

BSD YSO Process

Information and Data Gathering

April 22, 2025

Agenda

01

Process Review

02

Data

03

BSD Administrator Gap Analysis

04

Critical Roles to Promote Safety

05

Alternative Models

06

Costs of Program

07

Cost Avoided Savings

08

Program Recommendations

09

Next Steps

10

References

01

Process Review

December 10 Work Session

Outlined Process and Timeline

- Conduct YSO perception surveys
 - Students
 - Staff
 - Families/Community
- Hold meetings with audiences to center culturally specific groups
- Meet with school administrators to gather information about current practice, perception, and needed areas of improvement
- Meet with BPD/WCSO leadership to discuss current partnership, roles and responsibilities and areas of improvement
- Meet with YSOs to discuss current partnership, roles and responsibilities and areas of improvement

02 Data

Methods of Data Collection

Annual Survey

- Students
- Staff
- Parents/Guardians

Outreach to Specific Audiences

- Students
- Administrators
- Teachers
- Families

Outreach to Other Audiences

Students

- Superintendent's Advisory Council
- School Based Student Interviews
- School Based Advisory Councils

Administrators

- Individual Interviews
- Program Analysis Activity

Teacher

- Interviews

Families

- Students who receive Special Education Services
- Multilingual Students

Survey Data

Participation Rate for YSO
Annual Survey March
12-21

Student Surveys
Administered During WIN,
Advisory, Homeroom

Elementary	3,998
Middle School	4,217
High School	2,352
Staff	1,731
Parent/Guardian	3,411
Total Responses	15,709

YSO Engagement Summary: Who We Heard From

Survey

- **Elementary Students:** 3,998 surveys (3,823 English, 175 Spanish)
- **Middle School Students:** 4,217 surveys (4,056 English, 161 Spanish)
- **High School Students:** 2,352 surveys (2,290 English, 62 Spanish)
- **Parents/Guardians:** 3,411 surveys across multiple languages, including English, Spanish, Japanese, Chinese, Korean, Vietnamese, Russian, Arabic, and Persian
- **Staff:** 1,749 surveys across administrators (83), licensed staff (890), classified staff (614), and substitutes (162)

Interviews

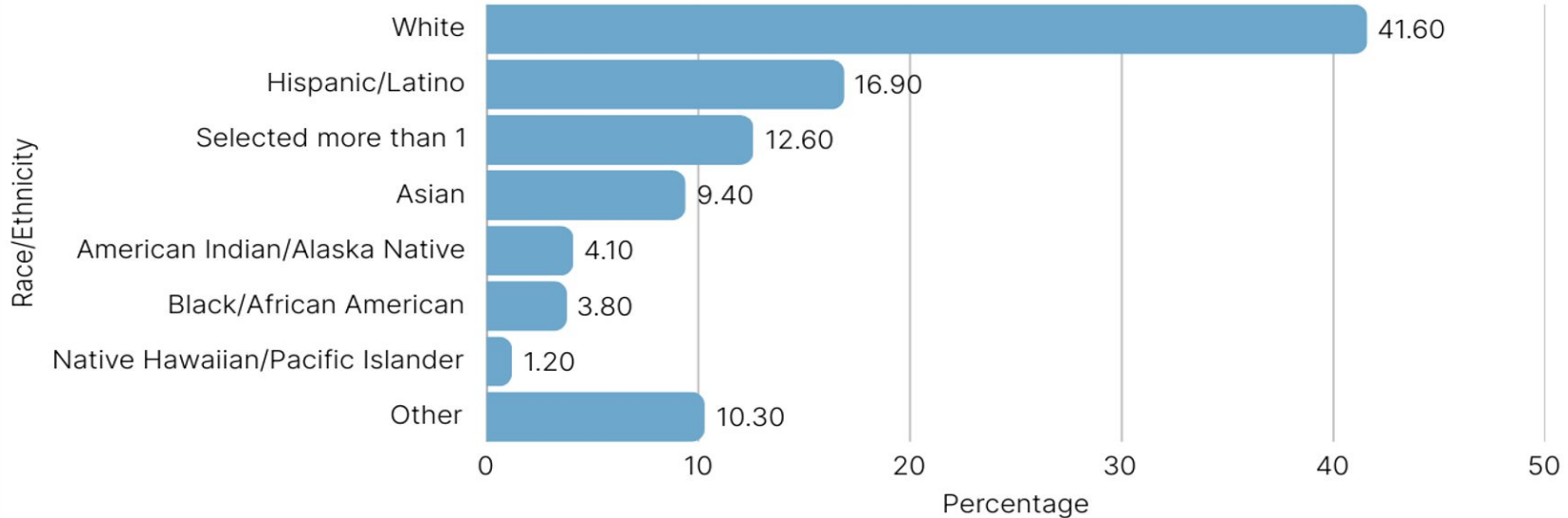
- **Students:** 5 focus groups (85 students)
- **Staff:** 26
- **Administrators:** 8
- **Parents (multilingual, special education):** 45 (the majority were multilingual and some special education parents)
- **Peers (North Clackamas, Salem-Keizer, Tigard-Tualatin):** 7

What We Learned

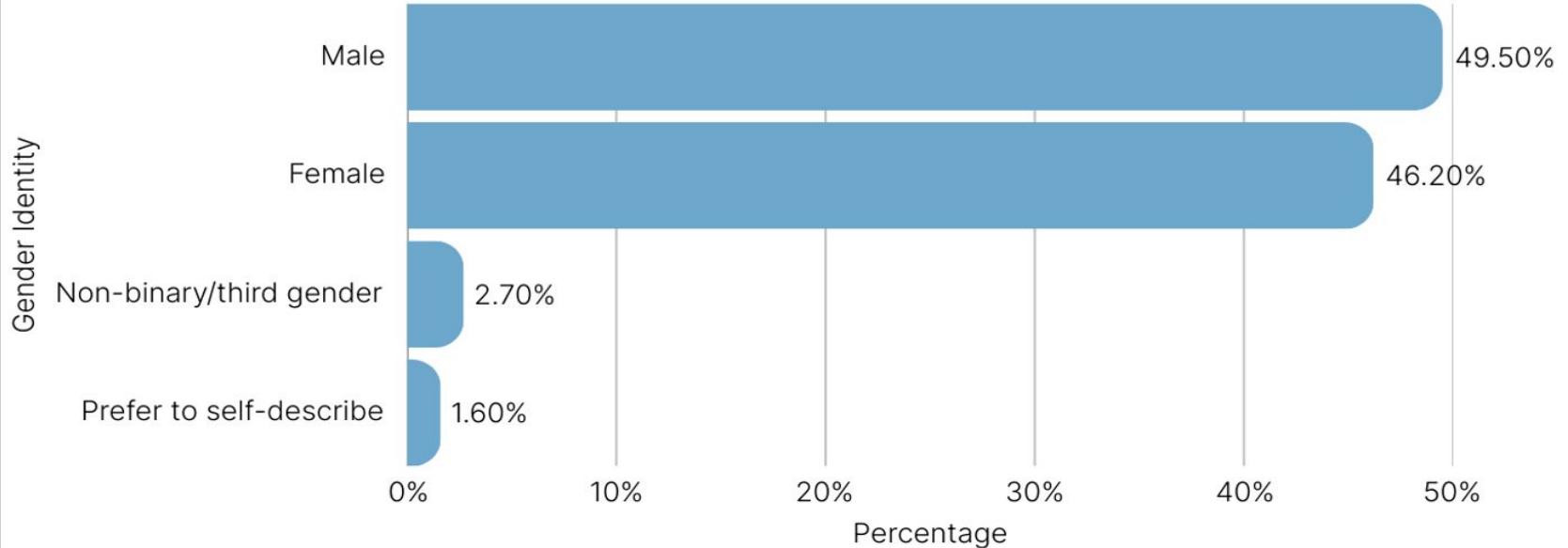
1. Support for YSOs is overwhelming and consistent in every demographic represented in the study
 - Elementary School 24% for YSOs 4% against
 - Middle School 22% for YSOs 3% against
 - High School 25% for YSOs 4% against
 - Parents/Guardians 73% for YSOs 10% against
 - School staff 75% for YSOs 8.5% against
2. There is a substantial awareness gap among students, especially in the earlier years.
3. The appreciation for YSOs is mostly about safety, security, presence, connection, aptitude and professionalism, and modeling.
4. The concerns are mostly about image, lack of visibility, lack of clarity, mistrust of community.
5. The recommendations are mostly about increased presence, increased communication, continued training, consistency, approachability, and contribution

Who participated in the survey?

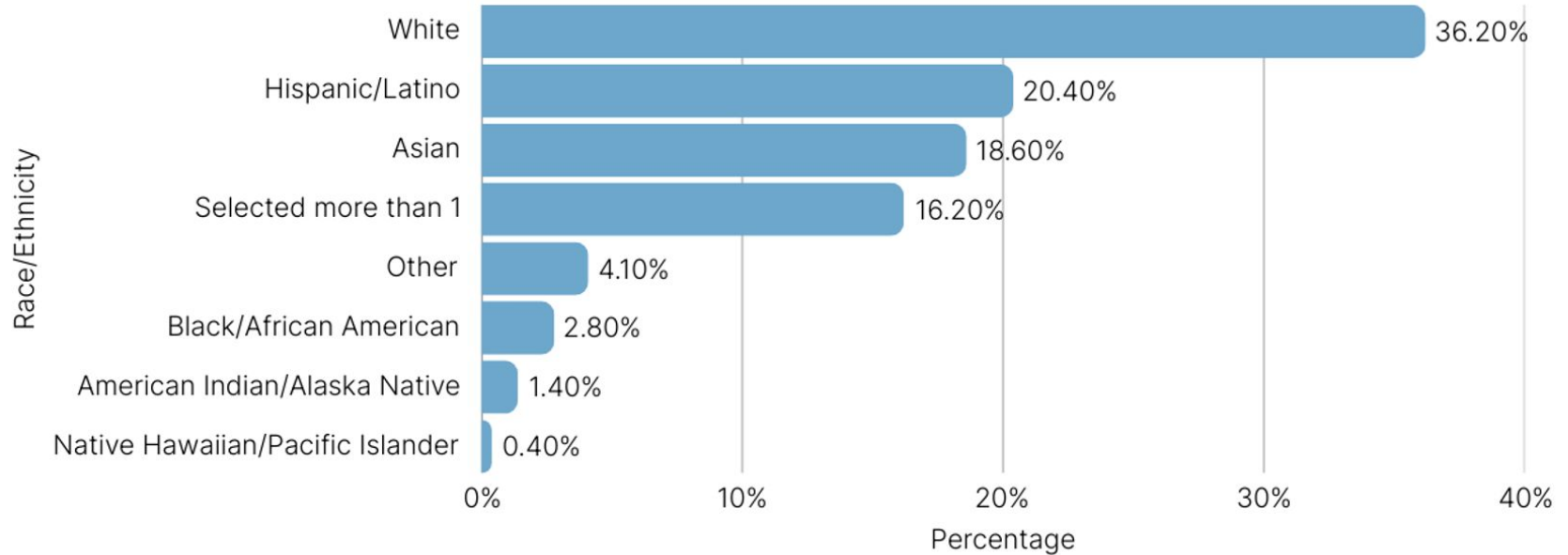
Race/Ethnicity Distribution of Elementary School Respondents (n=3,667)



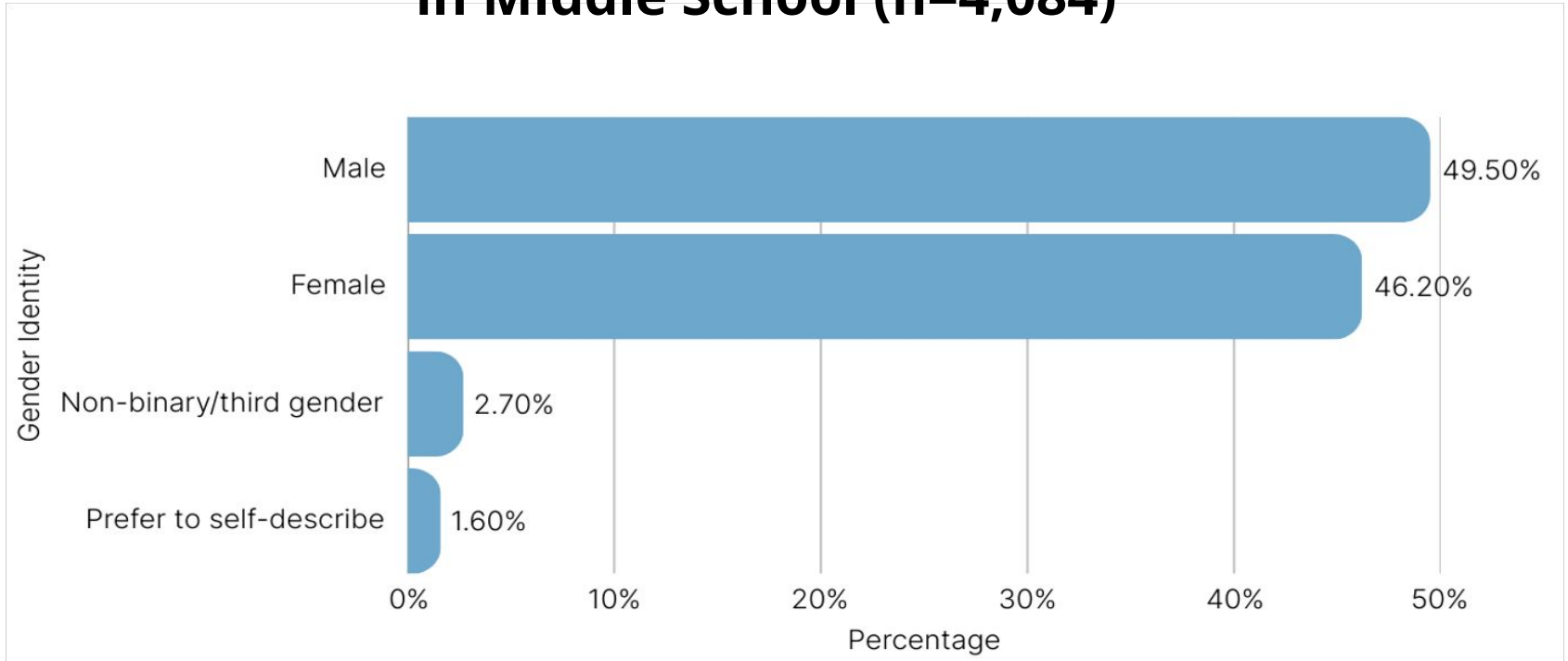
Gender Identification Distribution in Elementary School



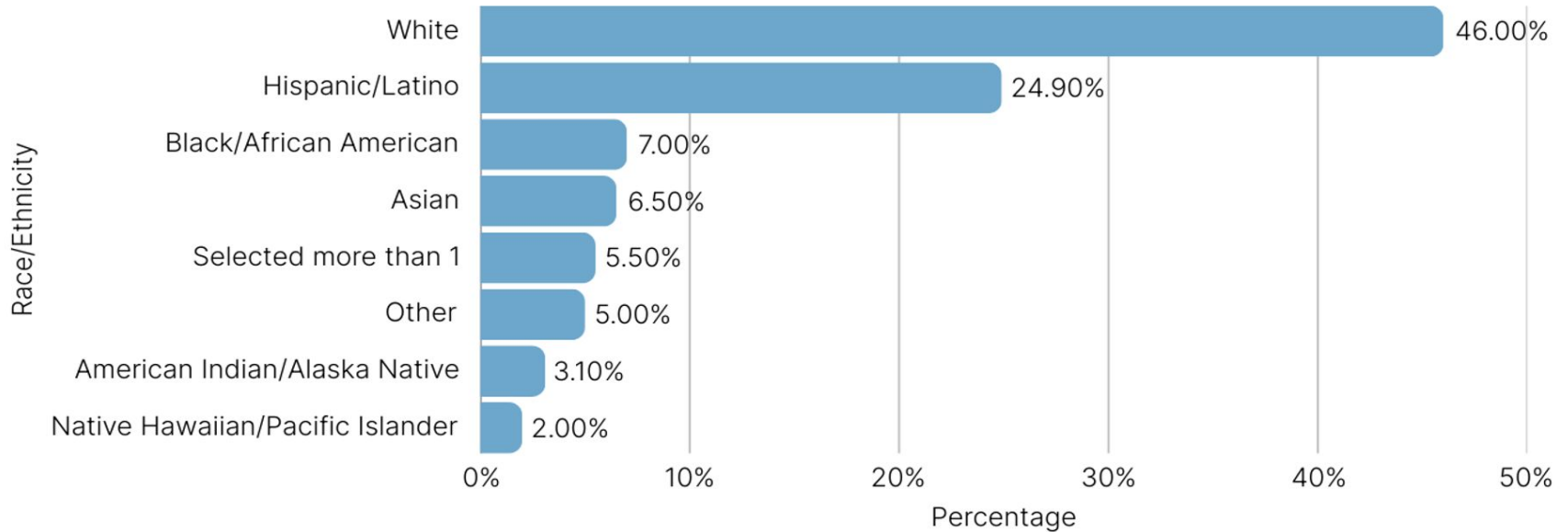
Race/Ethnicity Distribution (n=4,063) of Middle School Respondents



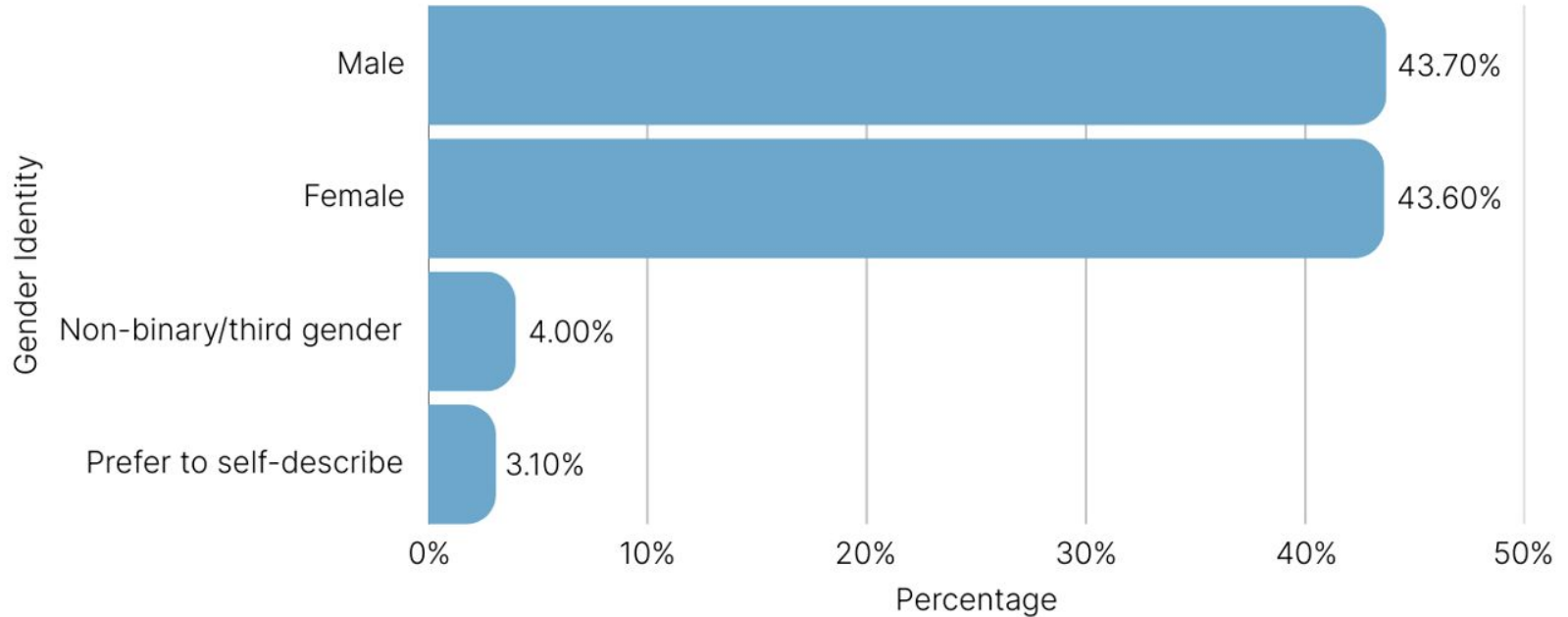
Gender Identification Distribution in Middle School (n=4,084)



Race/Ethnicity Distribution of High School Respondents (n=2,352)

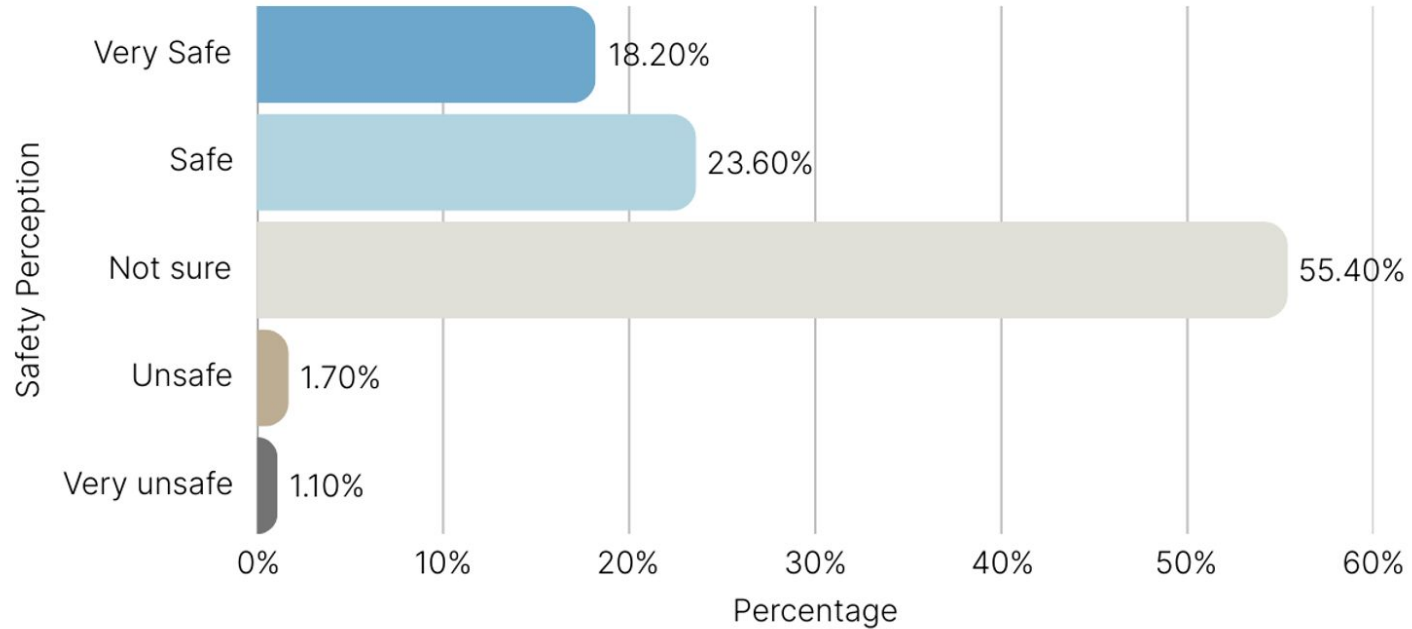


Gender Identification Distribution in High School (n=2,352)

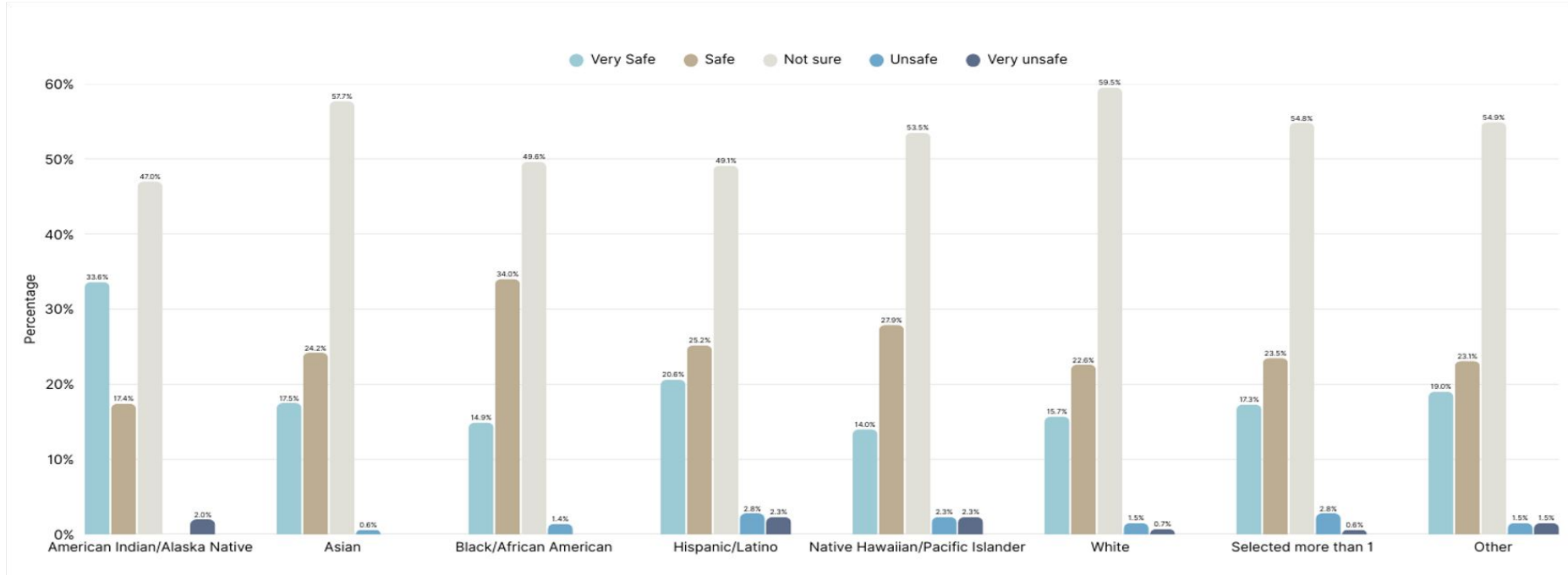


Student Experience of Safety

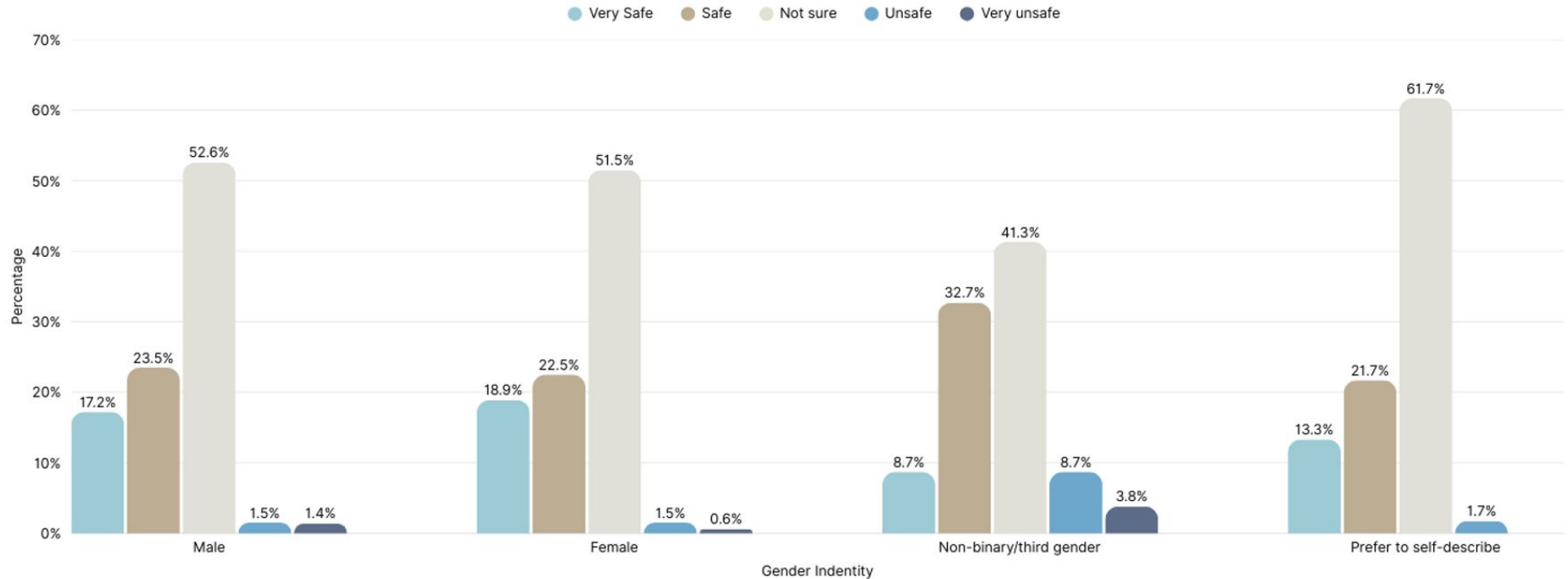
Elementary Student Safety Perceptions (n=3,880)



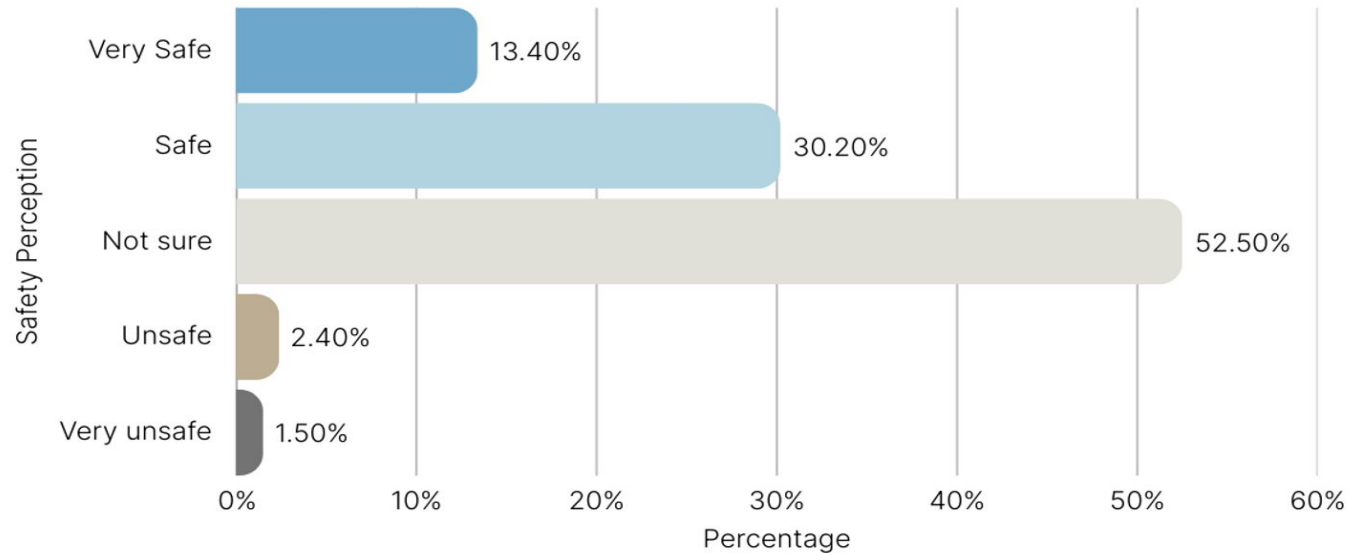
Elementary Safety Perceptions by Race/Ethnicity (n=3,622)



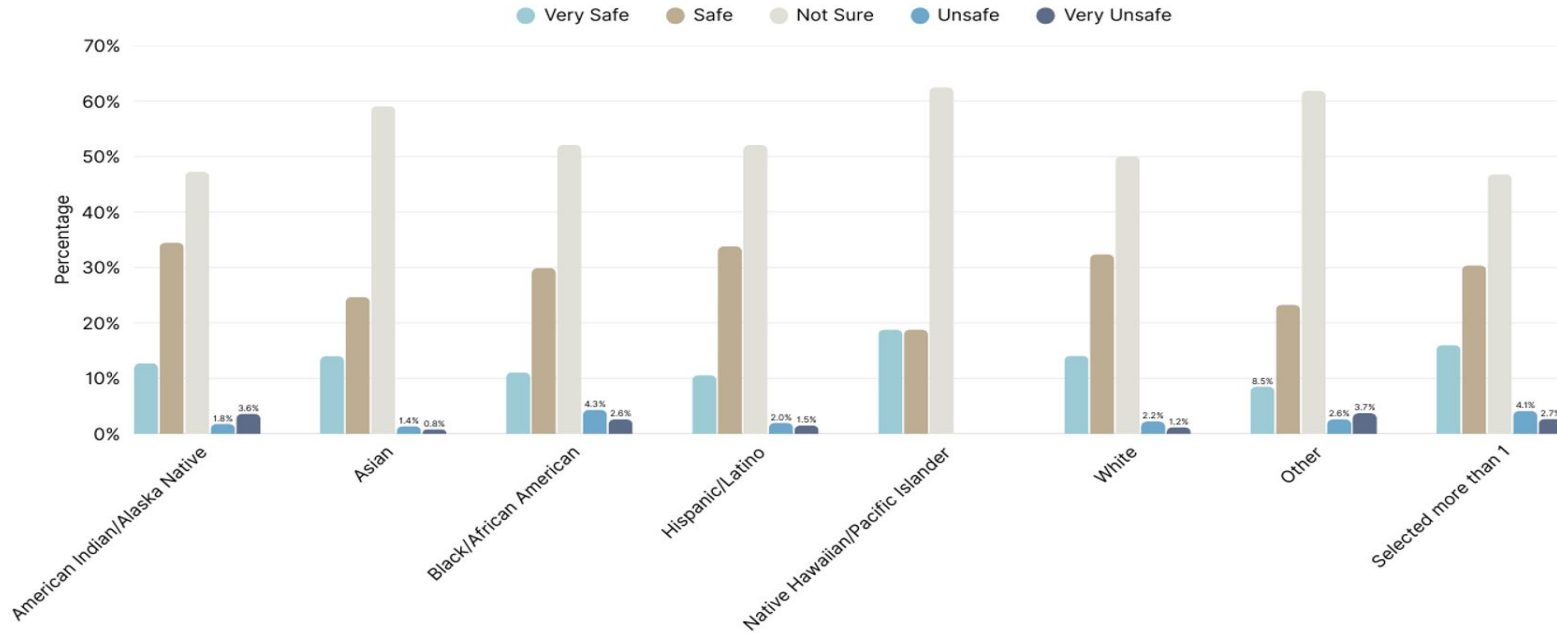
Elementary Safety Perceptions by Gender Identity (n=3,851)



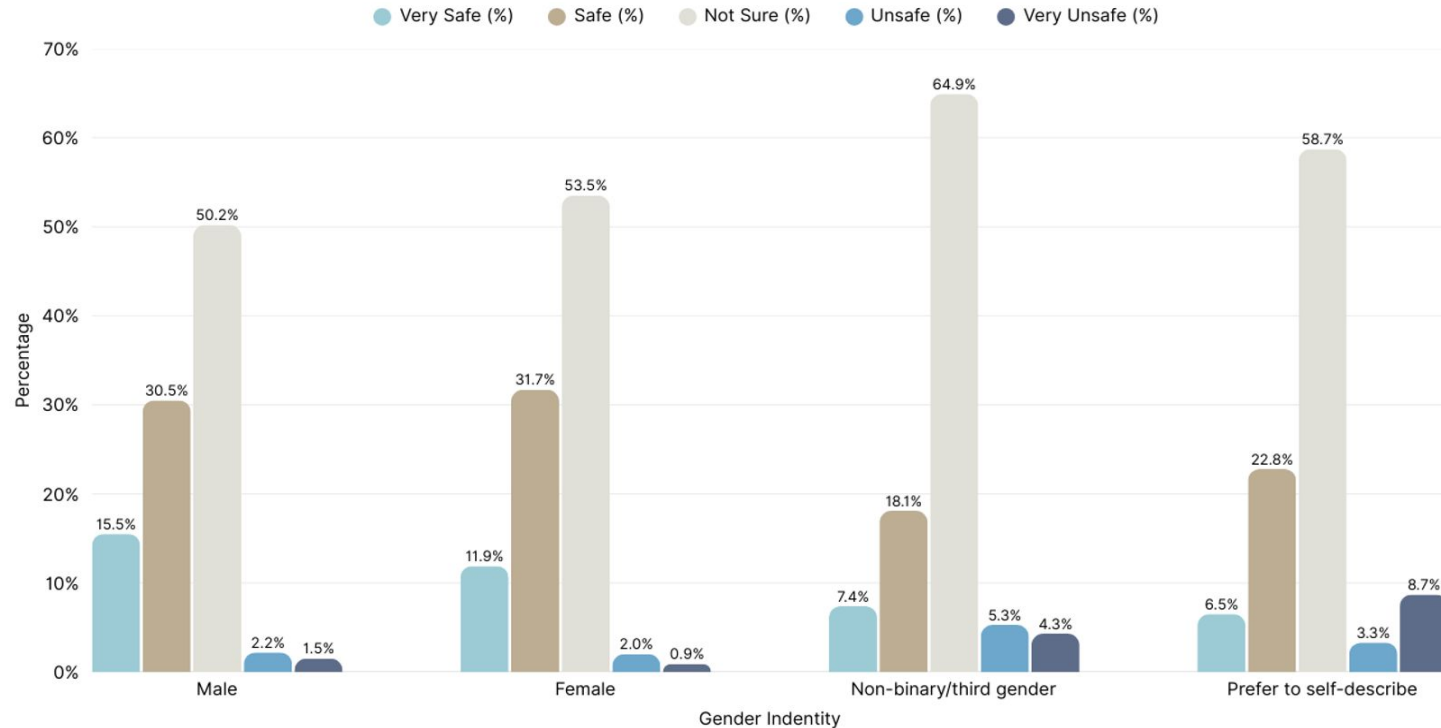
Middle School Student Safety Perceptions (n=4,201)



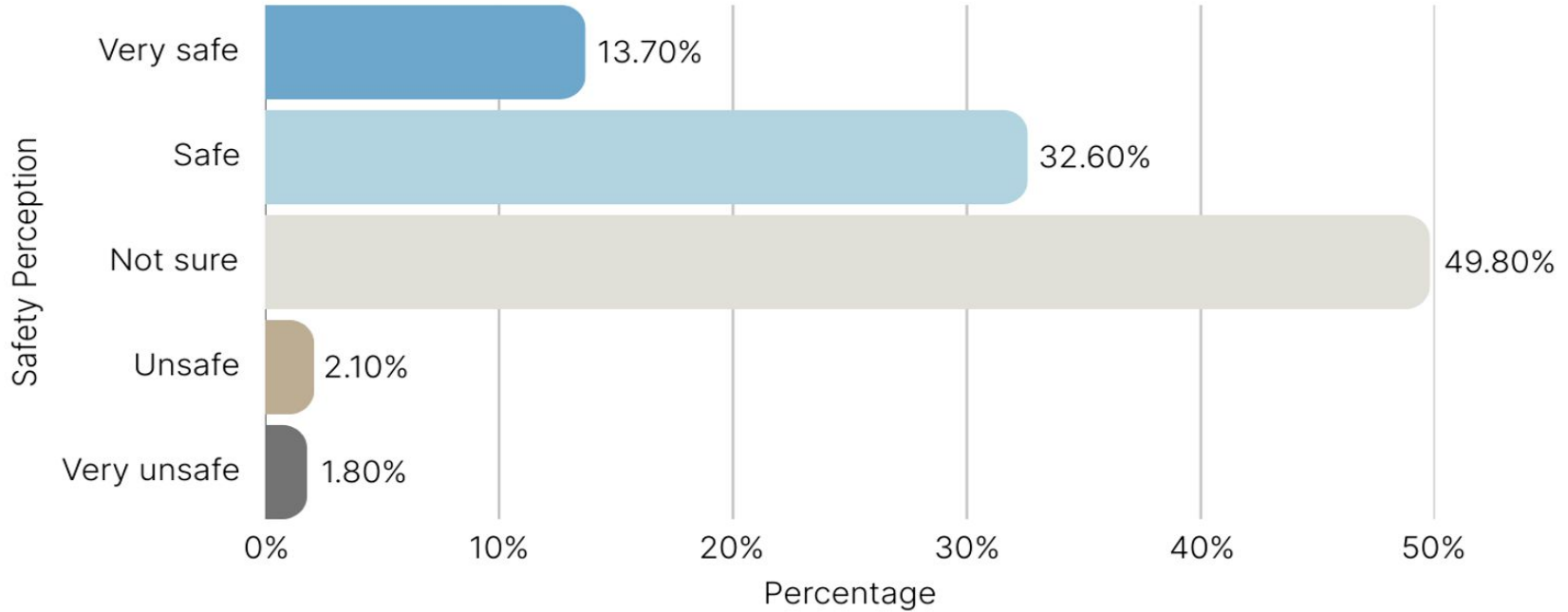
Middle School Safety Perceptions by Race/Ethnicity (n=4,050)



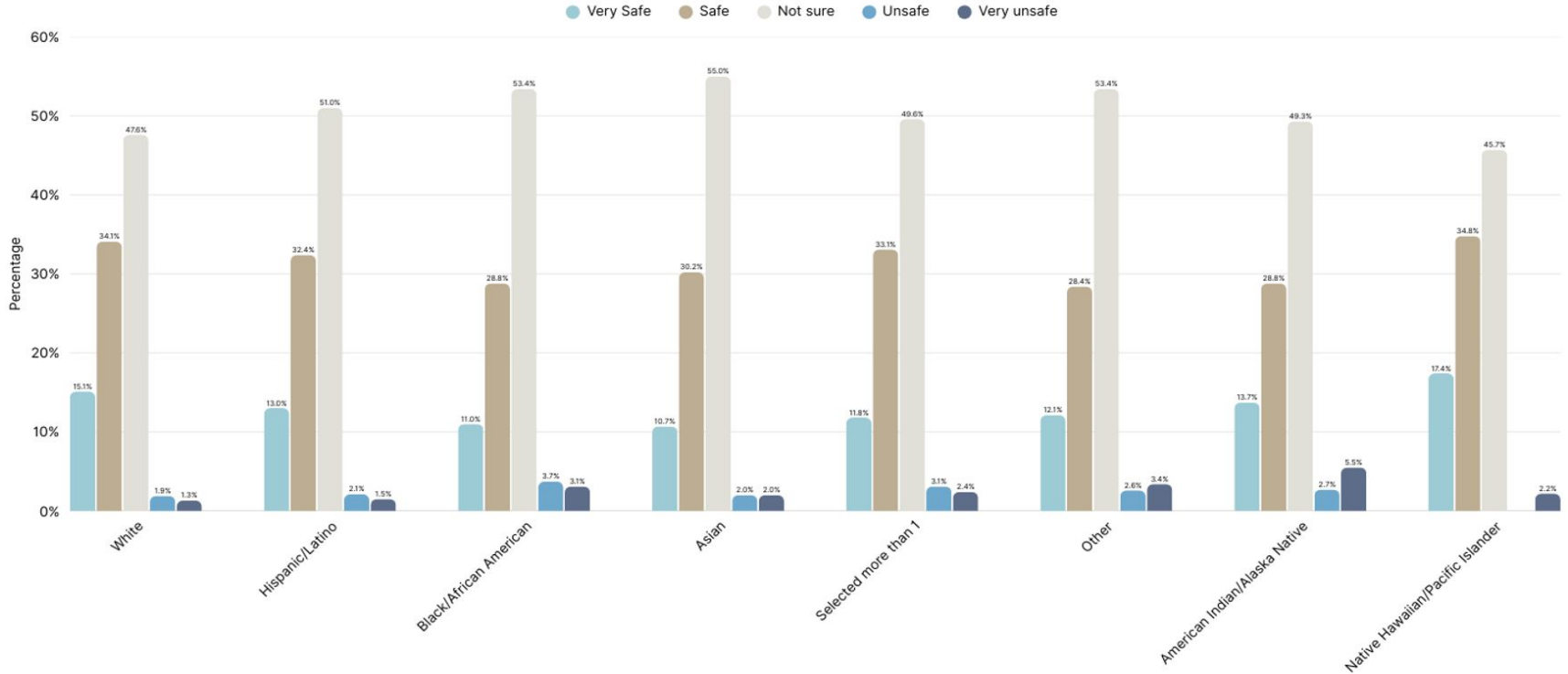
Middle School Safety Perception by Gender (n=3,976)



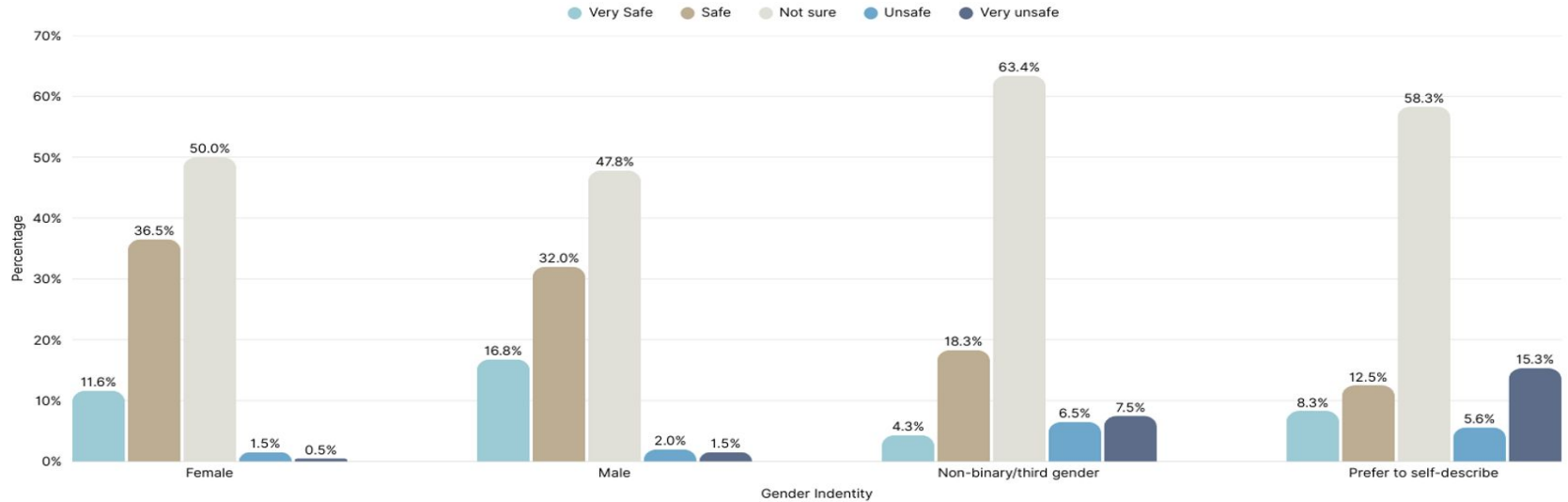
High School Student Safety Perceptions (n=2,335)



High School Safety Perceptions by Race/Ethnicity (n=2,335)

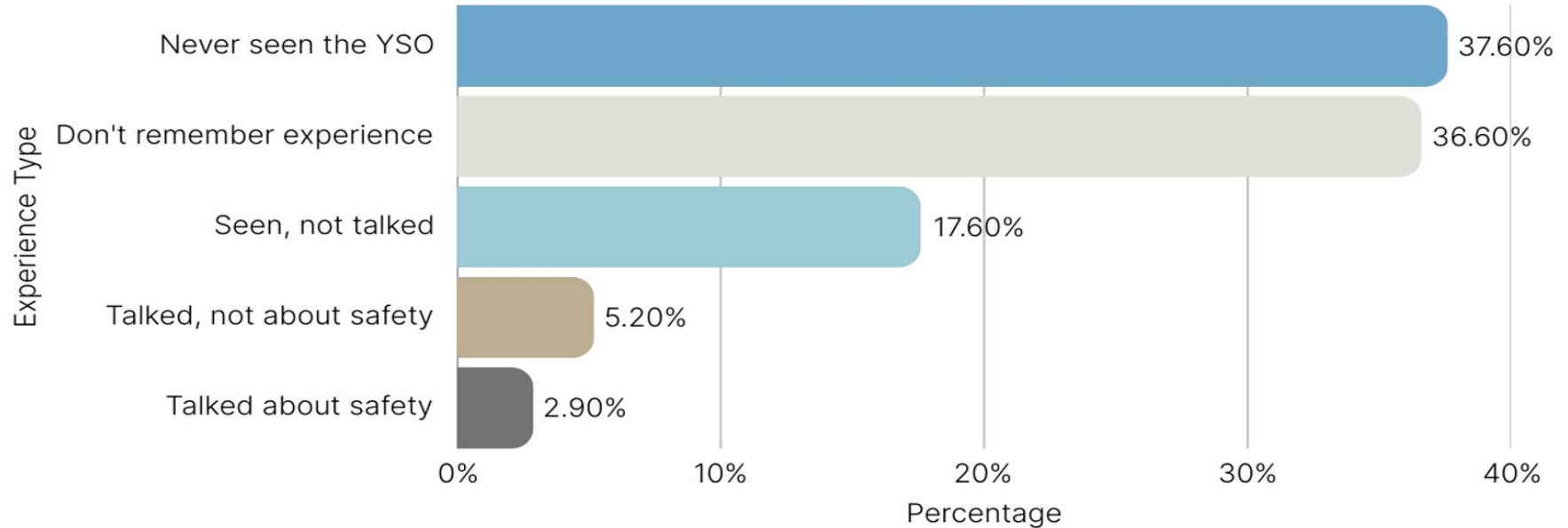


High School Safety Perception by Gender (n=2,207)

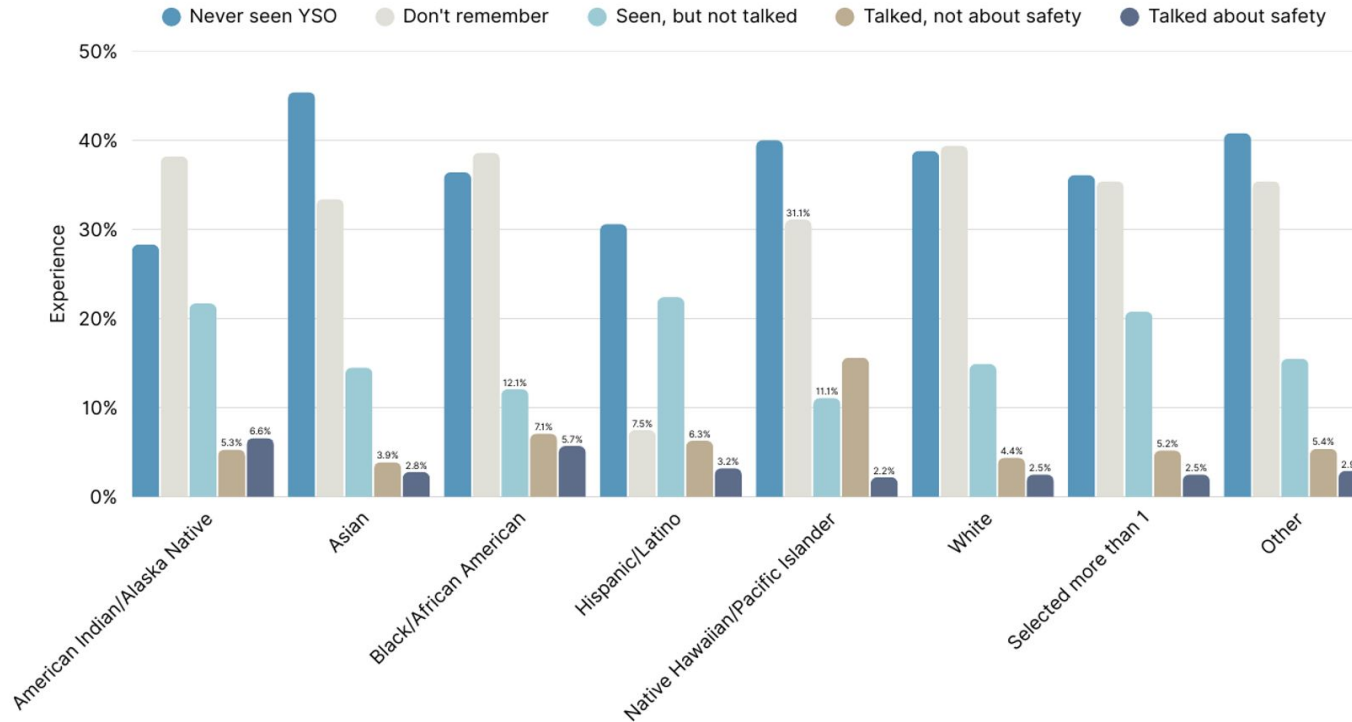


Student Experience of YSOs

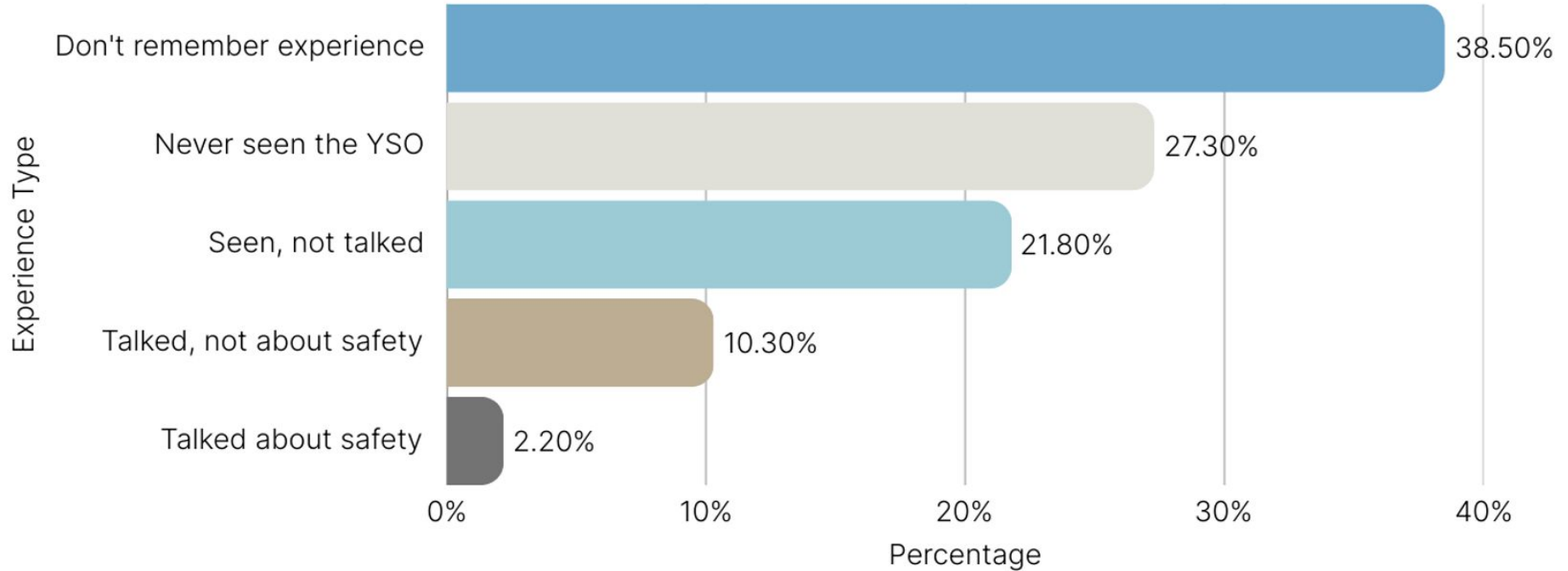
Elementary Student YSO Experiences (n=3,925)



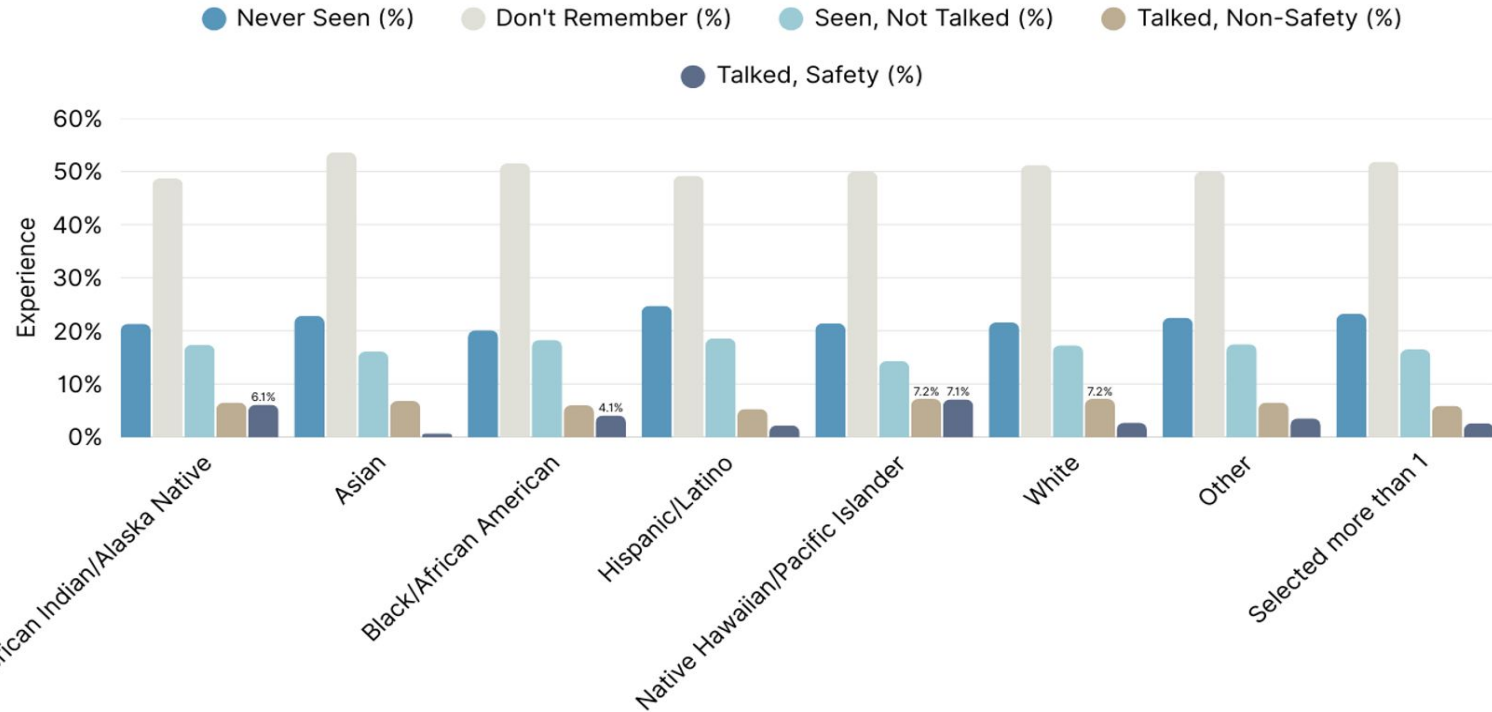
Elementary Student YSO Experience by Race/Ethnicity (n=3,667)



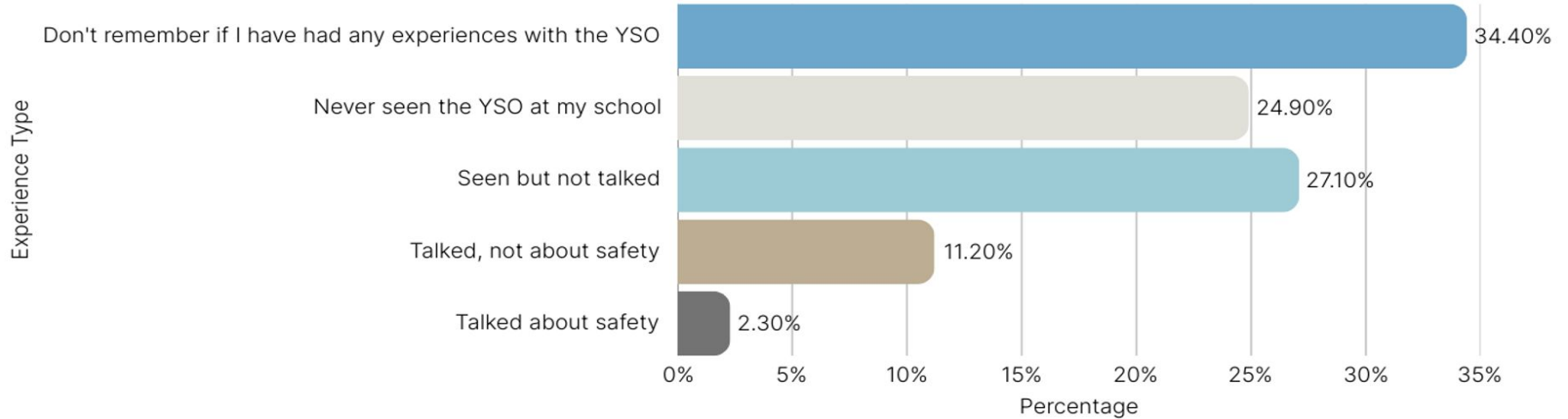
Middle School Student YSO Experiences (n=4,205)



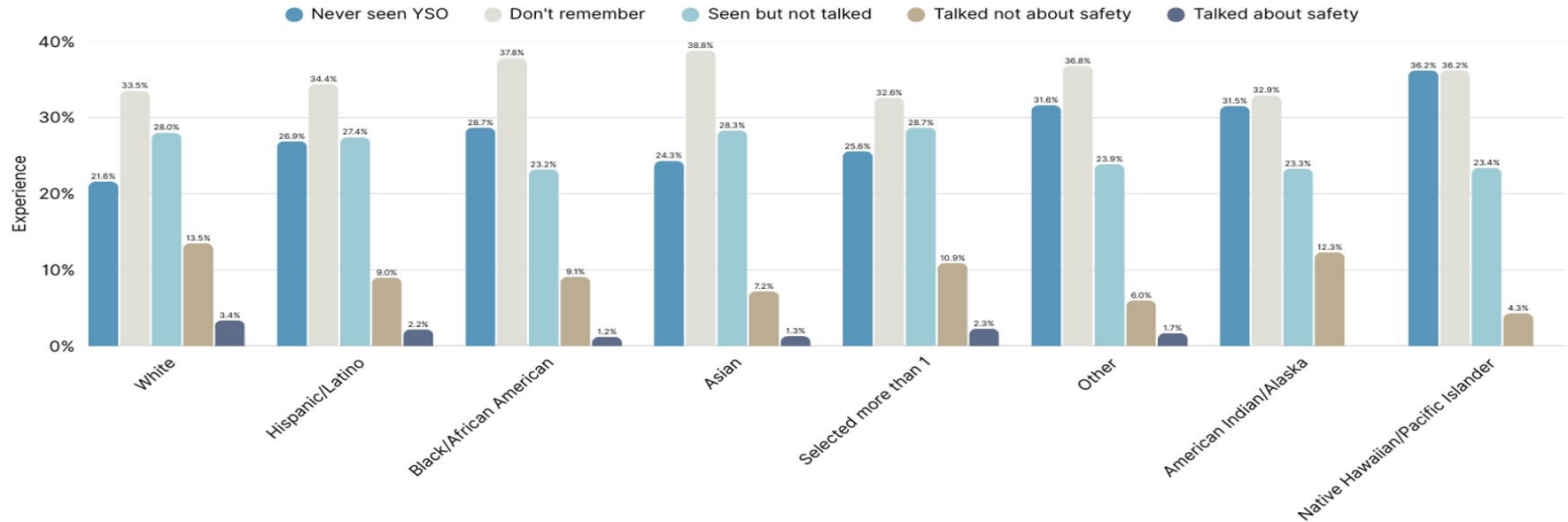
Middle School Experience by Race/Ethnicity (n=4,053)



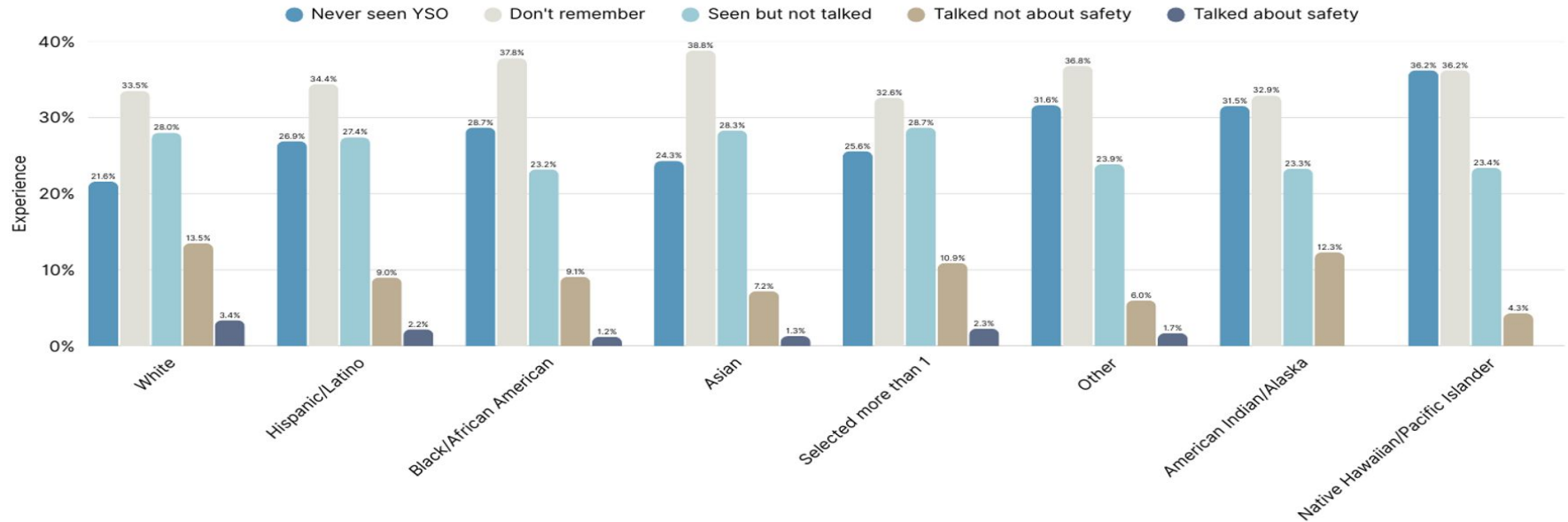
High School Student YSO Experiences (n=2,351)



High School Student YSO Experience by Race/Ethnicity (n=2,351)

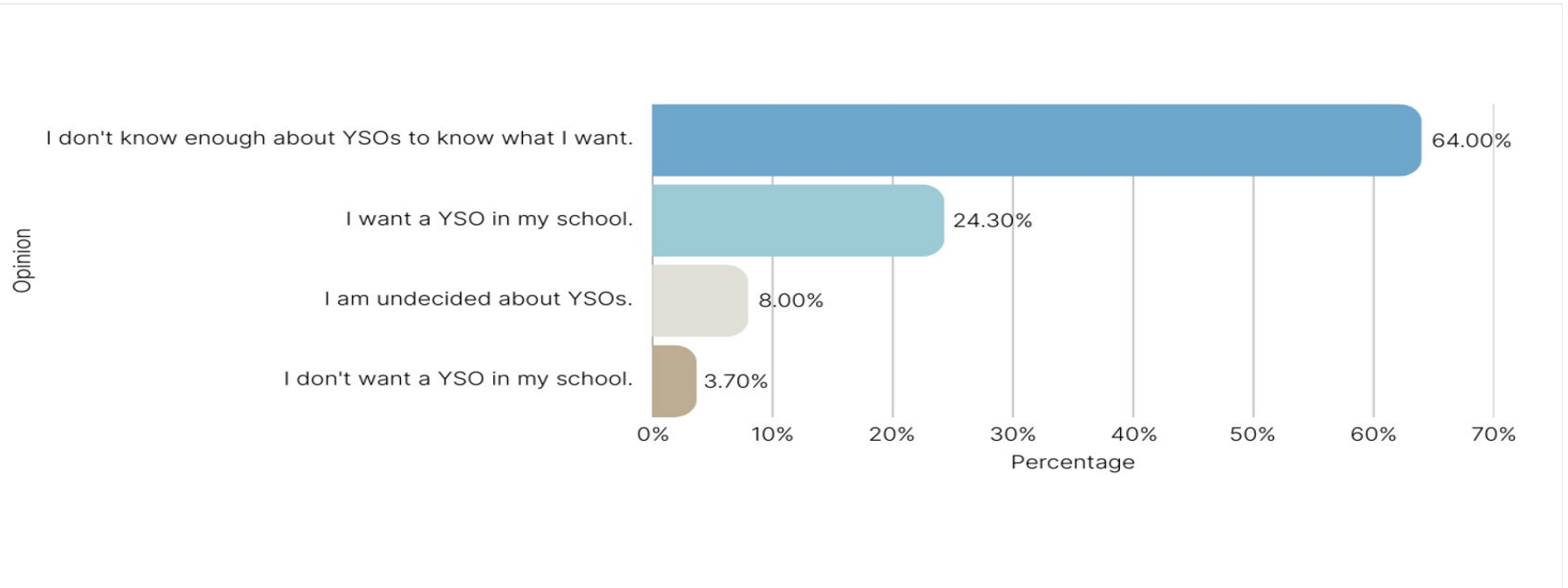


High School Student YSO Experience by Race/Ethnicity (n=2,351)

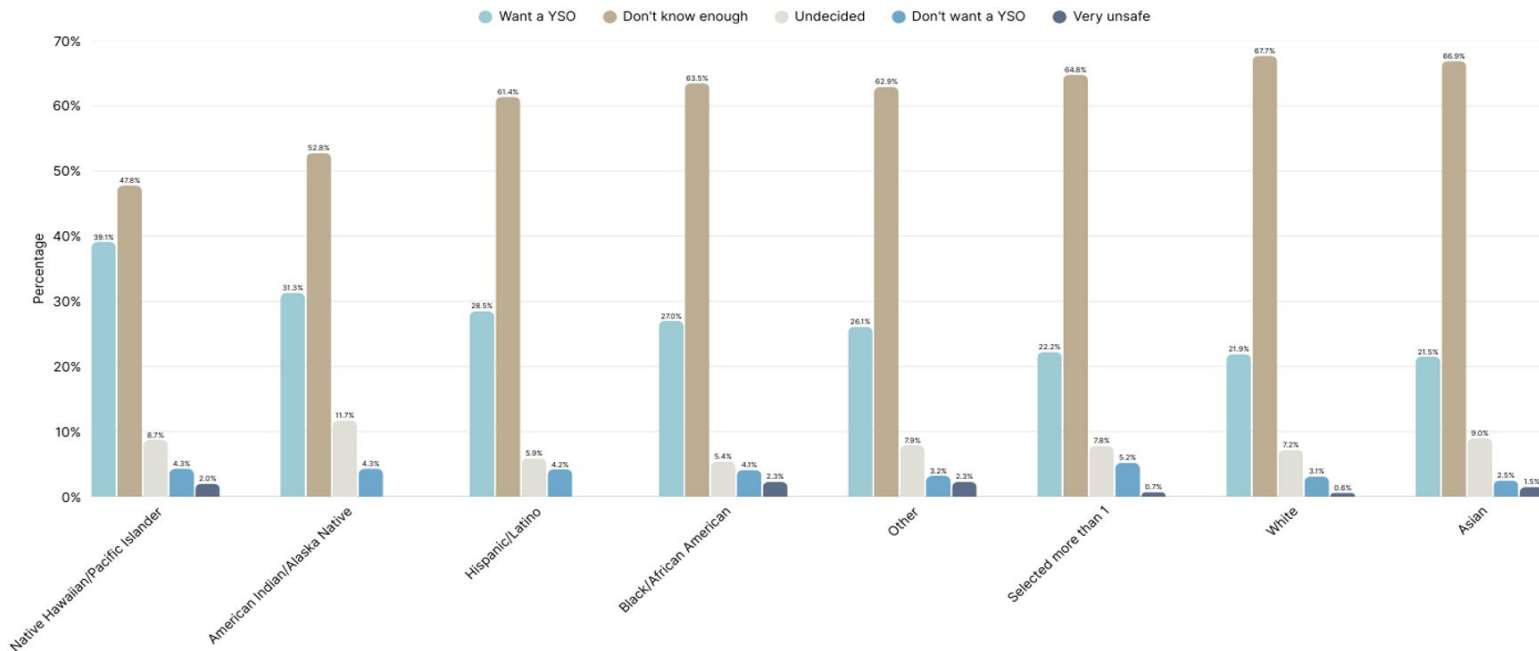


Student Perceptions of YSOs

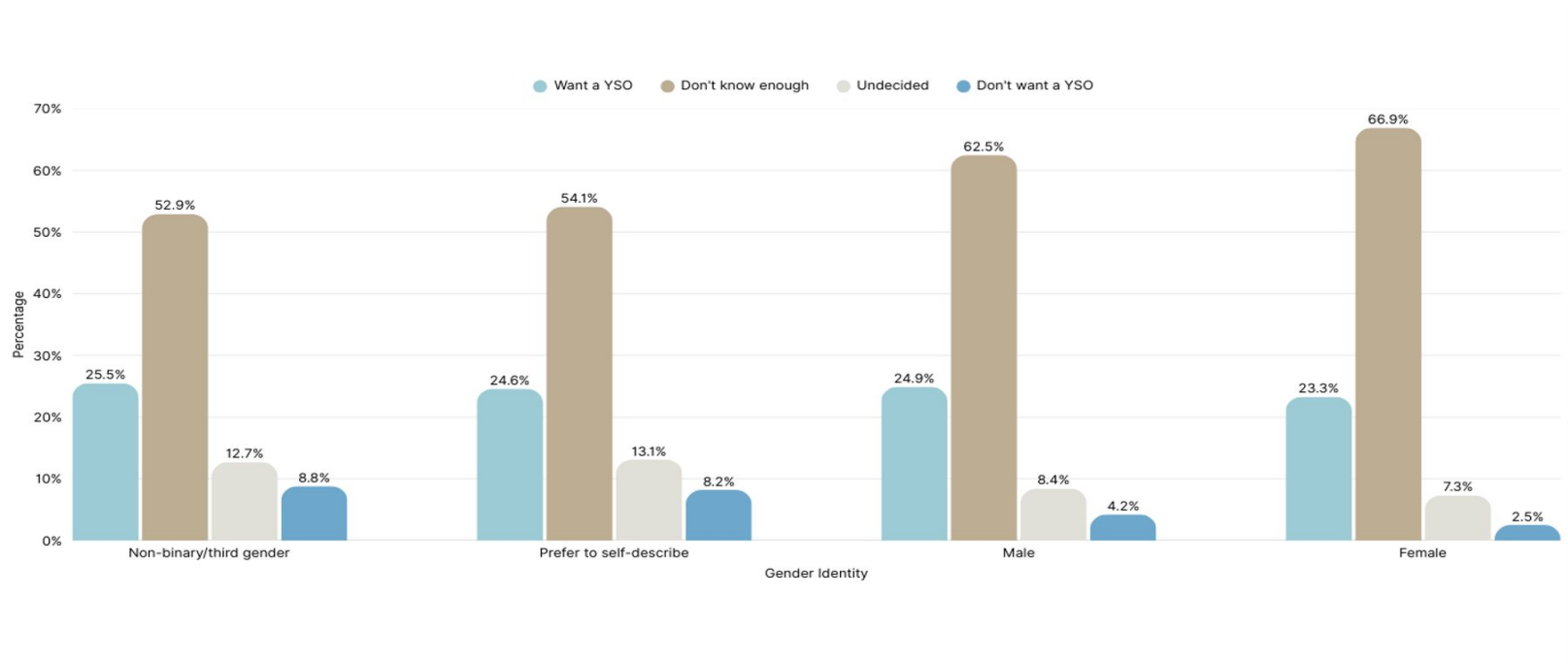
Elementary Student Student Opinions About YSOs (n=3,859)



Elementary Student Student Opinions About YSOs (n=3,859)



Elementary Student Opinions About YSOs by Gender Identity (n=3,920)



What Elementary Students Like About YSOs (n=1,551)

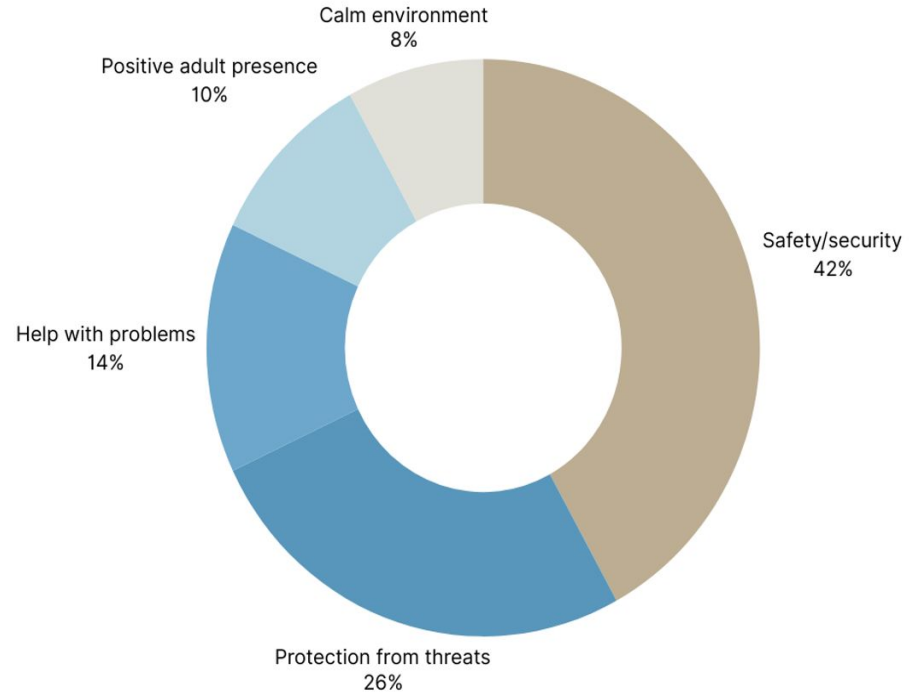
42% - Safety/security

26% - Protection from threats

14% - Help with problems

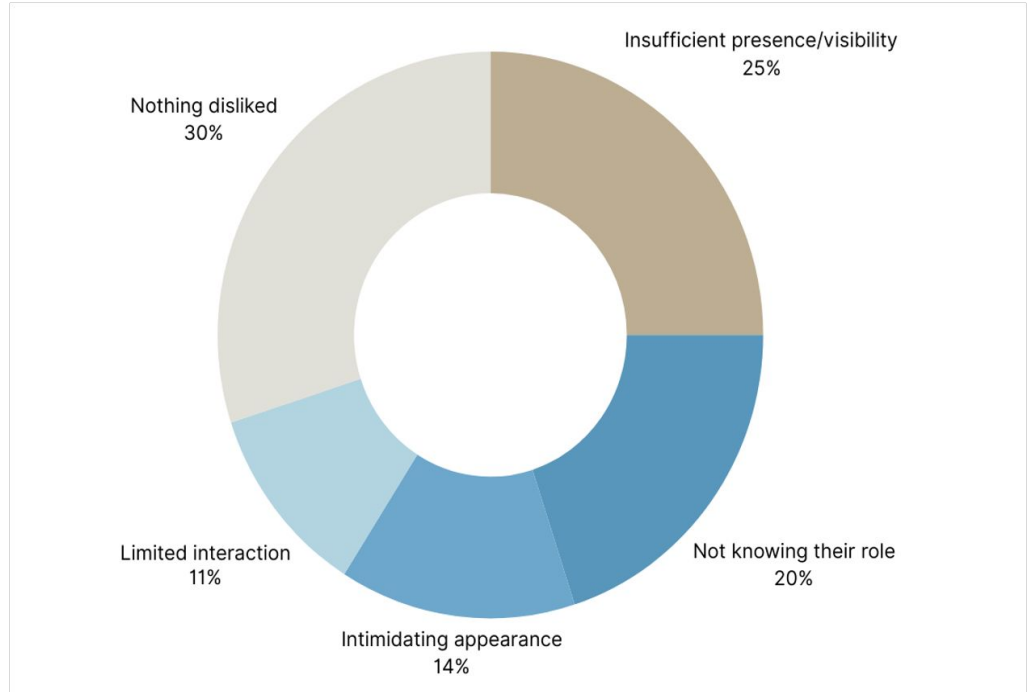
10% - Positive adult presence

8% - Calm environment



What Elementary Students Don't Like About YSOs (n=1,275)

- 30% - Nothing disliked**
- 25% - Insufficient presence/visibility**
- 20% - Not knowing their role**
- 14% - Intimidating appearance**
- 11% - Limited interaction**



How YSOs Could Make Elementary Students Feel Safer (n=1,267)

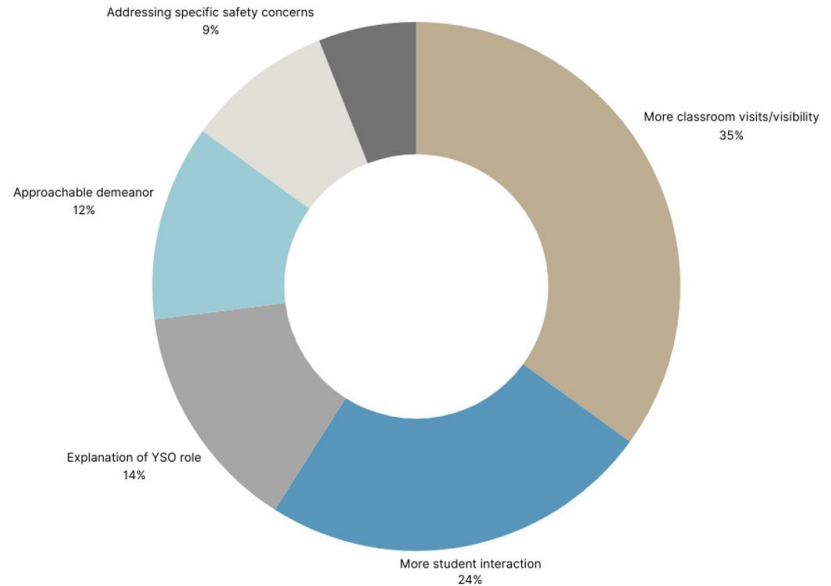
35% - More classroom visits/visibility

24% - More student interaction

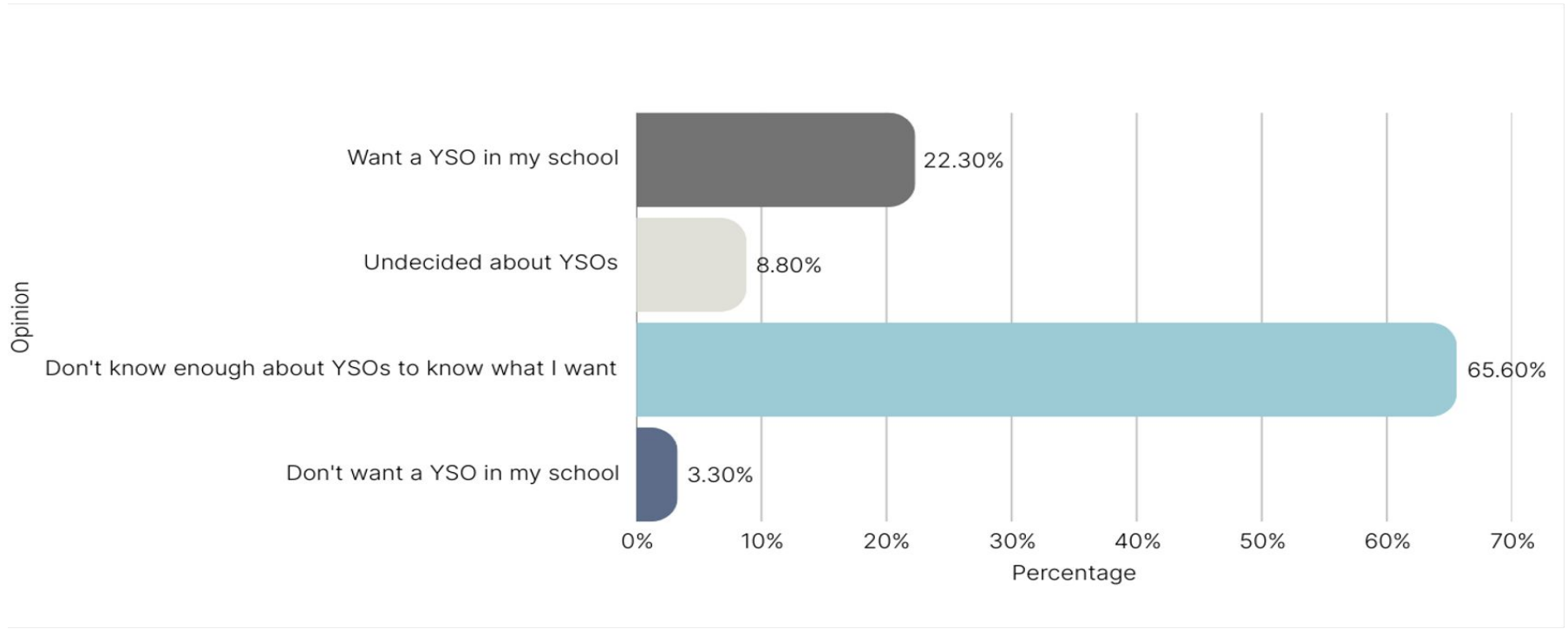
14% - Explanation of YSO role

12% - Approachable demeanor

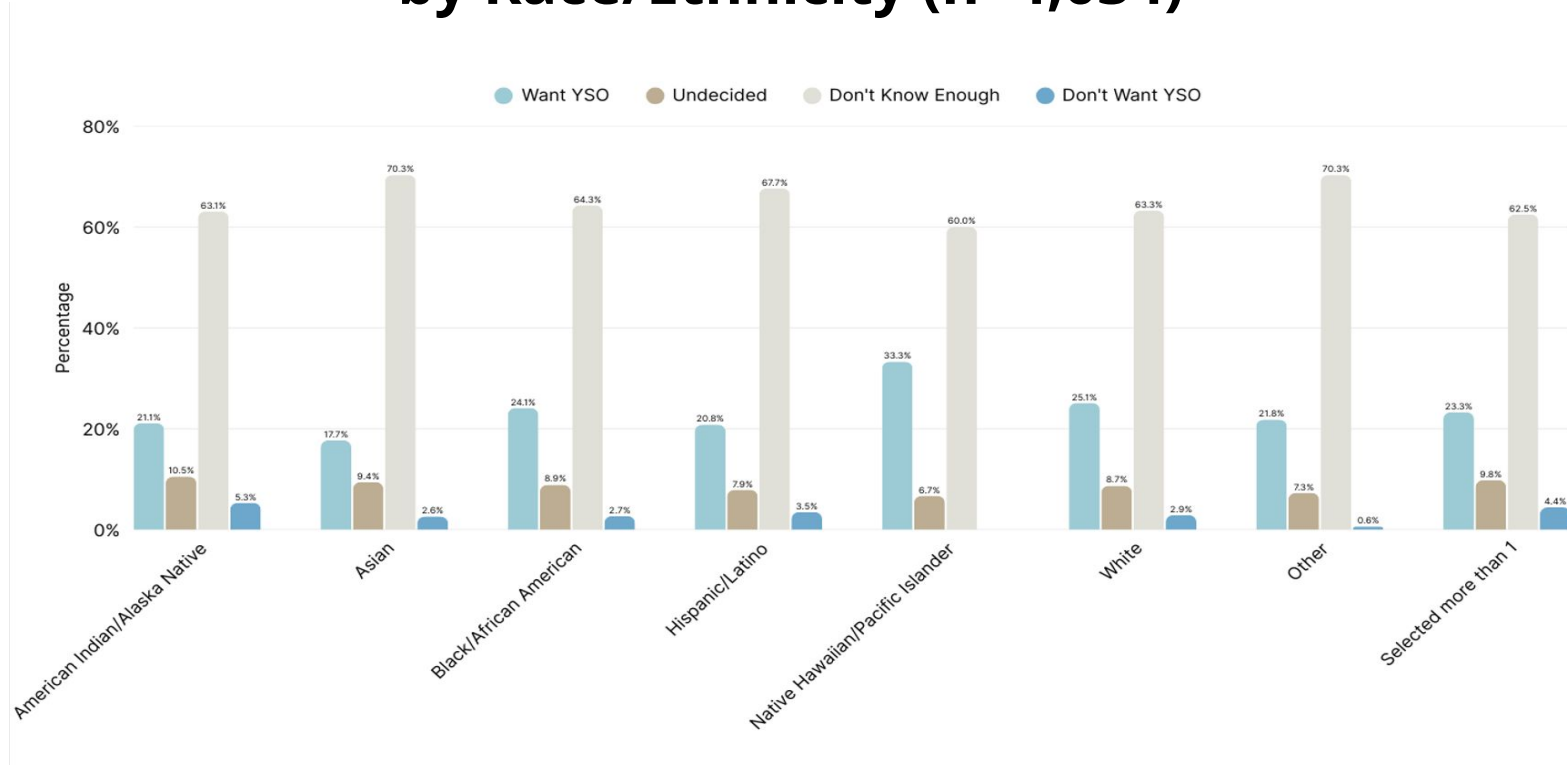
9% - Addressing specific safety concerns



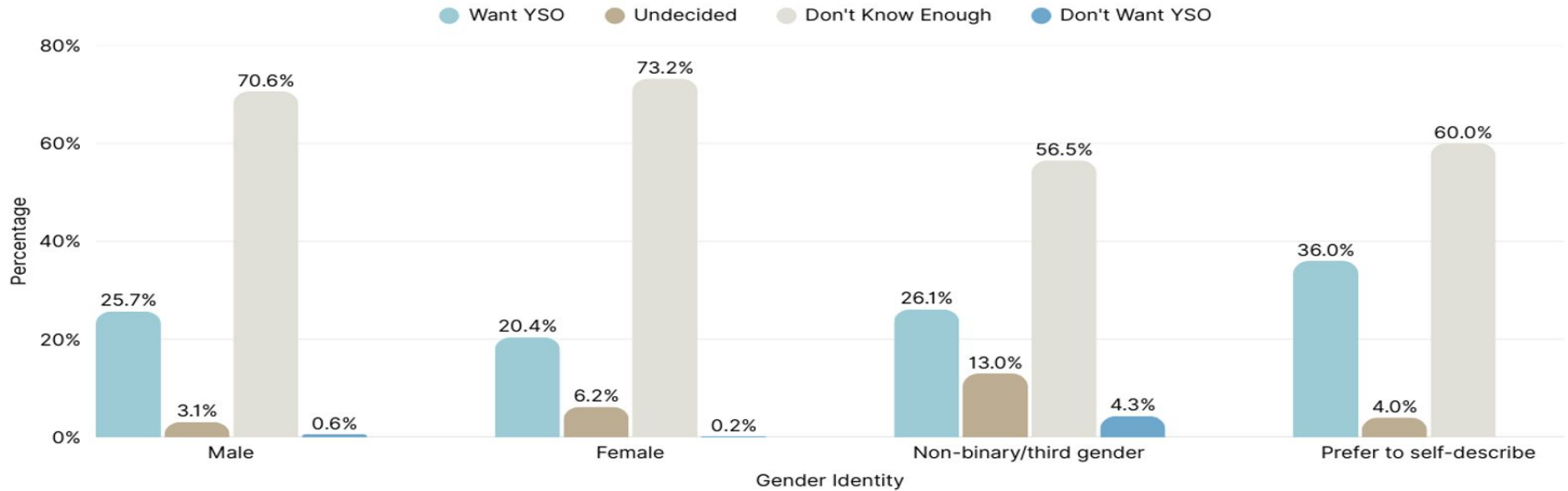
Middle School Student Opinions About YSOs (n=4,188)



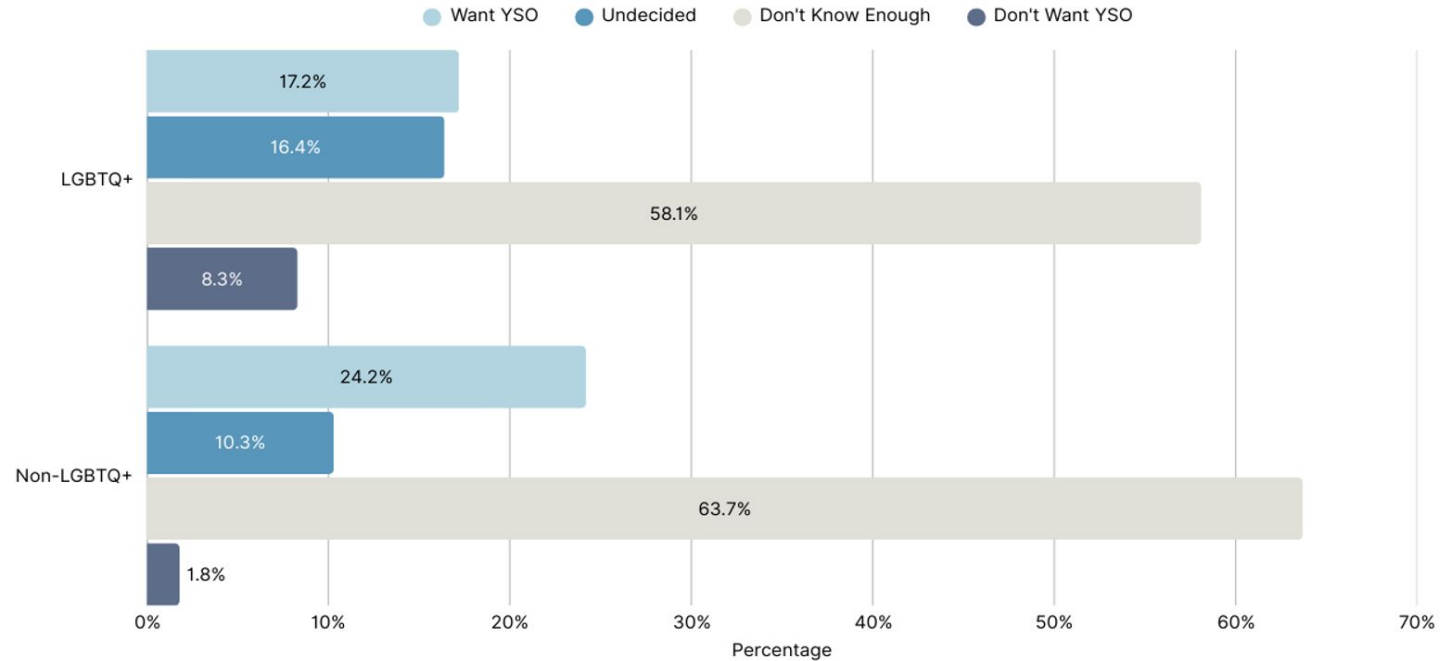
Middle School Opinions by Race/Ethnicity (n=4,034)



Middle School Opinions by Gender (n=4,064)

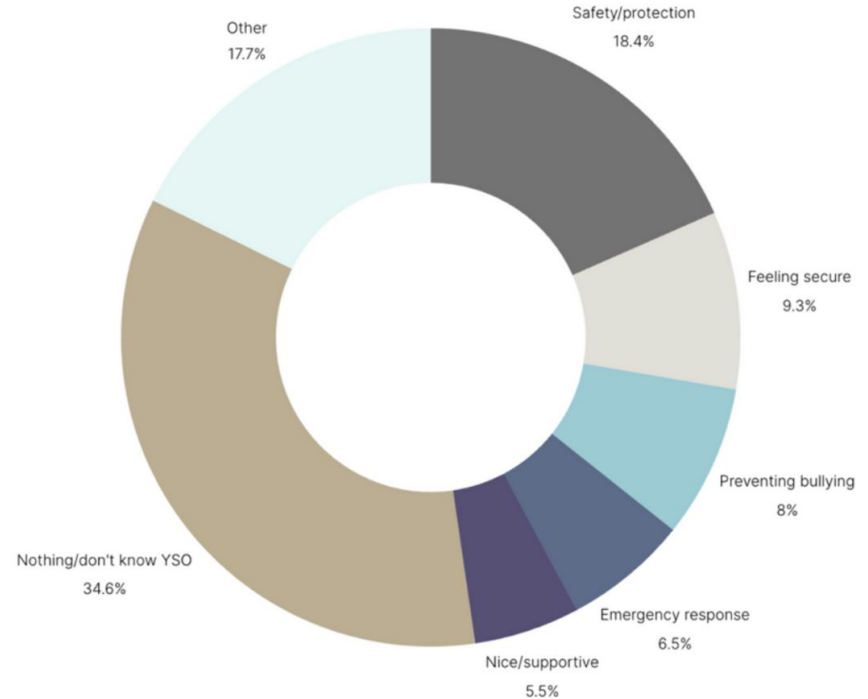


Middle School Opinions by LGBTQ+ Identity (n=4,075)



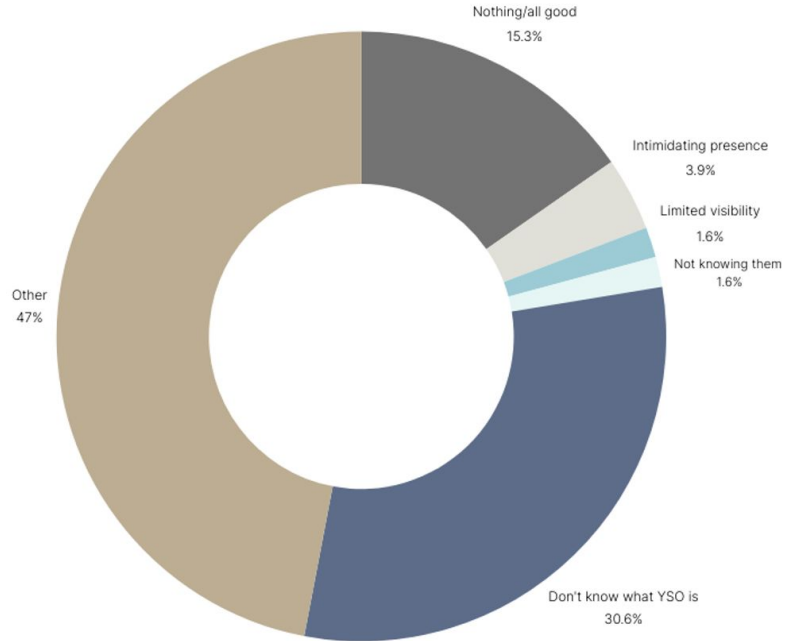
What Middle School Students Like About YSOs (n=837)

35% - Nothing/don't know YSO
18% - Safety/protection
18% - Other
9% - Feeling secure
8% - Preventing bullying
7% - Emergency response



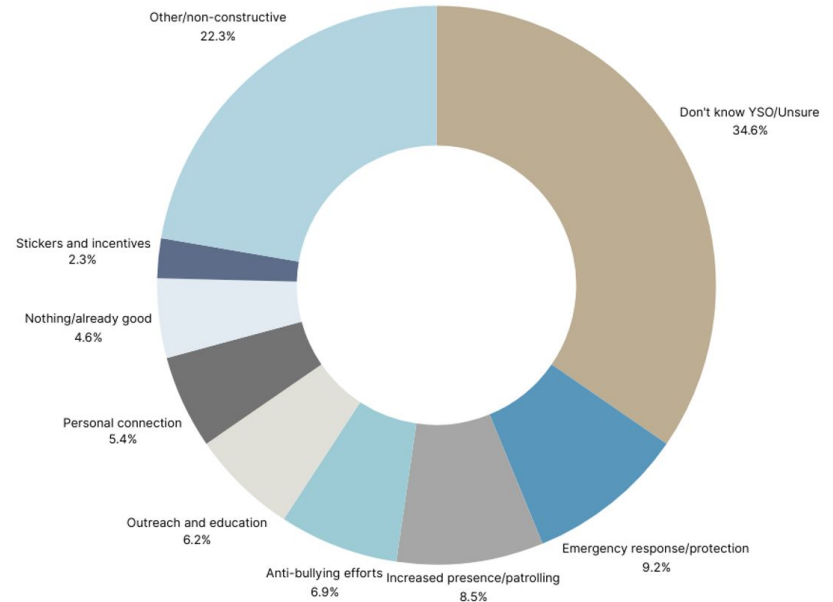
What Middle School Students Dislike About YSOs (n=661)

47% - Other
31% - Don't know what YSO is
15% - Nothing/all good
4% - Intimidating presence



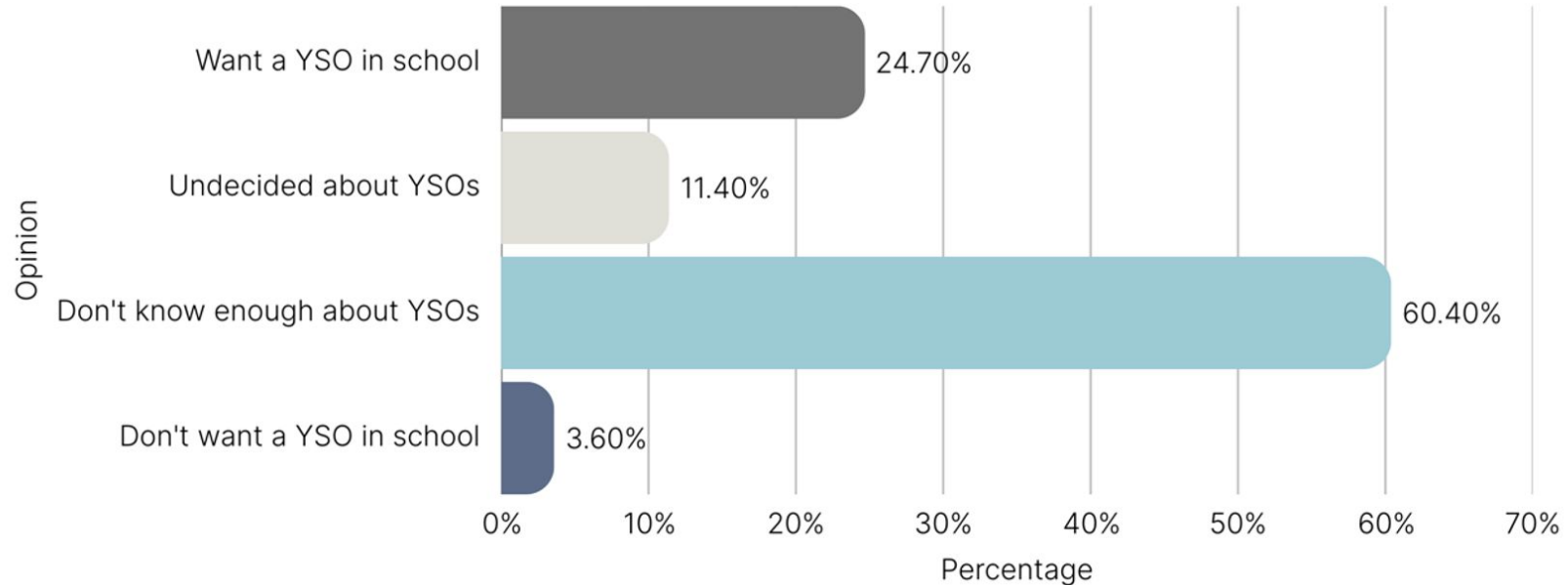
How YSOs Could Make Middle School Students Feel Safer (n=650)

35% - Don't know YSO/unsure
22% - Other/non-constructive
9% - Emergency response/protection
8% - Increased presence/patrolling
7% - Anti-bullying efforts
6% - Outreach and education

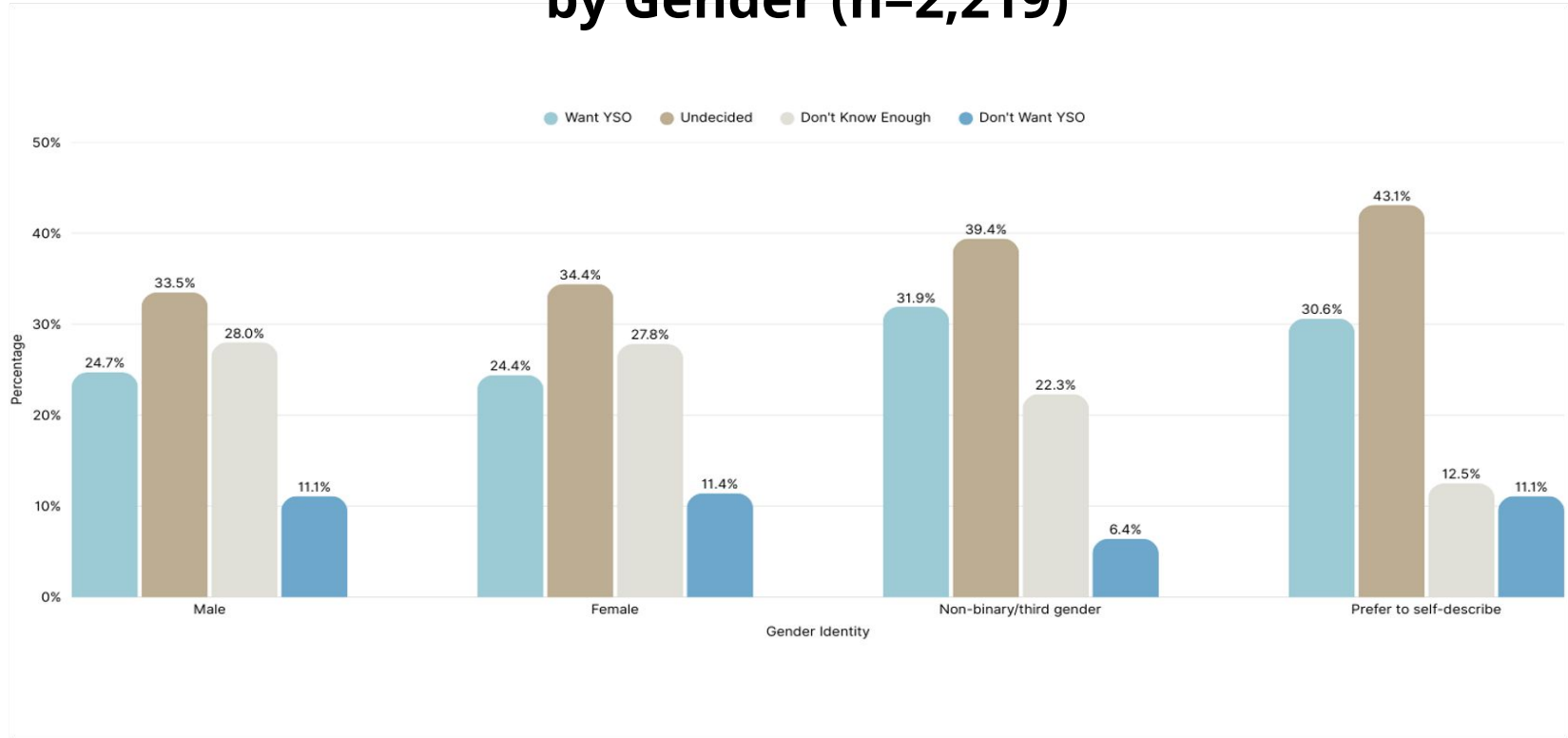


High School Student Opinions About YSOs (n=2,331)

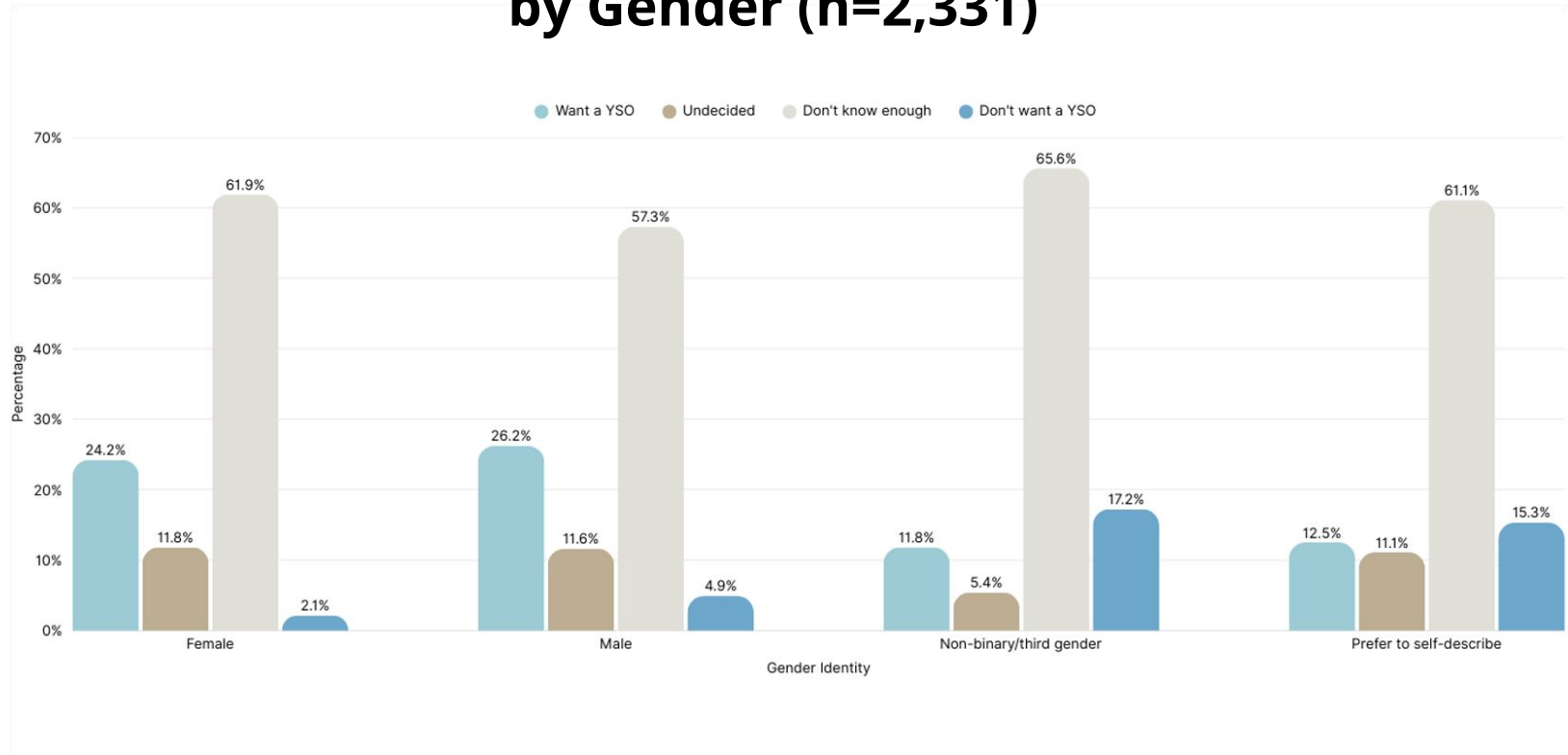
Figure 37: High School Student Opinions About YSOs (n=2,331)



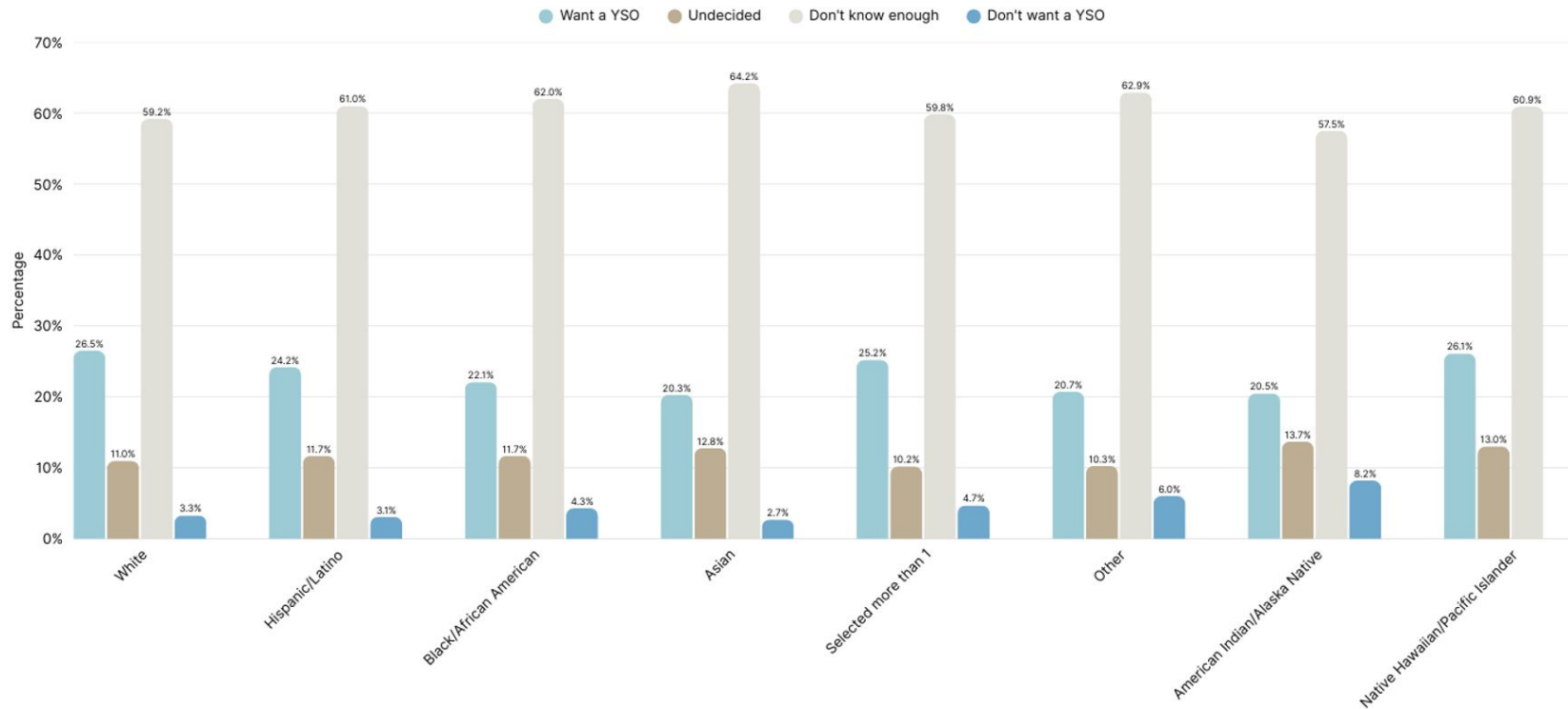
High School Student YSO Experience by Gender (n=2,219)



High School Student Opinion Distribution by Gender (n=2,331)

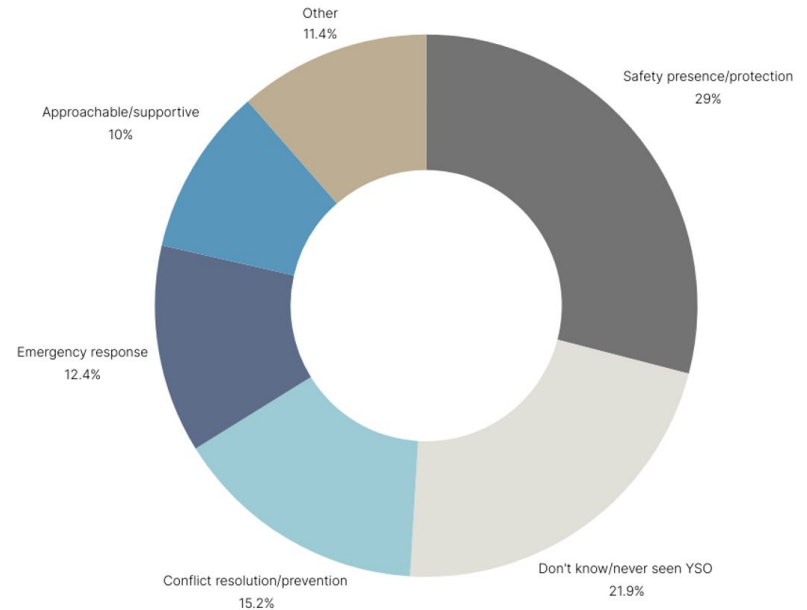


High School Student Opinion Distribution by Race/Ethnicity (n=2,207)



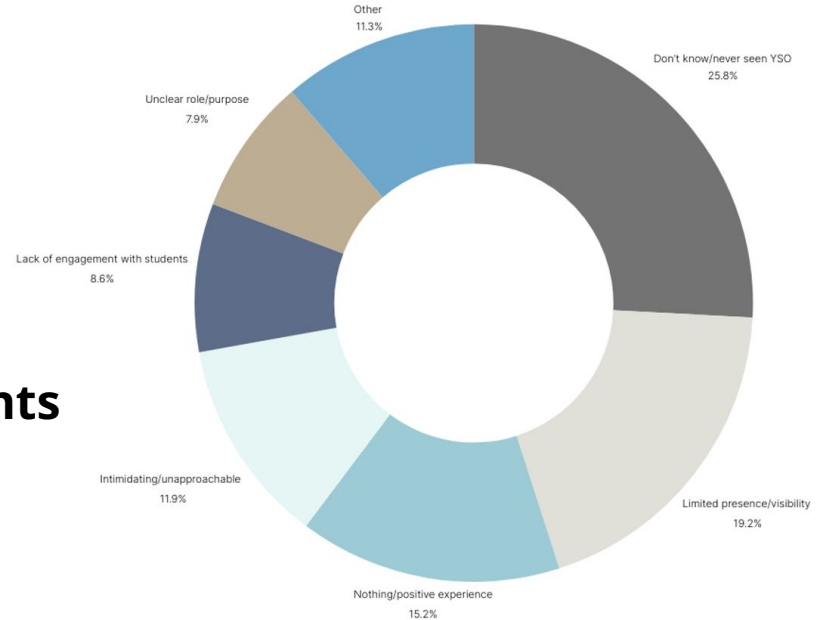
What High School Students Like About YSOs (n=210)

29% - Safety presence/protection
22% - Don't know
15% - Conflict resolution/prevention
12% - Emergency response
10% - Approachable/supportive



What High School Students Dislike About YSOs (n=151)

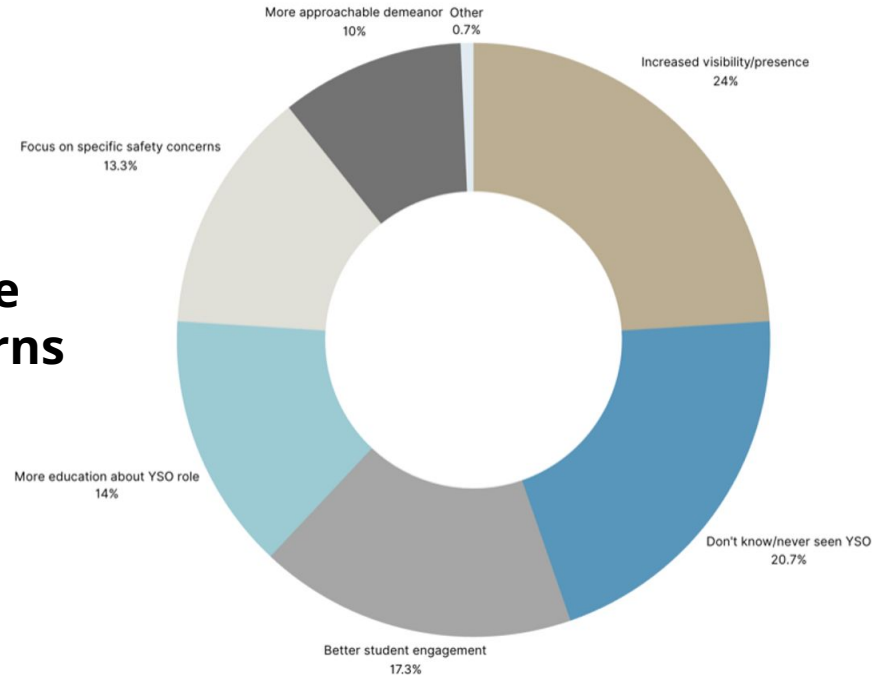
26% - Don't know/never seen YSO
19% - Limited presence/visibility
15% - Nothing/positive experience
12% - Intimidating/unapproachable
9% - Lack of engagement with students



How YSOs Could Make High School Students Feel Safer (n=150)

24% - Increased visibility/presence
21% - Don't know
17% - Better student engagement
14% - More education about YSO role
13% - Focus on specific safety concerns

Figure 42: How YSOs Could Make High School Students Feel Safer (n=150)



Interview Themes

Student

Focus Groups

Students - Value of YSOs

1. Enhanced sense of safety and security
2. Specialized training and response capability
3. Positive relationship building with law enforcement
4. Community integration and belonging
5. The importance of officer demeanor and approachability
6. Shifting student perceptions of law enforcement
7. Student awareness of YSOs' specialized training

"When you're here with the [officer], you feel safe."

"It's not like administration or teachers are going to have any sort of weapon to protect people. I think that's the difference between an officer and administration that is trained. It's kind of that one person [in] your school that has those resources on them to actually respond to a threat."

Students - Concerns

1. Presence of firearms in school environment
2. Potential for intimidation or triggering reactions
3. Lack of clarity about the YSO's role
4. Questioning the necessity of YSOs
5. Concerns about school entry points

"For a lot of students, maybe the idea of having an [officer] out of school can be scary or intimidating."

"I came from a private school, and I had no idea what he was doing here. That was a little bit surprising for me to see the police car and the police officer in school when I first came here."

Students - Recommendation

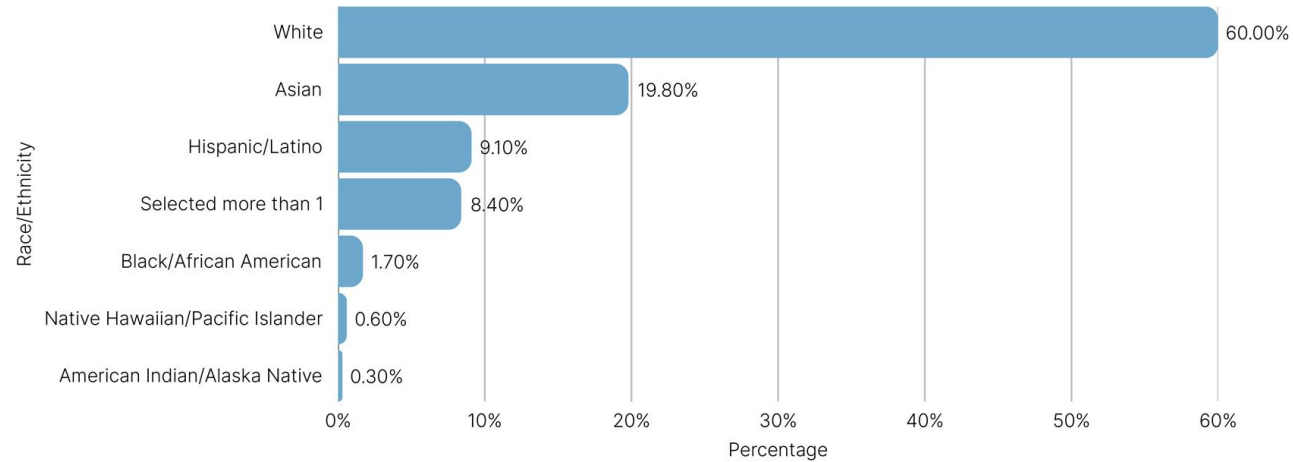
1. Clearer communication about YSO roles and responsibilities
2. Prioritize officers with strong people skills and community connections
3. Better awareness of YSO training and qualifications
4. Integration with other school safety measures
5. Continued focus on approachability and school community integration
6. Consider student comfort with firearm

"I think that making sure that everyone knows this is why he's here. This is what he's here for. So then, everybody's on the same page about that."

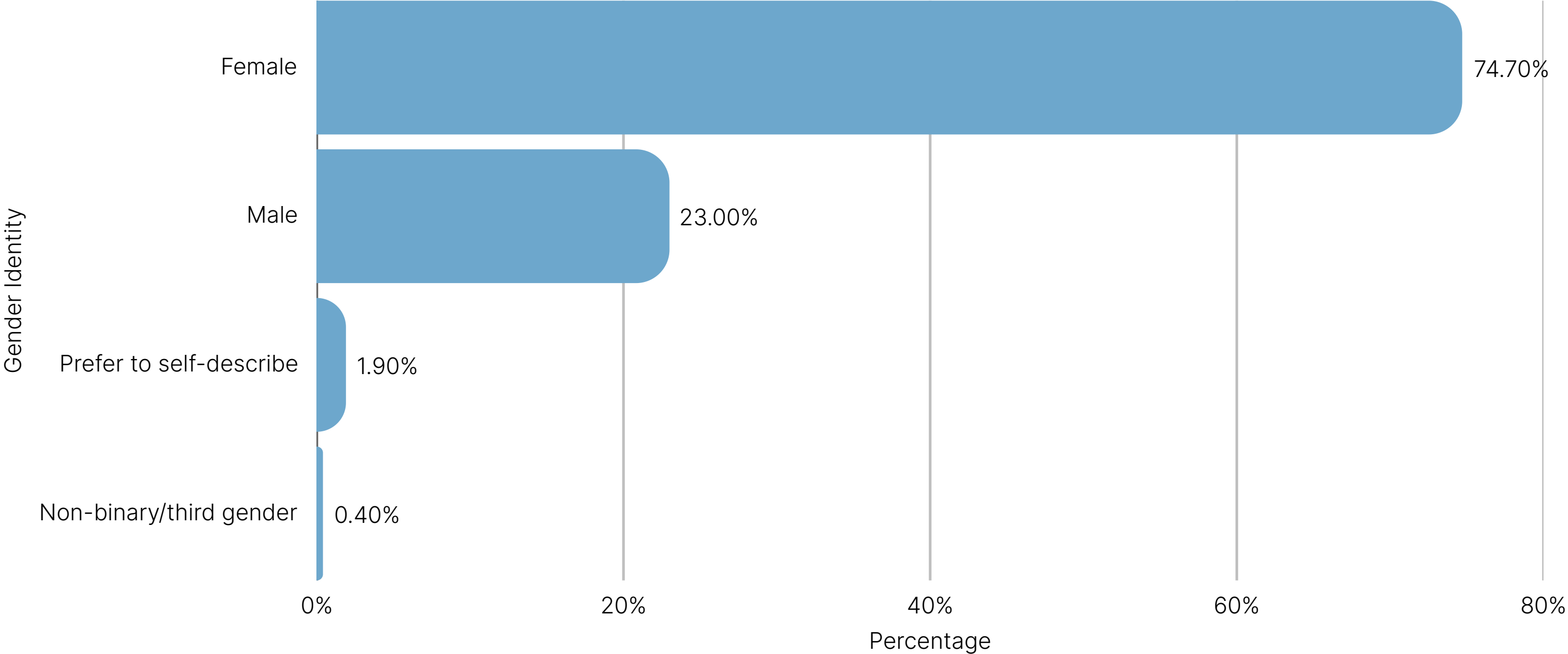
"I feel like it's not spoken about enough how much training they go through and how specific they are for our age group and for exactly what they're doing in our school."

Parents/Guardians - Who participated in the survey?

Race/Ethnicity Distribution of Parent/Guardian Respondents (n=3,218)

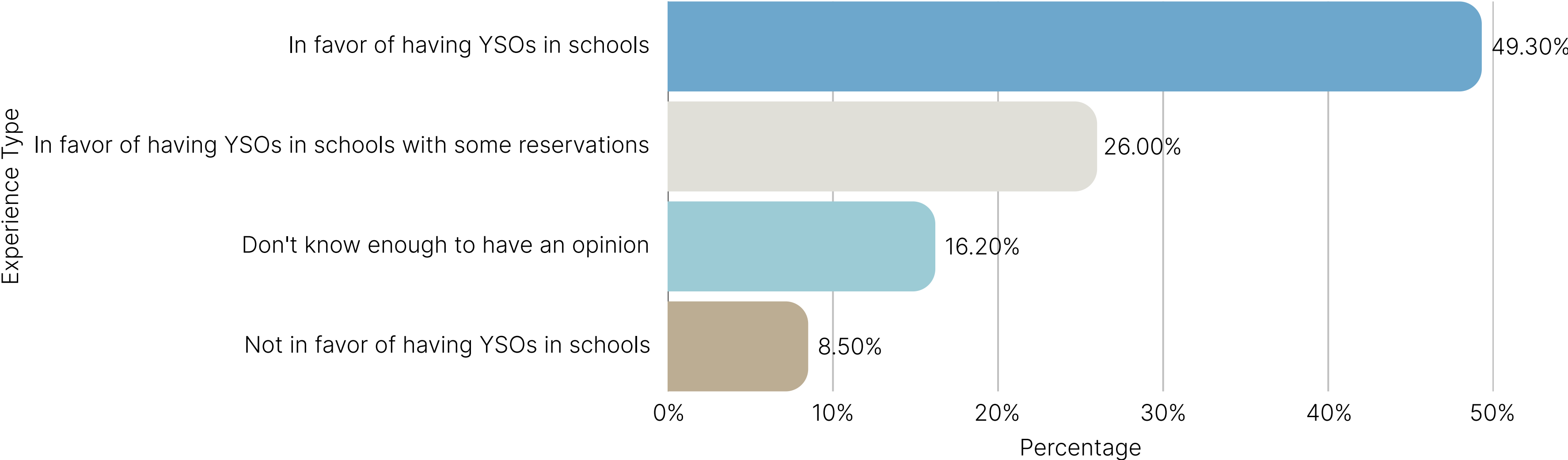


Gender Identity Distribution of Parent/Guardian Respondents (n=3,283)

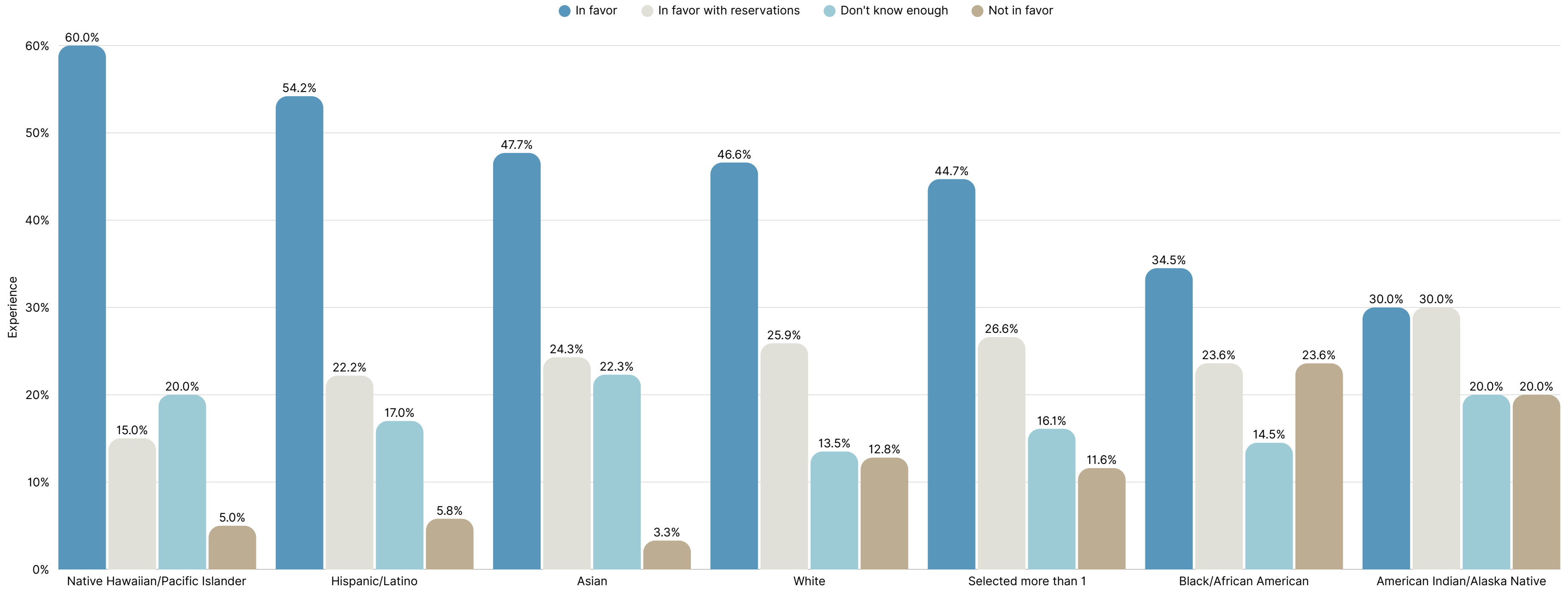


Perceptions of YSOs

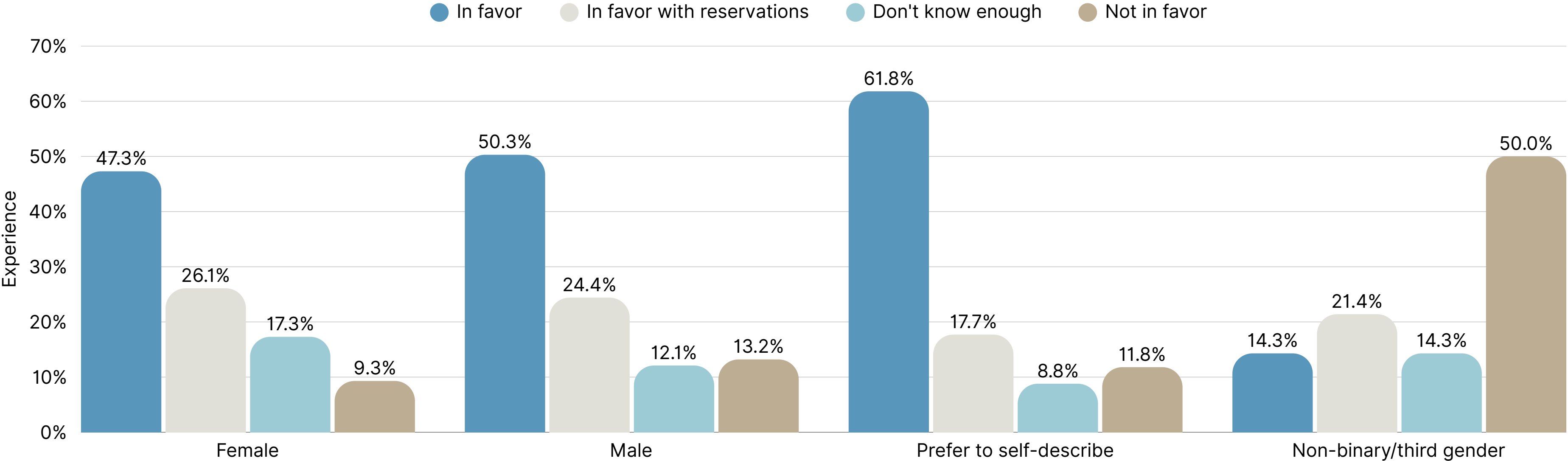
Parent/Guardian YSO Preferences (n=3,246)



Parent/Guardian YSO Preferences by Race/Ethnicity (n=3,217)

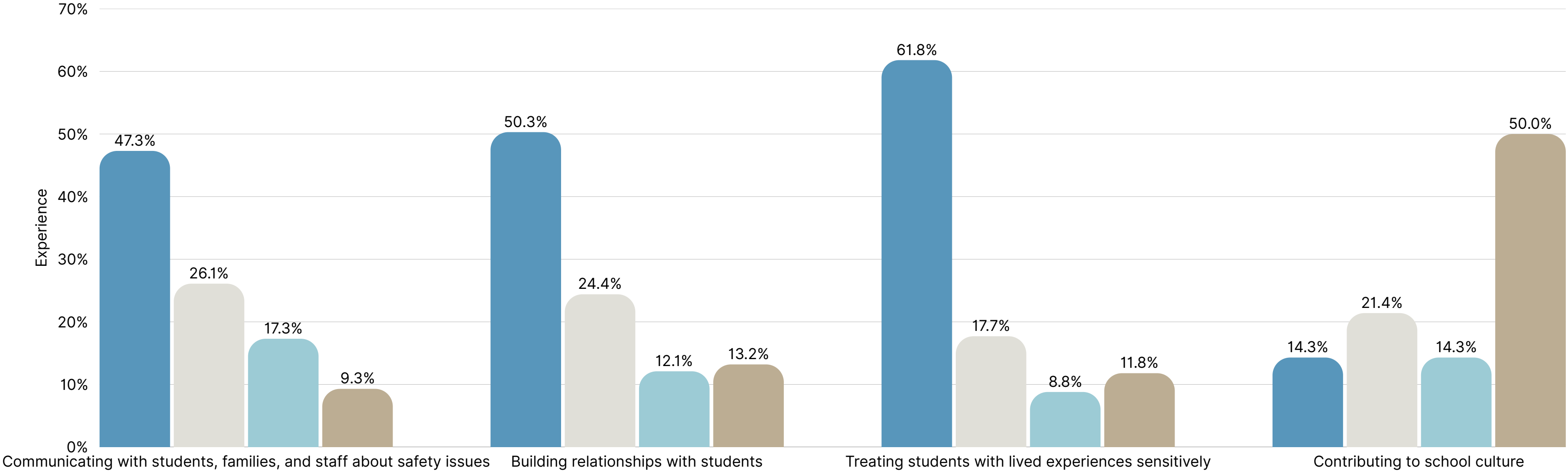


Parent/Guardian YSO Preferences by Gender (n=3,282)

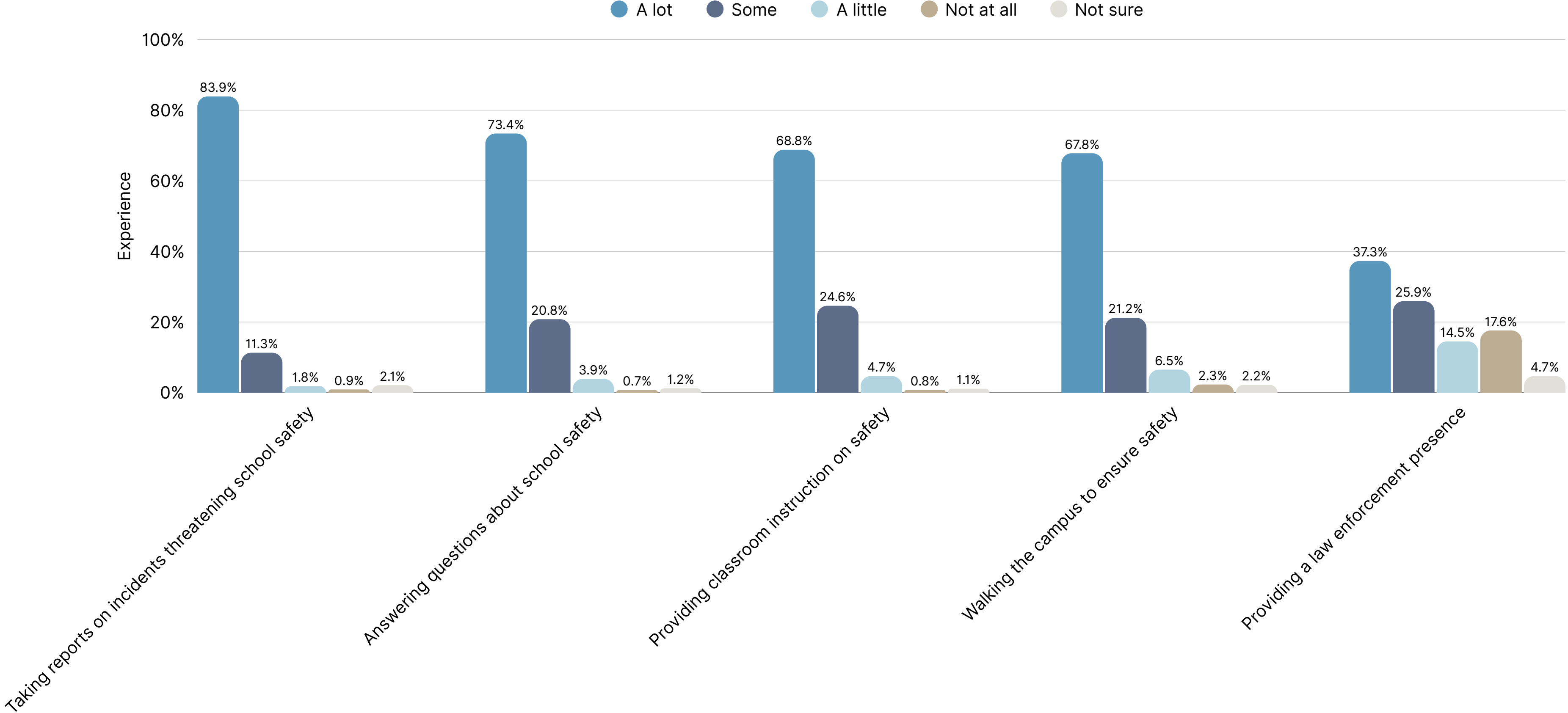


Parent Comfort with YSO Activities (n=3,251)

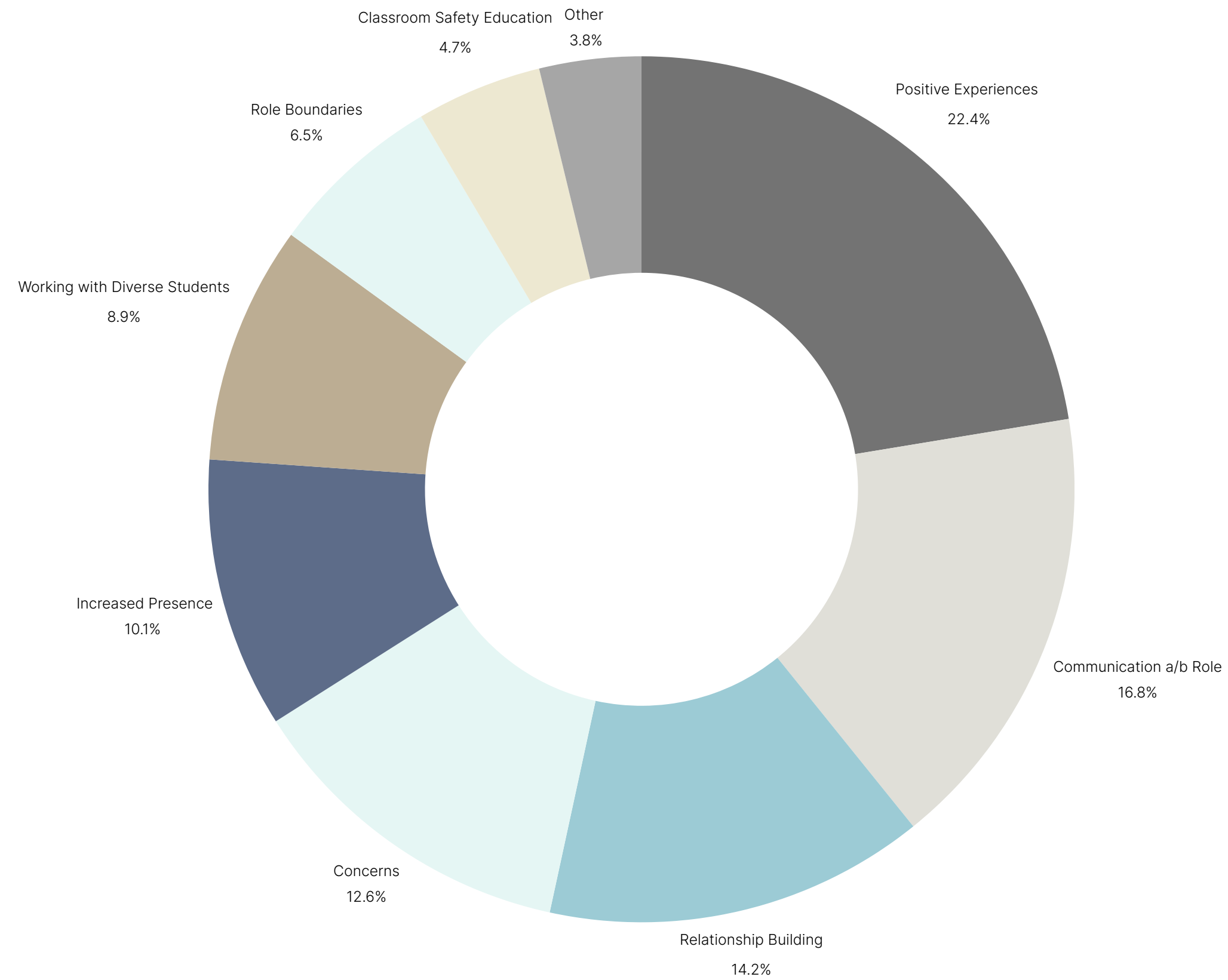
Very comfortable Comfortable Uncomfortable Very uncomfortable



Importance of School Safety Aspects (n=3,135)



Parent Recommendations for YSO Program Improvement (n=496)



Interview Results from 45 Multi-Lingual and Special Education Parents

Parents – Value of YSOs

- 1.Enhanced security and safety
- 2.Prevention concerning behaviors
- 3.Positive relationship building
- 4.Immediate response to threats
- 5.Providing an important educational role
- 6.Responding to specific concerns
- 7.Cultural bridge and language support
- 8.Mentorship and role modeling
- 9.Parent communication and engagement
- 10.Addressing community-specific concerns
11. Clarity and structure in school environment
12. Cultural shift in perception of safety
13. Trust compared to home country experiences
14. Support for vulnerable students
15. Extended school perimeter security
16. Continuity across grade levels
17. Supplement to home-based values
18. Addressing emergent social media concerns

If the officer is a part of the staff and every student knows him (her), it is not uncomfortable.

My daughter had hard time in high school and I had so many meetings with principal because of bullying, I like to see YSOs at those meetings to draw the line for students to stop the bullying.

Before moving to the U.S., I was a bit worried after hearing about many incidents in U.S. schools.

I feel comfortable here, that the police officers are inside the school, I wouldn't feel safe in my country, but here I do, I trust the police more here.

Parents - Concerns

1. Fear vs. protection balance
2. Law enforcement background concerns
3. Cultural sensitivity and targeting concerns
4. Weapons on campus□
5. Student intimidation
6. Need for training and accountability
7. Unfamiliarity with the concept
8. Concerns about stranger presence
9. Concerns about appropriate training for school environment
10. Worry about inconsistent implementation
11. Concerns about over-reliance on YSOs
12. Worries about communication barriers
13. Concerns about creating dependency on law enforcement
14. Fears about reinforcing negative topics

If the presence of YSOs continues to evoke fear rather than genuine protection, I worry it could erode trust in the school system.

I am afraid some students might feel more concerned than safe by having the presence of YSOs at school.

I just think schools should be somewhere everyone should feel safe at.

If we have YSOs in my child's school, I hope their presence promote safety

Make an effort to communicate in our language.

Parents - Recommendations

- 1.Enhance community engagement and relationship-building
- 2.Provide educational programs and safety seminars
- 3.Ensure cultural sensitivity and language accessibility
- 4.Focus on secondary schools
- 5.Increase visibility in problem areas
- 6.Establish clear boundaries and accountability
- 7.Address specific behavioral concerns
- 8.Balance authority with approachability
- 9.Integrate YSOs throughout the educational journey
- 10.Provide mental health support collaboration
- 11.Ensure proportional and appropriate interventions
- 12.Increase parent communication about the YSO program
- 13.Address campus security gaps
- 14.Train school staff in YSO best practices
- 15.Maintain program despite opposition
- 16.Involve YSOs in anti-bullying initiatives

Draw the line for students to stop the bullying.

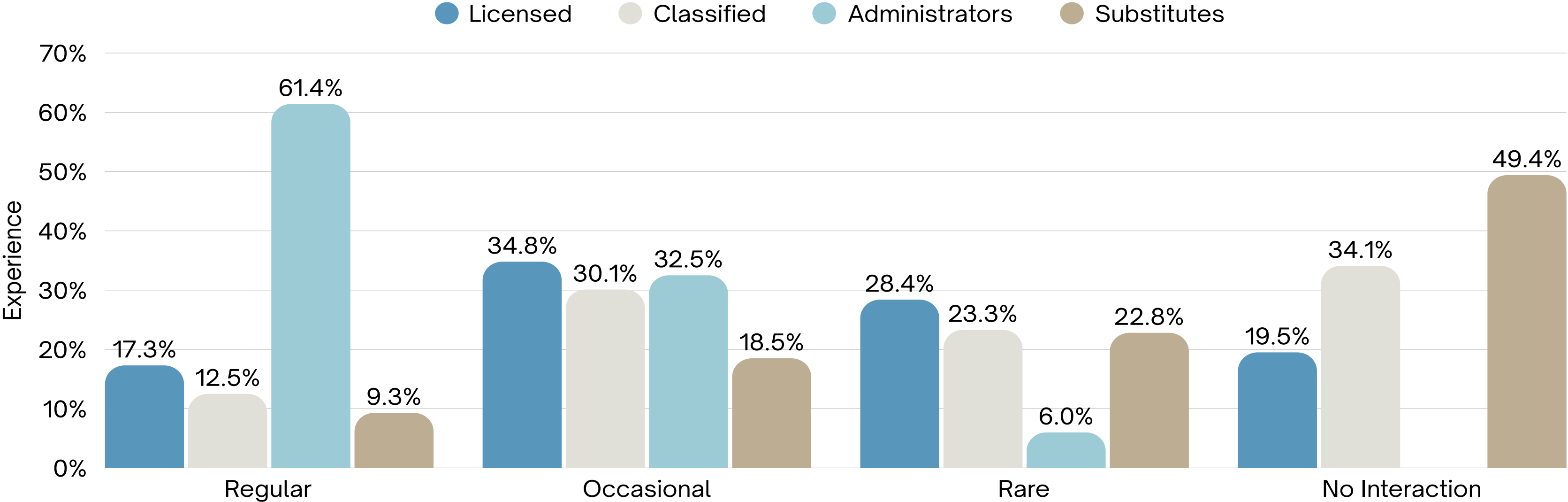
New staff at schools will be trained by YSOs to have an idea on how to make safety priority.

Learn more advocacy for how to set boundaries, respect other people differences and how to keep their hands to themselves.

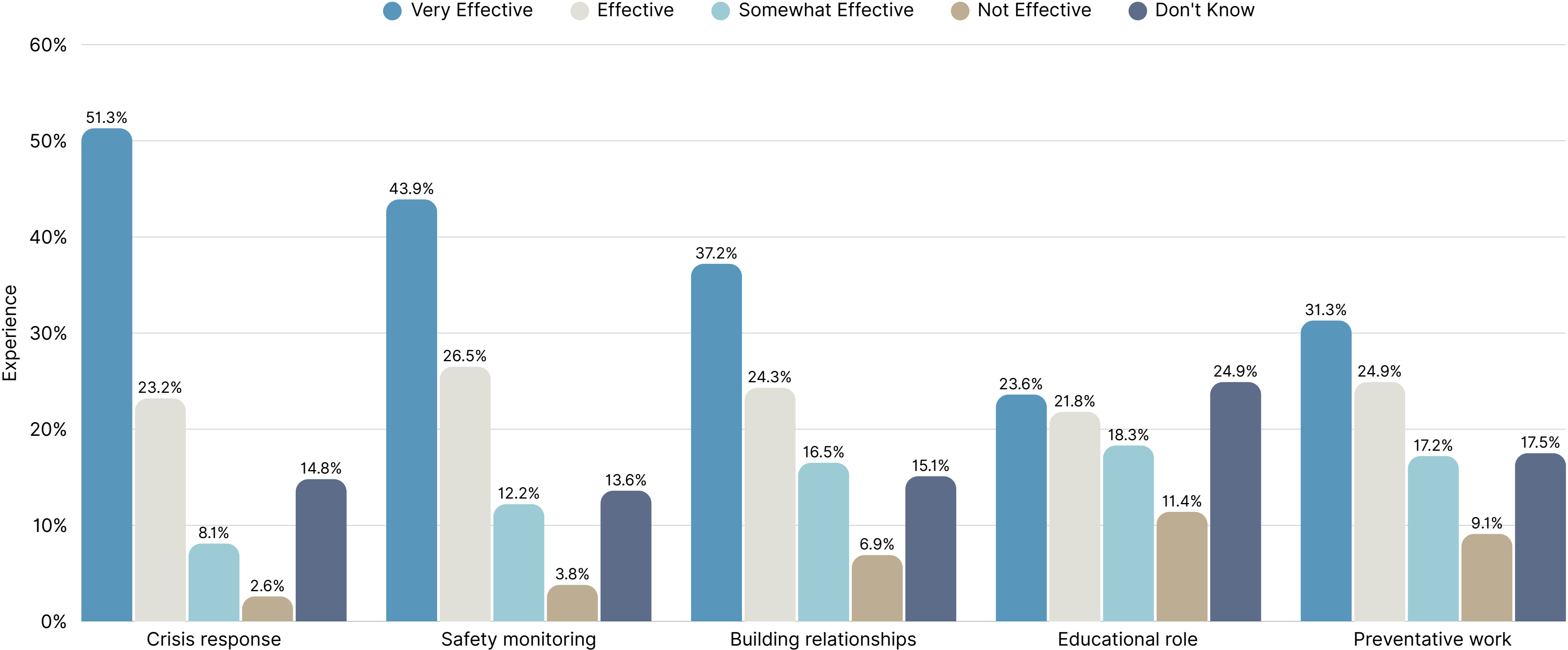
Patrol the campus more frequently and monitor areas like back entrances where strange people have approached students.

Staff

Figure 50: Staff Interactions with YSOs (n=1,749)

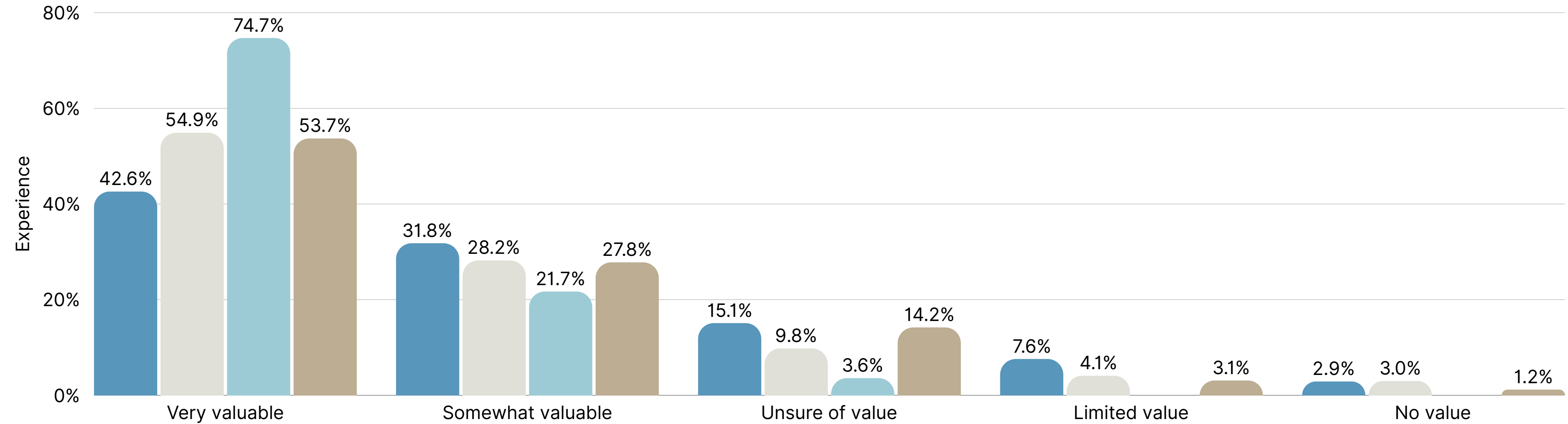


Staff Assessment of YSO Effectiveness in Various Roles (n=1,749)

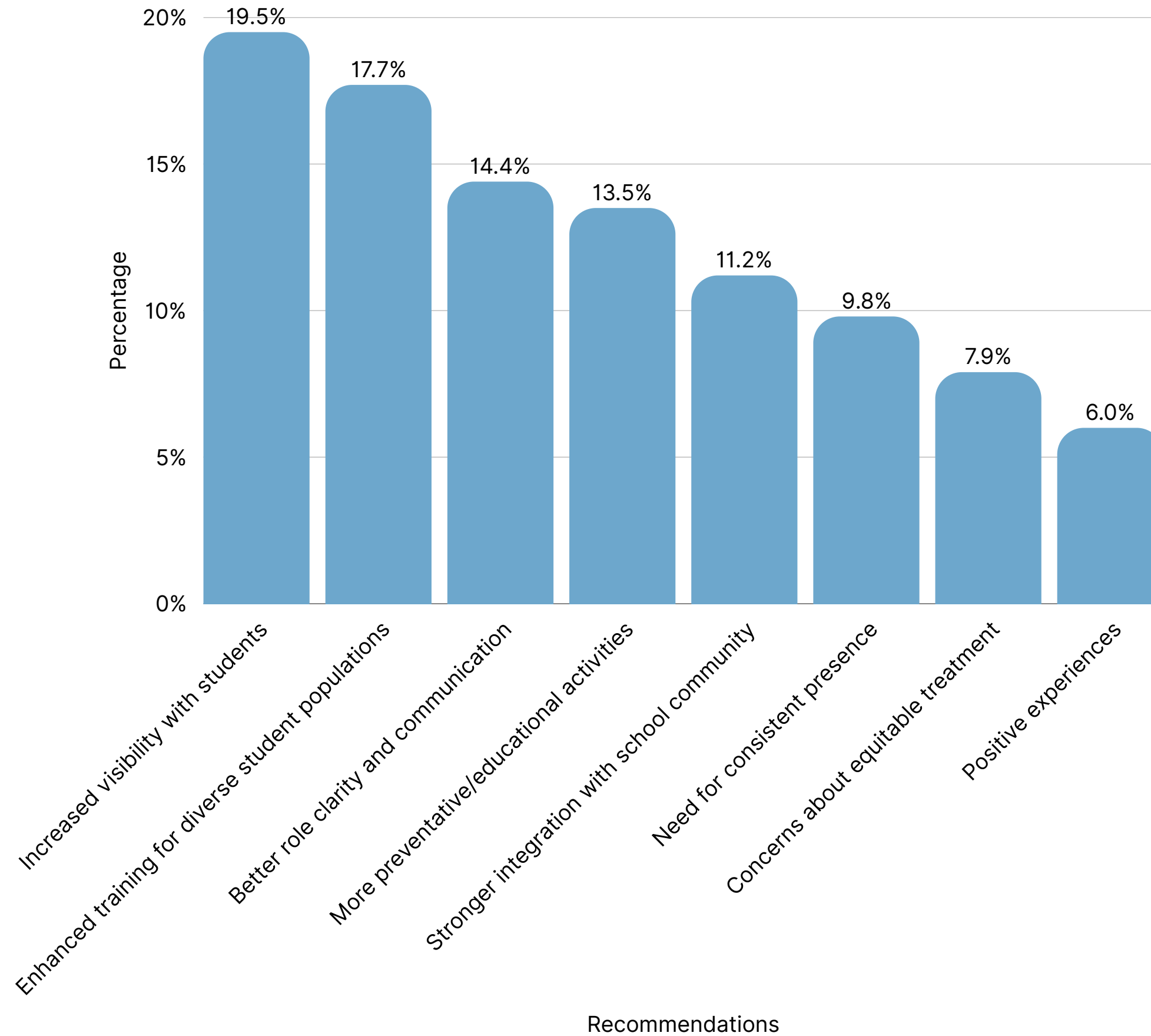


Staff Assessment of YSO Value (n=1,749)

● Licensed ● Classified ● Administrators ● Substitutes



Staff Recommendations for YSO Program Enhancement (n=215)



Interview Results from 21 Staff Members

Staff - Value of YSOs

1. Building positive relationships with students
2. Improving safety and security
3. Creating non-confrontational exposure to law enforcement
4. Specialized training for working with youth
5. Contributing to a positive school culture
6. Support for school staff in difficult situations
7. Quick response to critical situations
8. Destigmatizing law enforcement for students of color
9. Prevention and education rather than punishment
10. Supporting students with special needs and challenges
11. Community connection and knowledge
12. Helping families navigate the legal system
13. Helping with mental health crises
14. De-escalation of conflict between students
15. Voluntary basis and personal investment
16. Creating accessibility and helping disadvantaged students
17. Improving communication during emergencies

I think they are just extra support for us when it comes to pretty dangerous situations here at school.

His presence and his visibility provide a sense of security, and we have somebody who's protecting us, who's visible.

They come to our football games, and the kids say hi to them. This shows the community that we're in this together. Even though they're part of a different group of people, we're still here to make the community we can, and we're doing this as a partnership.

When we've had scary events happen, they're here and appreciated.

In my experience, it has also developed a little bit more community among some of our marginalized populations. When YSOs come in and hang out in the hallways and give kids high fives, students realize that when they see them out in the community, they don't have to be quite so nervous or afraid of them.

We had to help take a student that wasn't in a good place. They had to help take them to the hospital.

They're not just there to lecture or lay down the law. There are just a lot of different approaches when we're not working with youth service officers. Their ability to have an equity mindset is different, and I think that we're less likely to have bias when we have our youth service officers.

Staff - Recommendations

1. Emphasize relationship building over enforcement
2. Increase YSO staffing to ensure consistent coverage
3. Enhance equity training and cultural competence
4. Standardize and communicate emergency protocols
5. Improve parent education about YSO role and purpose
6. Clarify expectations and boundaries with staff
7. Consider modifying uniform or appearance in some contexts
8. Integrate YSOs into staff development and school community
9. Create more educational programming opportunities

The only recommendation I would have is if we could have more so they would have more time to be in the buildings. It's such a positive thing for the students to see that.

I had a situation with a gun threat, and another school that my son goes to eighth grader had a similar situation almost at the same time. Their protocol was different than mine, and it probably shouldn't have been.

Give them some training on equity. I don't think police officers get this training.

I think the uniform, in our society, has a bad rap. Maybe if they didn't have the uniform, maybe they came in like, you know, you see detectives, and maybe you see even POS whenever they come into the school, or you see them throughout the community, they look like normal citizens dressed in just normal street attire.

Maybe he still has a Washington County patch on a sleeve or a chest. Maybe just that might lessen the anxiety that somebody might have if there is one.

Interview Results from 8 Administrators

Administrators - Value of YSOs

1. Relationship building and trust
2. Cultural competency and breaking barriers
3. Preventative instead of punitive approach
4. School safety and crisis response
5. Training and specialized youth focus
6. Information sharing and collaboration
7. Strong administrative support
8. Challenging misperceptions and stereotypes
9. Supporting vulnerable students
10. Proactive community engagement
11. Career pathway modeling
12. Accessibility and responsiveness

Our 30 Latino boys know he is here for him. They have no doubt they know him.

These YSOs have been trained in child psychology, and their approach is so gentle and so soft, and they always stand back.

I don't know how to do a job without a YSO. I don't know if I'd want to do my job without a YSO.

They're also an example of how a student may change their trajectory and choose a career that's fun and exciting.

Administrators - Concerns

1. Enduring community distrust of law enforcement
2. Lack of diversity among YSOs
3. Challenging the misperceptions
4. Inconsistent training across agencies
5. Visual identification and uniform issues
6. Stress on students of police presence

Fair or not, when they're in their police uniform, they're seen as police officers. Even when I know they're striving to change that with our kids.

Administrators - Recommendations

1. Increase diversity and representation
2. Distinguish YSOs visually from regular police officers
3. Maintain and expand specialized youth training
4. Standardize approaches across law enforcement agencies
5. Expand proactive and preventative programs
6. Increase transparency and communication
7. Maintain collaborative decision-making

I would love for our students to see themselves represented in our YSOs as well.

I value so much the work that Beaverton School District has done in really thoughtfully training our YSOs to work with youth.

The more proactive we can be to keep any type of catastrophe or any type of big event from happening is to be involved and to be proactive about it.

Interview Results from Three Peer School Districts

Peers - Value of YSOs

1. Relationship building with students and community
2. Enhanced safety response and expertise
3. Diversion from criminal justice system
4. Educational value beyond security
5. Investigative expertise and support
6. Essential communication bridge between schools and law enforcement

Our SROs aren't just the cop in the building, they're developing relationships with the students. When something does happen, there's an existing relationship

The law-related education is super valuable for the school community, not just for safety purposes, but for all the education that gets provided.

Peers - Keys to YSO Effectiveness

1. Clear role definition and expectations
2. Strong communication structures
3. Intentional selection of officers
4. Training in cultural responsiveness
5. Continuity and longevity in position
6. Community integration
7. Active debriefing after incidents
8. Visibility and engagement in school life

We've had an opportunity to redefine what's the role of our security officers is within the school, and what the role of an SRO in the school. It's not the same for both of them now.

[The YSO] lives in our community. His kids went through this school district. There's some buy in there. They're not just a police officer that drives around and does nothing right there.

Peers - Recommendations

1. Maintain the YSO program with clear expectations
2. Develop clear accountability structures
3. Focus on building a true partnership
4. Establish clear communication structures
5. If transitioning away, prepare for significant changes
6. Address community concerns through education and outreach
7. Consider the practical investigative benefits of YSOs
8. Address cultural responsiveness concerns directly

Ensuring it's a true partnership, that we're both working together, and even though we may have different views, we're working towards the same end goal, and treating it as a partnership is critical.

03

BSD Administrator Gap Analysis

Charting the Course

January 9, 2025 at BSD District
Leadership Meeting



Our Goal: Understand and enhance the effectiveness of the Youth Services Officer (YSO) Program.



Our Approach: Engaged 120 district leaders through surveys and dynamic discussions.



Voices Included: Elementary, Middle, High Schools, Options Programs, District Departments.

BSD Administrator Gap Analysis

Strengths & Importance

- Critical in maintaining school safety and positive climate
- Essential roles: threat assessments, welfare checks, crisis intervention, social media threats
- Specialized training: trauma-informed, culturally responsive
- Effective relationships with vulnerable students

Stakeholder Concerns if Program Reduced/Removed

- Slower emergency response times
- Lower feelings of safety for students and families
- Increased burdens on school staff

BSD Administrator Gap Analysis

Areas for Improvement

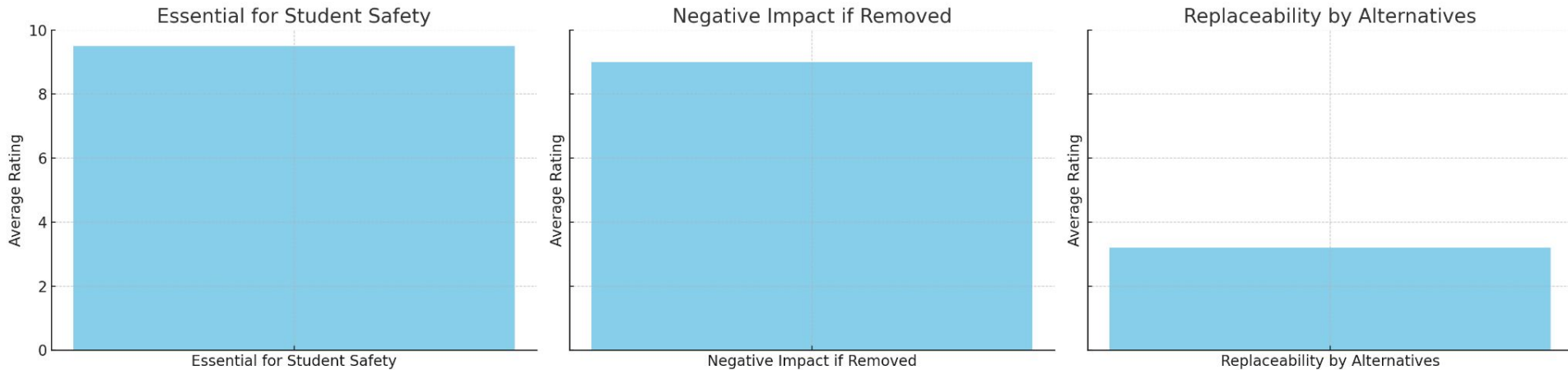
- Clarify YSO roles and responsibilities
- Expand mental health supports
- Strengthen accountability and reporting

Conclusion

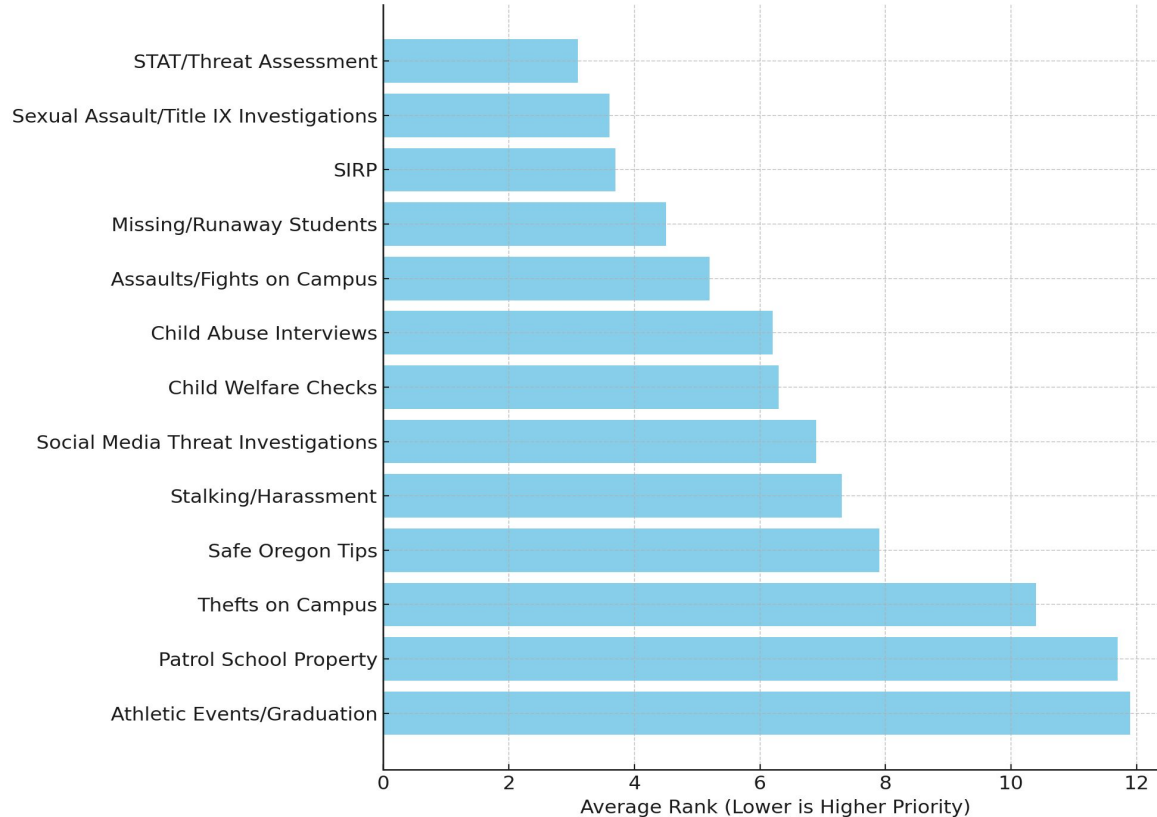
- Broad stakeholder support for keeping and enhancing the program
- Recommendations provided for better alignment with district goals

YSO Program Evaluation - Gap Analysis

YSO Program Evaluation Categories (Scale: 1 to 10)



Average Priority Ranking of YSO Services



04

Critical Roles to Promote Safety

YSO Critical Roles to Promote Safety

- Relationship Building
- De-escalation
- Classroom Lessons
- Safety Assessments/Investigation
 - Threats
 - Social Media
 - SIRP (Sexual Incident Response Protocol)
- Investigations
 - Sexual Assault/Title IX
 - Child Abuse/Neglect
 - Criminal
- Student Welfare Checks
- Missing Students

05 **Alternative Models**

Boulder Valley School District: 28,485 students, 56 schools

Summary of School Safety Advocate: School Based Model

School Safety Advocates are responsible for ensuring the safety, security and welfare of all students, faculty, staff and visitors within assigned schools. The role involves assisting the administrative staff with proactive interventions as well as enforcing policies and procedures to maintain a safe and orderly environment at the building level. The position also plays a key role in reducing unnecessary law enforcement referrals by addressing issues that can be handled internally. This includes coordinating security operations, drills and emergency protocols for all grade levels while supporting departments within their designated feeder group.

District Annual Costs

\$2,700,760

Staffing

- 2 Public Safety Managers
- 11 School Safety Advocates

Minneapolis Public Schools: 29,205 students, 97 schools

Summary of Emergency Management, Safety and Security Specialist: Regional Model

The EMSS Specialist assigned to schools is a relationship expert. Specialists work with site leadership teams to ensure safety by consulting, supporting, and connecting people and resources. EMSS Specialists focus on prevention, getting to know the staff and students, and learning the individual needs of each school site. They are the liaison between law enforcement and other emergency services.

District Annual Costs

\$3,104,632

Staffing

- 2 Managers
- 19 Emergency Mgmt. Safety & Security Specialists

06 **Program Costs**

Current Costs of YSO Program for BSD

Year	Agency	Total Staff	IGA Costs	Event Coverage	Total
2024-25	BPD	7	\$344,176	\$30,000	\$374,176
	WCSO	5	\$248,000		\$248,000
		12			\$622,176
2025-26 *Estimate	BPD	7	\$344,176	\$10,000	\$354,176
	WCSO	5	\$248,000		\$248,000
		12			\$602,176

07

Cost Avoided Savings

Cost Avoided Savings

Background Checks - no cost due to IGA.

Num. of Checks per Year	Cost @ \$15	Cost @ \$25
18,000 - 20,000	\$270,000 - \$300,000	\$450,000 - \$500,000

Threat Investigations

Number of Incidents Resulting in School Closure	Lost Instructional Time (hrs.)	Costs
High School - 6 Days	29 hrs. 45 min.	\$480,000
Middle School - 6 Days	23 hrs. 32 min.	\$240,000
Total	53 hrs. 17 min.	\$720,000

Potential SAVINGS=\$740,000 - \$910,000 & 53 hrs. 17 min. Instruction

School Districts Shutdown Due to School Threats of Violence

September 12, 2024 - Sweet Home School District closed 2 days due to threats. [Sweet Home schools closed Thursday due to 'possible threat'](#)

September 16, 2024 - Eugene School District closed school due to threats. [Social media threats impact schools in Longview, Eugene](#)

September 16, 2024 - Monroe School District closed due to threats. [social media threats oregon closed school - Google Search](#)

September 26, 2024 - Molalla River School District closed school due to threats. [Social threat prompts Molalla River Schools closure Friday | kgw.com](#)

October 4, 2024 - Gresham School District shut down all sporting events due to threats. 80% of students stayed home from school following day. [80% of Gresham High students stay home Friday after threats](#)

BSD - Threats of Violence School Threats & Shutdowns

There have been **12** threats of violence in Beaverton School District during this school year 2024-2025.

Youth Services Officers have investigated these threats of violence thoroughly and resolved threats ensuring school safety was our top priority and BSD students were able to attend school safely.

Youth Services Officers prioritize maintaining a school presence after a school threat at the impacted school community.

08 **Improvement Recommendations**

Improvement Recommendations

- BSD Increase Provided Training
 - Connecting students and families with resources
 - Equity training
 - De-escalation skills training
 - Social emotional training
- Education Strategies for Supporting Students: YSO Roles
- Annual Student Advisory Council & YSO participation to gathering improvement ideas.
- Quarterly Board Reporting

09 **Next Steps**

- Review Presentation Data
- Board Vote May 13

10 References