

August 18, 2021

SOLICITATION ADDENDUM NO. 2
RFP 21-0003

A Comprehensive Review of the School Resource Officer Program with Recommendations for Changes or Adjustments

THE FOLLOWING CHANGES/ADDITIONS TO THE ABOVE CITED SOLICITATION ARE ANNOUNCED:

This Addendum modifies the Request For Proposal (RFP) document(s) only to the extent indicated herein. All other areas not changed or otherwise modified by this Addendum shall remain in full force and effect. This Addendum is hereby made an integral part of the RFP document. Proposers must be responsive to any requirements of this Addendum as if the requirements were set forth in the original RFP document. Failure to do so may result in proposal rejection. See the RFP solicitation document regarding requests for clarification, changes or Protests of this Addendum, and any associated deadlines for the foregoing.

This addendum is to be acknowledged in the space provided on the Bidder Certification form supplied in the solicitation document. Failure to acknowledge receipt of this addendum may be cause to reject your proposal.

The closing date **IS CHANGED to Monday, August 23, 2021 at 2:00 PM Pacific Daylight Time**

CLARIFICATIONS:

Beaverton School District is MODIFYING the Solicitation Section II (6) to read as follows:

KEY QUESTIONS: In addition to others which may arise in the course of the work, the Consultant's work and deliverables shall provide thorough and actionable answers to the following Key Questions. Proposers should not attempt to specifically answer the individual questions in their proposal. Proposers should indicate how they might gather sufficient information to generate clear and useful answers through the course of the work. Proposers also might demonstrate how their firm has answered similar questions for similar projects if available.

QUESTIONS AND ANSWERS:

1. Question: What types of data will be made available to the selected team (e.g., academic, school discipline, SRO interactions, SRO logs, complaints)?

Answer: All publicly available off-the-shelf documents or available raw data will be made available to the consultant. Data requests requiring analysis or significant staff time may be considered, but only on a case-by-case basis.

2. Question: What type and frequency of training for District leadership is desired in Sections II.2 and II.3 (page 7)?

Answer: Training will not be required unless specifically indicated in a contract resulting from this solicitation.

3. Question: What is the anticipated budget for the project?

Answer: The District has not determined a specific budget for this project. It is our intent to develop a mutually agreeable cost during contract negotiations.

4. Question: Is there an anticipated budget cap that the bidder is expected to work under?

Answer: See response to question 3.

5. Question: Is there a limit on indirect costs?

Answer: See response to question 3.

6. Question: Is the use of remote or virtual technologies (such as Zoom and Microsoft Teams) acceptable for in-person work such as attending meetings and work sessions as well as conducting interviews and focus groups?

Answer: Use of virtual technologies to facilitate some of the work is acceptable. Subject to COVID restrictions, some in-person work is highly desirable.

7. Question: To what extent will BSD assist in recruitment of focus group and interview participants, especially for community stakeholders and groups (e.g., provide direct contact information, use of district e-mail systems, distribution of flyers, provision of phone numbers)?

Answer: BSD will assist in organizing stakeholder meetings but will not function as the primary facilitator.

8. BSD has formed a "Collaborative Alternative Solutions to Expulsion (CASE) Team which has been training with Georgetown University and the Center for Juvenile Justice Reform to implement a more restorative approach to discipline" (page 4, *emph. added*). Are the contractors for this team at GU and CJJR eligible to bid and win funding under RFP 21-0003 (SRO Program Review) as well?

Answer: No specific group or firm has been specifically excluded from submitting a proposal.

9. Question: Section II, Part 6.C.i (page 8) focuses on arrests by SROs, will tickets (infractions) be within the scope of the analysis as well? (in alignment with the data analysis deliverable in Section II, Part 7.iv. (page 9)).

Answer: Determination of the need to disseminate this information will be made during contract negotiations based on the plan presented by the selected consultant.

10. Question: Section II, Part 6.B.i (page 8) mentions "What does the data (as disaggregated as possible by race/ethnicity, gender, gender-expression, language, income level, school enrolled, McKinney-Vento (unhoused, unsheltered, or unaccompanied minors) and other student identifying groups) tell us about the current program and what do student, staff and community perspectives tell us about implementation?" Will student and on-campus arrest and ticketing (infraction) data be available at the student-level (linked or linkable to student administrative and discipline records) or as reports at some higher level of aggregation (e.g., campus or building-level)?

Answer: See response to Question 9.

11. Question: BSD has 94 primary languages (Section I, Part 6, page 4) and in Part 5 of that same section BSD wishes to engage "various...linguistic groups." What are the primary languages that should be available for data collection (e.g., empathy interviews, focus groups, etc.)?

Answer: Other than English, Spanish would be the next largest language spoken in the district. There are other languages that may be addressed as the process is refined.

12. Will the vendor need to request arrest and ticketing data from BSD only, or submit separate requests from the Washington County Sheriff, Hillsboro Police Department, and Beaverton Police Department?

Answer: See response to Question 9. BSD will work with the consultant to determine the best path for collecting this information if necessary.

13. Question: Does BSD expect campus-level findings from each of the 54 campuses or a district-wide evaluation that selects some subset (e.g., a representative sample) of campuses by characteristics of interest?

Answer: The depth of the information gathering and resulting reports will be largely determined by the cost of the services. Ideally there would be information from all campuses.

14. Question: Can the initial meeting with the BSD "school board and Beaverton City Council" (Section II, part 7.ii., page 9) occur virtually?

Answer: Yes.

15. Can "in-person updates at School Board or City Council meetings." (Section ii. part 7.iii. page 9) be performed virtually?

Answer: Generally yes – but subject to COVID restrictions there may be some physical in-person requirements.

16. Question: In the 2020-2021 school year, the Beaverton Student Advisory Committee performed an inquiry regarding SROs impact on students." (Section I, Part 8, page 5) Can BSD provide the report or full results from this review?

Answer: Any information we have can be provided to the selected consultant.

a. Note: the full report is not provided on the site containing the "Beaverton Human Rights Advisory Commission Policing Recommendations"

(<https://www.beavertonoregon.gov/DocumentCenter/View/29855/Final-Policing-Recommendations-2021>)

though these recommendations reference SRO information about an alternative process if SROs are not removed from campuses in sections "1-5 on pages 21-22" of the full report (which are not available on the site yet are germane to scoping this evaluation work).

17. Question: Section II, part 4, page 7 sets a deadline as "Work will be completed in a timeframe to allow for inclusion of the information into the 2022-2023 Budget Year." Can you provide an approximate time of school year (e.g., month) by which these budgets must be submitted?

Answer: Completion by January would work for budget process alignment.

18. Section II, part 6.B. pg 8 asks "How does the role of campus monitors compare to the role of SROs?" Please briefly define campus monitors in their capacity for BSD campuses.

Answer: See attached job description. Slight variation in duties occur from school-to-school.

19. Question: Attachment B, page 22 says “The Proposer/Firm is a business entity licensed, registered and authorized to do business in the State of Oregon.” Does this mean the proposing firm (who is not an independent, sole contractor) must be fully licensed before submitting the proposal or that the vendor can be in the process of registering with the state after submission as long as it is complete before work begins?

Answer: Any proposer must be an Independent Contractor per the IRS rules determining Independent Contractor status – the District is not in control of personnel or means and methods of accomplishment of the Work. The District will accept a statement from the selected proposer asserting that they will be fully certified to conduct business in the State of Oregon PRIOR TO executing a contract with the District.

a. Question: If it’s the latter, should the proposer fill out part A of Attachment B? (Section V, page 22).

Answer: If the Proposer is a corporation provide the FEIN in Section A. If the Proposer is nor a C Corporation, an S Corporation, or Registered LLC complete Section B which establishes that the Proposer is not financially connected to the District in any manner other than a vendor/customer relationship, and the District has no financial obligation to the Proposer or its employees other than an obligation to pay for satisfactory work provided under the terms of the resulting contract.

-End of addendum-

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Purchasing Manager
Beaverton School District

CAMPUS SUPERVISOR



Purpose:

The Campus Supervisor supports the physical safety of students and school staff by enforcing and implementing security procedures and ensuring security protocols are respected by students, staff, and visitors.

Reports to: Principal or Assistant Principal

Indirectly reports to: Public Safety Officer

Nature & Scope:

The Campus Supervisor works independently following standardized routines under general supervision. The nature of the work requires strict adherence to District and school policies, and state and federal statutes. This job requires frequent interaction both with students and the general public and as such requires a high level of professional decorum as well as the ability to act as a role model for young people.

Essential Job Functions:

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Patrols school buildings and grounds before, during, and after school hours in order to protect against trespassing, loitering, vandalism and similar risks.
3. Responds to security service calls.
4. Monitors student parking lot, including managing the issuance of parking permits, enforcing parking regulations, issuing citations and ensuring safe driving.
5. Monitors non-District personnel and directs them to the office or off premises. Evaluates seriousness of situations and calls for assistance as needed.
6. Supervises and maintains order and crowd control at school functions, including athletic competitions, social events and other large school gatherings.
7. Enforces all District rules and policies relating to safety and security of buildings, grounds and students; assists in gathering data in regard to misconduct and violations.
8. Provides emergency intervention in situations of immediate danger.
9. Collaborates with school counselors, administrators, and other staff regarding student behavior and conduct.
10. Responds to reports of hazardous conditions, disturbances, or suspicious activities. Reports any illegal activities or questionable or unsafe conditions.
11. Assists investigations of reports of property loss, theft, assault or other crimes; collects and preserves evidence as necessary to provide to local law enforcement. Ensures property damage is quickly reported to appropriate school or District departments.

12. Serves as liaison to local law enforcement, including School Resource Officers, to address and resolve issues of mutual concern.
13. Maintains security records, logs and reports.
14. Maintains effective and respectful working relationships with staff and students.
15. Complies with all procedures outlined in the *Code of Professional Conduct* and *Annual Notices for Education Practitioners, Teachers, Support Staff, Administrators, Substitutes Handbook*; and all other Beaverton School District Policies and Procedures.

The statements contained above reflect general details as necessary to describe the principal functions of this job but should not be considered an all-inclusive listing of work requirements. Individuals may at times perform other duties as assigned which could include work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload.

Required Qualifications:

1. Must possess a high school diploma or equivalent.
2. Must possess and maintain three years' experience in law enforcement, security, or juvenile justice or possess current DPSST Unarmed Security certification and have 3 years of related experience.
3. Must attain and maintain current CPR/First Aid certification, within 60 days of hire.
4. Must pass a criminal background check.
5. Must be able to read, write, understand and follow multi-step written and verbal instructions in English.
6. Must possess excellent written and verbal communication skills.
7. Must possess have the ability to obtain an Oregon approved behavioral intervention training course, as approved by the District, within 60 days of hire, then maintain an active certificate thereafter.

Working Conditions:

The Campus Supervisor works both indoors and outdoors. The position requires the ability to write, hear and speak, run, stand, walk, bend, stoop, twist, kneel, reach and lift up to 75 pounds. Potential exposures may include blood-borne pathogens and sick, injured or agitated students. The position requires high levels of interaction with children and families from diverse backgrounds, many of whom experience behavior, academic, or physiological challenges.

The incumbent must possess a normal degree of flexibility; the ability to stand, walk, run, and shuffle for long periods of time; to kneel on one and two knees and then stand up; to bend the trunk at 45° and twist to either side; to grasp firmly; to raise the hands above the head; and to learn and correctly demonstrate multi-step physical skills. The incumbent must be able to observe multiple students across large and small physical spaces and attend to individual student's needs while ensuring that other students are not unattended. The incumbent will need to walk quickly at times, and assume various physical postures associated with essential job functions, including:

- a. Sitting
- b. Running

- c. Pushing and pulling
- d. Restraining a student
- e. Lifting up to 75 lbs.
- f. Bending, stooping, twisting, kneeling, reaching
- g. Speaking and hearing often in a noisy environment

Work Year: 180 days

Bargaining Unit: OSEA

FLSA Status: Non-exempt

Date Approved: November 25, 2019

Date Revised: April 15, 2020

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.