER**, the School Resource Officer is still a law enforcement officer, which means he/she still has an obligation to enforce the laws when the safety and security of persons or properties are at risk. In many situations, the officer has discretion on how he may want to handle a case but will do so in collaboration with the school administrator. School Resource Officers receive special training on how to work with school administration and find a balance in response when behavioral issues rise to a level where a crime has been committed. This is not so for the police officer that comes off the street to assist in emergency situations.

The overall position and role of a School Resource Officer is an asset to the overall safety and security of the school district. We are encouraged that this program continues to serve the many students of our district.

Please see below the School Resource Officers that currently serve the Beaverton School District.

BEAVERTON POLICE DEPARTMENT:

Sergeant Kevin McDonald	SRO Supervisor
Officer Mike Bewersdorff	Southridge High School & Feeders
Officer Matt Cline	Five Oaks and Feeders
Officer Ryan Potter	Mountainside High School & Feeders
Officer Nic Coplin	Beaverton High School & Feeders
Officer Justin Haugen	Options Schools and Private Schools
Officer Dan Maurer	Sunset High School & Feeders

- Recently 2 Beaverton School Resource Officers resigned their positions as School Resource Officers and have been reassigned to other units with the Beaverton Police Department.
- The Beaverton Police Department replaced the SRO vacancies. The new SRO's are Officer Nic Coplin who began just prior to COVID 19 and new this school year is Officer Dan Maurer replacing Officer Greg Schapp. Welcome Aboard!

WASHINGTON COUNTY SHERIFFS:

Sergeant Chad Martin	SRO Supervisor
Deputy Dylan Leach	Aloha High School & Feeders
Deputy Jake McNeilly	Middle Schools & Elementary Schools
Deputy Corri Yoshimura	Westview High School & Feeders
Deputy Nathan Curry	Hillsboro School District/BSD Back Up

- The Washington County Sheriff's Office also had 2 School Resource Officers resign their School Resource Officer position. Deputy Scott Haley was a School Resource Officer at Westview High School for the past 6 years, he is now assigned to patrol. Replacing Deputy Haley is Deputy Corri Yoshimura who started at the beginning of September. She will be the School Resource Officer at Westview High School.
- Deputy Jake McNeilly has also resigned his School Resource Officer position and will be leaving the district by the first of the January 2021. Replacing Deputy McNeilly will be Deputy Mike Griffin. Deputy Griffin has been a School Resource Officer for the Beaverton School District in the past.
- We are sorry to see both Deputy Haley and Deputy McNeilly leave the program, but we wish them the very best in their new assignments.

HILLSBORO POLICE DEPARTMENT

Sergeant Leland Gilbert	SRO Supervisor
Officer Adela Rios	Capital Center / BASE High School

- The School Resource Officer position at the Capital Center came to fruition in January 2020. This was a long process that ended with an agreement between the City of Hillsboro (Hillsboro Police Department) and the Beaverton School District. The cost of this position is prorated at \$115,000 (approximate) a year for a School Resource Officer on site from September through June.
- Officer Adela Rios was chosen and assigned to the Capital Center. Officer Rios's years of experience as a School Resource Officer, her skills, training and her great personality and ability to connect with students makes her a perfect fit for this position. Officer Rios has already assisted the school administration at the Capital Center by providing Zoom classes for students to connect with her where she is serving as a valuable resource to them during Comprehensive Distance Learning.
- Sgt. Brian Wilbur was the initial supervisor for this School Resource Officer position but was recently promoted to Lieutenant. Sergeant Leland Gilbert has recently been assigned to take over the supervisory role of Hillsboro School Resource Officers.

The staff in Public Safety have been truly honored to work with a great team of school resource officers. They continue to work in collaboration with Public Safety to ensure the best practices are in place as we address the safety and security issues that impact of all in the Beaverton School District.

OPERATIONAL CHALLENGES/OPPORTUNITIES:

The Public Safety field continues to change and evolve quickly which requires quality training and professional development on best practices in Public Safety. Providing the adequate financial and staffing support to Public Safety will allow us to make the necessary systematic changes in order to provide excellent customer service to our students, staff

and community. Some of the current operational challenges and opportunities we have encountered this last school year are as follows:

- **PUBLIC SAFETY STAFFING RATIO**

- When looking at the overall picture of Public Safety in the Beaverton School District, the support has fallen short in comparison to where the overall needs of the district have evolved in the areas of safety, security and emergency management.
- As the Director of Public Safety I have conducted an overview of operations and administration within our Department and have found the need to look towards a department restructure in order to ensure we are using our resources to their fullest potential while still meeting the needs of the district.
 - The Portland Public School and Salem-Keizer School Public Safety Department structures were used in the overall model comparison and evaluation of service. The 2 districts were chosen based on district size and the size of the communities they serve are comparable to the Beaverton School District.

- **VIDEO SURVEILLANCE BOND PROJECT:**

- The current bond work regarding district security cameras has made some great progress but has also produced some unexpected challenges that have impacted cost, project time and staffing support.
- The Security Camera Bond Project is a district project which requires a trained and experienced district systems coordinator to work in collaboration with our Project Managers and our Project Contractors. Having **one** Public Safety Staff member that is certified and trained to do this specific work for the district has created some challenges as the project itself continues to move forward. Our Public Safety Systems Coordinator is the only trained district employee to professionally address, monitor, repair and reprogram the daily system issues that come up within the district. When this occurs, it takes away from the progress needed in the bond projects.
 - **OUTDATED SYSTEM AND UPDATES** – With the Security Camera Projects we have also realized that adding the updated versions of cameras, software and wiring to old and existing camera systems has created some complications with compatibility. Some of these issues have added costs to the project and slightly impacted the time frames towards completion.
 - The encouraging element to these challenges is that significant progress is still being made to achieve a more updated and consistent system district wide. It has been the goal of Public Safety to work in collaboration with our Bond Team to establish a camera security system that is reliable, consistent and supports the Bond focus of district perimeter hardening.
 - As many of our Public Safety Systems are evolving in technology and systems based, it will require more than 1 staff member that is trained, skilled and experienced to assist in meeting the district needs over time in the maintenance and repair of these systems. Public Safety will recommend a long-range plan that will include enhancing our staffing capabilities to address the increasing technology and systems-based needs of the district revolving around safety and security.

- **STORAGE AND EMERGENCY OPERATIONS**

- With the recent Fire Evacuations Public Safety was able to evaluate some of the areas that require improvement in order to better respond and serve the district or community needs during an emergency or crisis. Although many stakeholders and community partners are a resource, in this specific incident, their resources were stretched creating limited staffing to address the immediate needs. **Shout out to the Custodial and Maintenance Staff for their outstanding support.**
- Public Safety and Emergency Management have slowly procured lighting, signage emergency and communication equipment for an emergency or crisis, some of which was deployed for the Fire

Evacuation site. Although Public Safety does have limited funds to purchase a little more equipment, we still lack designated storage for this specific equipment as well as sufficient budget to purchase other needed emergency management items.

- Along with equipment, in an emergency, we lack trained staff and /or district personnel to assist with emergency response elements such as establishing Emergency Operations Center, Incident Command and Resource Management. Public Safety and Emergency Management will be looking at opportunities to work with our stakeholders within the district to establish an emergency response team to deploy when community emergencies occur.
- Emergency Response Team: Public Safety would like to work with Emergency Management and stakeholders from each department to develop an immediate response team of 15-20 district staff that would be FEMA trained and certified. This team would respond to community emergencies where BSD has a vested interest.

- **PROFESSIONAL DEVELOPMENT**

- Public Safety continues to plan for professional development for all Public Safety employees; District Staff, Campus Supervisors, Crossing Guards.
 - District Staff: LEDS Certification, First Aid/CPR/AED, Access System Certifications,
 - Campus Supervisors: DPSST Certification, First Aid/CPR/AED Certification, Safety Care (restraint and Hold) training.
 - Crossing Guard: Updated Crossing Guard Training , ODE training
 - Based on the current directives from Superintendent Grotting; we will work on obtaining Anti-Bias and Anti-Racist Training for all Public Safety employees.
 - Mental Health and Self Care Training will also be included as a department training.
- Just this last year in collaboration with Human Resources, we added a professional development and training requirement for all campus supervisors; First Aid/CPR/AED certifications. For the past 11 years campus supervisors were not required to obtain this certification. As immediate responders in the district, this was a must.
- As a law enforcement agency, there are certain state requirements that must be met in order to follow the State Standards. We continue to meet these standards with some challenges related to COVID 19. These trainings are required for the Director to maintain the police certifications as required by the State of Oregon.
 - Ethics Training
 - Firearms Training
 - First Aid/CPR/AED Training
 - Leadership/Supervisory Training
 - Mental Health Training
- Public Safety will be focusing on professional development for campus supervisors in the following areas this coming school year:
 - Racial Bias and Anti-Racist Training
 - Situational Awareness Training
 - FEMA Emergency Management Certification
 - Leadership Training
 - Community Policing
 - Recognizing Abuse and Sex and Human Trafficking
 - Emotional & Mental Health First Aid
 - Tactical Communications & De-Escalation

- **STANDARD RESPONSE PROTOCOLS:**

- For the past several years the Beaverton School District partnered with the I Love You Guys Foundation and adopted the STANDARD RESPONSE PROTOCOLS in the event of an Active Shooter or School Emergency. This is known as the LOCKOUT/LOCKDOWN procedures. This program is a national program used in thousands of school districts across the country.
- In Early 2020, Paul Jewell submitted a proposal to the I Love You Guys Foundation to consider an amendment or revision to the terminology LOCKOUT/LOCKDOWN. The confusion was recognized at all levels, students, staff, law enforcement and emergency communications. Schools were going into a LOCKDOWN creating fear and anxiety when, the incident called for a LOCKOUT.
- In July 2020 the I Love You Guys Foundation adopted the newest amendment to the Standard Response Protocol. This was to go into effect beginning the 2020-2021 school year. Due to the current national COVID 19 crisis, it has allowed some extended time for school districts to plan and prepare a roll out and training for the new protocols.
- Beaverton School District is currently working in collaboration with the surrounding school districts to ensure there is an agreement to consistent practices and a rollout plan between all school districts. This includes, Portland Public Schools, Beaverton School District, Hillsboro School District, Tualatin-Tigard School District, and the Sherwood School District.
- This change has both a financial impact to the district as well as an impact to the need for district wide training. Under the current COVID 19 the districts will look at this transition more in depth come January 2021. At this current time, we will continue under the current practice of the Standard Response Protocol; Lockout/Lockdown.

**IN AN EMERGENCY
TAKE ACTION**

	HOLD! In your room or area. Clear the halls. STUDENTS Clear the hallways and remain in room or area until the "All Clear" is announced Do business as usual	ADULTS Close and lock the door Account for students and adults Do business as usual
	SECURE! Get inside. Lock outside doors. STUDENTS Return to inside of building Do business as usual	ADULTS Bring everyone indoors Lock outside doors Increase situational awareness Account for students and adults Do business as usual
	LOCKDOWN! Locks, lights, out of sight. STUDENTS Move away from sight Maintain silence Do not open the door	ADULTS Recover students from hallway if possible Lock the classroom door Turn out the lights Move away from sight Maintain silence Do not open the door Prepare to evade or defend
	EVACUATE! (A location may be specified) STUDENTS Leave stuff behind if required to If possible, bring your phone Follow instructions	ADULTS Lead students to Evacuation location Account for students and adults Notify if missing, extra or injured students or adults
	SHELTER! Hazard and safety strategy. STUDENTS Use appropriate safety strategy for the hazard	ADULTS Lead safety strategy Account for students and adults Notify if missing, extra or injured students or adults

Hazard Safety Strategy
Tornado Evacuate to shelter area
Hazmat Seal the room
Earthquake Drop, cover and hold
Tsunami Get to high ground

© Copyright 2009-2020. All Rights Reserved. The "I Love U Guys" Foundation. Color: CO. The Standard Response Protocol and Logo are Trademarks of The "I Love U Guys" Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution per "SRR" Terms of Use: "SRR" 2020-2021. Please 2011 V 4.0 | Revised 07/14/2020 | <https://i loveyuguy.org>

K12 2021 STANDARD RESPONSE PROTOCOL

PUBLIC SAFETY PROJECTS/INCIDENTS:

- **STUDENT WITH A GUN, 1ST DAY OF SCHOOL (2019-2020)**

- The very first day of school, the Beaverton Police were monitoring social media chat when they observed a post of a Mountainside High School student in possession of what appeared to be a firearm and made a written threat towards Mountainside High School.

- Beaverton Police Department immediately jumped into action in efforts of locating the student before he could reach the school. By the time law enforcement arrived at the school, the alleged student had already arrived, walked through the school and was walking away from the school when a school administrator located him outside.
- The Beaverton Police detained the student. After an investigation and interview of the student, he was charged with Disorderly Conduct. The firearm was never located, and the student did not cooperate with law enforcement.

- **BEAVERTON HIGH SCHOOL FIRE**

- January 18th, 2020, Beaverton High School caught fire after an alleged electrical malfunction in a classroom refrigerator on the second floor in the west wing of the school.



- Tualatin Valley Fire responded within 3 minutes of the call and were able to limit the fire damage to the west wing area. The impact to the remaining parts of the building was the smoke damage.
- District staff promptly responded to the school and worked in collaboration with the fire crews and fire investigators. District staff made the determination that school would be cancelled the following week.
- Shout out to School Principal Anne Irwin for her thorough and prompt response to her building, her staff and the Beaverton High

School Community.

- Public Safety provided support to the Fire Investigators throughout the week and were a key player at the table as the restoration planning continued.

- **ALOHA HIGH SCHOOL REWIRING/CONSTRUCTION**

- Aloha High school was undergoing a significant construction project. During construction a mishap occurred causing damage to the old monitoring system at Aloha High School. For the next several weeks the problem could not be found by any contractor. The school was unable to be secured which created a risk to the safety and security of the building and property. After much investigation into the matter, it was determined that the entire school alarm system, fire and intrusion, would have to be rewired. This was a project that defined the issues across the district where new systems are being added to older systems creating software and communication issues.
- This project was significant to Public Safety because it required investigation, assessment, collaboration and response from the Public Safety staff with the contractors of the project. The system had to be reprogrammed and reset by staff in Public Safety once the installation had been completed. This issue took over a month and half to resolve.

- **COVID 19**

- March 2020 the Beaverton School District closed its' schools under the directives of the Oregon Governor and the recommendations of the Oregon Department of Education.
- Because schools were closed, Public Safety reset and reprogrammed card access for all schools. This was done to ensure the safety and security of our buildings and limit exposure.



- Because school were vacant, we started to see an increase in criminal activity at several schools throughout the district. From fires, graffiti, property damage, trespassing, and much more. A boat was even abandoned at the Aloha High School parking lot.

- Public Safety deployed the campus supervisors to provide extra patrols and presence at our schools throughout the day to address persons trespassing on school district property. Under the COVID 19 directives at that time, the district closed all school district properties.
- **Shout out to the Transportation Department and Facilities/Bond Team** for providing district vehicles for the campus supervisors to patrol our district.

- Public Safety worked with the COVID 19 district response team to assist with the district roll out plan for distance learning in April. Public Safety created a new COVID 19 program to assist with building access control. Public Safety also partnered with Teaching and Learning to assist with their Distance Learning plan and the impacted staff.

- All Public Safety staff have been working remotely with limited time in the office.

- **FIRE INTRUSION SYSTEM SEPARATION**

- The district is currently undergoing a system upgrade for the entire district. This was supported by the Risk Department in collaboration with Facilities, Bond, Maintenance and Public Safety.
- Due to system upgrades and technology, it was determined that it would serve the districts' interested if all fire systems and intrusion systems were separated with upgraded software and hardware.
- This in turn would provide a clearer message when these systems were activated, and it would allow for a more defined approach in resolving any issues or safety concerns the systems would have.
- This is another example of adding new systems to older systems and creating other issues with the systems. Many of these systems are being upgraded in order to have a consistent and stable monitoring system throughout the district.
- This project is scheduled to be completed by the end of the year (December 2020).

- **BALD PEAK FIRE EVACUATION SITE**

- On September 8th, 2020 the Washington County Sheriff's Office requested assistance from the Beaverton School District.
- Due to the evacuation of over 100 people from Chehalem Mountain and the Bald Peak Fire, Washington County Sheriffs was looking to establish an evacuation site. A decision was made to make Mountainside High School that site.
- Public Safety staff immediately responded to Mountainside High School on this Tuesday night and established an evacuation site. Many efforts were made to contact Red Cross for assistance. Once contacted, Red Cross advised all their resources were stretched due to all the fires in the state. The evacuation site became the full responsibility of the school district.

- On Wednesday, September 9th, 2020 School principal Todd Corsetti sent a brief message via Facebook to see if anyone could donate some food and water for the evacuees. Within a window span of 3 hours, we had over 20 tables overflowing with food, water and several snacks.
- The overwhelming donations allowed us throughout the week to provide a pallet of water and a pallet of food to the evacuees that had gather at a park in Gaston.
- We also were able to provide 5 pallets of food and a pallet of water to the Food Taxi Program who was able to transport it to the evacuees in Clackamas County.
- Finally, as we started to close on Sunday, September 13th, 2020, we decided to forward the remaining 4 pallets of food and 1 pallet of water to the Northwest Christian Center in Newberg that also became an evacuation site and shelter for evacuees.
- The overwhelming support of donations by our Beaverton Community stretched out to provide for folks in Yamhill and Clackamas Counties as well.
- Some of the remaining donations of diapers, baby clothes, personal hygiene and such were donated to the Beaverton School District Community Involvement Clothes Closet. These items will serve the designated Beaverton Homeless student population.
- Public Safety would love to give another SHOUT OUT!! To the maintenance and custodial crews for their awesome response and support for the entire week. A SHOUT OUT to Paul Jewell who assisted me in covering the evacuation site 16-18 hours a day. The Shout Outs are many!!



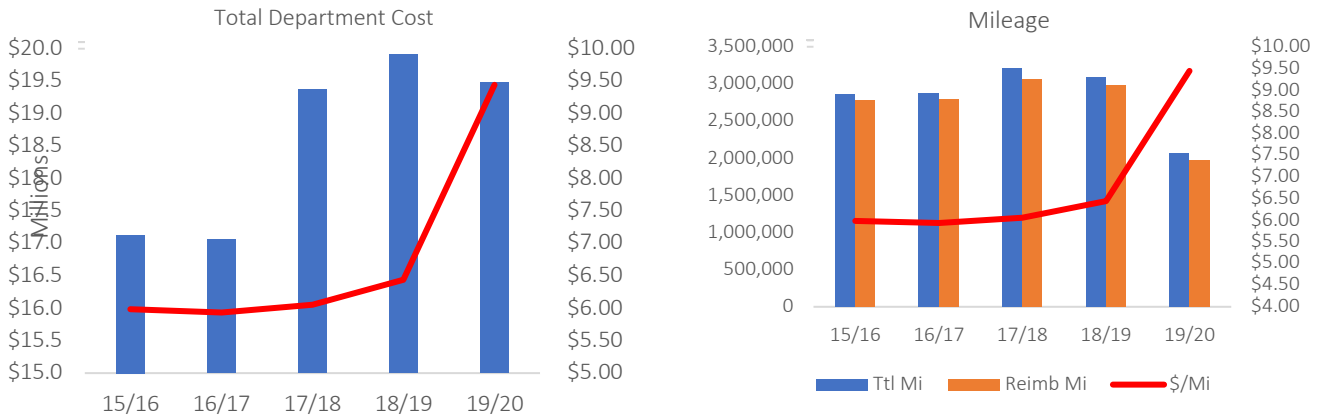
As the Director of Public Safety, it will be my goal in the coming year to make progress no matter how slightly, in all areas of Public Safety. In the middle of so many unknowns. we will continue to support all Beaverton School District stakeholders as we provide the best quality service to our students, staff and community. We will seek to solidify the partnerships we have with all entities, with an emphasis on the district mission of becoming an Anti-Racist and Anti-Biased district. As the Director of Public Safety, I will also continue to push for quality professional development for all staff engaging in the most current best practices as it pertains to safety and security.

OPERATIONS ANNUAL STRATEGIC REPORT

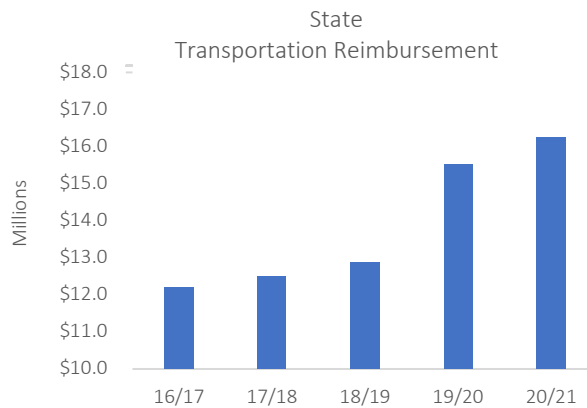
Transportation Department

Summary

In 2019/2020, total department expense was \$19,473,645 and total mileage was 2,062,193, a 2.2% decrease and 33% decrease respectively versus 18/19. 70% of eligible transportation expenses are reimbursable from the State and reimbursement is made in arrears. The District received \$12.874 million in reimbursement based on the 18/19 SY, a 3% increase from the previous year. Total cost per mile measures lack value based upon suspension of services due to COVID-19.



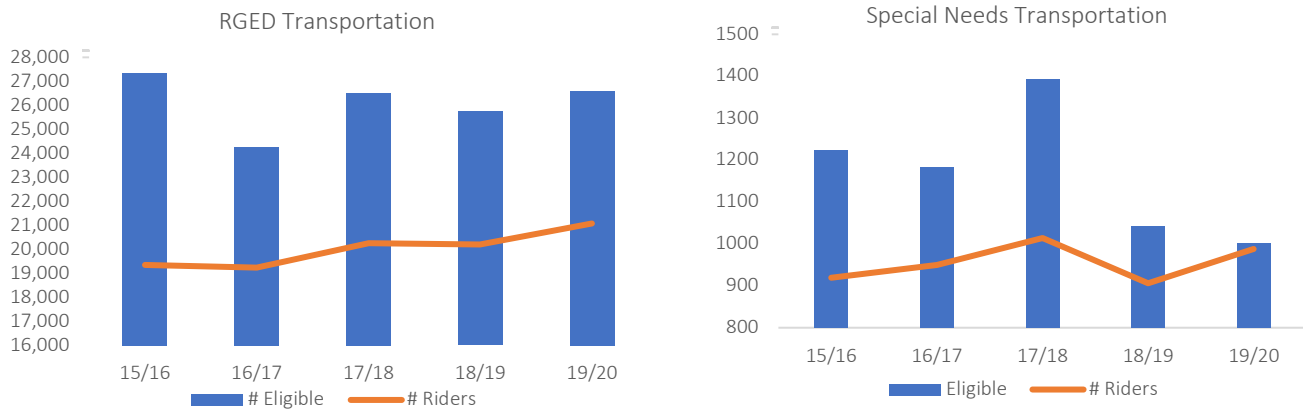
Reimbursement for 19/20 is estimated to be \$15.501 million. 96% of all miles traveled qualified for reimbursement, which equaled 18/19. Overall savings from the department versus 18/19 was \$435,541.



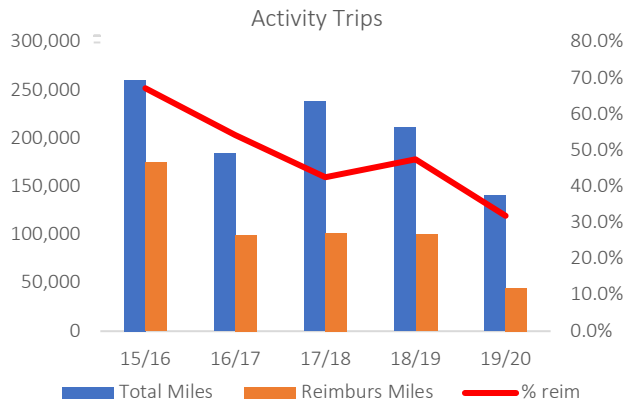
District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

The Department transported 21,076 Regular Education students on 139 routes representing a 79% ridership rate on 1.4% fewer buses. 1,002 students were eligible for specialized transportation and 988 were served on 105 routes representing a 99% ridership rate. Total SPED ridership increased by 9.1% versus 18/19.



Activity trip mileage for BSD buses totaled 141,441 miles, 32% of which were academic in nature and eligible for State reimbursement. Total trip miles decreased 33% versus 18/19. Prior to school closures in March, trip miles had increased 1.8% compared to the same period in 18/19. No trips were performed after 3/13/20 due to COVID restrictions.

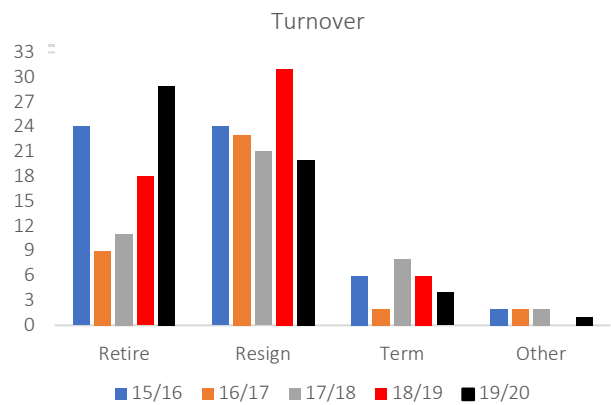
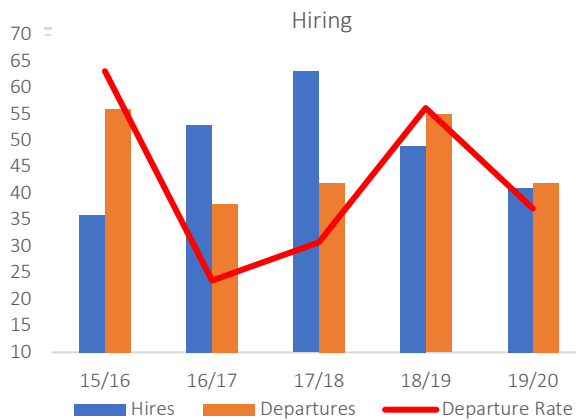


Major Accomplishments

- Hiring:** The Department continued to actively pursue candidates for school bus driver positions. Overall, 38 drivers were added, and 42 drivers departed. Last year, 41 drivers were added and 55 departed. Retirements increased by 61% and resignations decreased by 36% versus 18/19.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



- **EPA Reimbursement:** BSD was awarded \$200,000 in grant money to offset the cost of purchasing 10 propane powered buses. The net effect of the award was the ability to purchase 2 propane-powered buses in addition to our normal annual purchase program.
- **Electric School Bus:** BSD was awarded \$561,727 by Portland General Electric (PGE) for the purchase and implementation of 2 electric school buses. The grant covered the incremental cost of the electric buses, charging infrastructure, and related support materials and services. Two 84-passenger Blue Bird buses were ordered in April and installation of 2 charging stations at the TSC facility began in early June. The charging station project is scheduled for completion in early October 2020 and buses are anticipated to be delivered by February 2021.
- **Propane Fuel Credits:** BSD received funds totaling \$44,140 from the Pacific Propane Gas Association for participating in a propane survey (\$19,500) and Hattenhauer Distributing for the purchase of fuel credits generated by BSD propane use (\$24,640).

Areas of Concern

The gravest concern is retention and recruitment of drivers. COVID accelerated departures as employees re-evaluated their personal circumstances. As reflected in the Turnover graph above, 61% of departures in 19/20 were due to retirements. Applications received was down 8% versus the 18/19 resulting in fewer opportunities to replace these employees. We continued our robust recruiting and interviewing program however COVID restrictions extended the timeframe to train and qualify new drivers. We continue to be concerned with our ability to fully staff bus routes in 20/21.

Goals Review

Goals for 19/20 were to improve expense performance, implement fuel dispensing control software, and implement a Successful Rider Program for K-2 students. The fuel dispensing software was installed, and final testing & adjustments are ongoing. The suspension of services due to COVID prohibited completion of the rider program and skewed expense performance figures.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

2020/21 Goals

- Maintain driver staffing levels sufficient to perform routes as required based on return to school demands
- Minimize department expenses to reflect reductions in operations
- Utilize employees in meaningful & unique ways during COVID-related shutdown conditions

5-Year Goals

- Continue active recruitment/hiring program to offset driver losses
- Repair/replacement of bus repair facility at Allen Blvd
- Continue conversion of fleet to alternative fuel (propane & electric)
- Continue planned bus replacement program

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



OPERATIONS ANNUAL STRATEGIC REPORT

Title: Human Resources - Quality Staff

Objective: The objective of this report is to describe progress toward hiring, supporting and retaining excellent and accountable staff. This report is based on relevant Quality Staff measurements identified by the Board and those identified by HR.

Data: Data sources include information contained within Synergy and the HR/Payroll system known as Integrated Financial and Accounting Solutions (IFAS).

The following details and modifications have been made to the collection of evidence for this report:

- In the Spring of 2020, the District closed facilities per the Governor’s order in response to the COVID-19 pandemic. Consequently, the annual Staff Survey was not conducted in the spring of 2020.
- The District’s Spring 2020 shutdown resulted in a suspension of evaluations for staff. Oregon Department of Education did not require reporting of staff evaluation ratings for the 2019-2020 school year.

Focus Areas: In addition to the actions listed below, the following areas will be key HR priorities for the 2020-2021 school year.

1. Negotiate a licensed compensation re-opener Fall 2020.
2. Negotiate licensed Demand to Bargain over remote Working Conditions
3. Negotiate successor bargaining of the licensed contract Spring 2021.
4. Onboard new HR Administrator for Talent Acquisition.
5. Support successful integration of Return to School Plans for the 2020-21 school year.

Quality Staff Measures

1. Percent of teachers evaluated as Distinguished, Proficient and Basic.

Teacher evaluation ratings

	Distinguished	Proficient	Basic	Unsatisfactory
2013-14	27%	68%	4%	0% (Continuation of employment requires at least a rating of Basic.)
2014-15	12%	77%	11%	
2015-16	16%	75%	9%	
2016-17	16%	76%	8%	
2017-18	23%	71%	6%	
2018-19	21%	73%	6%	
2019-20	No Data	No Data	No Data	

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Successes

- Administrators and licensed employees continue to identify 5D+ as an effective framework for moving practice forward. The rubric and framework provide descriptive language that allows employees to orient their current practice, identify where their area of proximal growth is, and chart a course to make performance gains.

Issues

- Evaluations were suspended in the 2019-20 school year due to the onset of the novel coronavirus pandemic. Oregon Department of Education did not collect summative ratings for licensed staff in June of 2020.

Action Plan

- Per guidance from the Oregon Department of Education in a remote work setting, licensed staff will be evaluated in the 2020-2021 school year in a formative manner. Focus will be placed on supportive goal setting and quality formative feedback throughout the year to assist staff in making performance improvements in a new and unfamiliar context.

2. Percent of teachers and staff employed by BSD 5+ years, hiring statistics and diversity.

Measurement		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent of teachers and staff employed by Beaverton School District 5+ years	Admin	90%	92%	91%	88%	87%	87%	86%
	Licensed	86%	90%	97%	95%	87%	86%	84%
	Classified	74%	78%	83%	90%	81%	81%	77%
Number of teachers and staff hired	Admin	17	29	32	20	21	32	12
	Licensed	168	438	426	402	336	278	202
	Classified	125	236	365	523	442	406	41
	Total	310	703	823	945	796	716	255
Staff and administration diversity mirrors student diversity	Students	49%	51%	50%	50.5%	52.25%	53%	54%
	Admin	15%	19%	19%	17%	17%	16%	17%
	Licensed	10%	11%	11%	11%	12%	12%	13%
	Classified	19%	20%	21%	23%	24%	19%	27%

Retention percentage of employees by ethnicity 5+ years

Year	Administrators		Licensed					Classified			
	Non-	White	Asian	Black	White	Hisp	Am N	Asian	Black	White	Hisp
2012-13	94%	82%	98%	95%	94%	96%	50%	71%	61%	76%	82%
2013-14	87%	95%	87%	86%	86%	86%	92%	72%	81%	79%	85%
2014-15	94%	95%	88%	95%	88%	91%	91%	72%	81%	79%	85%
2015-16	89%	95%	95%	92%	95%	95%	90%	79%	76%	83%	82%
2016-17	82%	93%	86%	70%	99%	87%	75%	77%	83%	83%	83%
2017-18	84%	88%	90%	70%	85%	87%	93%	81%	85%	81%	83%
2018-19	92%	89%	85%	68%	87%	85%	95%	84%	75%	81%	77%
2019-20	92%	85%	78%	82%	85%	84%	100%	81%	65%	78%	72%

Notes: 1) Administrators are listed as White/Non-White due to small numbers in ethnic groups. 2) Retirees are removed from retention data. 3) Employees who move between employee groups are counted as retained. 4) 2016-17 is the five-year mark following the 2012-13 layoffs.

Successes

- Retention rates for all employee groups remain high overall.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

- Employee diversity shows very slight gains in all categories, administrator, licensed and classified.
- All administrators participated in anti-bias hiring training.

Issues

- Employee diversity is improving for all groups but not growing at the rate of students' diversity.
- Budget reductions may impact retention rates.

Action Plan

- See "Diversifying the Workforce" document below.
- Onboard new HR Administrator for Talent Acquisition with a focus on diversifying the workforce.
- Pool hire for high needs areas, including special education and bilingual programs.
- Conduct spring Teacher Chats with new hires.
- Provide mentors for new teachers and administrators.

3. Percent of teachers reporting improved practice based on collaboration and sufficient time to do so.

Measurement	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent of teachers reporting improved practice based on collaboration efforts	87%	79%	62%	70%	81%	84%	No Data
Percent of teachers reporting sufficient time to collaborate	40%	44%	51%	55%	81%	72%	No Data

Percentage reporting improved practice based on collaboration efforts by group

Group	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Teachers	87%	79%	62%	70%	81%	88%	No Data
Male	89%	73%	66%	80%	83%		
Female	91%	81%	64%	68%	85%		
Other	NA	NA	62%	NA	NA		
Hispanic	73%	76%	65%	65%	76%		
White	91%	79%	64%	71%	85%		
Heterosexual	91%	80%	66%	72%	84%		
LGBTQ	82%	68%	54%	66^	82%		

Percentage reporting sufficient time to collaborate by group

Group	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Teachers	40%	44%	51%	55%	81%	72%	No Data
Male	46%	49%	58%	59%	84%		
Female	42%	44%	51%	56%	81%		
Hispanic	46%	55%	49%	55%	82%		
White	43%	43%	53%	57%	82%		
Heterosexual	45%	45%	53%	58%	82%		
LGBT	30%	50%	44%	55%	78%		

Issues

- The annual Staff Survey was not sent to staff for input this year due to the shutdown for the COVID-19 pandemic, resulting in no data for this measure.

Action Plan

- Return to School plans embed time for teachers for individual planning as well as collaboration in order to support Comprehensive Distance Learning.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

4. Percent of teachers reporting improved practice/student performance based on professional development and the evaluation system and the percent of teachers reporting they effectively differentiate instruction.

Measurement	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent of teachers reporting improved practice based on professional development	NA	29%	25%	57%	74%	75%	78%	84%	No Data
Percent of teachers reporting improved practice based on evaluation system	NA	NA	30%	44%	45%	43%	59%	68%	
Percent of teachers reporting they effectively provide differentiated instruction	97%	92%	93%	97%	96%	97%	97%	97%	

Percentage of teachers reporting improved practice based on professional development (Note: Only the 2014-15 survey distinguished between school and District professional development.)

Group	2014-15				2015-16	2016-17	2017-18	2018-19	2019-20
	District	Learning Team	School	All Levels					
All Teachers	57%	74%	66%	50%	62%	75%	78%	84%	No Data
Male	47%	75%	57%	42%	66%	73%	80%		
Female	64%	77%	73%	57%	64%	80%	78%		
Hispanic	NA	NA	NA	NA	64%	77%	82%		
White	59%	77%	69%	53%	64%	79%	80%		
Heterosexual	61%	79%	70%	55%	66%	78%	79%		
LGBTQ	37%	63%		37%	63%	68%	76%		

Percentage of teachers reporting improved practice based on evaluation system

Group	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Teachers	44%	45%	43%	59%	68%	No Data
Male	43%	43%	43%	55%		
Female	48%	48%	47%	62%		
Hispanic	36%	43%	55%	66%		
White	46%	47%	46%	60%		
Heterosexual	49%	47%	47%	60%		
LGBTQ	27%	35%	42%	55%		

Percentage of teachers reporting effective differentiated instruction

Group	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Teachers	93%	97%	96%	97%	97%	97%	No Data
Male	90%	94%	96%	98%	96%		
Female	95%	97%	97%	97%	98%		
Hispanic	84%	NA	98%	98%	97%		
White	94%	97%	96%	98%	97%		
Heterosexual	94%	96%	97%	97%	98%		
LGBTQ	94%	100%	96%	98%	98%		

Successes

- The value placed on professional development has increased since 2012. Beaverton’s Comprehensive Distance Learning Plan has embedded additional time and expanded options for teachers for Professional Development needed in order to reimagine the delivery of instruction for a remote environment.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

- The 5D+ teacher evaluation system aligns well with remote learning. Its focus on student engagement, classroom culture, professional communication and collaboration transfer well to a distance learning environment.

Issues

- Not having sent the annual Staff Survey in Spring 2020 has resulted in no new data for the 2019-20 school year for these specific metrics.

Action Plan

- The District will continue to offer expanded professional development options in the areas of Anti-Racist Education, Social Emotional Learning, Trauma-informed Practices and Distance Learning platforms and strategies.
- The Professional Advisory Committee will continue to advise the District on professional development needs and models for teachers with special attention to the needs of educators in a remote work environment.

5. Percent of teachers and staff reporting they contribute to decision-making.

Measurement	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent of teachers and staff reporting they contribute to decision-making	73%	69%	71%	77%	78%	73%	74%	No Data

Percentage staff reporting they contribute to decision-making by group

Group	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Staff	69%	71%	77%	78%	73%	74%	No Data
Male	73%	74%	84%	84%	78%		
Female	74%	73%	80%	81%	76%		
Asian	85%	NA	77%	88%	74%		
Hispanic	70%	76%	67%	74%	79%		
White	74%	75%	81%	83%	78%		
Heterosexual	74%	76%	81%	78%	76%		
LGBTQ	66%	70%	83%	79%	72%		

Percentage staff reporting they contribute to decision-making by school

School	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Barnes	80%		64%	70%	76%	>95%	80%	No Data
Beaver Acres				83%	80%	75%	68%	
Bethany					72%			
Bonny Slope			80%	84%	79%	79%		
Cedar Mill			93%		93%	93%		
Chehalem			82%	59%	71%	82%	63%	
Cooper Mountain			93%	86%	72%	75%		
Elmonica			93%	64%	75%	95%		
Errol Hassell					56%			
Findley				100%	89%	94%	79%	
Fir Grove			92%		83%	93%		
Greenway			88%	85%	79%	64%		
Hazeldale					87%	93%		
Hiteon			74%	81%	76%	62%	69%	
Jacob Wismer			70%	95%	70%	54%	60%	
Kinnaman					94%	75%	56%	

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

McKay				83%	>95%	>95%		
McKinley				83%	65%	88%		
Montclair				91%	84%			
Nancy Ryles				87%	80%	>95%		
Oak Hills				67%	67%	>95%		
Raleigh Park			100%	91%	95%			
Ridgewood				100%	83%	>95%		
Rock Creek					>95%	89%		
Sato	NA	NA	NA	NA	NA	58%		
Scholls Heights				62%	71%		76%	
Sexton Mountan					90%	85%		
Terra Linda				95%	78%	90%		
Vose				78%	89%	86%		
WTV				100%	61%			
William Walker				86%	83%	92%	91%	
AHP K-8	57%	75%		83%	78%	83%		
Raleigh Hills K-8				72%	87%	80%	55%	
Springville K-8				91%	73%	76%		
School	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
Springville K-8				91%	73%	76%	70%	
Cedar Park MS				87%	80%	57%	72%	
Conestoga MS	53%				58%	88%		
Five Oaks MS	71%	69%		65%	53%	57%	70%	
Highland Park MS				96%	88%	83%	86%	
Meadow Park MS			74%	97%	74%	77%	80%	
Mtn. View MS	72%		67%		84%	70%	80%	
Stoller MS	57%	36%		71%	62%	71%	44%	
Whitford MS	85%			86%	79%	77%		
ACMA			69%	69%	86%			
HS2/SST				82%	83%	77%	81%	
ISB	50%		82%		78%	86%	81%	
Aloha HS	77%	83%	85%	80%	81%	84%	82%	
Beaverton HS	75%	69%	63%	70%	69%	61%	72%	
Mountainside HS	NA	NA	NA	NA		85%	90%	
Southridge HS	82%	95%	79%	87%	78%	89%	90%	
Sunset HS	69%	54%	64%	69%	85%	68%	78%	
Westview HS	80%	79%	72%	85%	71%	68%	90%	

Issues

- Due to not having solicited input in the annual Staff Survey in Spring of 2020, no data is available for the 2019-20 school year.

Action Plan

- Continue administrator training in inclusive practices, effective supervision and distributive leadership.

Diversifying the Workforce, October 2020, Beaverton School District

According to the recommended action steps within the Educator Advancement Council's [2019 Educator Equity Report](#), Beaverton School District's efforts to diversify the educator workforce should focus on four

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

areas: recruitment, preparation, employment and retention. As a district, we have made efforts to build our capacity in each of these four areas.

To support our work in recruiting educators who reflect our local diversity, the Beaverton School District recruits teacher candidates from our high schools into the Portland Teachers Program (PTP). PTP is a nationally recognized program that prepares “culturally competent teachers, with a special focus on historically underrepresented groups in the teaching profession.” (Note, PTP is currently in transition and will be changing the name of the program.) Similarly, BSD works with Northwest Regional Educational Service District (NWRESD) to recruit high school students into the [Bilingual Scholars Program](#) (Spanish) teacher preparation program with Western Oregon University (WOU). This emerging partnership with NWRESD includes our colleagues in Hillsboro, Sherwood, Tigard/Tualatin, and Forest Grove School Districts. To help us recruit our linguistically and ethnically diverse educational assistants, BSD hosts an annual Teacher Pathways event for all of our classified staff during which we explain different pathways for becoming a teacher in our community. Each February BSD hosts a Bilingual Recruitment Night where special invitations are extended to bilingual candidates to attend a recruitment event devoted to early hiring of diverse staff. Eight diverse bilingual teachers were extended early hire offers this year despite budget cutbacks. For each of our recruitment pathways, BSD connects with, supports and/or coaches the teacher candidates in the various pathways. This support includes but is not limited to inviting candidates to a Meet and Greet Reception, getting to know the candidates to make supportive placements, providing check-ins and communication, invitations to participate in BMEC (Beaverton Multicultural Educators Community) as a student teacher, practice screening interviews in HR, administrator practice interviews, and recommendations to administrators for hiring.

The teacher educator pathways supported by BSD help us work toward the second area of focus outlined by the Oregon Educator Equity Advisory Group: preparation. In addition to our emerging work with NWRESD and established work with PTP, BSD continues to support other preparation programs whose focus includes increasing the numbers of culturally diverse educators to support our increasingly diverse community. The [Teach for Beaverton](#) program, in partnership with Oregon State University (OSU), has provided an intensive two-year residency program during which graduate students take both online and hybrid classes and receive mentoring from clinical teachers. By participating in the university course instruction and the selection of both graduate students and clinical teachers, BSD ensures that the graduates of Teach for Beaverton reflect the dispositions, skills, and capacity our community needs from our beginning teachers. The [Bilingual Teacher Pathway](#) (BTP), in partnership with Portland State University (PSU), supports bilingual classified staff who want to serve our community as a teacher. Through their instruction and program design, the faculty at BTP address the barriers traditionally faced by diverse teacher candidates. BSD has collaborated with Portland State University’s BTP since 2001. Many of our current Dual Language teachers are among the program’s graduates. To better assist all of our racially or linguistically diverse candidates in teacher preparation programs, we stay connected with and promote scholarships like the [Oregon Teacher Scholars Program](#), the Beaverton Minority Administrator Community’s scholarship for BSD K-12 graduates, and the Superintendent Annual Scholarship for BSD K-12 graduates. These scholarship programs provide financial support, networking, and other resources to help diversify our educator workforce. This year BSD launched a partnership with Lewis and Clark College to develop an Aspiring Administrator Program to bolster the diversity of our administrative ranks to reflect the diversity of our student population. In Fall of 2020, BSD has partnered with OALA (Oregon Association of Latino Administrators) to support four BSD teachers who have been accepted into OALA’s Protégé Program, where they will be mentored by veteran Latino leaders in education as they move into learning and scholarship to become diverse administrators.

Once we get graduates from our teacher preparation programs, we focus on the third area: employment. To help connect our multiple efforts, we hold regular meetings with staff and administrators from Human Resources, Teaching and Learning, and Equity and Inclusion. Through these meetings, we collaborate and

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

plan around our goal to increase the recruitment and retention of staff of color in BSD by building on our professional development opportunities and by exploring the development of “pathway programs.” These pathway programs include our Career and Technical Education (CTE) programs in education and our dual credit opportunities, with a specific focus on our AVID students. The integrated work of this group has resulted in the launch of BE The Change, a pipeline program aimed at targeting and providing support for BSD high school students interested in careers in education. Beaverton HR professionals work hand in hand with colleagues at Oregon Department of Education, Teacher Standards and Practices Commission and Oregon School Personnel Association to coordinate efforts and maximize our collective achievement in the areas of preparing, hiring, onboarding and retaining diverse staff. During the 2019-20 school year, HR coordinated with the Office of Equity and Inclusion to provide anti-bias training focused on hiring practices for all BSD leaders.

After we hire strong educators to serve the students in our community, we want to retain them in our community. Our colleagues in Human Resources, Teaching and Learning, and Equity and Inclusion host meetings for the Beaverton Multicultural Educator Community (BMEC), an affinity group for linguistically and ethnically diverse employed educators. In the past three years, this group has grown in its participation and sense of urgency. In addition, our district started the 13th cohort of our Equity Leadership Team, a collective of educators who use structured meetings to explore their work as educators around equity and inclusion. We know that diverse educators are drawn to inclusive environments where the programs and services for a diverse community are effective and strong. As we work collaboratively with our whole organization to build and expand Dual Language programming K-12, and support AVID courses and embed AVID strategies in our work with students, we are creating a culture of inclusivity and asset-based power that will draw the educators we seek to join us. Finally, the Beaverton School District provides key support for new teachers through the New Teacher Mentor program with thoughtful, effective mentoring for our newly hired teachers as they grow and develop into educational professionals while meeting the diverse needs and celebrating the diverse gifts of the students in their classroom. BSD has a similar commitment in investing in new administrators by offering robust one-on-one mentoring support for new principals, assistant principals and other leaders as they navigate their first years in a new role.

To transform our educational system, we need focus and commitment to build capacity in the areas of recruitment, preparation, employment, and retention. Some of our partnerships in the work, like PTP and BTP, are established programs on which our community has come to depend. Other programs, like Teach for Beaverton and Bilingual Scholars, are new and will take time to become part of our institution’s ability to better serve our students. In September of 2020 BSD has hired our first leadership position that prioritizes recruitment of diverse staff. Our new HR Administrator for Talent Acquisition will build on the efforts we have achieved to date and help us move to the next level in the work we have begun. Regardless of the program or policy, we need the collective efforts of our classified, licensed, and administrative staff to give our students the chance to learn from educators who reflect the reality of our community.

Summary:

Recruitment:

- Portland Teachers Program
- Bilingual Scholars Program: Northwest Regional Education Service District partnership with Western Oregon University
- Bilingual Recruitment Night for Spanish-speaking teachers
- Annual Teacher Pathways event for Classified Employees
- HR Support for Teacher Candidates in our teacher preparation partnership pathways
- September 2020 hire of HR Administrator for Talent Acquisition

Preparation:

- Teach for Beaverton (10-12 graduates per year)

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

- Bilingual Teacher Pathway (2-3 graduates per year)
- Oregon Teacher Scholars Program (70 state-wide scholarships per year)
- Beaverton Multicultural Administrator Community's scholarship for BSD K-12 graduates
- Superintendent Annual Scholarship for BSD K-12 graduates
- Aspiring Administrator Programs
 - o Emerging program in partnership with Lewis and Clark University
 - o OALA Protégé Partnership, Chalkboard Project

Employment:

- Regular Work Group for Human Resources, Teaching and Learning, and Equity and Inclusion (8-10 participants per month)
- Building Professional Development Opportunities
- BE The Change: Educator pathway development for K-12 students: CTE, dual credit, and AVID
- Bilingual Recruitment Night – Early pool hiring each February
- State-wide work groups that focus on anti-bias training and diversifying the workforce

Retention:

- Meetings for Beaverton Multicultural Educator Community (25-30 teachers)
- Equity Leadership Team cohorts (15 participants per cohort per year)
- New Teacher Mentoring program
- New Administrator Mentoring program
- OALA Protégé Program for emerging leaders
- Lewis and Clark Aspiring Administrator program

Resources: [OSPA Spring Conference Presentation](#)

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



COMMUNICATIONS & COMMUNITY INVOLVEMENT
Annual Strategic Report 2019-20**SUMMARY**

The Communications and Community Involvement (CCI) team is committed to providing accurate, clear, timely and transparent communications to staff, parents, students, community members and media partners. The department has eight employees who collaborate with all departments and schools to promote and support the District's mission.

ACCOMPLISHMENTS**Communications*****COVID-19 Communications Support***

CCI played a vital role in the management and coordination of information during the early months of the COVID-19 pandemic.

- Participation in daily Pandemic Team meetings
- Daily COVID-19 messaging for administrators, staff and families: March 2 - April 30
- Weekly COVID-19 messaging for administrators, staff and families: May 1 - June 30
- Be the Light campaign
- Promotion and communication support for parent webinars for learning platforms
- Promotion and communication support for various live Q&A sessions: Kindergarten (1.9K views), Special Education (1.7K engagement on Facebook), FLEX (15.5K views) and General Return-to-School Plan (13.9K views).
- Communication and technical support for live streaming of School Board meetings

Crisis Communications

CCI provided additional communications support in the following crisis situations:

- Bonny Slope Elementary arrival lockout (September)
- West TV Elementary water intrusion and temporary relocation (September - November)
- Highland Park Middle School asbestos (November)
- Beaverton High School fire (January)
- May 8th walkout (May)

Middle School Boundary Process

In conjunction with the Long Range Planning department, CCI supported the Middle School Boundary process by communicating meeting details, developing a livestream system and coordinating overflow livestream locations at all middle schools for crowded meetings.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.

Bond Accountability

CCI played an instrumental role in showing our community how bond dollars continue to be spent.

- Planning and communication support for ACMA groundbreaking event
- Video production of William Walker dedication
- Creation and distribution of fall bond newsletter

Other Initiatives

CCI successfully provided communication support for a number of other district initiatives and events, including:

- Student Success Act
- Common Middle School Experience
- Digital Citizenship Campaign
- WCCLS Youth Access Cards
- Play in K
- Community Conversation Around Race
- Verification Process
- 20 Questions in 2 Minutes, highlighting staff throughout the District
- Student Spotlight, highlighting students throughout the District

Social Media (July 1, 2019 - June 30, 2020)

In addition to managing the district social media platforms (below), CCI oversaw registration, archiving and support for 49 school Facebook accounts, 35 school Twitter accounts and 24 school Instagram accounts.

- Instagram: 3,464 followers (up 82% from previous year)
- Facebook: 16,253 followers (up 11% from previous year); 1,272 direct messages, 16,700K+ comments (46 per day)
- Twitter: 9,048 followers (up 1.7% from previous year)

Website (July 1, 2019 - June 30, 2020)

CCI continued to make improvements to the content and functionality of the District's website after the redesign in 2019. The team added standard curriculum pages on the District and all school websites for ELA, Math, Science and PE.

- New users: 1,793,791
- Page views: 9,842,987

Community Partnerships

Food Resources

Even before COVID-19, the District was serving families with food insecurity; but in March, our efforts and the efforts of our community partners kicked into high gear.

- Urban Gleaners donated an estimated 20,000 pounds of food (value: \$35,000) to several schools.
- Weekend Backpack Program provided food to students at 22 schools (value: \$135,000).
- Through the Community Resource Fund, CCI was able to fund free food boxes. Our network of faith-based partners responded with facility use and volunteers: Beaverton Christian, Beaverton Foursquare, Bethany Presbyterian, Cedar Mill Bible, Colossae, Holy Trinity, LSD Cooper Ward, Remedy City and Valley Presbyterian. In addition, we received large donations from Beaverton United Methodist (\$10K), Bethany Presbyterian (\$6K) and Valley Presbyterian (\$5K). Notable donations or discounts also came from Alpenrose, Great Harvest, Grocery Outlet, Tyson Chicken, Willamette Egg Farm and Oregon Food Bank. More than 65 BSD classified staff packed and delivered 7,100 boxes to schools or homes.
- In May and June, BSD continued a free food box program in partnership with Pacific Coast Fruit through USDA grant. Approximately 7,500 boxes were distributed at Aloha High School.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.

School Supplies

An estimated \$47,000 worth of school supplies were distributed to schools from various donors, several of which were new partners: KGW/Schoolhouse Supply Drive, AMIRacle Foundation, Beaverton Lions Club, Beaverton Rotary, Beaverton United Methodist, CarMax, Chetana Foundation, Costco, GMN Plastics, Nike Latino Friends, Sage Computer, Sunset Presbyterian Church and TriMet.

New Partnerships

As a result of CCI's relationship building, several schools developed new community partnerships: Beaverton (Downtown Beaverton Association), Bethany (Financial Beginnings, Tiny Homes NW), Errol Hassel (Canfield Place, Hearthstone of Beaverton, Scouts of America), Raleigh Hills (The Coffee Shop) and Southridge (Comcast, Bethany AC, Providence EMT).

Volunteers

Better Impact

According to our volunteer management system, the District had 7,773 active volunteers who contributed 145,781 hours (value: \$3,965,243). The total number of volunteers was down by 24% compared to the previous year, largely due to one-time volunteers not being able to donate time during the school closure from March through June.

AVID Tutors

CCI made recruitment presentations in the fall at businesses, universities and PTOs. The program had 1,933 students enrolled with 224 tutors donating about 6,272 hours (value: \$170,598).

Clothes Closet

The District-run, volunteer-staffed Clothes Closet continued to serve a vital need in the community. Students can visit the Clothes Closet to obtain new or gently used clothing twice a year. This school year, 1,454 students made 1,767 visits to Clothes Closet, and 17,670 items were distributed. As compared to the previous year, there was an 11% drop in students served due to the Clothes Closet closure from mid-March to June.

CHALLENGES

Communications

- We have become increasingly reliant on translation services from the Multilingual Department as we have committed to providing our community newsletter, the *BSD Weekly*, and all important school messages in eight languages. As the year progresses and we transition into different phases of schooling, that need for communication and translation will continue. We're exploring the platform ParentSquare and its integrated translation service as a possible solution, but any change would not be implemented until the 2021-22 school year.
- Information overload is real. Since March 2020, there's been a need for critical messaging, but our community and staff are tiring. Compounding the issue, parents are receiving multiple communications from the District, schools and teachers — often on multiple platforms. Staff, too, are inundated with communications from the District, departments, supervisors, co-workers and parents. We're exploring ParentSquare as a one-stop-shop for communication. However, getting the entire District to transition and use a single platform would be challenging.
- The pandemic has forced everyone to approach education in a new way. Staff in all departments and schools are coping with increased workloads, stress and uncertainty. We worry about morale and have been trying to find every opportunity to celebrate staff successes.
- Frustration, worry and uncertainty also have impacted morale in our community. As people become more dissatisfied with the state of education in general (not specifically BSD), we are concerned about

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.

how these attitudes will impact their willingness to support projects like the bond campaign. We continue to acknowledge our community's uneasiness, answer their questions and promote positivity.

Community Partnerships

- Food insecurity continues to be a key concern among our families. While we currently have a grant with the USDA that provides 800 food boxes per week, it's subject to monthly renewal. That uncertainty creates stress amongst our families and logistical challenges for our staff.
- With the many demands on school administrators, we are concerned that relationships with community partners may be neglected. We're encouraging our schools to lean into these partnerships and ask for help during these challenging times.

Volunteers

- We anticipate that volunteer engagement will be substantially impacted by COVID-19. As of right now, volunteers only can participate virtually; volunteers cannot be alone in breakout sessions with students without the presence of a second volunteer. School PTOs, too, are limited to virtual events. On the positive side, we have never had so many parents engaged in the day-to-day education of their children, due to the support needed in Comprehensive Distance Learning.
- Given COVID-19 restrictions, Clothes Closet will be unable to serve nearly as many students as in past years. While we have recently doubled our daily capacity and have extended hours to four days a week, there's more need that we currently can meet. We also have concerns about volunteer burnout, as our four core volunteers have been working an unsustainable number of hours. We're focused on recruiting and training new volunteers.

ACTION PLAN FOR 2020-21

Communications

- **ABAR:** Support and promote the District's anti-racist work. We'll ensure that our communications work is representative of our community, including our Black, Brown, Indigenous and people of color.
- **Community Engagement:** Seek diverse community and staff input, especially as it relates to the return to in-person instruction.
- **Future Capital Bond:** Assist with polling, communication planning and execution of an informational campaign that reminds the public how the previous bond benefited schools and their students.
- **Middle School Boundary Process:** Communicate the final decision to the community.
- **School Board:** Encourage school members to continue to provide live recordings of meetings, even when COVID restrictions are lifted and the Board is able to meet in person.
- **Media:** Increase the District's profile in the community through positive news coverage. By leveraging our department's expertise and personal connections, we're actively pitching stories to news outlets. The pandemic has presented an opportunity to provide BSD-produced content directly to television news stations, in particular.
- **Social Media:** Achieve a 25% year-over-year growth in engagement on all platforms: Facebook, Twitter and Instagram. We're hoping to work with the Multilingual Department to grow our Latinx audience. We will continue to find creative ways to tell the BSD story.
- **Video, video, video:** Use this medium to bring the stories of BSD staff and students to life. With the recent addition of a videographer on the CCI staff, look for increased output.
- **Website Review:** Continue to improve the user experience and make sure all content is consistent with the BSD style and formatting.

Community Partnerships

- **Community Partnerships:** Encourage faith-based organizations and others to provide space for students to access free internet during the day. We're looking at the possibility for volunteers to support students academically, as well.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.

- **Community Resource Fund:** Identify needs and spend donations in Community Resource Fund. In addition to addressing food scarcity, we have used \$55K to support the Student Success Kits. We've also partnered with Behavioral Health and Wellness to contribute \$8,750 toward its outreach program with families who have yet to engage in online learning.
- **Community Partnership Meeting/WE Awards:** Promote the need for community partnerships through a new format. We'll be holding a single Community Partnership meeting in conjunction with our WE Awards presentation in October. Our intention is to recognize excellent partnership work in hopes of inspiring similar work throughout the remainder of the school year. We're also producing seven videos that will be rolled out to the community, highlighting these efforts.

Volunteers

- **AVID eTutor Recruitment:** Emphasize the opportunity to engage with students virtually as a tutor/coach from the comfort of home/office. We are hoping that the COVID-19 situation actually results in an increase in volunteers. We're producing a video, social media campaign and webpage to support the effort (October).

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.

Title: Technology Report

Objective: The objective of this document is to report the state of technology systems functionality and on strategic key measurements of student and staff technology experience.

Data: Data on percentage of staff and students reporting adequate access to technology is provided through the 2019-20 staff and student surveys. Additional data sources for this report include the Help Desk System, Asset Management System, server and networking systems log files.

Measurements 1 and 2: Staff and student reporting access to technology

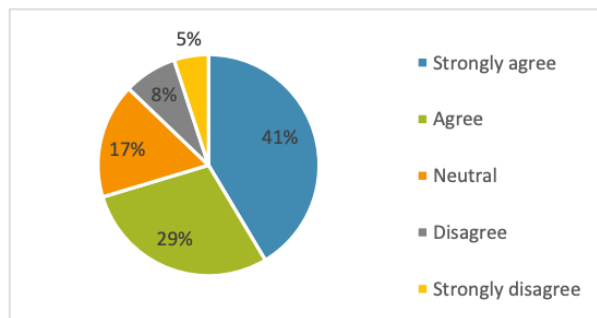
Measurement	2015/16	2016/17	2017/18	2018/19	2019/20
% teachers reporting adequate access to technology to support their instruction	66.6%	83.5%	86.5%	87.2%	NA
% students reporting adequate access to technology to support their learning	91.1%	92.8%	94.5%	93.6%	93.6% ^

^ 2019-20 survey only administered in grades 9-12

2020 Parent Survey – Remote Learning Experiences – Spring 2020

The District provided adequate support with technology.

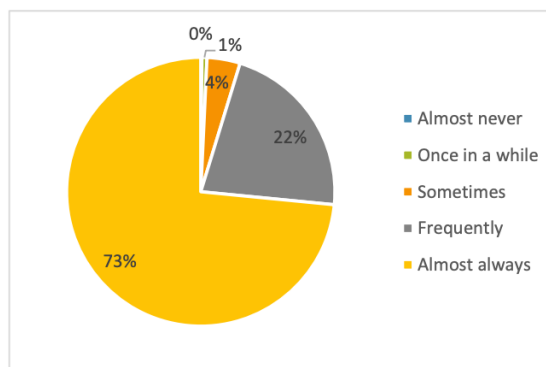
	Frequency	Percent
Strongly agree	2929	41.4%
Agree	2047	28.9%
Neutral	1188	16.8%
Disagree	551	7.8%
Strongly disagree	357	5.0%
Total	7072	



2020 BSD Certified Survey – Remote Learning – Spring 2020

In the past week, how often have you had access to the technology you need to complete your work?

	Frequency	Percent
Almost never	2	0.1%
Once in a while	9	0.6%
Sometimes	59	4.0%
Frequently	322	21.8%
Almost always	1085	73.5%
Total	1477	



Successes:

- Despite the swift transition to remote learning and work in Spring 2020, students, parents, and staff report high satisfaction with technology and support.
- Spring and Fall device distributions at all elementary schools were conducted safely and efficiently for staff and parents.

Issues:

- Addressing student connectivity needs for our most vulnerable students remains a challenge.
- Beaverton School District continues to experience an increase in the number of cyber security threats. The methods and sophistication of attacks have escalated with the move to remote learning and work.

Action Plan:

- Work to increase technology support for students and staff continues through bond and general fund investments and is summarized in this report. While not inclusive of all projects within IT, the projects below represent work aligned to increasing staff and student satisfaction of how technology supports their work.

Technology Systems

Our District Goal, teaching and learning mission, and our business functions demand robust and reliable technology systems. Network access and application availability are needed constantly, both inside and outside school and work hours. In March of 2020, as schools closed due to the pandemic, the IT Department had to move quickly to support remote learning and work. That shift significantly impacted every function and service provided by the IT Department. Through the transition to remote learning and work in Spring 2020 to now supporting Comprehensive

Distance Learning (CDL), the staff in the Information Technology Department have both individually and collectively provided exceptional support and service to staff, students and families.

Infrastructure Improvements

Telecommunications

When school buildings closed in March, IT telecommunications staff had days to scale up remote access to the phone system for all employees. While some administrative staff used a mobile phone app or an application on their district issued laptop, the vast majority of staff did not use applications for remote phone access. The telecommunications team quickly worked to extend remote phone system access to all employees. They also partnered with other IT teams to automatically install the application onto all district laptops, create training documentation, and trained the IT Help Desk team so they could answer setup and support calls as staff began using phone capabilities from their computer screens.

School office phones have complex menu structures. All school main lines had to be reprogrammed individually. The telecommunications team performed this reprogramming twice in the Spring and then again as school staff returned for the start of the 2020-21 school year.

Cyber Security

Securing BSD networks, systems and data continues to be an area of focus for the IT Department. Between January 2016 to September 2019, there were 684 cyber security breaches reported by school districts nationally. This year alone, another 330 breaches were reported, bringing the total number of reported incidents to 1,014¹. These attacks include account compromise, ransomware attacks, unauthorized access, and disclosure of student and staff personal data.

In Fall of 2019, the IT department received the results of a 3rd party security audit assessing our cyber security state. The report identified risk across the following categories:

- **Governance, Risk & Compliance:** A review of processes, policies and documentation.
- **Internal Vulnerability Assessment:** The assessment of our network architecture, servers and computers.
- **Internal Penetration Test:** An attempt to gain unauthorized access to an internal system.
- **Web Application Assessment:** A review of 4 production web applications in an attempt to find a security vulnerability.

¹ "The K-12 Cyber Incident Map." K12 Cyber Incident Map, K12 Cybersecurity Resource Center, Sept. 25, 2020 k12cybersecure.com/map/.

- **Wireless Network Assessment:** The assessment of 4 wireless network locations across the district in addition to the wireless controllers.
- **Security Architecture Analysis:** A review of business goals, initiatives, and security strategies to develop a tactical roadmap.

The results showed areas of alignment to best practices with regard to the National Institute of Standards and Technology (NIST) Cybersecurity framework and areas in which the Beaverton School District needed to change or improve existing practices. The security audit showed 9 findings of risk categorized as “Very High.” These risks were not at the exterior of our network and were related to software and operating system updates. As a result of the security audit, the following changes are now implemented to improve our security posture.

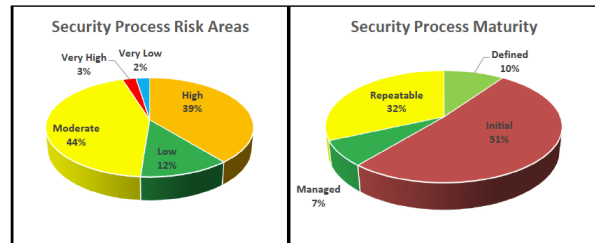


Figure 1: Representation of Overall Risk Levels and Security Process Maturity of the Beaverton School District.

- Implemented Microsoft 365 E5 Security Suite including:
 - Desktop and laptop antivirus and malware protection on all devices.
 - Improved email security functionality and mitigation tools.
 - Data Loss Protection (DLP) to prevent social security numbers and other sensitive information from transmission through our systems.
 - Migration from passwords to passphrases for all staff.
- Improved management of devices when outside of our network.
- Changes to permissions on staff computers, networking equipment, and servers.
- Collaboration with other departments to improve security of business processes. For example, the use of a secure file transmission application instead of email.

IT Department staff are continuing in efforts to implement cybersecurity best practices to protect our data and systems.

Enterprise Applications

Synergy Enhancements

Moving from in-person instruction to distance learning required significant adjustments to the student information system. IT staff collaborated with Teaching and Learning and school staff to address the many changes needed to open schools in the fall. The following are just two examples that illustrate the scope and complexity of adjusting the student information system for remote learning.

During the summer months, the Oregon Department of Education created and updated the Ready Schools, Safe Learners guidance. As part of the Beaverton School District planning for the start of the 20-21 school year, IT staff were tasked with creating student attendance groups for when the district could move to a hybrid model of instruction. The IT Development team was also challenged to ensure the two attendance groups were balanced based upon gender, race/ethnicity and program participation. This balance had to occur for each school, each grade level within a school, and at the individual classroom level. The timeline for the team to reprogram these changes was very tight. In addition to adding this attendance group capability,

School	MT	ThF	Total	House and Grade	MT	ThF	SPED	MT	ThF	No AVID Students			
Total	264	262	526	01 None Assigned	46	46	Total	27	21				
				02 None Assigned	43	48	ELL	MT <td>ThF</td> <td>DL</td> <td>MT</td>	ThF	DL	MT		
				03 None Assigned	52	47	Total	21	17	04			
				04 None Assigned	46	45	TAG	MT <td>ThF <td>504</td> <td>MT <td>ThF</td> </td></td>	ThF <td>504</td> <td>MT <td>ThF</td> </td>	504	MT <td>ThF</td>	ThF	
				05 None Assigned	45	43	Total	22	15	01		1	1
				KE None Assigned	32	33	No Newcomer Students			03		1	1
							No Rachel Carson Students			04		1	2
										05		1	1
							Resolved Race	MT <td>ThF <td colspan="3">No SUMMA Students</td> </td>	ThF <td colspan="3">No SUMMA Students</td>	No SUMMA Students			
							Amer. Ind./AK/Nat	1	1				
							Asian	39	32				
							Blk./Af. Amer	7	11				
							Hispanic	24	26				
							Multirac	24	29				
							Nat.Hi./Othr.Pac.Isl	4	6				
							White	145	147				

Figure 2: New Attendance Day Management report, one of several ways to monitor cohort data.

the development team created a series of reports for building and central office leaders for monitoring the groups over time. While we have not begun the school year in a hybrid learning environment, these groups are already in place for such time that we can transition from Comprehensive Distance Learning to a hybrid model of instruction.

Each year, the creation of student class schedules is a complex and time-consuming task and involves school leaders working very closely with IT. Staffing information is required to be able to determine course offerings and student forecasting data is also needed to ensure students are on track for graduation. This year, much of the required information needed to create student schedules was delayed for weeks and in some instances, months due to the pandemic. This delay, coupled with building closures and the need to work remotely, introduced additional challenges to the complex and time-sensitive process of creating schedules. IT staff and school leaders overcame these challenges to ensure that even through substantial delays in obtaining required data and the constraint of needing to collaborate remotely, student schedules were created and released in time for the start of the school year.

User Services and Support

Much of the work done in IT is work not immediately visible to our students, staff and community. When done well, efficiencies and time saved for staff can seem almost invisible to our users. The impacts most visible to students, staff and our community are those that involve direct service and support.

Student Device Distributions

In March, the sudden closure of school buildings and transition to remote learning and work required student devices to be moved from schools to student homes. While the Beaverton School District was in the fortunate position where students in grades 6-12 for many years have taken devices home, this was not the case for students in grades K-5. The Chromebooks and iPads used by students in grades K-5 were located in carts at all elementary schools with chargers for these devices wired-wrapped into the carts.

When schools closed, IT staff realized that the first and highest priority to support student learning was to ensure all students had a device. IT staff used much of the Spring Break to design the first round of student deployments. A web survey was used for parents to sign up to receive a device. IT staff then visited each elementary school to remove the devices and chargers from the carts, clean and sanitize them, run all updates, and then place them in a bag with parent instructions. Due to management and support constraints, the Spring distributions consisted of Chromebooks for grades K-5. For some students in Special Education, iPads were provided.

Between April 1-3, 2020, IT distributed 5,000 Chromebooks to families needing a device. Distributions were conducted at each school and in addition to school staff volunteering, hundreds of BSD staff from many schools and departments volunteered to support the effort.



Figure 3: Round 1 distribution at Aloha-Huber Park

Due to the tight timeline, IT staff quickly realized that another round of distributions would be needed to support families that did not request a device in round 1. While IT staff were engaged in the round 1 distributions, another parent survey was launched and additional devices were similarly prepared and readied for students. Between April 9-14, the second round of student devices were handed out to families. Over 3,000 devices were provided in round 2.



Figure 4: Round 2 distribution at Rock Creek.

One additional round of student device distributions occurred mid-April. This final and smaller Spring distribution was coordinated by each school.

During summer planning for the start of the school year and working with colleagues in Teaching and Learning, the decision was made to provide iPads for grades K-2 for the start of the 2020-21 school year. The decision was made due to ease of use for our younger learners. In the Spring, IT had not yet solved the filtering requirement for iPads that were not on the Beaverton School District network but by the time this decision was made, IT had resolved the filtering issue.



Figure 5: September device distribution at Hiteon.

From September 1-10, 2020, and during the air quality issues associated with a number of wildfires in Oregon, IT staff once again organized and conducted device distributions to ensure K-2 students would start the school year with an iPad. School and department staff again volunteered to support this effort and between September 1-10, around 7,000 iPads were provided to students.

In May 2020, we purchased the final round of student Chromebooks funded from the 2014 bond. These 18,000 new Chromebooks are for elementary and middle school students and will replace the devices students are currently using. Plans are in development to recover and exchange the existing Chromebooks for students in grades 3-8 and provide them a new, bond-funded device to support their learning.

Student Help Desk

The IT Staff Help Desk has three members to support almost 5,000 staff. Schools have Technology Support Specialist (TSS) positions to support staff and students. IT has an additional three TSS staff who handle issues escalated from the Staff Help Desk and school TSS staff. Once we realized student devices would be used in homes, IT staff determined that our existing support model must rapidly evolve. In a matter of days, IT staff created plans to bring a Student Help Desk online. In the past, a project of this size and complexity would take weeks to create, pilot, and adjust before moving into production. The student help desk is an example of the pandemic requiring IT staff to shift timelines and consider ideas not thought possible or sustainable in a pre-pandemic reality.

One challenge to launching the Student Help Desk was that the TSS staff would be needed to run the Student Help Desk were completely engaged in student device deployments. Our Staff Help Desk and central IT TSS staff provided much needed support to the design and launch of the Student Help Desk.

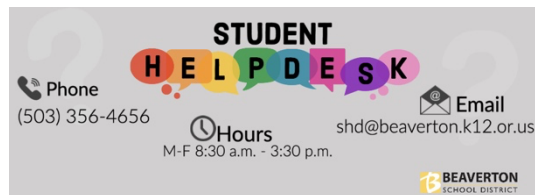


Figure 6: Student Help Desk

Despite the week of Spring Break, IT launched the Student Help Desk on Wednesday, April 1, 2020. Due to the sheer number of devices in student homes, wait times were long for weeks after launch. Once the initial issues were resolved for families, wait times dropped dramatically, with most calls being answered either instantly or within a few minutes.

Due to staffing calendars ending at the close of the school year, the Student Help Desk transitioned to supporting only summer school students during the summer months. Prior to the start of the 20-21 school year, the Student Help Desk resumed operations, staffed by central IT and school based TSS staff.

The numbers of IT support both from phone calls and tickets created through email since schools closed are much higher than pre-pandemic levels. The Student Help Desk has answered 7,494 calls since inception and combined, the Student and Staff Help Desk staff have resolved 19,002 technology issues. This level of help desk support has been over 300% of ticket resolution in prior years.

As we prepared for the start of school, we realized the need to support Spanish speaking families on the Student Help Desk. The Transportation and Maintenance departments allowed some staff members to be assigned to work shifts in IT to provide translation for our Help Desk

staff and families on a call or through email. This generous collaboration allowed IT to better support families and resolve issues for them much more quickly.

Digital Equity

Even as IT staff worked rapidly to address student device needs in the Spring, another large challenge was exposed. While many families have reliable and adequate internet connectivity, a significant number of families reported they did not have connectivity that would support their students learning in an online and remote environment.

Fortunately for our high school students, we were in year three of the Sprint 1Million Project. Last year, we had over 400 hotspots distributed with free connectivity for high school students experiencing limited or insufficient internet access at home. For middle school students, we had 147 hotspots students could check out to complete homework. In the Spring, we did not have a solution for elementary students.

Even though hotspot availability was a challenge in the Spring, we were able to purchase an additional 300 hotspots for elementary students. Demand for these hotspots was very high.

In May, the District partnered with Comcast to provide Sponsored Internet Essentials. The Internet Essentials program provides internet and WiFi for families qualifying for the Free and Reduced lunch program. Through the Sponsored Internet Essentials program, Comcast credits the family for the first two months of the program and the Beaverton School District pays the monthly charge for the remaining four months. When we realized that Comprehensive Distance Learning could continue for an extended period of time, we met with Comcast and worked with them to lengthen the program from 6 months to through the end of the 20-21 school year.

Between May and July, IT provided 500 codes to families for activating the Sponsored Internet Essentials program. After distributing all codes in July, we were able to secure an additional 500 codes. At this time, there are a few codes remaining.

In early September, the Oregon Department of Education secured a contract with Verizon for low-cost student hotspots. The IT Department has ordered 500 hotspots through participation in the State agreement to continue to address student need.

In September, after the TMobile and Sprint merger, TMobile has announced Project 10Million. This project is the successor to the Sprint 1Million and will continue to provide free hotspots for students in all grade levels. The IT Department has submitted an application and is awaiting admission into this program.

At this time, reliable and adequate internet bandwidth is still a problem for our most vulnerable families. Our strategy of providing hotspots and utilizing Comcast Sponsored Internet Essentials is addressing some of the need. Student connectivity continues to be one of the highest and

most urgent needs in a comprehensive distance learning environment and needs to be addressed at regional and state levels.

Customer Service

The pandemic has stretched and challenged IT services and support unlike any other time. Through device deployments, revisioning customer support models, reprogramming and adjustment of virtually all IT applications and infrastructure, the IT Department staff has maintained the exceptional level of service aligned to the IT Department Customer Service Standard.

At the end of every IT ticket submitted, there is a chance for staff to provide feedback on how quickly IT resolved issues, the level of approachability and professionalism displayed, and our communication throughout troubleshooting the issue. Survey results on each question from March 1, 2020 through present are above 90% ranking staff as excellent in each area.

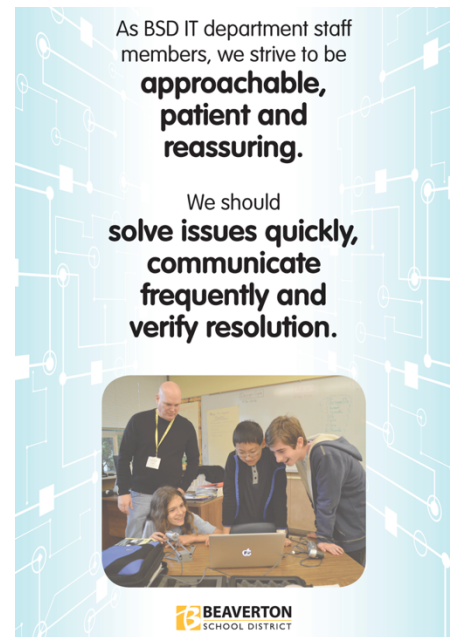


Figure 7: BSD IT Standard of Service

Code: KJA-AR

Revised/Readopted: 7/14/2020 Adopted: 5/24/71

KJA - Materials Distribution**

The Beaverton School District reviews materials distribution requests from community-based, nonprofit, and for-profit organizations on a monthly basis during the school year. Materials submitted for review must offer educational and/or extra-curricular learning opportunities for children, families, and/or staff.

Commercial advertising is not permitted unless specifically permitted as indicated by this administrative rule.

Review Process

1. The Communications & Community Involvement Department will establish a monthly schedule to review flyer requests.
2. Organizations must submit the following information to the Communications & Community Involvement Department for review prior to distribution and during the school year:
 - a. A final pdf version of the materials to be reviewed must be ADA complaint. *Drafts* will not be accepted.
 - b. A cover sheet with the following information:
 - i. Name and phone number of contact person *in the event there are questions related to the submission*;
 - ii. Email address for notification;
 - iii. Who the materials are targeting (i.e. students, parents, staff or some combination thereof);
 - iv. The name of the school(s) and/or what grade level(s) the flyer is to be distributed.
3. All informational materials and announcements must include the following disclaimer:

“The Beaverton School District does not sponsor or endorse the activities and/or information contained in this material.”

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

4. Materials submitted for approval may be emailed to the Communications & Community Involvement Department.
5. School staff will utilize their *community table* and school communications to facilitate the electronic distribution process.
6. The Communication & Community Involvement Department will provide schools with a monthly approved list of flyers.
7. Approved materials are valid for the duration of the class/activity being offered and cannot be modified.

Material Requirements

Materials accepted for distribution or display must not:

1. Be obscene, indecent or vulgar;
2. Advocate illegal activities, violence, or hate;
3. Contain libelous or defamatory information;
4. Discriminate or contain bias toward an individual's race, gender, sexual orientation, religious or ethnic identity;
5. Be likely to cause substantial disruption of or material interference with discipline or the education of students in the school in which the material is posted or distributed;
6. Promote, favor or oppose a candidate for elected office or a ballot measure;
7. Advocate religion or a particular faith or religious viewpoint through proselytization.

Modes of materials distribution or display include:

1. Student Distribution:
 - a. Electronic Distribution: In order to lessen the impact on the environment, the District encourages the electronic distribution of approved materials. Approved materials may be included in school e-newsletters if a building use application is approved.
 - b. Hard Copy Distribution: Materials may be distributed directly to some students at the elementary level who do not have access to computers during school hours by school staff or approved volunteers. The District will not make copies of any materials submitted for distribution.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

2. Community Information Tables: This is an area in the school building where there is a designated table and/or bulletin board on which materials may be placed. (Limit 25 copies per school)
3. Staff Distribution: Approved materials may be distributed by hard copy to school staff lounges. (Limit 25 copies per school)
4. Signs, Posters, and Banners: No signs, posters, and/or banners are allowed to be placed on school property that is visible from a street except as follows:
 - a. National and state flags.
 - b. District or school specific announcement signs.
 - c. The Beaverton Education Foundation.
 - d. School monument signs and reader boards.
 - e. Sponsorship signage placed within a sports field such as wall signage on a baseball or softball outfield fence.
5. Website link on the District's *After-School Activities* web page.

Unauthorized Signage

1. Any signage installed or placed on District owned property, except in conformance with the requirements of this administrative rule, is declared to be a trespass and will be removed by the District.
2. Any signage removed from a District owned property will be disposed of at the time of removal from the site.

Frequency of Display or Distribution

1. Informational materials from the following groups shall be permitted to be distributed to students electronically once a month or displayed on Community Information Tables or bulletin boards as designated by the individual school
 - a. Tualatin Hills Parks and Recreation Department (THPRD) and its affiliated groups;
 - b. Governmental agencies;
 - c. Northwest Regional Education Service District (NWRESD)
2. Materials from community organizations or individuals that have an approved building use application on file, shall be permitted to be distributed electronically, or a hard copy to some elementary students who do not have access to computers, three (3) times per school year (fall, winter and spring).
3. Community organizations or individuals that do not have an approved building use application shall be permitted to display up to 25 copies of printed materials on Community Information Tables and/or bulletin boards.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Notice to Parents/Guardians

1. At the beginning of each school year, each school shall inform students and families (either in the school newsletter or some other fashion) that students will be receiving information from non-school sponsored community groups. The notice shall consist of the following statement:

Throughout the school year you may receive materials from various organizations in our community that offer educational and/or extra-curricular opportunities for your student and/or family. All materials are reviewed by the Communications & Community Involvement Department prior to distribution. The Beaverton School District does not discriminate against any community organization on the basis of age, color, creed, disability, national origin, religion, sex, or sexual orientation. The District does not sponsor or endorse the activities or information contained in these materials.

2. Each school shall clearly post on the community information display area or table the following notice:

The materials in this area are available to students and their families. All materials are reviewed by the Communications & Community Involvement Department prior to distribution. The Beaverton School District does not discriminate against any community organization on the basis of age, color, creed, disability, national origin, religion, sex, or sexual orientation. The District does not sponsor or endorse the activities or information contained in these materials.

Notice of Non-Discrimination

The United States Constitution requires schools to respect the right of all external organizations to distribute materials to students at school if the school district permits any such organization to distribute materials. Accordingly, the District cannot discriminate among groups wishing to distribute materials at school and does not endorse the content of any materials distributed at school.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

BCFAA - Community Partnership Teams

Code: BCFAA-AR

Revised/Reviewed: 07/14/2020

Each school shall form a Community Partnership Team from several existing entities that bring parents and community into the school. Based on principal feedback, they already meet with many of these groups separately, bringing these groups together creates a collaborative approach at the school level that is supported and encouraged at the district level and by the Board. The Teams streamline and magnify many efforts that are underway to support each student.

Department leaders may also work with community partners to meet defined needs.

The Community Partnership Team shall include:

1. School principal;
2. School volunteer coordinator(s);
3. Parent group leader(s) or designee;
4. Faith partner(s);
5. Business partner(s).

However, this is not an exclusive Team, and principals with their school community should identify others to expand this group, if desired. Additional partners could include:

1. Current staff;
2. Retired teachers, classified staff or administrators;
3. Senior citizens, retirees, grandparents of students;
4. Neighbors near the local school;
5. Neighborhood Associations (City of Beaverton=NACs);
6. Community Participation Organizations (Washington County=CPOs);
7. Homeowners associations;
8. Social service agencies; and
9. Nonprofit organizations.

Roles and Responsibilities:

1. Promote and assist with developing collaborative, school-based community outreach, engagement and volunteer activities amongst parents, nonparents, business, faith communities and community organizations. The Community Partnership Team and the school principal shall meet on a regular basis to

assess school needs, and collaboratively and strategically set measurable goals, plan activities, track progress and evaluate outcomes.

2. Provide quarterly electronic Progress Reports to the Board and the superintendent. These progress reports will be included in the School Board Business Meeting Packets. Team members will also serve as a communication link between the public in their school attendance area and the Board. Each school shall regularly publicize their Community Partnership Team goals, work and accomplishments in their school newsletters, social media, at school gatherings, etc. The district will also use these success stories to further community engagement and understanding of the work happening in our schools.
3. The Team shall participate in one district-level Community Partnership Team meeting to learn best practices, highlight and celebrate accomplishments and be briefed on district level issues by the superintendent and his staff.
4. The Community Partnership Team will assist the principal and district with building use requests or issues as needed. For example, if a boundary adjustment were needed in a particular school attendance area, representatives of the Team could be asked to provide input to the district prior to final decisions. Other examples of district level engagement would be bond measures or local option levies. The Team would be the catalyst to energize the school community.

School Level Formation and Action Steps

1. Community Partnership Teams will meet at each school regularly to plan, evaluate and adjust volunteer and community engagement activities based on ongoing school needs assessment, in collaboration with the school principal. By bringing all partners together, a more comprehensive and cohesive plan would be planned and executed to support the varied needs at each school. It is community building and relationship building at its best.

Examples of some resources to assist school teams:

- a. Needs assessment;
 - b. Schools and faith-based partnerships;
 - c. Guidelines for developing business, community and education partnerships.
2. Community Partnership Teams will keep Board members and the superintendent apprised of their successes, challenges and progress by submitting regular updates to the superintendent's office for inclusion in the board packet.

Progress Reports

Quarterly progress reports should include a synopsis of the activity(ies), results including the number of volunteers, hours donated through planning and execution and student achievement data, if appropriate. In addition, anecdotal or qualitative evidence from staff and partners will be encouraged. Stories and results will illustrate the power of Community Partnership Teams and inspire even greater engagement to help all students succeed.

There are many other examples of effective partnerships and community engagement activities, so a resource bank will be developed to assist Community Partnership Teams.

In addition, these reports should also include advice for the School Board concerning the needs and perspectives of the individual school community.

District Support

The Team shall participate in one district-level Community Partnership Team meeting in October. This meeting will serve as the kickoff to the coming year by encouraging school administrators and community partners to engage in joint goal setting. The meeting also will celebrate Community Partnership Teams' successes and accomplishments from the previous school year. Community Partnership Teams fit into the WE Collaborate Pillar of Learning.

Teams are also supported by the district's Communications and Community Involvement Department. They will promote and assist schools and departments in developing collaborative and inclusive Community Partnership Teams, helping to assess needs and making connections as requested with community partners and resources.

Proposal:

In partnership with the School Board's Equity Committee, the Office of Equity and Inclusion will form and facilitate an Equitable Policies Task Force. The proposal includes the creation and enactment of the task force provided with a budget and necessary resources and following a timeline that will result in the following being achieved by July 1, 2021 (proposed timeline below):

- the development of a district anti-racist vision,
- development of a proposed Board Policy on Bias Incidents and Hate Speech and an accompanying proposal for response protocols, and
- a review of the Student and Parent Handbook to analyze how such a policy can be actualized through Administrative Regulations.

If the Equitable Policies Task Force continues for a second year, the following actions will be accomplished by January 1, 2022 (timeline to be established):

- Board resolution: Condemnation of Racism and Commitment to Anti-racism
- Review/Propose revisions to the [BSD Equity Lens](#)

Recent Models of Equity Task Forces, Policies, and Resolutions:

- [Redmond School District](#)
- [Tamalpais School District](#)
- [Oak Park Unified School District](#)
- [Orange County School District](#)
- Tigard-Tualatin [Policy](#) and [Resolution](#)

Members (estimated):

- Facilitators:
 - BSD Staff (1)
 - Community Partner/Consultant (1)
- School Board (2)
- Parents (8)
- Students (8)
- Community Members (6)
- BSD Staff:
 - Classified (6)
 - Certified (6)
 - Administrative (4, including Legal Counsel)

Charges:

- Year One:
 - Develop an application, application process, and timeline
 - Develop Anti-racist vision (consider using [NSRF's Futures Protocol](#))
 - Board Policy: Bias Incidents and Hate Speech ([TTSD Model](#))
 - Propose response protocols ([PPS Model](#))
 - Review/Propose revisions to the [BSD Student/Family Handbook](#)
- Year Two:
 - Board resolution: Condemnation of Racism and Commitment to Anti-racism ([TTSD Model](#))
 - Review/Propose revisions to the [BSD Equity Lens](#)

Costs/Budget:

- Funds to support community partner/consultant for co-facilitation
- Funds to support potential in-person meetings (materials, copies, snacks and refreshments)

Timeline:

- **October 2020**
 - Propose Task Force charges and timeline to the School Board
 - Solicit and identify community partner/consultant for co-facilitation
 - Develop Task Force composition
 - Develop Task Force application and selection criteria
- **November 2020**
 - Collaborate with Communications and Community Involvement to publicize the Task Force and application process
 - Collaborate with Board committee members, Superintendent, and co-facilitator to develop and refine shorter- and longer-term areas of focus
 - Collaborate with Board committee members and co-facilitator to research and develop working community agreements and protocols to guide facilitation of the Task Force
 - Collect Task Force applications (by Nov. 30)
- **December 2020**
 - Select and notify Task Force applicants of selection
 - Provide calendar of meeting times
 - Solicit feedback from stakeholders (students, families, staff, and community members) regarding bias incidents and hate speech
- **January 2021**
 - Meet with Task Force to engage in community building, establish community agreements and protocols, and provide context, background information, charges, and timeline information
 - Research models of anti-racist visions
 - Begin to draft BSD Anti-Racist Vision
- **February 2021**
 - Continue to refine draft BSD Anti-Racist Vision
 - Review and analyze feedback regarding bias incidents and hate speech for common themes
 - Begin to research bias incidents and hate speech policies
- **March 2021**
 - Refine BSD Anti-Racist Vision and share it with stakeholders for review
 - Peruse and discuss research on bias incidents and hate speech policies
 - Begin drafting Bias Incidents and Hate Speech policy
- **April 2021**
 - Incorporate feedback into BSD Anti-Racist Vision and share it with stakeholders for final review
 - Continue drafting Bias Incidents and Hate Speech policy
 - Share draft bias incidents and hate speech policy with stakeholders for feedback
- **May 2021**
 - Present BSD Anti-Racist Vision to stakeholders at Board Meeting for adoption
 - Incorporate feedback into Bias Incidents and Hate Speech and share it with stakeholders for final review
 - Begin a review of the Student and Parent Handbook to analyze how such a policy can be actualized through Administrative Regulations
- **June 2021**
 - Present BSD Bias Incidents and Hate Speech policy to stakeholders at Board Meeting for adoption
 - Propose further actions, including guidance on possible policy Administrative Regulations and/or revisions to to the Student and Parent Handbook.