BETHLEHEM
AREA SCHOOL DISTRICT

VISION AND STRATEGY

THE PATH FOR 2025-2026

#BASDcommunity

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BETHLEHEM
AREA SCHOOL DISTRICT

MEMORANDUM

TO:	Board of School Directors
FROM:	Dr. Jack P. Silva, Superintendent of Schools
SUBJECT:	**Vision and Strategy 2025-2026**
DATE:	March 2025

The purpose of the Vision and Strategy document is to show the **organizational alignment** of the key district functions toward the ultimate purposes of the BASD—the students' academic success and the development of good citizens in the #BASDcommunity.

MISSION STATEMENT

The Bethlehem Area School District, in partnership with the home and community, is committed to providing a safe and supportive environment in which each student will attain the knowledge, skills, and attitudes necessary to become a productive citizen and self-directed, lifelong learner in our technologically demanding and culturally diverse society.

VISION

The Bethlehem Area School District will eliminate race and family income as predictors of school success by guaranteeing equitable access to opportunities for learning and growth.

THE TWO PRIORITIES OF THE BASD IMPROVEMENT MODEL

Aligned to the district's mission and vision, all 22 schools of the Bethlehem Area School District **prioritize two (2) key areas** of school performance:

1. Improving student attendance and reducing chronic absenteeism
2. Improving grade-level achievement

Goals are established and data are presented publicly on each priority.

Educational Programs

Office of Curriculum and Instruction and Office of Equity Initiatives

Strategic initiatives related to curriculum, instruction, assessment, and professional learning inform the district's operational and budget decisions.

Bethlehem Area School District has a commitment to offering a challenging academic curriculum while also teaching social and life skills that set the stage for our students' success in the Bethlehem community. BASD schools are committed to **improving core (Tier One) instruction in all classrooms so that all students demonstrate the knowledge and skills needed to consistently do grade-level work**.

OFFICE OF CURRICULUM AND INSTRUCTION

CURRICULUM AND INSTRUCTION

Successful BASD student performance means empowering and stretching students to their potential and making them truly career and college ready when graduating from our school district. The BASD is dedicated to empowering a diverse, ambitious, and resolute community of children to thrive and lead in their world. Specifically, the Educational Programs Office will work toward the following goals:

GRADE LEVEL ACHIEVEMENT

The academic priority of the BASD continues to be having **all students learning and achieving at grade level** within a comprehensive multi-tiered system of supports (MTSS) that:

- Implements with fidelity and consistency the evidence-based curriculum and pacing guides provided by the BASD in all subject areas.
- Uses valid and timely assessments and curriculum-based data to vigorously monitor the progress of learners toward grade-level mastery goals.
- Provides consistent, data-informed, and timely remediation and enrichment interventions in all tiers of the MTSS system.
- Scaffolds content and skill instruction in support of EL and IEP student achievement of grade level programming.
- Makes needed curriculum and assessment accommodations and modifications consistent with student IEPs/GIEPs.
- Provides evidence-based, sustained training and job-embedded coaching to professionals dealing with BASD students in the most current reading and math pedagogy and assessment strategies.
    - Elementary training will a focus on early literacy and content area literacy
    - Secondary training will focus on content area literacy with an emphasis on comprehension routines, vocabulary, and writing in all core content areas.
- Includes within Tier One (for all students) the evidence-based frameworks that support each student's social and emotional health, resilience, goal setting, and executive functioning.
- Partners with community organizations in support of the BASD's academic goals.

CAREER PATHWAYS

The High School Career Pathways program will continue to develop graduates that are career and college ready. That process includes supporting students in a who can:

- Identify their personal strengths and interests while setting meaningful goals.

- Explore and navigate academic and career pathways in STEM, Arts & Humanities, Health & Human Services, Business, Finance & Law, Education, and high-demand Vocational-Technical fields.
- Engage in rigorous, relevant, and consistent performance assessments through service learning, job shadowing, internships, pre-apprenticeship programs, mentoring, dual enrollment, and credentialing to support their postsecondary aspirations.
- Implement a pre-apprenticeship program that enables students to earn industry-recognized certifications, opening doors to paid internships and apprenticeship opportunities.

RELATED ARTS

The BASD will reflect the art vibrant Bethlehem community by maintaining and expanding related arts core, co-curricular, and extracurricular opportunities for students:

- The BASD will extend student participation, implement more standardized curriculum, and update district procedures in Related Arts courses and co-curricular arts programming, K-12.
- The BASD will extend *Any Given Child Bethlehem* activities by integrating community-based arts programming into academic programming in each grade, K-8.
- The BASD will continuously monitor and improve students' digital learning and citizenship in response to rapidly changing technology, blended learning platforms, immersive/virtual learning mediums, emerging artificial intelligence, and students' social and emotional health. The BASD will review and revise its student cell phone policy in light of emerging best practices.

ASSESSMENT

The BASD believes in an evidence-based approach to assessment and grading. Grade accuracy is essential to making clear and fair decisions for students. BASD endeavors to increase the communicative value of the report card and better describe student's progress towards learning goals that:

- Broadly shares the *BASD Purpose of Grading Statement* with all stakeholders:
  The purpose of grades is to communicate with students and parents/guardians about students' achievement towards specific goals. With a focus on student growth, grades are intended to be used as feedback to guide timely improvements and offer enrichment opportunities. Academic support factors are reported separately from the achievement grade.
- Maintains the success of the updated secondary report card and the standards-based elementary report card.
- Provides and maintains time in the District Calendar in support of the secondary teachers' grade reporting and feedback to students and parents.
- Maintains and expands the training and support of the secondary teachers in the new grade reporting system. Identify, demonstrate, and monitor improved summative and formative assessment practices and procedures that contribute to students' Academic Grades.

PROFESSIONAL LEARNING AND LEADERSHIP DEVELOPMENT

Exceptional, well-supported teachers and principals are essential to our students' academic success. Therefore, we are committed to investing in the professional learning of all educators, ensuring they have the opportunity to refine their skills and continually enhance their ability to deliver high-quality instruction and effectively support our students.

INSTRUCTIONAL COACHING

Instructional coaching seeks to provide ongoing, job-embedded professional development

for teachers in order to improve teacher practices and student learning. To maximize teacher efficacy, the BASD Instructional Coaches apply evidence-based practices to provide high quality professional development and job-embedded coaching to support all educators. Instructional Coaches build capacity to improve student outcomes by facilitating the professional growth of teachers through collaborative decision-making, targeted use of data, and teacher reflection.

NEW TEACHER ORIENTATION, TRAINING, AND INDUCTION

All teachers new to the Bethlehem Area School District participate in the new teacher orientation. The Bethlehem Area School District's Teacher Induction Program is governed by Chapter 5, Section 203 of the Pennsylvania State Board of Education Regulations. This program is required for teachers to receive their permanent professional certificate to teach in Pennsylvania. All teachers new to the profession and/or who do not possess a valid Induction Certificate from another public school district are required to complete the BASD Induction Program; teachers new to the District, who have not taught within the preceding five years, are required to complete the BASD Induction Program, and long-term substitutes with an assignment lasting one full semester or longer participate in the BASD Induction Program.

NEW ADMINISTRATOR ORIENTATION, TRAINING, AND INDUCTION

As new school leaders navigate their roles, timely, on-demand learning is essential for their success. In BASD, we recognize that supporting and developing new administrators is fundamental to effective leadership. Every administrator, whether new to the role or the district, will be paired with at least one mentor to guide them through key responsibilities and ensure a smooth transition into their position.

FUTURE SCHOOL LEADERS INSTITUTE

The Bethlehem Area School District is a large, complex organization that requires skilled and consistent leadership. Effective school leadership is essential for district success; recruiting, developing, and supporting future administrators are indispensable strategies for maintaining the high quality of our twenty-two schools. Accordingly, the BASD Educational Programs Office will continue its Future School Leaders Institute (FSLI) that will afford participants experiences that illustrate the mindsets and competencies that support the success of future administrators. Monthly activities/experiences are utilized to introduce members of the cohort to successful school leadership practices.

OFFICE OF EQUITY INITIATIVES

The Office of Equity Initiatives leads the Bethlehem Area School District's commitment to ensuring that race and family income are not predictors of student success by guaranteeing equitable access to opportunities for learning and growth. Equity is embedded in every aspect of district operations and remains central to our mission of supporting all students, staff, and families.

Our work focuses on dismantling systemic barriers, challenging biases, and transforming school culture to affirm and celebrate the diverse identities, experiences, and voices within our community. Through this, we create learning environments where every student can thrive and achieve their full potential.

Since the adoption of Policy 832: Diversity, Equity, and Inclusion in 2021, BASD has made significant strides in embedding equity into district practices, including:

- Conducting equity audits to assess and address systemic barriers.
- Developing a district-wide equity plan to guide sustainable change.
- Expanding professional learning on culturally responsive teaching, implicit bias, and inclusive practices.

- Increasing student and family engagement to amplify diverse voices in decision-making.

While these efforts have strengthened our foundation, equity work is an ongoing process. We recognize that true equity requires sustained commitment, continuous reflection, and a willingness to adapt to the evolving needs of our BASD community.

As we move forward, the Office of Equity Initiatives remains focused on:

- Aligning district-wide equity efforts to ensure consistency and accountability across all schools and departments.
- Strengthening data-driven decision making to close opportunity gaps and improve student outcomes.
- Expanding partnerships with students, families, and community organizations to drive meaningful change.
- Building capacity among leaders and staff to sustain equity-focused practices at all levels of the district.

Equity is not a destination—it is a continuous journey of reflection, action, and progress. Through this ongoing work, BASD remains committed to ensuring that every student, regardless of background or circumstance, has the opportunity to succeed.

CHILD CARE

The Bethlehem Area School District has been offering affordable, quality child care to parents for over 30 years. The district has 10 DHS (Department of Human Services) licensed sites at our elementary schools. The Child Care department participates in Child Care Works, which is a subsidized program for families who fit within the financial guidelines outlined by the state, to assist in or completely cover the costs of child care.

In direct response to parent/guardian feedback, BASD Child Care offers an online payment system. Families can choose to pay online via credit card, debit card, or bank account (payment is still accepted via personal check and money order).

Our goal is to provide the children with a caring, safe, and fun place to be before and after school, as well as to support their academic learning through the activities that are provided for them on a daily basis. Children have responded positively to the use of Zones of Regulation as a social/emotional learning tool, and it has become a mechanism used daily to help navigate feelings, emotions, and actions. It has proven to benefit children and staff alike.

EARLY LEARNING

The Bethlehem Area School District is proud to offer full-day kindergarten in our 16 elementary schools. We want each child's experience filled with fun and exciting activities that will start them on the path of successful learning experiences and personal development. Our kindergarten students come from a wide variety of backgrounds and experiences, which is what makes each of them unique and special. Although children go through similar stages in the learning process, we understand that children develop at different academic, social, and emotional rates. Our full-day kindergarten classrooms offer support based on each individual child's needs. Additional information can be found at the following link: https://www.basdschools.org/kindergarten

While the District will continue its work at the primary grade levels, we also recognize the need to work with our outside Pre-K partners, Pre-K parents/guardians, and Pre-K students. The Pre-K Counts Program grant provides funding for six pre-kindergarten classes in the district, which are located at Calypso (1), Fountain Hill (1), Marvine (2), and Donegan (2), and service a total of 120 students. Additional information can be found at the following link: https://www.basdschools.org/prekindergarten

GRANTS AND FEDERAL PROGRAMS

The Bethlehem Area School District is very fortunate to receive funding from a variety of federal, state, and local grants. The Grants Office is continually seeking to build partnerships and pursue grant opportunities that will assist the district in reaching its goals. Although funding is never certain, listed below is a brief description of some of the main funding sources that are anticipated for the 2025-2026 school year and beyond. This list is not inclusive, but it does provide an overview of the main grants that will be applied for during the upcoming school year.

On the Federal level, Title I funds will be used for teacher salaries and benefits, administrative costs, supplies, parent and family engagement programs, and mandated set-asides at the elementary and middle school level. **Title II funds** will be used for salaries and benefits for class size reduction teachers and staff development opportunities focused on strategies to close student achievement gaps at the elementary and secondary level. **Title III funds** will be used to provide supplemental educational programming for English Learners and immigrant students at the elementary and secondary levels. **Title IV funding** will be used in the areas of safe and healthy students, well-rounded education, and effective use of technology. These grants are submitted as part of a Consolidated Application. Prior to submission, opportunities are provided to teachers, administrators, parents, community-based organizations, and other members of the community to provide feedback and input on the use of funds. The Impact Aid grant provides funding to assist the district to support the educational cost of children who are federally connected by having a parent/guardian in the uniformed services or living in low-rent housing developments.

At the State level, the district is anticipating grant funding in several key areas. The Pre-K Counts Program grant provides funding for six pre-kindergarten classes in the district. Ready to Learn funds will be used toward the implementation of full-day kindergarten. Additional information can be found at the following link: https://www.basdschools.org/prekindergarten. Grants through the Pennsylvania Commission on Crime and Delinquency will be used to support student mental wellness and school safety initiatives. The district will also continue its participation in the PA HELPS and PA Student Teacher Support program, funded through the Pennsylvania Higher Education Assistance Agency, to provide stipends to interns preparing to be teachers, counselors, and school nurses.

The Marvine Family Center's Parents As Teachers (P.A.T.) program works with families who have children from birth to age four to help parents better understand child development. The program connects families to resources that help parents to develop school-ready children. The Parents As Teachers program offers free personal home visits customized for the needs of the families. Additional information can be found at the following link: https://www.basdschools.org/marvinefc

Pupil Services

Special Education, Student Services, and Health Services

The Department of Pupil Services is committed to removing barriers and creating opportunities for student success by providing programs that support the whole student academically, behaviorally, socially, emotionally, and physically. Through various support and services, the department works collaboratively with all stakeholders to give ALL students what is needed to achieve success and to become productive citizens.

The Department is comprised of school counselors, school nurses, special education teachers, teachers of the mentally gifted, special education instructional assistants, speech and language teachers, school psychologists, attendance officers, educational support teachers, a Board Certified Behavior Analyst, family liaison, social emotional integrated learning coaches, ACCESS Program Assistant, Coordinators of Special Education, Director of Special Education, Supervisor of Health Services, Supervisor of Student Supports and Wellness, and Director of Student Services. These highly experienced professionals provide a network of services within each school to ensure all students achieve the knowledge, skill, and experience to succeed and become responsible citizens in an ever-changing global society.

Overall, the Pupil Services Department recognizes the need to expand partnerships to provide an integrated student support model with a strong link between health and wellness, so students have the ability to fully engage within the learning environment as each student works towards productive citizenship.

SPECIAL EDUCATION

Special Education staff and teachers of the Gifted provide quality support, services, and instruction to students with unique learning styles to ensure that students will be better prepared to participate successfully in the general education curriculum with rigor and high expectations. Students are identified for these services through a data-informed process with a focus on equity. Students in need of services receive individualized support that includes consultation, collaboration, coaching, and/or direct instruction in alignment with each child's needs.

The Special Education organization administrative infrastructure allows central office personnel to focus on specific programs with an emphasis on a K-12 approach to quality instructional practices, program delivery and supervision to allow for greater fidelity, consistency, and compliance across all areas of special education mandates and direct initiatives. Additionally, professional development and support to all teaching staff on how to implement best practice instruction for students with an exceptionality (disability and giftedness) remains to be a primary focus to foster the success of students in all educational environments.

The Pupil Services Department provides Individualized Student Instruction and Intervention by using BASD curriculum resources in both core instruction and intervention. Pupil Services staff address the specific, individualized learning needs of students in the academic, behavioral and social/emotional domains through evidence-based direct instructional methods. In addition, students receive deliberate case management that is focused on monitoring progress and ensuring a team approach in supporting students' growth towards their individual goals. Informed by research and IDEA, BASD students will continue to be educated in the Least Restrictive Environment, accessing the core curriculum and general education settings to the maximum extent possible while also intervening meaningfully to increase student progress in areas of deficit.

BASD schools focus on delivering evidence-based programming to target student deficits in reading writing, mathematics, executive function, and social and emotional skills. BASD schools will continue supporting students with disabilities by closing the gaps between present levels and grade-level competencies. Scaffolded core instruction combined with direct service tutoring reduces the number of students in need of

special education services and allows students to participate in core curriculum with accommodations rather than with specifically designed instruction.

For students in need of more supportive settings, BASD is cooperatively involved with multiple partners including the Colonial Intermediate Unit 20, and partners such as Centennial School - Lehigh University, Community Service Foundation, and Lehigh Learning Academy. Through close cooperation and collaboration, BASD students regardless of their disability or severity of need, have access to high quality instruction and support. Planning for the transition of students with special education needs into consecutive grade levels, and ultimately into the community is an essential component of contributing to their success. Instruction and support of students to live independently and access post-secondary education are large components of students' individualized education plans. The BASD's special education staff is integrally involved with community resources and partners to assist students in reaching their potential not only within school but post-graduation.

PUPIL SERVICES

Student Services programing helps implement a Multi-Tiered System of Supports (MTSS) system for students. The unified Student Assistance Program and Multi-Tiered System of Supports, BASD/SAP, continues to be implemented at all levels which provides a sustainable infrastructure that contributes to the achievement of all students within our schools, K-12. Center for Humanistic Change (CHC), a community agency provides a PA-SAP liaison to schools as part of this process. The SAP liaison works with schools to identify at-risk students and provide support to break down the barriers to their success. CHC provides schools the opportunity to conduct behavioral health screenings utilizing the BHWorks through Drexel University to identify students for behavioral support. By removing the barriers to learning through data-based problem-solving and collaborative interventions, students are identified with appropriate interventions, supports, and services.

The Pupil Services Department maximizes the benefit of the ACCESS Program to students and families. ACCESS, a Medicaid reimbursement program, continues to revise procedures to meet yearly program changes to maximize reimbursement for allowable services. The program assists in funding necessary equipment and services for special education students: *i.e.*, curriculum materials, equipment, mental health/counseling services, staff.

INTERNAL AND COMMUNITY SUPPORT AND SERVICES THROUGH PARTNERSHIPS

Integrated Student Support services is currently implemented at six (6) schools by Communities in Schools of Eastern PA (CIS). The Site Coordinator creates a network of support by working directly with teachers, families, service agencies, and local companies focusing on student academic, behavior, attendance, and mental health needs. Pinebrook Family Answers (PBFA) is currently implementing licensed social work services across the district. PBFA collaborates and consults with CIS and the school-based teams to identify the students in need of counseling.

MENTAL HEALTH AND BEHAVIORAL HEALTH

Mental health and behavioral health services remain a focus within the district. The district continues to partner with St. Luke's Behavioral Health, Lehigh Valley Health Network, and Colonial Intermediate Unit #20 to provide out-patient mental and behavioral health services. All twenty-two (22) schools continue to be designated as a certified out-patient clinic. Discussions are on- going with insurance providers to enhance services and to assist students in obtaining insurance. Community Voices Clinic (CVC) is a school-based mental health clinic operating within the family centers at Donegan Elementary and Broughal Middle Schools. The CVC offers free individual, family, and group therapy to uninsured and underinsured residents of South Bethlehem. The clinic is fully staffed by doctoral and master's level students in counseling psychology from Lehigh University. The district is in discussions to expand these services to additional schools.

TRAUMA INFORMED SCHOOLS

Teacher training in the science of trauma, trauma informed practices, alternatives to punitive discipline, restorative practices, and social emotional learning strategies takes place in all BASD schools. Teachers provide direct instruction in the area of social emotional learning and take an integrated approach to increase appropriate social skills while decreasing discipline issues.

LEADER IN ME

Student Services oversees the implementation and development of Leader in Me (LIM) across all of our K-8 schools. Leader in Me is based on Franklin Coveys' 7 Habits of Highly Effective People®.

All K-8 schools will be implementing a tiered approach with Leader in Me anchoring Tier 1 within our BASD/SAP process. Leader in Me coaches work directly with each school to ensure consistent and intentional delivery of the framework. Leader in Me empowers the shared leadership of staff and students across Lighthouse and action teams to empower all members of the school community. ALL students K-8 will complete a scope and sequence of Leader in Me lessons that support empowered students, school safety, and a positive school culture. The Leader in Me 4DX goal setting process will be applied with both students in managing individual academic goals, as well as with teachers and administrators in achieving schoolwide goals for academic growth and improved attendance.

Schools work collaboratively to analyze yearly data points from Leader in Me's Measurable Results Assessment (MRA) and strategically target areas of need for growth.

RESTORATIVE PRACTICES

Restorative practices are embedded across all of our schools. The restorative practices process is based on the social discipline framework and designed to repair relationships that have been damaged. Restorative practices provides a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. All new high school teachers are trained in fundamentals of restorative practices as a part of their mandated induction program. Additionally, an internal plan is in place to continue training of fundamental restorative practices to our K-8 staff members. Our K-12 counselors and administrators are offered an opportunity to be trained in restorative practices conferencing. Our secondary schools are restorative buildings with processes and procedures to execute restorative circles, conferencing, and/or impromptu conversations.

ZONES OF REGULATION

Zones of Regulations teaches students to recognize their feelings and to use tools and strategies to regulate their feelings. Zones Of Regulations is implemented in Tier 1 (whole school), Tier 2 (group instruction) and Tier 3 (individualized) settings based on the needs of students. The Second Step, a social-emotional curriculum, has been added as a Tier 2 or Tier 3 intervention for students in need of more intensive support in social and emotional learning.

FRAMEWORK FOR CITIZENSHIP

The frameworks of both Leader in Me and restorative practices have been embedded into the newly revised 2023 Framework for Citizenship. The teacher-directed portion of the Framework outlines explicit intervention practices consistent with a restorative approach as well as restoration of harm following actions that created harm or punishment. All Framework for Citizenship sections have been revised to include administrative flexibility to exercise discretion of level of discipline as well as alternative measures to address incidents of disruptive behavior. The Framework for Citizenship is a consistent K-12 approach to proactively and reactively support students in becoming productive citizens.

ALTERNATIVE EDUCATIONAL OPPORTUNITIES

BASD Administration works collaboratively to determine an alternative education placement for at-risk students struggling behaviorally before expulsion is recommended. Student Services monitors the district's in-house expulsion program, Evening Alternative Program (EAP), which provides educational services to students who have been expelled due to extreme and rate violations within the Framework for Citizenship. Students receive district curriculum utilizing restorative, trauma-informed, and culturally responsive practices with the goal to transition back into school or graduate. Our structured plan in developing and maintaining our current community resources, partnerships, and internal supports is consistently being assessed and adjusted. Data is collected and analyzed to ensure progress in addressing mental health and the effectiveness of our trauma informed initiatives.

HEALTH SERVICES

School-based services integration increases access to services for students through programs that link school systems with local healthcare and social services programs. Service integration can help students and their families overcome barriers to care and to achieve health equity among students who unjustly experience disparities in outcomes due to race, ethnicity, or family income. School health services staff assists all students with preventive care such as flu shots, vision and hearing screening, as well as acute and emergency care. School health services staff assist in coordinating care by communicating with the student's family and health care providers so that they can stay healthy and ready to learn. Staff assist with injuries and illness emergencies or a medical crisis during the school day.

School nurses are also prepared to assist in larger emergency events or disasters that affect multiple students and staff, such as weather-related events, environmental exposures, or violent crimes. School health services can engage families of all students so that they are aware of services available at school and how they can benefit their children. Involving families in school health activities can be an important strategy to support students with chronic health conditions while encouraging parents to provide a healthy environment and access healthcare services. These relationships can promote ongoing communication between the school, the family, and health care providers to follow the health care plan for that student.

SCHOOL LINKED SERVICES

A BASD goal is to connect students and their families to community organizations to increase access to health and human services. These services provide care directly to our students no matter where they reside so they have an equal opportunity to learn and grow and have access to care in a location that is safe and convenient.

Schools play an important role in building partnerships between the school and community organizations to ensure that students have access to services. School-linked service models may be implemented through mobile vans, a collaborative that links schools to community agencies that provide health and human services, or through family referral to services. Goals for health services include supporting student health and academic success by creating healthier schools where students are safe, engaged, supported, and challenged. Additionally, care coordination includes case management, chronic disease management, collaborative communication, direct care, education, interdisciplinary teams, Motivational interviewing/ counseling, delegation, student individual health plans, student centered care, student self-empowerment, transition planning.

The BASD quality improvement model includes documentation/data collection, evaluation, meaningful health/academic outcomes, performance appraisal, research, uniform data, access to community care, disease prevention, environmental health, health education, health equity, outreach, and risk reduction.

Finance

In support of the BASD mission, and in concert with the Board, staff, and community, many challenges are facing the financial success of BASD schools and public education within Pennsylvania. Several issues are specific to our local schools and community while many other significant challenges are resulting from state/national concerns or mandates. Challenges include higher special education expenses, shortage of qualified teachers and staff, increased charter school tuition, decreased enrollment, and the inflationary impact of recurring expenses.

The budgeted revenue for the district has increased by $11.6M from $339,356,296 in FY24 to $350,914,713 in FY25. While we experienced significant reduction in federal revenue as a result of expiring COVID relief, this was offset by historic funding from the commonwealth and higher earnings on investments. We continue to use local funds and competitive grants to sustain the momentum and address learning loss. The growth in investment income and local taxes like EIT and Business Privilege Tax, are a direct result of the robust economy in the Lehigh Valley. Our budget is coming off of three years of historical funding from the state. Given the recent state financial outlook, it remains uncertain whether the state has the ability to sustain the momentum.

The budgeted salary and benefits expenses for the district has increased by $9.6M (4.5%) from $212,044,586 in FY24 to $221,619,377 in FY25. We continue to invest in the recruitment and retention of highly qualified staff to provide educational services to our students and community. As is typical of governmental entities, employee salary and benefits make up ~65 % of the district's budget.

The district ended FY24 with an unassigned fund balance of $16,637,562, non-spendable and restricted balance of $1,227,371; $44,000,000 committed to the Capital Reserve fund for future capital improvements; $4,000,000 assigned to mitigate future increases in the state pension rate; and $6,486,933 assigned for appropriations in the 2024-25 budget. The district remains financially stable with a general fund balance of $72,351,866 and a capital reserve balance of $20,175,461.

As we prepare for FY26, the Governor proposed budget continues to address the recommendation of the Basic Education Funding Commission on adequacy funding. We were surprised at the low amounts proposed for BEF/SEF funding. Knowing that the Governor's proposal is a starting point of negotiations, the low amounts of proposed funding create uncertainty for education related funding. The governor has also proposed a $15/hour minimum wage. While not directly impacted by the minimum wage, the new rate will undoubtedly put negative pressure on our ability to negotiate with our bargaining units.

The district is on track to replace the Fountain Hill Elementary School. The project remains a priority with construction set to begin in June 2025. The district has also invested in the expansion of programming at BAVTS. The recent purchase of the property located on 315 Columbia St., will help reduce the expansion budget by half and at the same time accelerate the timeline for expansion.

The district will continue to proactively review real estate transactions to identify properties that may be under-assessed to current market values where the anticipated increase in assessed value would generate additional tax revenue above a predetermined value. This revenue effort is offset by the continued decline in the Common Level Ratio and taxpayer initiated real estate assessment appeals. While we have been successful in negotiating representative and equitable assessments in the past, this is a costly process that in some cases can take several years to resolve.

We will continue to look for alternative sources of revenue from all areas including increased involvement and fundraising with The Foundation for the Bethlehem Area School District, outside marketing, donations, grants, and fees for services to sustain our valuable educational and student programs. Additionally, to help offset the ever-increasing cost of charter school tuition payments, we will maintain our BASD cyber learning

opportunities to attract and retain students who desire an alternative to the traditional classroom setting within BASD.

The FY25-26 PA Public School Employees' Retirement System (PSERS) employer contribution rate will be 34%. The employer contribution rate is 0.1% higher than the current FY 24-25 rate of 33.9%. This is largely in part due to strong payroll growth and favorable demographic changes. The projected PSERS employer contribution rate is expected to rise to 38.51% by FY32-33.

Through the Bethlehem Area Employee Benefit Trust, we have reduced our administrative costs by participating in a statewide consortium of self-insured Healthcare Trusts while providing added financial security of stop loss insurance for catastrophic claims. Collectively, we have also leveraged our market share to acquire a lower cost prescription benefit management program that includes more aggressive discounts off the average wholesale price for medications and increased formulary rebates to reduce plan costs. These efforts have allowed us to reduce or hold rates constant for the past seven years. The inherent structure of an employee healthcare trust also provides for greater involvement in the benefit decisions and shaping employee behavior that will ultimately add to the ownership of the plan and its operation generating cost saving programs that are a win-win for all. At the same time, forecasting healthcare costs is one of the biggest budgetary challenges for the district. These costs typically fluctuate from year to year depending on the health of the employees and covered dependents. This is especially significant given the recent trends surrounding the use of weight loss drugs.

Although we have a higher-than-average debt burden, the result is that BASD has modern facilities, most of which have been renovated or replaced over the past decade. This investment in our community and its public schools adds much value to the BASD tax base by the increased marketability of residential homes due to our great public schools. This investment, however, must be maintained regularly to avoid deterioration and a loss of investment. Sound financial planning must include prioritization of any annual budgetary surplus to be considered for transfer to the Capital Reserve Fund to allow for ongoing preventative maintenance on our facilities to ensure they will last for our children's children.

Finally, we cannot lose sight of the need to plan for the regular replacement of aging and obsolete equipment. Annually, we must evaluate the need for investment in recurring equipment cycles including school buses, preventative maintenance, technology, band uniforms, and other critical infrastructure. Acknowledging that resources are limited and demands many, failure to fund replacement equipment puts our students' safety at risk and hinders their continued educational success. We will review all possible methods to finance these ongoing needs balanced together with the mandated obligations for the benefit of our students along their road to academic excellence.

Facilities and Transportation

FACILITIES

The district's facilities are in good condition overall and able to meet the educational needs of the district and community. Over the next five years, it will be important to continue balancing the resources necessary to preserve and maintain the district's facility assets while at the same time looking to recapitalize, renovate and improve the oldest facilities and building systems. Additionally, the next five years represent an opportunity to evaluate existing personnel, processes, agreements and organizational structures required to meet the educational and operational needs of the future.

Over the last 30+ years, the district invested over $330 million in major renovations and new construction bond projects to update and replace schools. These investments have served the community well and are the reason many schools are still in such good condition. However, there are several facilities and parts of facilities that have not yet been renovated during the last 30 years which require larger-scale capital investments. If those investments are not made in the near future, the facility conditions will negatively impact the educational mission. The driving factor for addressing these larger scale capital investments is funding. The district's capital reserve balance saw a healthy boost thanks to the influx of federal funds after the pandemic. That healthy balance helped address ongoing facility needs, but the larger, whole-building replacement and renovation projects will require bond financing.

The district completed the design for a much-needed new Fountain Hill Elementary School at a cost of $60 million. This project will be awarded in March 2025 and is a huge and important first step, but whole-building renovation needs at several schools exceed the district's ability to afford additional borrowings all at once. In addition to the challenges of planning and funding construction solutions for BASD facilities, the district is also required to fund a majority of a $20+ million expansion for the Bethlehem Area Vo-Tech, funneling borrowing capacity away from existing critical BASD projects in the pipeline. These critical projects include work at Thomas Jefferson and William Penn Elementary Schools which have not been renovated since opening in 1973 and are in dire need of investment. Also on top of the list are the original 1969 section of Freedom High School and East Hills Middle School, both of which boast original equipment and furnishings which continue to decline and will require whole-building attention. This past year the Education Center was added to the whole-building renovation list. There will always be more project and priorities than funds available, but over the next five years, the district will face several key bond financing decisions in the quest to keep up with needs at several of these buildings.

With the daunting challenge of funding much needed whole-building renovations and other capital projects, the district cannot afford to lose sight of required preventive and recurring maintenance needs at all facilities. These proactive and low cost (compared to capital expense) maintenance projects extend the life of the existing facilities and building systems. A growing opportunity and goal on the maintenance team is to focus more resources and time on proactive and preventive activities to preserve some of our older systems. The daily maintenance challenge is to prioritize the important but not urgent preventive needs ahead of the daily important and urgent maintenance responses. Over the next 3 years, expect to see a dramatic increase in preventive work accomplished by the maintenance team with the addition of a new work order system and reorganizing staff to prioritize preventive maintenance needs.

One successful cost saving and efficiency effort that requires continued attention is the energy management program. Energy management efforts have yielded a cost savings of over $20 million since 2010, but our efforts to continue conserving energy will become even more important as inflationary pressure pushes energy costs higher after a period of near historic low energy prices. With increased energy prices, there will be a need for more retro-commissioning activities over the next five years to ensure HVAC systems are performing as designed and not wasting precious energy dollars. Operationally, the district will continue to foster a culture of conservation, pursue opportunities for high return on investment energy efficiency upgrades as funding priorities permit, and do our part to minimize the amount of energy consumed across the district.

Another continuing challenge is the cleanliness of the learning environment. Studies show a strong correlation between cleanliness and student achievement, so continued improvement in this area has a direct impact on our students' success in the classroom. In order to support that student achievement, we need to retain and invest in our custodial staff development. As our aging staff continues to retire, attracting new custodial staff members has become as important as ever. Over the next five years, we will continue to invest in new tools, techniques, and chemicals to extend the reach of custodians as well as a renewed effort to standardize and improve processes and documentation for what we expect to be a relatively new staff. Improved cleaning processes, documentation, and development of a training program are key opportunities that will occupy much of the department's energy in providing the high levels of support needed to match our higher expectations.

From a districtwide perspective, the safety of all staff and students is among the highest priorities in the district. Within the realm of workplace safety and occupational health, promoting a culture of safety is an opportunity we cannot afford to miss. By educating staff about workplace safety, addressing known physical safety issues, and focusing on accident prevention, the district keeps its most important resources at work while at the same time reducing expenses. Ensuring that students and staff go home every day in the same condition they arrived is a guiding principle and has a huge multiplier effect by reducing lost work time, increasing attendance, preserving employee quality of life and maintaining productivity. The safety culture not only keeps our most important resources at work but represents a considerable savings opportunity in insurance premiums alone from year-to-year that could be reinvested into the classroom.

TRANSPORTATION

The district's transportation department is among the largest district owned and operated fleets in the state. The fleet of 119 vehicles transports over 9,500 students to and from school each day and logs over 1 million miles annually. How far is 1 million miles? That is the equivalent of driving from BASD to Disneyland to Disney World and back every school day for the entire school year! Over the next five years, the biggest opportunities and challenges facing the transportation department include: finding and keeping drivers behind the wheel; leveraging the department's suite of technology tools to drive out operational inefficiencies; investing in alternative fuel vehicles and associated training; and managing the increased demand on resources to transport more kids to more special education, non-public and charter locations.

The biggest challenge facing the entire transportation industry is finding qualified bus drivers to replace the retiring workforce and keeping new drivers behind the wheel once we do find and train them. This challenge has multiple cascading effects that make the already challenging job of student transportation even more difficult. The department has built new recruiting, marketing, and incentive structures to entice prospective drivers to "Drive Bus with Us," but even robust gains made on this front have been eroded by retirements of our aging workforce and increasing demands to transport more kids to more places. The supervision and leadership provided by TransPar has helped the department confront the driver shortage challenge head-on by creating opportunities to grow, develop, and further deploy the Transportation Recruiting Team; improve and increase digital/media marketing of driving opportunities; implement employee referral and sign-on bonus incentives to get the right folks into the training pipeline, and focus on retaining our current folks through engagement surveys; revamped department culture, and exciting new technology. At the start of the new year, the department is at full staff and looking at ways to take back runs from the IU and contracted carriers, saving considerable expenses in doing so. Moving ahead, we cannot afford to rest on our laurels, and over the coming years, we must continue actively recruiting new team members.

The department continues to focus on transitioning to a more technology-based and data-driven operation to manage the complex logistics of student transportation. Advances in bus video technology and driver tablets have been funded through the state's stop-arm law where the fines from people caught passing school buses when loading and unloading children are used to fund the technology on the buses. These technology tools will continue to be deployed and refined over the coming five years. Tools for streamlined communications with parents and the community as well as digital maintenance tracking are on-line and growing in deployment and use. In the next five years, expect to see electronic bus passes used by students to 'swipe' onto their buses affording visibility for parents and accurate data for student ridership accounting. The push

for continued efficiency is an opportunity we cannot afford to miss in keeping pace with the growing special education, non-public, charter school, and homeless student transportation services.

Over the next five years, another continuing challenge will be maintaining investments in bus replacements. Continued annual budget pressure will increase the likelihood that new bus requests will not make it through the budgeting gauntlet. Moving forward, the district must evenly distribute the number of bus replacements at a sustainable level of 7-10 per year into the future instead of waiting three to four years before purchasing a block of 30 new vehicles. Previous supply chain backlogs in the school bus industry have eased, but manufacturing times are still almost a year for a new conventional bus, pushing deliveries beyond a single fiscal year. While a big yellow bus is the safest and most efficient method of student transportation, demands for smaller capacity vehicles is also growing to get smaller groups of students to spread out locations inside and outside the district. Expect additional vans and small capacity vehicles to join the fleet over the coming years to meet this growing demand. Another big opportunity with bus purchases includes adding alternative fuel vehicles to the fleet. Alternative fuel transportation options have become more mainstream as costs decrease and grant opportunities increase. Clean energy grants are available to offset the purchase of fueling stations as well as garage conversions and actual vehicle costs. The need to work closely with local utility suppliers, state legislators, and various vendors will be critical to our success. The district added the first two electric school buses in the Lehigh Valley last school year and 10 additional electric buses are anticipated by the start of 2026. During budget discussions each year, the need to continue vehicle replacements – traditional buses, small capacity vehicles, and alternative fuel buses - must not be overlooked.

Another challenge facing the transportation department is the increase in the number of students requiring transportation outside their attendance area. These include non-public and charter school students as well as special education and homeless students. Over the last several years as non-public and charter school enrollments have grown, so have the requirements to deliver more students within 10 miles of the district borders as required by state law. In addition to the district's 22 schools, the transportation department delivers students to 45 additional charter, non-public and parochial schools, many of which are located outside the district's boundaries. The expansion of small capacity vehicles that can pick-up and transport these challenging single-student requirements without the need for a CDL driver or large school bus is a key strategy to meet this challenge.

Human Resources

Human Resources and Child Accounting

The Human Resources function in the Bethlehem Area School District continues its development in order to most effectively meet the objectives of leading and supporting district priorities, building/department goals, equity initiatives, enhancing organizational effectiveness, meeting recruitment and retention targets, employee satisfaction, and ever-increasing state mandates.

HUMAN RESOURCES

LABOR RELATIONS

We have recently renewed three of our six labor contracts; two are pending for renewal by June of this year: Custodial/Maintenance and Food Service.

Future collective bargaining agreement renewal dates are:

- Teachers: 6/30/2026
- Educational Support Personnel: 6/30/2026
- Clerical: 6/30/2024
- Custodial/Maintenance: 6/30/2023 (completed)
- Transportation: 6/30/2026
- Food Service: 6/30/2023 (completed)

The two Act 93 Agreement renewal dates are:

- Instructional Act 93: 6/30/2026
- Non-Instructional Act 93: 6/30/2025

Updated PSBA job evaluation and salary studies are due for both Act 93 groups.

Maintaining positive relations with local unions and Teamster/SEIU business agents/PSEA UniServ representatives and minimizing grievances through strong communications with local leadership and effective supervision of staff.

AGGRESSIVE RECRUITMENT AND HIRING OF NEW PROFESSIONAL STAFF

The BASD is in a very tight hiring market for high-quality professional employees. Accordingly, the BASD will increase the quality and diversity of new professional hires by:

- Pursuing new approaches to sourcing the best talent available; enhancing our efforts and communications to attract and retain diverse candidates.
- Posting, interviewing, and hiring in March/April a significant pool of exceptional candidates for "anticipated teacher positions." A district hiring team on an expedited hiring schedule will select the top talent in the local and regional market who will later be assigned to specific buildings and grade levels.
- Reducing reliance upon a building-specific, principal-initiated, and managed hiring process that yields more familiar, yet lesser quality candidates in May and June.

STAFFING

The BASD will follow competitive and highly effective staffing practices:

- Maintenance of labor market competitiveness in all areas, with particular attention to educators in short supply, such as STEM, world languages, special education, as well as, substitute teachers, teacher assistants, bus drivers, and support department substitutes.
- In 2021, the BASD implemented Frontline Technology's Recruit and Hire product, which has enabled us to improve our efforts around advertising, sourcing, recruiting and selection of professional staff. In 2022-2023 we expanded its use for administrative positions. In 2023-2024 Frontline was used to support department positions.

EMPLOYEE BENEFITS & WELLNESS

The BASD takes seriously its commitment to employee health and wellness.

The BASD Benefits Specialist manages all leaves of absence and workers' compensation. We have reassigned clerical support within the office to help meet the increasing needs to best manage this function.

The BASD is implementing a Benefits Administration platform which will assist with the administration of new hire benefits enrollment, annual open enrollment, ACA reporting requirements, and the administration of COBRA and retiree medical benefits.

Continued attention will be given to costs in the employee benefits arena, building on recent years' successes, while offering a very competitive, attractive benefits package to aid recruiting and retention.

The district will maintain employee premium shares, deductibles, and co-pays since adopting our deductible plans for all employee groups.

Wellness initiatives will be expanded to decrease sick time, leaves, and medical expenses, including our partnership with the Kellyn Foundation and their Healthy Lifestyles program.

ORGANIZATIONAL DEVELOPMENT & CULTURE

The effort to improve organizational effectiveness and culture include:

- Continuing support of the district's DEI initiatives, including the development of a more diverse faculty.
- Management training and development for all Administrative and Supervisory personnel, particularly in the "soft skills," building leadership capacity, supervisory skills/effectiveness, and legal compliance.
- Greater capacity and productivity from district support staff through improved employee training and development.
- Periodic review of organizational structure and re-design that most effectively supports district objectives.
- Enhanced operating standards for separation through resignation, including exit interviews/surveys. The goals are to obtain feedback on employee experiences while employed by the district, communicate feedback to administrative personnel, and to influence what former employees have to say about us in the community.

HUMAN RESOURCES DEVELOPMENT AND TRAINING

Given the BASD central mission, state requirements and the particulars of the compensation structure for professional employees, the district has dedicated internal and external resources and significant budget dollars devoted to training and professional development of teaching staff. Most of these budgeted resources have been dedicated to PD in curriculum and instruction. Our school administrators need continued professional development in leadership and supervision, performance management, and legal compliance.

We do not have a resource dedicated to driving and coordinating training and development for support staff. This should be more directly addressed within the time span of this plan, however, with the recent addition of a Human Resources Specialist focused on support staff, we are making headway in this area.

The district's onboarding efforts for non-teacher new hires is mixed. Although each new hire receives an individual Human Resources orientation to benefits and new hire processes, what occurs after that varies greatly. We will expand our effort in this area, particularly for non-instructional personnel.

COMPLIANCE

Prime examples of recent and continuing state mandates within the realm of Human Resources are the requirements regarding educator and administrator certification standards, evaluations under Act 13 of 2020 which revised Act 82 of 2012, including teacher specific student growth scores; the renewal of employment clearances every five years; training requirements around child abuse awareness, suicide awareness, workplace safety, Title I revisions, security personnel and annual PIAA coaching training.

In terms of Human Resources data and reporting:

- While we continue to improve internal data and reporting to assist in strategic planning and decision making, a more robust Human Resources system should be explored soon. We need the ability to provide specialized Human Resources reporting that exceed the basic requirements for the financial system.
- We have adopted Frontline Professional Learning but have not yet fully implemented it for managing our tuition loan/salary advancement processes, which currently take much more time to administer than they should.
- The PA-ETEP system from EduLink's partnership with IU 4 is serving us well in managing teacher observations and evaluations.
- The Human Resources Department also provides annual mandated state reporting on educator and principal evaluations, PIMS staffing, Act 45/48 compliance, district equity plan, and civil rights reporting.

The following leadership challenges speak to the particulars of our district that provide for Human Resources leadership and management challenges beyond most other districts and many private organizations:

- The demands and expectations on the part of the state and society generally of school district personnel along with the lack of adequate state funding to support those demands and expectations are stretching our human resources to their limits. The recent pandemic and its aftermath have only exacerbated the demands on our people.
- These demands require increasing creativity to meet objectives and greater leadership, attention and support from central office administration to maintain focus and a positive work climate.
- We are one of the largest employers in the greater Lehigh Valley. We currently employ just over 2,000 full-time and part-time staff, in 25 locations. We require large substitute employee labor pools, which have become increasingly difficult to staff and maintain.
- We are governed by a complex and ever-changing system of federal and state regulations, as well as board policy, school code, Collective Bargaining/Act 93 Agreements. The particulars of these various agreements have historically prevented an organization-wide approach to most human resource issues including job placement, compensation, medical benefits, paid holidays, paid time off, disability insurance, etc. We have made and continue to make significant strides in the desired alignment of employment provisions as we renegotiate these agreements. Most of this work has been realized.
- We continue to maintain in-house programs for operational functions such as food service, transportation, as well as childcare, which present special Human Resources management challenges.

- While we enjoy certain benefits from having a long history and many long service employees, this fact can and often does present impediments to needed change. A strong sense of "past practices" is a significant challenge for management when implementing and/or succeeding prior administrations.

CHILD ACCOUNTING

The Office of Child Accounting department's main responsibilities for the district include supervising the registration process, reporting membership data to the state for reimbursement, reconciling tuition invoices from charter and other LEAs, invoicing other LEAs for tuition, and developing enrollment projections and other enrollment reports.

Other areas of responsibilities include supervising the issuance of work permits and answering questions from families or employer on Child Labor Law, maintaining educational records and transcripts, advising on federal law regarding homeless children and youth, managing residency compliance and settling disputes, determining school assignments within the district, and supervising the Home Education Program.

Child Accounting plans for the upcoming years include:

- Streamline the internal processes for Records Requests, Open Enrollment, Out of District Grades, and Home Education Program.
- Explore the digitization of microfiche and microfilm records.
- Research options to receive electronic payment for transcript request.
- Continue providing reports to management for data analysis from projections to enrollment reports to other district needs.
- Assist other district departments with state reporting requirements, and continue to aggressively pursue fraudulent residency claims through both leveraging in-district personnel and contracting with private investigators.

Information Services Department

The Information Services Department (ISD) continues to make improvements across the district's technology systems and infrastructure. Such improvements, amid resource and financial constraints, supports the ongoing implementation of the Vison and Strategy plan of the district. Stabilization of the wireless and internal networks is always a focus, as it impacts every student, teacher, and administrator. The continuation of server virtualization and implementation of numerous cloud-based services help to maintain system reliability and efficiency while reducing overall cost of ownership.

ISD continues to focus on improving process efficiency, maintaining up-to-date technology, and reducing costs associated with a large enterprise environment. The use of digital resources requires continued integration between the instructional and information technology resources. ISD continues to balance user requests, district needs, and a constrained budget while keeping pace with a rapidly changing technology landscape. Through continued staff development and use of enterprise solutions, ISD can deliver economically sustainable and efficient solutions to the BASD students, faculty, and staff.

The K-12 technology landscape continues to change at a quick pace requiring nimble resources able to quickly respond to new technology and processes. This effort requires a continuing commitment to staff development across the district, both for the personnel supporting the end users and for the end users themselves who must then implement the technology in their daily classroom environments. This integration must be an ongoing shift in culture, operation, and direction to provide the competitive edge to the district that it should.

BASDNet, the district's consolidated digital network, continues to evolve to sustain current and future communication needs. Instructional applications and systems share information between BASD's Student Information System, Active Directory, and online learning platforms to provide a robust digital environment for BASD staff and students. Technology at BASD continues to evolve and adapt, requiring periodic adjustments to the plan. Each of these changes requires strong commitment from the instructional and support departments within the district.

CORE TECHNOLOGY (Wireless, Network, Server)

BASD continually improves its district-wide wireless capabilities. The district's core network and switch environment leverage the district's leased dark fiber to provide high-capacity data links between each building. In addition, the district's two high-speed Internet links ensure redundant capacity for online services. Continuous improvements only solve part of the challenge. The other half of the equation focuses on the district's data center and centralized computing services. BASD maintains two data centers, one at Freedom High School and another at Nitschmann Middle School. Capital improvements coupled with the continually evolving virtualization technologies helps to reduce environmental costs while at the same time improving system efficiency. Through continually evolving virtual servers and economical centralized storage, the district is able to build a modular "private cloud." This approach allows for staggered upgrades of the individual virtual cluster components without requiring downtime.

The current virtual environment supports over 50+ "virtual servers," each of which would take up space, power, and HVAC capacity in a traditional physical environment. Through virtualization, the total power usage by the two data centers supports the goals of increased efficiency while reducing overall cost.

ASSET SUSTAINABILITY

Having devices capable of leveraging the wireless infrastructure is also important. Chromebook technology brings economical devices that can serve as a foundation for a regular asset refresh program. This is important to ensure the availability of updated technology for students in support of the district's goal to enable online and blended learning. The district has standardized on certain wireless device models for staff as their primary device. Device standardization allows for efficient training and support. It

also positions BASD for a 4/5-year regular technology refresh cycle that has a more predictable technology budget.

SERVICE DESK AND TECHNOLOGY GOVERNANCE

The Service Desk is a central point for reporting, resolving and managing technical incidents. The Information Services Department uses this system and support staff to ensure staff and student productivity. Metrics from the system can reveal trends of system and hardware failures. Governance on project prioritization and resource scheduling remain a priority given the personnel, financial, and time constraints across the district.

Technology governance plays an important role in ensuring that technology decisions consider the larger district/enterprise view. Service Level Agreements (SLAs) set the expectation to the faculty and administration for issue response and resolution. BASD continues to embrace online learning through its partnership many educational online learning platforms. Each educational online learning platform has a specific set of technology requirements that may overlap but require functional equipment and connectivity to access. The district operates as an enterprise going forward to ensure every student has equitable access to the technology they need when they need it.

APPLICATION AND SYSTEM INTEGRATION

The district's technology roadmap is based on three key pillars:

- Active Directory - authoritative source for authenticating a user's rights to access applications and electronic resources:
- The district's Student Information System (SIS) and authoritative source for student data and information
- The district's many educational online learning platforms that are authoritative sources for eLearning content

These three components form a foundation from which all other applications, systems, and services must link. These are an integral part of future planning across the district's grade levels. BASDNet standardizes both student and faculty user credentials, including facilities for self-service reset and administration. Continued integration of these three components allows the district to build new technology capabilities while maintaining the existing core environment at a financially sustainable rate.

The district continues with a forward-thinking approach to technology systems. Academic and curricular programs exist mainly online, and ISD must work with district leadership to ensure that these programs fit together with the existing technology framework. In addition, by leveraging these authoritative data sources, the district moves towards business intelligence as a critical tool for equitable decision making in support of the Vision and Strategy plan of the district.

CYBERSECURITY

The district's technology plan includes a robust set of tools that work together in protecting the district's computing resources from both external and internal intrusion. These tools begin with continually updated firewalls and anti-virus software. The district employs multi-factor authentication as another level of protection. Some of the tools in the district's cybersecurity package monitor and filter network traffic and work to quarantine emails, attachments, etc. that are viewed as potential risks. Another key component of the district's cybersecurity toolkit is training end-users on proper digital literacy and digital hygiene.