



## Beaverton School Board Business Meeting

District Office  
 1260 NW Waterhouse Avenue  
 Beaverton, Oregon 97006  
 Tuesday, May 13, 2025 7:00 PM  
 Video Stream: [www.youtube.com/beavertonschools](http://www.youtube.com/beavertonschools)  
 Meeting Materials: [beavertonsd.org/boardmeetings](http://beavertonsd.org/boardmeetings)

### AGENDA

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A. Comments & Committee Reports

**X. CLOSE MEETING**

A. Closing Comments

B. Adjourn

**RECOGNITION OF STUDENTS, STAFF AND COMMUNITY****SUMMARY**

The district recognizes the following individuals for their outstanding achievement and contributions to the Beaverton School District and the community.

**BACKGROUND****Presidential Awards for Excellence in Mathematics and Science Teaching**

Matt McCollum, science teacher at Mountainside High School, has been selected as one of six state finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST). Matt is now eligible to submit an application to the national review committee for consideration for the 2025 PAEMST Awardee, the nation's highest honor for U.S. K-12 teachers in science, technology, engineering, mathematics and/or computer science.

**2025 Verna Bailey Be the Change Award**

The 2025 Verna Bailey Be the Change Award is given to 6th or 7th grade students of color who believe that building empathy for others, increasing racial awareness and promoting social justice are crucial elements in fostering a just and supportive community. The winning students will create projects that seek to build awareness of these issues. The winning students will each create a project that seeks to build awareness of these issues.

This year's winners and the focus of their projects include:

- Amelia White, Conestoga Middle School, anti-bullying and creating a welcoming environment
- Leila Mphepo, Highland Park Middle School, empathy and racial awareness
- Fadil Omer, Stoller Middle School, creating safe spaces

**Belong. Believe. Achieve.**

**PUBLIC COMMENTS**

Written comments were accepted by online form submission from 12 p.m. on Friday, May 9, 2025 through 12 p.m. on Tuesday, May 13, 2025. The following comments followed all the posted guidelines listed on the form and below.

- Comments are limited to 1,000 characters. One comment per person, comments listed oldest first.
- The board will not hear charges or complaints against any district employee. District staff and board members cannot be named specifically in testimony.

First Name	Last Name	Association with BSD	Comments
Lindsay	Le	Parent/Guardian	I am parent of 2 children at Jacob Wismer. I am just now learning about the EGC program at our school, and am appalled by the lack of communication and transparency of a program that has been negatively affecting the larger JW Community. While inclusion of all students is ideal, it should not come at the cost of the students physical safety and/or mental health. It also seems as though the program does not have the means to succeed while monopolizing a large portion of the administrative staffs day, taking away attention for the needs from other students. It seems that the community would benefit from a town hall to discuss our options in giving our children a safe environment to learn in.
Joshua	McLindsay	Parent/Guardian	<p>My name is Joshua McLindsay, a parent at West TV Elementary, and I'm advocating for a third 4th grade classroom next year.</p> <p>With 67 students in the rising cohort and only two classrooms planned, we're looking at class sizes of 33+, far above the district average. That's not equitable, and it's not sustainable.</p> <p>My daughter is in this year's added 3rd classroom. Her first-year teacher has been out frequently, and we just learned – in May – that she's falling behind. More students will face the same fate unless this issue is addressed with urgency and intentionality.</p>

**Belong. Believe. Achieve.**

			<p>Your Strategic Plan calls for knowing every student by name, strength, and need. That's impossible in a classroom of 33.</p> <p>Please fund a third classroom with an experienced teacher who can help our students thrive. Thank you.</p>
Grayce	G	Parent/Guardian	<p>As a parent at West Tualatin View Elementary, I urge the administration to add a third fourth-grade teacher to reduce class sizes, ensuring stronger academic outcomes and student support. Research shows smaller classes lead to higher achievement, better engagement, and improved teacher retention. The Beaverton School District has added a third teacher for the past four years—continuing this in fourth grade aligns with the district's commitment to high academic standards. Additionally, recent reports highlight Oregon's declining math and reading scores, making individualized instruction more critical. A third teacher would create equitable learning opportunities for all students. I respectfully request the administration to prioritize this investment in our children's education. Thank you for your commitment to student success.</p>
Peter	Bridson	Parent/Guardian	<p>The parents of current 3rd graders at West Tualatin View are having déjà vu again this year as we hear that only two 4th grade teachers are proposed for our 60+ future 4th graders in fall 2025. Current 3rd grade classes (with three teachers) at West TV are already exceeding average class sizes in the Beaverton School District.</p> <p>Your BSD strategic plan is impressive and inspiring, and we have seen its successful application within appropriate class sizes at West TV. But it seems very clear to us (again) that with a class size of 30+, the plan will only be impressive and inspiring on paper and will be impossible to achieve in reality. There is abundant research that shows the proposed class sizes will have long-term negative impacts on the students and teachers.</p> <p>We very much hope that you can find the resources again for a vital third 4th grade teacher at West TV in fall 2025. Thank you Parent of a current 3rd grader at West TV.</p>
Spencer	G	Parent/Guardian	<p>Dear Principal Valentine, Superintendent Balderas, Deputy Superintendent Dr. Heather Cordie, K-8 Executive Patrick Meigs, and Dr. Melissa Potter,</p> <p>I am deeply concerned that BSD is not adding a third 4th-grade teacher at West Tualatin View Elementary for 2025-26, despite 67 third-graders advancing. Oregon's math and reading scores rank among the lowest nationally, and increasing class sizes now will further hinder student achievement.</p>

			<p>For four years, BSD has provided a third teacher, benefiting students and educators alike. Research clearly shows that smaller classes improve learning outcomes, foster engagement, and enhance teacher retention. Overcrowded classrooms limit enrichment, weaken personalized instruction, and contribute to educator burnout.</p> <p>I urge you to act now and uphold BSD's commitment to excellence by ensuring a third 4th-grade teacher is in place.</p> <p>Our students' success depends on this decision, please ensure you make the right choice for their future.</p> <p>- Spencer G</p>
Angie	Y	Parent/Guardian	<p>Dear Principal Valentine, Superintendent Balderas, Deputy Superintendent Dr. Heather Cordie, K-8 Executive Patrick Meigs, and Dr. Melissa Potter,</p> <p>I am deeply concerned that BSD is not adding a third 4th-grade teacher at West Tualatin View Elementary for 2025-26, despite 67 third-graders advancing. The impact of this decision is profound—research proves that smaller class sizes lead to stronger academic achievement, higher student engagement, and better teacher effectiveness.</p> <p>For four years, BSD has provided a third teacher, allowing students to receive individualized instruction and enrichment. Larger class sizes shift the focus to remediation rather than advancement, limiting students' potential. Additionally, smaller classes reduce teacher burnout and improve retention, ensuring educational stability.</p> <p>I urge you to act now to secure a third 4th-grade teacher at WTV Elementary. The decision you make today will directly shape the success of these students tomorrow.</p> <p>Sincerely, Angie</p>
Nicole	Voorhees	Parent/Guardian	<p>As a parent at West Tualatin View Elementary, I am requesting that the administration consider adding a third fourth-grade teacher to help reduce class sizes and improve the educational experience for our students. Smaller class sizes have been shown to improve student achievement, engagement, and teacher satisfaction.</p> <p>For the past four years, the Beaverton School District has added a third teacher in the elementary grades, and continuing this practice in the fourth grade would be in line with the district's commitment to academic excellence. Given Oregon's current challenges with declining math and reading scores, it is critical to provide our students with more individualized instruction. A third teacher would allow us to offer more equitable learning opportunities and better support for every student.</p>

			<p>I respectfully urge the administration to prioritize this important investment in our children's education. Thank you for your continued commitment to their success.</p>
Justin	Mathes	Parent/Guardian	<p>Dear School Board Members,</p> <p>I am writing on behalf of West TV to respectfully request the addition of a third 4th grade class for the upcoming school year.</p> <p>Currently, our 4th grade cohort has 67 students. In alignment with district practice, three classes have been provided for grades Kindergarten through 3rd grade when student numbers reach this level. We believe it is important to continue this precedent for 4th grade in order to ensure manageable class sizes, support student learning, and maintain the quality of instruction.</p> <p>Adding a third class would allow our teachers to provide more individualized attention, support differentiated instruction, and create an optimal learning environment for our students as they continue to develop foundational skills for upper elementary success.</p> <p>We appreciate your continued support for our students and staff!</p>
Yanmeng	Li	Parent/Guardian	<p>Our daughter is currently a 3rd grader at West Tualatin View Elementary. We hope the administration can add a third fourth-grade teacher for the 2025-26 school year. There are currently 67 students in the 3rd grade, which is a number sufficiently high that if there were only 2 4th grade teachers next year it could significantly impact student academic development and less than ideal classroom environment. BSD has added a third teacher for this uncharacteristically large cohort of students for past four years—continuing this in fourth grade aligns with the district’s commitment to high academic standards. A third teacher would create equitable learning opportunities for all students and maintain the districts commitment to student growth. I respectfully request the administration to prioritize this investment in our children’s education. Thank you for your commitment to student success.</p>
Anonymous		Parent/Guardian	<p>What I have to say regarding Jacob Wismer requires more than 1000 characters. This is part 1:</p> <p>4/3/25- student straddles upstairs balcony twice</p> <p>4/3/25- student threw door stopper in 4th grade classroom. Another student was hit in the head by it.</p> <p>4/3/25- student threw legos over the balcony multiple times</p> <p>4/3/25- student intentionally threw a ball at the head of another student at 2nd grade recess</p> <p>4/8/25- 2 EGC kids running throughout the upstairs and in 4th grade pod unattended</p> <p>4/8/25- EGC student throwing food at lunch.</p> <p>4/9/25- Student throwing peanut butter at another table at 5th grade lunch</p> <p>4/9/25- 1st grade student hitting kids and throwing furniture. 1st grade pod on lockdown. Students refused bathroom access. Had to walk outside building to get to specials</p>

			<p>4/10/25- EGC student outside of kindergarten pod. Screaming and used racial language toward Asian para [REDACTED].</p> <p>4/10/25- EGC student called two 5th grade girls the n word because they were swinging.</p>
Dianna	H	Staff Member	<p>As a classified employee, I work for lower wages because of the offset of lower premiums for health insurance. BSD's options are not feasible without an increase to the cap.</p> <p>During open enrollment, this year we can see that there 'might' be affordable options but have no idea where the insurance cap will fall, until a TA is signed. This makes the decision extremely difficult, as the cost is key for many, in deciding which plan to choose. Please ask the BSD team to TA next week, the same Insurance caps as BEA, with a 'me too' for our year 3, so we can make an informed decision during the open enrollment period.</p> <p>Separate it from wages if need be, so we can choose now.</p> <p>Why hasn't BSD looked into OEGB? Can BSD still say that they can offer lower costs than what OEGB offers? Please ask those in charge to look at the 11 medical, 7 dental and 6 vision plan options that could save staff and BSD money. Many employees stay with BSD because of the insurance costs!</p>
Kristen	B	Parent/Guardian	<p>Concerns have been raised about children's safety at Jacob Wismer Elementary and a list of items has been generated to address those concerns. It's very disappointing nothing has communicated regarding action owners or a timeline for completion. When can an update be provided?</p>
Chris	Kief	Parent/Guardian	<p>Jacob Wismer is a hostile educational environment that interferes with the psychological well-being of its students.</p> <p>We now have crimes being committed on campus with students, accompanied by STAFF, unlawfully entering and disturbing parked cars during school hours.</p> <p>Please provide information on how to permanently transfer my children to another school based on current conditions at JW that knowingly place students in reasonable fear of physical harm and psychological distress. I have requested this several times and have not received a valid response.</p> <p>These concerns are repeatedly brought to BSD's attention and are met with canned/copy &amp; pasted responses.</p> <p>Unacceptable conditions at JW are being escalated to the ODE and Washington County. It will continue to be escalated until there is accountability and resolution.</p>

Marc	Slegel	Parent/Guardian	As a parent at West Tualatin View Elementary, I urge the administration to add a third fourth-grade teacher to reduce class sizes, ensuring stronger academic outcomes and student support. Research shows smaller classes lead to higher achievement, better engagement, and improved teacher retention. The Beaverton School District has added a third teacher for the past four years—continuing this in fourth grade aligns with the district’s commitment to high academic standards. Additionally, recent reports highlight Oregon’s declining math and reading scores, making individualized instruction more critical. A third teacher would create equitable learning opportunities for all students. I respectfully request the administration to prioritize this investment in our children’s education. Thank you for your commitment to student success.
Nanda	Sturm	Parent/Guardian	We continue to face serious issues at Jacob Wismer Elementary. This is not about the EGC program or the children in it—it is about the administration’s consistent failure to run the school and its programs effectively. There is a clear disregard for the general student population and a troubling lack of understanding in managing a higher-needs program like EGC. When did it become acceptable for elementary students to be exposed to constant vulgar language, or for classrooms to be regularly disrupted by physical and verbal outbursts—with no real consequences? I have three children at Jacob Wismer. We love this school and community, but the administration has deeply diminished their experience. Every day, my 5th grader comes home with another story: students running the halls unchecked, and most recently, witnessing a child break into a teacher’s car—with no meaningful response from staff.
Vignesh	Chandrasekhar	Parent/Guardian	Hello. I am generally concerned about the situation at Jacob Wismer Elementary School. There isn’t a concern about having the EGC program at the school - but it is clear that neither the staff nor the facilities are set up to sustain the program. We need more para educators. We also need a shift in mindset to make safety the primary concern. Not just for any of our EGC kids, but also for the overall school. Complete transparency is essential for reporting any incidents and there has to be strict protocol followed for reporting these situations through the proper channels. We need the administration to be empowered to create an environment of belonging and safety for the students
Cindy	Jimenez	Parent/Guardian	The staff at Jacob wismer has been very dismissive about all inappropriate behavior occurring at the school whether it be physical or verbal. Staff is supposed to inform parents of what is going on but they do not, and we are finding out about incidents through our children or other parents! I no longer have trust that staff cares about the well being and safety of our children. I personally emailed [REDACTED] asking what actions would be taken to address inappropriate behavior from a child, and a week later she has not responded to my email. I am appalled by the administrations lack of response and transparency. The school seems to be hiding and running from problems that are getting out of control, rather than addressing them and informing parents. My incident is just one of the very many incidents other parents have been reporting. The school district needs to step in and find a way to improve this method.

Alison	Boek	Parent/Guardian	As a parent at West Tualatin View Elementary, I urge the administration to add a third fourth-grade teacher to reduce class sizes, ensuring stronger academic outcomes and student support. Research shows smaller classes lead to higher achievement, better engagement, and improved teacher retention. The Beaverton School District has added a third teacher for the past four years—continuing this in fourth grade aligns with the district’s commitment to high academic standards. Additionally, recent reports highlight Oregon’s declining math and reading scores, making individualized instruction more critical. A third teacher would create equitable learning opportunities for all students. I respectfully request the administration to prioritize this investment in our children’s education. Thank you for your commitment to student success. We love West TV and believe you’ll support what’s best for our community!
Emma	Prophitt	Parent/Guardian	I am concerned about the EGC and the ongoing lack of communication from both Jacob Wismer AND BSD. I was hopeful when we brought this matter with the EGC at JW over to BSD that they would finally do something about it since there was no communication from the admin at JW. Unfortunately, we’ve repeatedly experienced delays or no updates at all on important matters - Parents have been voicing the current situation with the EGC. It has been a few months already and all of us have been left confused and frustrated by the lack of timely updates, transparency and clear explanations about decisions that directly affect our children’s education and well-being. I urge BSD to take this seriously. Parents must be treated as partners in their children’s education, not as afterthoughts. At a minimum, we ask for transparency, consistency, and timely communication. We care deeply about our school community and will work together but that requires trust and trust starts with communication.
Michelle	C	Parent/Guardian	In 2021, my now 8.5 year old, born Sept 10, passed early entry to kindergarten testing. I am very grateful to the BSD for allowing early entry to kindergarten testing. He recently scored at 98 percentile on his 3rd grade COGAT, and is in TAG. My current 7 yr. old recently scored 99 percentile in his 1st grade COGAT and is in TAG. My current 4 yr old is the height of a 6 yr old and is intellectually advanced. Her birthday is in December—after the BSD October 1 early entry cut off. I am here today to advocate to my child and ask for an exception to the rule - please allow testing for early entry for the 25/26 school year. If she does not score above 97 percentile, I will rest my case. If she is not granted early entry, she will spend the year homeschooling. I will attempt with the principal to have her advanced to 1st grade for the 26/27 school year. She is physically, socially and cognitively well-developed. I have a letter from her pediatrician supporting 25/26 kindergarten for her.
Nicole	Betz	Parent/Guardian	Tonight’s agenda includes spending over a million dollars to buy furniture and other items for Raleigh Hill. Who is deciding what furniture is being purchased? Have the teachers of Raleigh Park been part of the planning? The teachers know the needs of their students best. My son is a child who benefits from flexible seating options. One size does not fit all. If the teachers haven’t had a chance are you willing to make sure they have a voice?

April	LaCombe	Parent/Guardian	<p>I am a parent and a teacher. Next year BSD plans to have one ELD teacher in each building who is presently working directly with students become a teacher coach, thus drastically reducing the number of students who will benefit from small group instruction next year. Small group instruction has been proven to increase achievement. Moreover, in-person tutoring has also been canceled at my school. This move away from small group instruction is a grave mistake, with potentially devastating long-term consequences for our at-risk and under-represented students. Our students don't need their teachers to be coached more. They need what has been proven by years of research to help close the achievement gap: in-person, small group instruction with a qualified teacher, not more screen time.</p> <p>I urge the School Board to retain, if not expand, the invaluable small group instruction and tutoring that our ELD teachers and in-person tutors provide. Our students not only deserve it, they need it.</p>
Dawn	Singer	Parent/Guardian	<p>I'm alarmed to see that BSD is attempting to move forward with a \$1,174,982.33 contract for furniture and equipment for Raleigh Hills — before the community has had a chance to weigh in, before the NEW and INCLUSIVE Long Range Facilities Planning Committee has even held its first meeting, and before BRIC has completed its work.</p> <p>How can the district justify pre-allocating over a million dollars when the potential uses of the building aren't scheduled to be discussed with the superintendent until January at the earliest? This decision appears to commit the building to your original plan without transparency or public engagement, just like last June, which defeats the purpose of having hired BRIC at all.</p> <p>If this is truly about planning for the future, then wait for the future — not just for show, but in practice. Let the LRFPC meet. Let BRIC present its findings. Let the community be heard.</p> <p>Don't move in silence. Don't rush this process. Trust the process — and the people you serve.</p>
Mackenzie	Toko	Parent/Guardian	<p>I don't think there should be a discussion on furniture purchasing for Raleigh hills when there is not a set long term plan. I stand with [REDACTED] when it comes to this issue</p>
Alice	K	Parent/Guardian	<p>I recommend delaying any specific purchase agreements regarding Raleigh Hills rebuild furniture at this time. Given declining enrollment and program uncertainties it is premature to spend such money on furniture. Generic furniture that will be used regardless (like office staff, classroom furniture for the lowest enrollment estimates) would be acceptable.</p> <p>I urge the district to look at true student equity and not just building costs when creating larger elementary schools. Saving money won't feel like a win when student outcomes falter.</p>

Erin	Sullivan Shreve	Parent/Guardian	Transparency has become a huge issue in this district. As a parent of a McKay student I am furious that we are our opinions on the Raleigh Hills school are not being heard. Telling us your closing our neighborhood schools so you can fill this mega elementary all in the name of saving your budget... and proceeding to vote on a massive furniture budget? Tell me where we are supposed to feel like community input is still being taken into consideration? Explain how we are being told that the project is being slowed down and reconsidered but everything you're doing implies you are moving forward with the original plan? Parents are tired of this. We want our voices heard. We don't want our kids to be forced into an oversized, unnecessary school that's too big for our needs. Put that money into what we want, not what's easy for you. Nice furniture doesn't help our kids grow. Pay our teachers! Keep small schools open and funded!
Nupur	Pande	Other Community Member	As a taxpayer, I would like to be consulted before such major decisions are made for the future of our children and society. We have not heard back from the community, BRIC, or the Long Range Committee, yet furniture is being purchased for the Raleigh Hill School where students will be warehoused. I do not support this move.
Stacey	Delsman	Parent/Guardian	I am writing to express my strong support for retaining our Washington County Sheriff's officers in our schools. As a parent of students at Westview HS, I have had the opportunity to witness firsthand the critical role our school officer plays in our children's lives—not only in terms of safety but also their overall well-being. I've seen how their presence positively affects the physical, mental, and emotional health of our students. These officers do more than enforce the law. They build genuine connections with students, becoming trusted mentors and role models. Their presence in the halls and at school events is not only a visible reminder of safety, but also a deterrent to unsafe behaviors. They bridge gaps—between students and authority figures, between school and community. They listen, they support, they guide. Removing them takes away a layer of security and a vital support system for our youth. I urge you to recognize their full value and vote to keep them in our schools.
Tonya	D	Parent/Guardian	1) leaving Ridgewood out of summer school this summer was unexpected and impact kids summer learning. I wish you would reconsider. 2) should the Board be approving a Raleigh Hills furniture/equipment contract when the long range plans are not completed?
Mohsen	Soleimani	Parent/Guardian	I would like to extend my gratitude to all the educators and the only BSD board member who attended the parent-organized gathering to understand the EGC program at JW Elementary. Our goal is to create a level of accountability that ensures an equitable environment for all students at JW. Educators shared that much is left to be desired in how the district administration implemented the EGC program which started without a proper classroom and staffing assignments. JW administrators' actions to correct these shortcomings have proven inadequate, as evidenced by several incidents.

			It is time for a change and the email our superintendent sent is a great start. I urge the district and JW administration to form a task force and initiate a gap analysis. I encourage the administration to actively communicate their progress to the growing body of concerned parents. Schools are essential parts of our community, and acting with urgency will help regain eroded trust and prevent future incidents.
Jenifer	Greer	Parent/Guardian	I am writing to advocate for West Tualatin View Elementary to have a third 4th Grade classroom for the 2025/26 school year. This is a particularly large class, every year since kindergarten, the parents have had to fight to get a third classroom assigned, it would be less stressful and beneficial to all if this year of children permanently had a third class so we don't have to do this again. If a third classroom is not added, we're looking at 65-70 kids in two classrooms. With a good percentage of these children with 504 or IEP plans, having 30-35 kids per class would not allow for effective teaching, nor would allow you to fulfill your strategic plan. Just to point out one step of your plan, how will it be possible for teachers to achieve: "Provide consistent, systematic teacher collaboration time to assess student data and improve practice." A third class for this grade is absolutely needed for success for all kids in this grade level. Thank you.
Erin	Harper	Parent/Guardian	I am writing in about the agenda item for the proposed \$1 million furniture for the Raleigh Hill rebuild. I'm talking to several people at BSD, including [REDACTED], I've been continuously told no decisions surround the rebuild and school closures have been made. If that's the case, why are you discussing furniture budget at this time? This only further reinforces the lack of transparency and trust parents and teachers have in the BSD administration.
Susan	Tindall	Parent/Guardian	I am concerned about the contract to buy furniture for Raleigh Hills being on the agenda tonight. I'd like to express my dissent over approving this money as the long range plan for that building supposedly is yet to be determined. It seems locked in if furniture is purchased and classrooms built out in a certain fashion for a certain age level. I believe more information is needed and the request needs to be re-assessed in order for the proper process to take place.
Christine	Meliza	Parent/Guardian	The district NEEDS to be transparent about the opening of Raleigh Hills Elementary school. Openly the district is lying to the community that plans are fluid. However, there is clearly a plan to open the school as an elementary school. Since this is clearly the plan, the district needs to tell us which schools are closing to fill this building. Stop the lies, stop the gas lighting and start telling the truth about how you are spending the 2022 bond money. My trust in the district to spend funds well and be honest about plans for my students education is non existent. If tough decisions need to be made, make them. However the reasons and data behind those decision La need to be published and rock solid. So so SO disappointed in how the opening of Raleigh Hills is highlighting how the district DOES NOT want community input.
Vanessa	Simpson	Parent/Guardian	I would like to voice my opinion in saying that spending over a million dollars on furniture for a school that's not in use and as far as we know, hasn't been approved for the giant school that's no one wants. That money should be spent on short falls for schools that are currently running. My students school has

			cut their Camp Achieve program this summer and that will serve as detriment to a lot of students. Please pay closer attention to where money is being spent.
Adam	Oyster-Sands	Staff Member	The YSO program needs to be discontinued. Armed police often cause our BIPOC and global majority students and staff feel less safe and supported in our worksites. Not to mention that the financial savings could be put towards more counselors and social workers who do help our students and staff feel safe and connected. We work in schools, not prisons and it's past time to take a stand and remove armed police from our campuses. BSD claims to be a place where everyone belongs but that can only really happen when we remove barriers like police from our buildings.
Mitzi	Sandman	Other Community Member	I'm hoping someone on the BSD Admin staff can explain why the Board is being asked to approve a \$1,174,982.33 contract for the "procurement & installation of all new furniture for the rebuilt Raleigh Hills Elementary" at tonight's meeting when we were assured that no decisions have been made yet regarding the full use of the Raleigh Hills building. Reminder that RH is being expanded to 3x the current enrollment of RH of 256 to a 790-capacity building. If the extra 66% of the building's size is yet to be determined, how can someone possibly furnish it, via a contract that will be completed by next March? Will you, for example, be outfitting it for several kindy classrooms only to decide later that the building will house FLEX instructors? Or be used a K-8 with needs for science, band and art classrooms? Is this incompetency? Or lack of transparency as to the actual plan already in place regarding the full use of the building and in conflict from what we the community have been told?
Andrew	DeMars	Parent/Guardian	Knowing that the BRIC process has yet to be completed, we should pause the procurement of furniture for Raleigh Hills until we know exactly HOW the building will be used and populated.
Neha	Hertzog	Parent/Guardian	As a Raleigh Hills parent, I was surprised and concerned to see a consent agenda item tonight approving a public contract for furniture and equipment for the Raleigh Hills Replacement Project. We've been told for nearly a year that no final decisions have been made about how to use the new building in 2026—and that suggestions like a middle school options program, language immersion program, or returning to a successful K-8 program are on the table. Yet this contract still describes the project as serving 790 students in Pre-K-5. If that decision hasn't been made, and the Long-Term Facilities Planning Committee is going to begin incorporating public feedback from the BRIC sessions, why is the district purchasing items tailored to one specific outcome? Furniture and equipment needs vary by age and program. I urge the board not to limit options for the future of Raleigh Hills with premature purchases that dictate what the building can become before that decision has been fully made.
Nicola	Robertson	Parent/Guardian	Please do NOT include in the agenda for 5/13 Board Mtg an item related to a billion dollar budget for Raleigh Hills equipment. Not only is this premature to discuss, it is negligent to discuss without having heard from voters and the BSD parents. I am adamantly opposed to re-purposing RH school into a catch all school for nearby elementary schools thereby necessitating the closure of small neighborhood

			<p>schools such as Ridgewood Elem. Small schools are what drive the neighborhoods, attract families to purchase real estate, and ensure continuity of safe and productive infrastructure. We observed a similar thing happen in NE Glisan Montavilla neighborhood and crime has also increased with the closure of small neighborhood schools over there. Do NOT do this.</p>
Emily	Pitcher	Parent/Guardian	<p>There seems to be a lack of focus and a misdirection of the real issue –that the parents of Jacob Wismer are not opposed to the EGC Program itself. What’s truly frustrating is the feeling that parents and students are not being heard and are being misrepresented in their concerns, when that is simply not the case.</p> <p>It’s not enough to say these concerns are being addressed without actually taking meaningful action. What we’ve asked for is reasonable – open communication, transparency and actionable steps. These aren’t just formalities; they are about building understanding, fostering trust, and ensuring the safety and well-being of everyone involved.</p> <p>We’re not here to create division – we’re here because we care about our children, ALL children who attend Jacob Wismer, our school, and our community. This is essential in ensuring the emotional and physical well-being of all students, staff, and families involved.</p>

**ITEM FOR INFORMATION**  
**GENERATIVE AI RESPONSIBLE USE**

**SUMMARY**

Staff will provide an overview of the process to draft Generative Artificial Intelligence (AI) responsible use guidelines for staff, students and classrooms and an overview of the responsible use guidelines to be effective in the 2025-26 school year.

**BACKGROUND**

In January 2025, the Generative AI Advisory Committee began development of the Generative AI responsible use guidelines for student and staff use of Generative AI applications. The Generative AI Advisory Committee additionally researched policy and practice impacts of Generative AI use to develop considerations for policy and practice adjustments.

**RECOMMENDATION**

Staff will present information about Generative AI responsible use guidelines for staff and students. No action is needed.

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# Generative AI Responsible Use

School Board Meeting  
May 13, 2025



# The Why



- Gen AI applications are readily available
- Gen AI applications have potential to support student learning & staff efficiency
- Clear and consistent guidance for student and staff use needed

# Advisory Committee Members



**3 Parents**

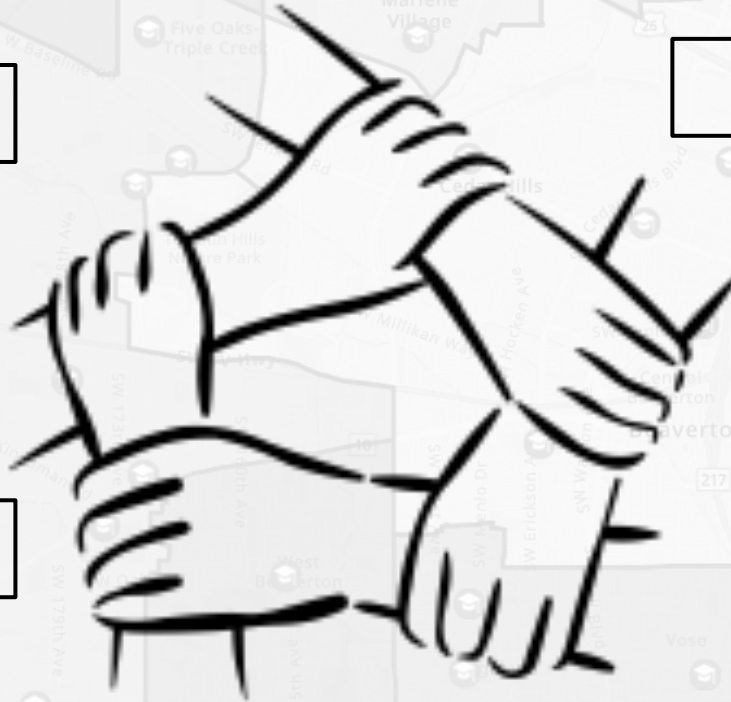
**4 Students**

**7 Licensed Staff**

**2 Classified Staff**

**2 Administrators**

**1 IT Business  
Community**



# Committee Deliverables



1. Development of student and staff Responsible Use Guidelines
2. Policy and Procedure input

# Timeline



January	February	March	April	May
<u>Committee</u> Overview and Context	<u>Committee</u> Policy and Procedure input; Responsible Use Guidelines	<u>Committee</u> Refine Responsible Use Guidelines	<u>Committee</u> Finalize Responsible Use Guidelines	Draft Content: District TOSAs & Instructional Technology Teachers
	<u>Engagement</u> <ul style="list-style-type: none"><li>Equity Advisory Committee</li></ul>	<u>Engagement</u> <ul style="list-style-type: none"><li>Student Advisory Committee</li></ul>		<u>Engagement</u> <ul style="list-style-type: none"><li>District Administrators</li><li>Prof. Development Advisory Committee</li></ul>



# Responsible Use Guidelines - Content

- Principles for Responsible Use of AI
- AI Considerations Across K-12
- AI Levels of Use & Scenarios
- Leveraging AI to Personalize and Differentiate Learning
- Navigating Plagiarism & Responsible Use
- Navigating Bias, Misinformation, or Potentially Harmful Materials
- How Families Can Support Students Using AI
- All Staff Responsible Use of AI



# Principles for Responsible Use of AI

**Purposeful**

**Ethical**

**Consistent**

**Safe**

- Gen AI applications support, and are not a replacement for student learning and staff work.
- Students and staff must critically evaluate and edit Gen AI content for bias and inaccuracies.



# Principles for Responsible Use of AI

Purposeful

Ethical

Consistent

Safe

- Use of Gen AI tools must align with:
  - [Code 1 - Academic Integrity](#) in the Student Code of Conduct
  - Code of Professional Conduct for staff
- Gen AI applications must not be used in a manner that contributes to harm, discrimination, or malicious activities.



# Principles for Responsible Use of AI

**Purposeful**

**Ethical**

**Consistent**

**Safe**

- Teachers and staff supervisors should provide clear and transparent communication on AI use for assignments and for work.
- All students should have equal access to appropriate Gen AI applications based upon their level and teacher expectations for Gen AI use.



# Principles for Responsible Use of AI

**Purposeful**

**Ethical**

**Consistent**

**Safe**

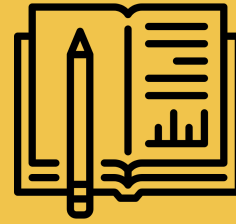
- Students and staff must keep sensitive information such as names, passwords, addresses, personal information and identifying information private when using Gen AI applications.
- Gen AI applications must not be used in a manner that is harmful to others.

# Timeline



June	July	August	Fall 2025
Finalize Responsible Use Guidance content	Craft professional development plan	Responsible Use Guidance ready for start of school	Bring Policy Revisions to Board
<u>Engagement</u> <ul style="list-style-type: none"><li>• Communications &amp; Community Involvement Dept. formatting and publication</li></ul>		<u>Engagement</u> <ul style="list-style-type: none"><li>• School Leaders</li></ul>	<u>Engagement</u> <ul style="list-style-type: none"><li>• Support and Monitor Implementation</li></ul>

# Policy Considerations



- Equitable Access
- Ethical Use & Academic Integrity
- Transparency & Communication
- Student Data Privacy

# Generative AI Responsible Use



**School Board Meeting  
May 13, 2025**

**ITEM FOR INFORMATION****ANNUAL BOND ACCOUNTABILITY COMMITTEE REPORT****SUMMARY**

The chair of the Bond Accountability Committee will provide an overview of the committee's report regarding the performance of the 2022 bond program.

**BACKGROUND**

The Bond Accountability Committee provides the school board with periodic written reports, and one annual report on their assessment of the performance of the 2022 bond program. The report addresses the criteria from the school board goals document for the bond.

The current chair of the Bond Accountability Committee, Randy Smith, will present the committee's report to the board.

**RECOMMENDATION**

The Bond Accountability Committee chair and staff will present information on the bond program. No action is needed.

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## **Beaverton School District Capital Construction Bond Citizen Accountability Committee (BAC) Report First Half, 2025**

### **Committee Members**

Randy Smith (chair), Keith Hobson (vice-chair), Lori Baker, Ryan Bansbach, Josh Durham, Janis Hill, David Remos, Aaron Watt. School board member Sunita Garg also attends and participates in BAC meetings.

### **Meeting Highlights Beyond Project Updates and Financial Report**

January 22

- We reviewed a presentation regarding equity contracting goals. Consultant and contractor apprenticeship performance are trending above the 15% aspirational goal, while contractor performance is slightly below that goal. We discussed a variety of ideas to address this, including possibly changing the contractor metric from tracking contract dollar value to tracking workforce participation. Before changing anything, we agreed that facility development staff should evaluate what others are tracking regionally.
- Although they are available on the district website, the committee requested that monthly financial reports be proactively emailed to committee members as a nudge to stay in touch with ongoing bond activity in the time between our formal meetings.

March 19

- A presentation was made regarding the methods used for prioritization of district maintenance projects. Two critical criteria among the several discussed:
  - Which have the biggest impact on the student's experience?
  - Which systems reach "end of life" in the bond period?
- We discussed the impact that new tariffs may have on bond projects. Things like air handlers (sourced from Mexico) and sheet metal (China) were noted. Since Beaverton High and Raleigh Hills are bought out, the expected impact on these two projects that make up about 1/3 of bond funds is expected to be minimal. Tariffs will affect new projects, the degree is unknown, but is being tracked by facilities development staff and contractors.
- Nominations for the next vice-chair of the BAC were solicited and the committee voted and elected Josh Durham as next year's vice-chair.

### **BAC Consensus on Committee Charter Objectives**

(a) *Bond revenues are used only for the purposes consistent with the voter-approved bond measure ballot and consistent with state law.*

Committee members agreed that bond revenues are being used appropriately based on project status reports and financial data provided by facilities development staff.

*(b) Projects align with the Bond Program Goals approved by the School Board and Board policies.*

Committee members agree that the bond program goals are being met. As an example with regard to a specific bond goal approved by the board, transparent resource allocation was demonstrated late last year when staff recommended that a portion of the bond contingency be allocated to new projects following the district's cost management and control plan, including review and approval by the school board before the projects proceeded.

*(c) Projects reduce long-term maintenance, construction costs, improve efficiency and longevity, and utilize innovative practices that achieve these; consistent with district standards and best practices.*

Continued use of district technical, education, and security standards serve to help reduce construction and maintenance costs. As discussed in our January 2025 meeting, district staff work with contractors to utilize innovative practices where feasible on projects. For example, with regard to construction of Beaverton High School, exterior walls were prefabricated off site and simply attached to the building shell in large segments, reducing construction time and eliminating the challenge of building the walls on a tight, restricted project site.

*(d) Key information related to the bond is communicated to District stakeholders.*

The staff continues to post BAC meeting documents (progress photos and reports) on the district website and shares that information in other ways (social media, BSD Briefs, newsletters, ParentSquare). At the end of each BAC meeting, staff has shared a series of recently developed videos that communicated project successes and updates in an informative, positive, and fun way.

*(e) Receive and review bond program performance and financial reports, request school and grounds inspections led by District staff as deemed necessary.*

BAC continues to work with staff to present transparent, detailed, and meaningful information to allow an accurate assessment of the performance of the 2022 bond scope. Staff has been responsive in answering questions posed by the BAC during our meetings and providing additional information as requested. Financial reports are posted monthly and emailed to BAC members.

## **Recommendation**

The committee recommends that the school board receive this report as the committee's required report at the May 13 board meeting.

**ITEM FOR INFORMATION**  
**EQUITY ADVISORY COMMITTEE REPORT**

**SUMMARY**

The Equity Advisory Committee is a district committee that informs and advises the superintendent and school board about the educational equity impacts of policy decisions, the experiences of underserved student groups, situations that arise in schools that impact underrepresented students, and the larger districtwide climate. Staff will provide an update on the activities of the Equity Advisory Committee from the 2024-2025 school year.

**BACKGROUND**

Beaverton School District's Equity Advisory Committee (EAC) is established in accordance with Oregon's Senate Bill 732 (2021), legislation which required school districts to establish an equity advisory committee. The state legislation requires that the committee be composed of parents, employees, students and community members, and its membership must be primarily representative of underserved student groups and elevate underrepresented voices. The committee's purpose is to advise the superintendent and school board on the educational impacts of policies, district initiatives and district climate, especially focusing on the impacts on underserved student groups.

The EAC is currently composed of 6 students, 5 parents or family members of current students, 5 staff members (2 classified, 3 licensed) and 3 community members (1 of whom also serves on the budget committee). The committee is selected through an open application process and a blind review applying a rubric by a selection committee, and approved by the school board. Two district administrators coordinate the committee, which meets 6 times per school year.

**RECOMMENDATION**

Staff will provide an update to the board of the work of the Equity Advisory Committee. No action is needed.

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# EQUITY ADVISORY COMMITTEE

2024-2025 Update





# PURPOSE

To inform and advise the superintendent and school board on:

- Educational equity impact of policy decisions
- Experiences of underserved student groups
- Situations that impact underrepresented students
- Larger district-wide climate & initiatives





## MEMBERSHIP

- ✓ Parents
- ✓ Employees
- ✓ Students
- ✓ Community members
- ✓ 1 budget committee member

Membership must be primarily representative of underserved student groups.



# HISTORY

---

## 2021

BSD Equitable Policies Task Force members were appointed following an open application process in 2021.

## 2023 to Present

The Equity Advisory Committee has been operating in this makeup for two consecutive school years.



# Equity Advisory Committee Focus

2024-2025



**District Programs**



**Policy**



**District Resources**



**Guidance**



**THANK  
YOU**



# Beaverton School District Equity Advisory Committee Report May 2025

## Background and Purpose

Each school district in Oregon is required to establish an educational equity advisory committee (EAC) in accordance with ORS 329.711 and OAR 581-022-2307, following the Oregon Legislature's approval of Senate Bill 732 in 2021. The committee's duties include informing and advising the superintendent and school board about the educational equity impacts of policy decisions, the experiences of underserved student groups, situations that arise in schools that impact underrepresented students, and the larger districtwide climate.

## Committee Makeup

By law, the committee must be composed of parents, students, staff and community members, and its membership must be primarily representative of underserved student groups and elevate underrepresented voices. One member of the equity committee must also be a member of the budget committee. Current members of the school board and the superintendent are not eligible for appointment to the committee. Members are selected through an application process, and their appointment must be approved by the board. The selection process was developed in 2022, considering the requirements of SB 732 and OAR 581-022-2307, and is coordinated by the Office of Equity & Inclusion.

The 2024-2025 school year is the second consecutive full school year of the Beaverton Equity Advisory Committee as currently constituted. The committee is facilitated by administrative staff from the Office of Equity & Inclusion.

In October 2024, district staff, students, families and community members were invited to apply to be considered for appointment to openings on the equity advisory committee. A total of 36 applications were received. A selection committee conducted a blind review and assessment of the applications, applying a rubric. From the 36 applicants, 12 were selected to be recommended for appointment to the equity advisory committee, joining the 7 returning committee members. Following board approval of the recommended appointees, the combined membership is a diverse body primarily representative of underserved student groups; the committee includes 6 students, 5 parents or family members of current students, 5 staff members (2 classified, 3 licensed) and 3 community members (1 of whom also serves on the budget committee).

## Committee Meetings and Topics of Discussion

The Equity Advisory Committee meets six times per year, approximately every other month. Meetings are held at the district office and are open to the community in person or by watching the live-stream via Zoom.

Prior to each meeting, committee members receive communication about the upcoming meeting and agenda items. Members are invited to add items to agendas. The EAC has discussed a number of topics important to district operations, including practices that support immigrant and

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*Beaverton School District does not discriminate in any programs or activities on any basis protected by law, including but not limited to an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.*

refugee students, the district's model for serving English learners, the proposed cell phone and personal mobile device policy, generative AI responsible use guidelines, and providing input and recommendations on the crafting of guidance for schools when hosting cultural celebrations and events. With each meeting, members share perspectives and engage in dialogue on agenda items. In addition to discussing planned items, members are encouraged to share what is happening in the district from their perspectives about the experience of students in historically underserved populations in the district and those who are also underrepresented in the district. Discussions include the experiences of students, families and staff. Below is a summary of key discussion items.

### **Supporting Immigrant and Refugee Students and Families**

The Office of Equity & Inclusion shared proposed content for the online resources the district would post on the website regarding BSD's support of immigrant and refugee families. The EAC engaged in thoughtful conversation on what supports were available, what school staff knew and still need to know, and the resources within the community to share with staff and community. EAC members discussed the experiences of immigrant and refugee students and families and the need for BSD to publicly support staff, students and families within this demographic group. The EAC felt that sharing resources was critical to providing the community with the most appropriate information and recognized the need for community members to feel safe. The feeling of hypervisibility of immigrants and refugees was discussed, as was the need for staff to use culturally responsive and trauma-informed approaches in their support of students and families. The EAC was supportive of the district's approach to communication and training of administrators and office professionals.

### **English Language Development: Co-Teaching Model Update**

The EAC asked for the MLD department to provide an update on the department's work with the co-teaching model. Multilingual Department Administrator Dr. Toshiko Maurizio presented to the EAC and engaged in thoughtful dialogue. In summary, the discussion included the background and research on BSD moving to a co-teaching model to support multilingual students and improve overall learning outcomes. Pre-pandemic studies from Education Northwest showed promising progress toward proficiency, and the district prioritized this approach in its high school redesign for the 2024-25 school year. By reducing student-teacher ratios to 45 to 1, BSD aims to foster a more collaborative teaching environment, emphasizing dual-language instruction and a dual-endorsed model. Standards alignment, curriculum adoption and literacy support are key factors in this shift, with research from John Hattie highlighting the substantial impact of collective effort efficacy. Discussion from EAC members aligned with and underscored the need for content teacher training in the co-teaching model and the importance of addressing students' isolation and sense of belonging, especially for those who are new to the United States. The EAC is proud of the work of the Multilingual Department, which is centered on the needs of multilingual students.

### **Cell Phone and Device Policy**

The EAC is aware that school cell phone policies are a complex issue, balancing concerns over distractions, disruptions and potential dangers with the opportunities they provide for learning and communication. The EAC discussed how unchecked phone use can lead to disruptions in class, hinder academic development, lower attention spans, and contribute to online bullying and isolation. They also note that lack of boundaries can create challenges in fostering mutual respect

between students and teachers. The EAC discussed practices which promote thoughtful use when phones can serve as valuable learning tools, helping students connect, engage and build relationships. The recommendation from the EAC to the cell phone policy staff team was for BSD to work toward a policy that encourages responsible usage—such as using devices for translation, research, civil discourse, and other classroom and age-related content appropriate use—while allowing students to gradually self-govern as they mature and grow through the school system.

### **Generative AI Responsible Use Guidelines**

The EAC engaged in a thoughtful discussion about the proposed generative AI guidance for students and staff. The EAC believes such guidance should be focused on responsible AI use in education, balancing its benefits with ethical concerns. The EAC members acknowledge AI can help differentiate reading levels, support lesson planning and create practice questions. Still, there is caution around students relying on AI instead of developing their own work. Critical thinking and ethical use are key skills for students across all grade levels. The committee would like to see BSD ensure AI is a tool for learning rather than a substitute for creativity. The committee believes transparency in AI usage, consistent districtwide policies and professional development for educators are essential to guide appropriate implementation. Equity concerns also arose, as not all students have equal access to AI or devices that can access the internet outside of school. The committee is encouraged that the district is aiming to establish guidelines that encourage responsible, beneficial AI use for students and staff, while protecting academic integrity and fostering student growth.

### **Guiding Schools When Hosting Cultural Celebrations and Events**

The last meeting of the EAC for the 2024-2025 school year will focus on creating guidance for schools when hosting cultural celebrations and events. In communication with some EAC members, accessing the expertise and lived experience of the committee will be valuable in helping shape guidance for schools. In essence, all celebrations and events should lift and highlight the home cultures of students without harming or minimizing others. The committee will focus on procedural safeguards for the setting up and for during the event, including expectations for students, staff, families and other visitors. Respect for the cultural diversity of the community and safety for all participants will be at the center. This guidance will be ready to share with schools at the start of the 2025-2026 school year.

### **Recommendation**

The committee chair recommends the school board receive this report as the committee's report at the May 13, 2025 board meeting.

**ITEM FOR INFORMATION**  
**MONTHLY FINANCIAL UPDATE**

**SUMMARY**

The financial update is provided monthly and includes the general fund activity and forecast; a summary of revenues, expenditures and encumbrances for all other funds; a report on classroom teacher staffing by school; and information on investment activity as required by policy.

**BACKGROUND**

Attached is the financial report for April 2025:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2024-25 classroom teacher staffing by school as of April 25, 2025
- Investment monthly board report as of April 25, 2025
- Investment portfolio – asset category allocation
- Investment portfolio – main fund allocation
- Investment portfolio – asset class allocation
- Portfolio holdings by asset class
- Quarterly grant report as of March 31, 2025

**NOTES**

- General Fund Forecast
  - Slight increase in overall revenues and decrease in expenditures
- May revenue forecast scheduled for Wednesday, May 14, 2025
- Investment Reports
  - The Business Office updated the investment tracking software we utilize for our investment portfolio this month. The previous software could no longer support the district's needs. The new software will allow the Business Office to improve its reports and processes. We are still learning the reporting capabilities, so there may be some changes in the future.

**RECOMMENDATION**

Staff will present the monthly financial update for the board to receive and discuss. No action is needed.

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**Beaverton School District**  
**Year-To-Date Activity and Forecast**  
**General Fund**  
**For April 2025**  
**(\$ in millions)**

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>REVENUES:</b>						
Beginning Fund Balance	\$ 160.4	\$ 160.4	\$ 164.4	\$ -	\$ 164.4	\$ 164.4
State School Fund:						
State School Fund	326.0	326.0	300.3	-	300.3	328.9
Property Taxes	173.0	173.0	169.7	-	169.7	174.0
Common School Fund	5.2	5.2	2.8	-	2.8	5.6
County School Fund	1.0	1.0	1.0	-	1.0	1.0
Local Option Levy	43.0	43.0	40.6	-	40.6	42.0
Investment Earnings	8.0	8.0	-	-	-	12.5
NWRESD Appointment	13.3	13.3	7.2	-	7.2	11.5
Other	10.9	10.9	4.6	-	4.6	10.5
<b>Total</b>	<b>\$ 740.8</b>	<b>\$ 740.8</b>	<b>\$ 690.6</b>	<b>\$ -</b>	<b>\$ 690.6</b>	<b>\$ 750.4</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 330.0	\$ 330.0	\$ 249.6	\$ -	\$ 249.6	\$ 331.8
Benefits	198.7	198.7	146.8	-	146.8	199.0
Purchased services	40.6	40.6	29.1	4.9	34.0	37.6
Supplies & materials	18.7	18.6	11.0	1.8	12.8	14.7
Capital outlay	0.9	0.9	0.1	-	0.1	0.5
Other	2.7	2.8	2.2	0.1	2.3	2.7
Transfers out	6.1	6.1	6.1	-	6.1	6.1
Contingency	143.1	143.1	-	-	-	143.1
<b>Total</b>	<b>\$ 740.8</b>	<b>\$ 740.8</b>	<b>\$ 444.9</b>	<b>\$ 6.8</b>	<b>\$ 451.7</b>	<b>\$ 735.5</b>

<b>Projected Surplus / (Deficit) from Operations</b>	<b>\$ (6.4)</b>
Excludes beginning fund balance and contingency	
<b>Projected Ending Fund Balance</b>	<b>\$ 158.0</b>
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2025 *	<b>21.1%</b>

<b>*Projected ending fund balance breakdown:</b>		Projected EFB	
General Operating Fund	\$ 156.0	20.8%	
Local Option Levy Fund	2.0	0.3%	

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>APPROPRIATIONS:</b>						
Instruction	\$ 364.8	\$ 364.8	\$ 265.4	\$ 2.4	\$ 267.8	\$ 361.1
Support Services	225.1	225.0	172.0	4.4	176.4	223.4
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	7.5	7.6	7.5	-	7.5	7.6
Contingencies	143.0	143.0	-	-	-	143.0
<b>Total</b>	<b>\$ 740.8</b>	<b>\$ 740.8</b>	<b>\$ 444.9</b>	<b>\$ 6.8</b>	<b>\$ 451.7</b>	<b>\$ 735.5</b>

**Beaverton School District**  
**Summary of Revenue, Expenditures and Encumbrances**  
**All Funds Except General Fund**  
**For April 2025**

<b>Funds</b>	<b>Final Budget (incl Beg Fund Bal)</b>	<b>YTD Revenue (incl Beg Fund Bal)</b>	<b>YTD Expenditures (Incl transfers out)</b>	<b>Encumb.</b>	<b>YTD Expenditures &amp; Encumb.</b>	<b>Percent</b>	<b>Fund Balance</b>
Student Body Fund	\$ 13,819,000	\$ 10,755,420	\$ 4,538,611	\$ 461,660	\$ 5,000,271	36.18%	\$ 5,755,149
Categorical	12,520,485	10,544,924	1,826,454	4,181,894	6,008,348	47.99%	4,536,576
Scholarship Fund	555,000	509,414	63,700	14,000	77,700	14.00%	431,714
Grant Fund	137,085,010	86,574,857	80,695,438	17,548,115	98,243,553	71.67%	(11,668,696)
Long-Term Planning Fund	31,600,000	30,261,106	-	-	-	0.00%	30,261,106
Nutrition Services Fund	20,526,581	19,249,780	13,465,164	3,695,451	17,160,615	83.60%	2,089,165
Debt Service Fund	114,938,154	113,574,051	14,356,029	-	14,356,029	12.49%	99,218,022
Capital Projects Fund	719,690,000	268,525,675	158,076,719	281,388,432	439,465,151	61.06%	(170,939,476)
Insurance Reserve Fund	15,805,797	14,162,077	4,777,556	1,684,191	6,461,747	40.88%	7,700,330
Workers' Compensation Fund	6,345,109	5,559,991	2,186,823	36,973	2,223,796	35.05%	3,336,195
<b>Total</b>	<b>\$ 1,072,885,136</b>	<b>\$ 559,717,295</b>	<b>\$ 279,986,494</b>	<b>\$ 309,010,716</b>	<b>\$ 588,997,210</b>		<b>\$ (29,279,915)</b>

## 2024-25 Classroom Teacher Staffing By School

### As of 4/25/25

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	4/25/25 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	918	913	(5)	29.0	8.0	3.0	40.0	28.0	8.0	3.0	39.0
Barnes	433	433	-	13.0	4.0	2.0	19.0	14.0	4.0	2.0	20.0
Beaver Acres	790	765	(25)	24.0	7.0	3.0	34.0	24.0	7.0	3.0	34.0
Bethany	414	413	(1)	12.0	3.0	2.0	17.0	12.0	3.0	2.0	17.0
Bonny Slope	578	607	29	17.0	4.0	2.0	23.0	17.0	6.0	2.0	25.0
Cedar Mill	317	341	24	9.0	3.0	1.0	13.0	9.0	5.0	2.0	16.0
Chehalem	387	399	12	12.0	3.0	2.0	17.0	12.0	4.0	2.0	18.0
Cooper Mountain	368	374	6	11.0	3.0	1.0	15.0	11.0	3.0	1.0	15.0
Elmonica	391	437	46	11.0	3.0	2.0	16.0	12.0	4.0	3.0	19.0
Errol Hassell	317	327	10	9.0	3.0	2.0	14.0	9.0	3.0	2.0	14.0
Findley	557	551	(6)	16.0	4.0	2.0	22.0	16.0	4.0	2.0	22.0
Fir Grove	320	342	22	8.0	3.0	2.0	13.0	9.0	4.0	3.0	16.0
FLEX (K-5)	69	81	12	3.0	-	-	3.0	3.0			3.0
Greenway	265	280	15	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Hazeldale	440	506	66	13.0	3.0	3.0	19.0	14.0	3.0	3.0	20.0
Hiteon	482	488	6	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	580	592	12	17.0	4.0	2.0	23.0	17.0	5.0	2.0	24.0
Kinnaman	483	467	(16)	13.0	5.0	3.0	21.0	13.0	5.0	3.0	21.0
McKay	244	252	8	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
McKinley	691	652	(39)	21.0	6.0	3.0	30.0	21.0	6.0	3.0	30.0
Montclair	268	280	12	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	445	437	(8)	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Oak Hills	471	483	12	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Raleigh Hills	260	256	(4)	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
Raleigh Park	295	304	9	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Ridgewood	358	339	(19)	10.0	3.0	2.0	15.0	10.0	4.0	2.0	16.0
Rock Creek	405	399	(6)	12.0	3.0	1.0	16.0	12.0	4.0	1.0	17.0
Sato	877	853	(24)	23.0	7.0	4.0	34.0	22.0	7.0	6.0	35.0
Scholls Heights	616	604	(12)	18.0	5.0	2.0	25.0	17.0	5.0	2.0	24.0
Sexton Mountain	420	431	11	11.0	4.0	1.0	16.0	12.0	5.0	1.0	18.0
Springville	727	754	27	21.0	6.0	2.0	29.0	21.0	7.0	2.0	30.0
Terra Linda	269	276	7	8.0	2.0	2.0	12.0	8.0	2.0	2.0	12.0
Vose	697	678	(19)	21.0	6.0	3.0	30.0	21.0	6.0	3.0	30.0
West TV	286	305	19	8.0	3.0	1.0	12.0	8.0	4.0	1.0	13.0
William Walker	527	507	(20)	17.0	5.0	2.0	24.0	16.0	5.0	2.0	23.0
<b>Elementary School Total</b>	<b>15,965</b>	<b>16,126</b>	<b>161</b>	<b>469.0</b>	<b>134.0</b>	<b>66.0</b>	<b>669.0</b>	<b>469.0</b>	<b>147.0</b>	<b>71.0</b>	<b>687.0</b>
<b>Average Elementary School Staffing Ratio</b>				<b>34.0</b>	<b>26.5</b>	<b>23.9</b>		<b>34.4</b>	<b>26.2</b>	<b>23.5</b>	

## 2024-25 Classroom Teacher Staffing By School

### As of 4/25/25

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	4/25/25 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	646	629	(17)	22.4	5.8	0.6	28.8	21.8	5.8		27.6
Conestoga	817	817	-	29.0	7.4	0.8	37.2	28.8	7.4	0.8	37.0
Five Oaks	746	786	40	27.6	6.8	0.8	35.2	27.0	6.8	0.8	34.6
Highland Park	621	594	(27)	21.4	5.4	0.6	27.4	21.3	5.4	0.6	27.3
Meadow Park	683	651	(32)	26.6	6.6	0.6	33.8	25.8	6.6	0.6	33.0
Mountain View	758	757	(1)	28.8	7.2	0.8	36.8	26.7	7.2	0.8	34.7
Stoller	1,077	1,072	(5)	35.0	9.0	1.0	45.0	34.0	9.0	1.0	44.0
Tumwater	977	977	-	31.2	7.8	0.8	39.8	30.5	6.8	0.8	38.1
Whitford	760	745	(15)	27.8	7.0	0.8	35.6	27.0	7.0	0.8	34.8
<b>Middle School Total</b>	<b>7,085</b>	<b>7,028</b>	<b>(57)</b>	<b>249.8</b>	<b>63.0</b>	<b>6.8</b>	<b>319.6</b>	<b>242.8</b>	<b>62.0</b>	<b>6.2</b>	<b>311.0</b>
<b>Average Middle School Staffing Ratio</b>				<b>28.4</b>	<b>22.7</b>	<b>22.2</b>		<b>28.9</b>	<b>23.1</b>	<b>22.6</b>	
Aloha	1,594	1,544	(50)	61.2	13.8	2.2	77.2	58.3	13.8	2.2	74.3
Beaverton	1,320	1,342	22	52.0	11.0	1.4	64.4	52.5	11.0	1.4	64.9
Mountainside	1,696	1,687	(9)	54.6	12.8	1.6	69.0	54.9	12.8	1.6	69.3
Southridge	1,410	1,359	(51)	49.6	11.6	1.6	62.8	49.8	11.6	1.6	63.0
Sunset	1,753	1,743	(10)	55.2	12.8	1.8	69.8	56.6	12.8	1.8	71.2
Westview	2,419	2,295	(124)	80.4	18.8	2.4	101.6	79.0	18.8	2.4	100.2
<b>High School Total</b>	<b>10,192</b>	<b>9,970</b>	<b>(222)</b>	<b>353.0</b>	<b>80.8</b>	<b>11.0</b>	<b>444.8</b>	<b>351.1</b>	<b>80.8</b>	<b>11.0</b>	<b>442.9</b>
<b>Average High School Staffing Ratio</b>				<b>28.9</b>	<b>23.5</b>	<b>22.9</b>		<b>28.4</b>	<b>23.1</b>	<b>22.5</b>	
Arts & Communication Magnet Academy (6-12)	666	665	(1)	23.8	5.6	0.8	30.2	22.9	5.6	0.8	29.3
Beaverton Academy of Science and Engineering (6-12)	863	830	(33)	31.2	7.4	1.0	39.6	30.9	7.4	1.0	39.3
Community School (9-12)	150	143	(7)	7.0	1.4	-	8.4	5.9	1.4		7.3
FLEX Online School (6-12)	600	450	(150)	18.6	2.0	1.2	21.8	18.3	2.0	1.2	21.5
International School of Beaverton (6-12)	862	860	(2)	30.6	7.0	0.8	38.4	31.6	7.0	0.8	39.4
<b>Options Schools Total</b>	<b>3,141</b>	<b>2,948</b>	<b>(193)</b>	<b>111.2</b>	<b>23.4</b>	<b>3.8</b>	<b>138.4</b>	<b>109.5</b>	<b>23.4</b>	<b>3.8</b>	<b>136.7</b>
<b>Average Options Staffing Ratio</b>				<b>28.2</b>	<b>23.3</b>	<b>22.7</b>		<b>26.9</b>	<b>22.2</b>	<b>21.6</b>	
<b>Address Extreme Class Size K-12</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>19.4</b>	<b>-</b>	<b>-</b>	<b>19.4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>District Total</b>	<b>36,383</b>	<b>36,072</b>	<b>(311)</b>	<b>1,202.4</b>	<b>301.2</b>	<b>87.6</b>	<b>1,591.2</b>	<b>1,172.4</b>	<b>313.2</b>	<b>92.0</b>	<b>1,577.6</b>

Note: Enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 198-222 in the 2024-25 Adopted Budget Document. Elementary music and PE specialists are not included in the classroom teacher allocations. Secondary AVID, CTE, Dual Language & Specialized Program Elective teachers not allocated by the classroom teacher ratio are included.

Postings for open positions are also not included in this report. This report represents actual filled positions.



**BEAVERTON SCHOOL DISTRICT | OREGON**  
**Monthly Board Report**  
**04/25/2025**

**COMPLIANCE** | Beaverton School District, Prepared by Business Office

This monthly investment report is in compliance, in accordance with the Board Policy DFA - Investment of Funds.

Asset Category	Face Amount/Shares	Market Value	Book Value	% of Portfolio	YTM @ Cost	Days To Maturity
Corporate Bonds 35%	69,000,000.00	68,142,927.48	68,216,732.51	13.66	4.37	130
LGIP   Limit \$ 61,749,000	42,935,289.81	42,935,289.81	42,935,289.81	8.60	4.64	1
US Agency 100%	178,200,000.00	176,445,915.00	176,543,401.32	35.36	4.20	82
US Treasury 100%	212,700,000.00	211,413,154.00	211,555,286.22	42.37	4.14	92
<b>Total / Average</b>	<b>502,835,289.81</b>	<b>498,937,286.29</b>	<b>499,250,709.86</b>	<b>100.00</b>	<b>4.23</b>	<b>86</b>

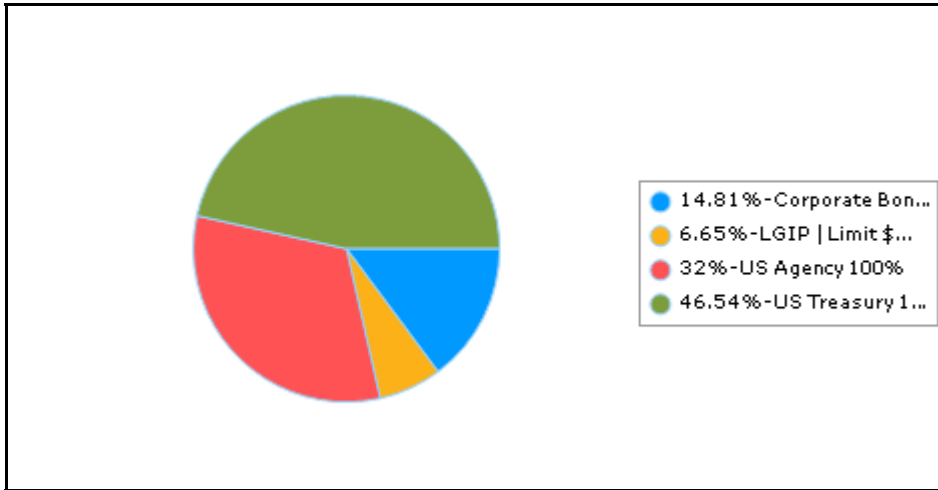
## Beaverton School District Distribution by Asset Category - Market Value Report Group | Investment Portfolio

Begin Date: 3/31/2025, End Date: 4/25/2025

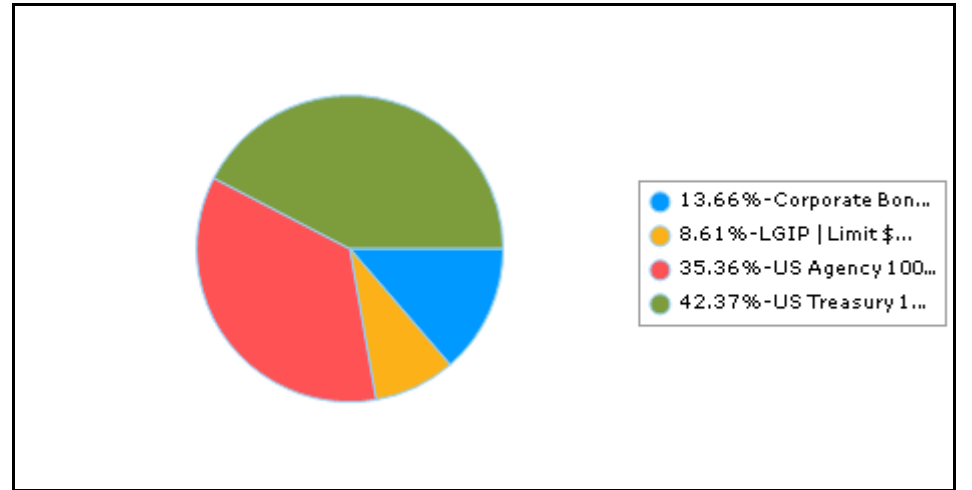
### Asset Category Allocation

Asset Category	Market Value 3/31/2025	% of Portfolio 3/31/2025	Market Value 4/25/2025	% of Portfolio 4/25/2025
Corporate Bonds 35%	81,453,711.30	14.81	68,142,927.48	13.66
LGIP   Limit \$ 61,749,000	36,570,291.21	6.65	42,935,289.81	8.61
US Agency 100%	175,970,965.00	32.00	176,445,915.00	35.36
US Treasury 100%	255,889,741.00	46.54	211,413,154.00	42.37
<b>Total / Average</b>	<b>549,884,708.51</b>	<b>100.00</b>	<b>498,937,286.29</b>	<b>100.00</b>

### Portfolio Holdings as of 3/31/2025



### Portfolio Holdings as of 4/25/2025

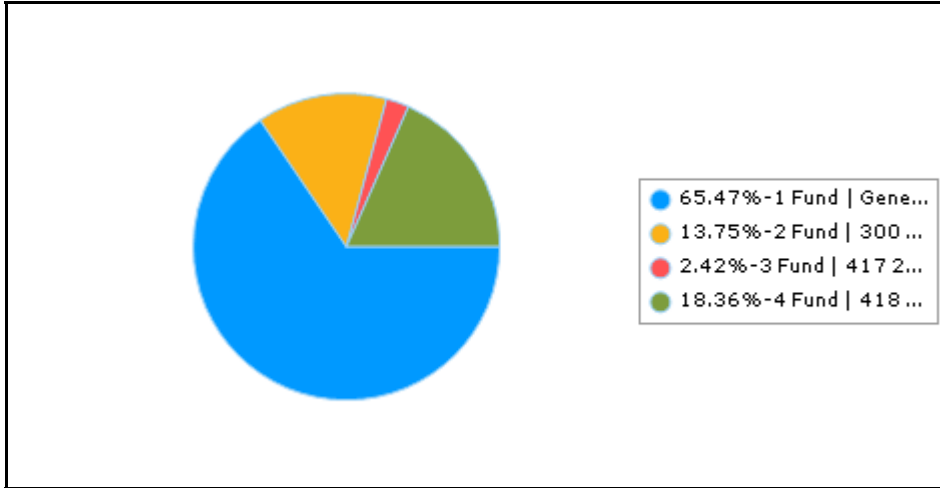


## Beaverton School District Distribution by Main Fund - Market Value Report Group | Investment Portfolio

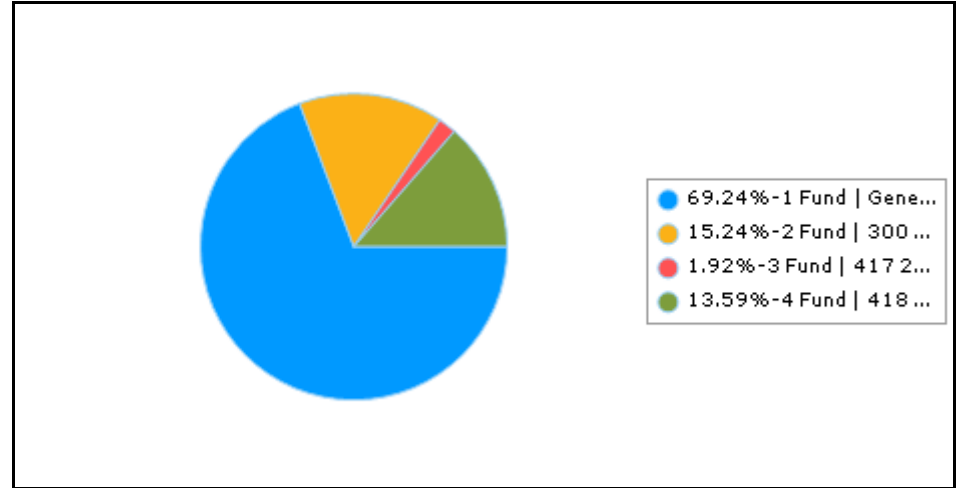
Begin Date: 3/31/2025, End Date: 4/25/2025

Main Fund Allocation				
Main Fund	Market Value 3/31/2025	% of Portfolio 3/31/2025	Market Value 4/25/2025	% of Portfolio 4/25/2025
1 Fund   General Fund	360,012,918.53	65.47	345,463,583.65	69.24
2 Fund   300 Debt Service	75,586,639.18	13.75	76,057,801.90	15.24
3 Fund   417 2017 Bond Tax	13,311,045.15	2.42	9,585,985.76	1.92
4 Fund   418 2022 Bond Issue	100,974,105.65	18.36	67,829,914.98	13.59
Total / Average	549,884,708.51	100.00	498,937,286.29	100.00

**Portfolio Holdings as of 3/31/2025**



**Portfolio Holdings as of 4/25/2025**

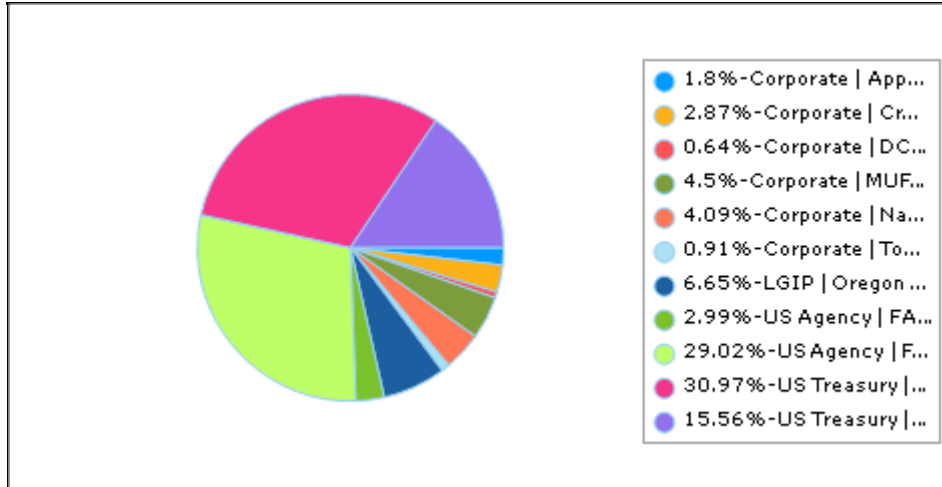


## Beaverton School District Distribution by Asset Class - Market Value Report Group | Investment Portfolio

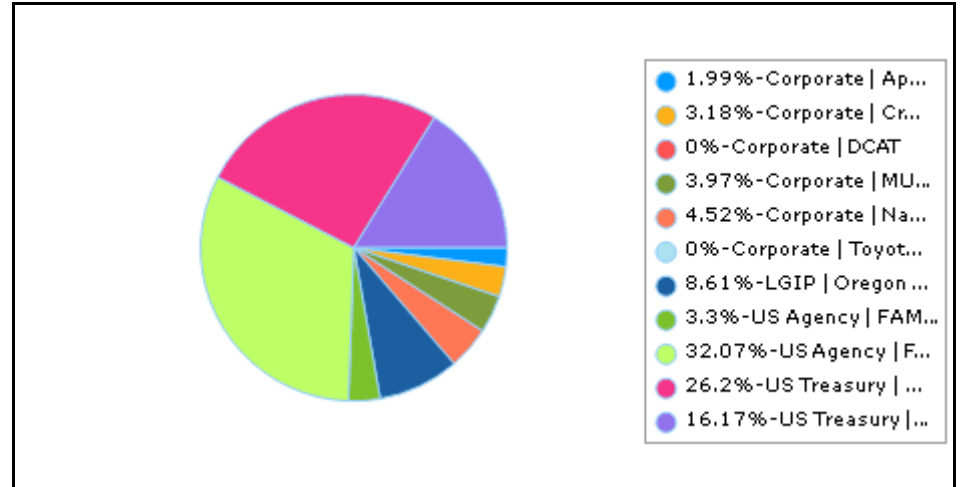
Begin Date: 3/31/2025, End Date: 4/25/2025

Asset Class Allocation				
Asset Class	Market Value 3/31/2025	% of Portfolio 3/31/2025	Market Value 4/25/2025	% of Portfolio 4/25/2025
Corporate   Apple	9,914,000.00	1.80	9,921,600.00	1.99
Corporate   Credit Agricole	15,804,782.16	2.87	15,848,788.80	3.18
Corporate   DCAT	3,494,106.39	0.64	0.00	0.00
Corporate   MUFG Bank LTD	24,737,982.03	4.50	19,802,653.73	3.97
Corporate   Natixis Bank NY	22,512,462.97	4.09	22,569,884.95	4.52
Corporate   Toyota	4,990,377.75	0.91	0.00	0.00
LGIP   Oregon State	36,570,291.21	6.65	42,935,289.81	8.61
US Agency   FAMC	16,414,365.00	2.99	16,459,410.00	3.30
US Agency   FHLB	159,556,600.00	29.02	159,986,505.00	32.07
US Treasury   Bill - Slug US	170,304,161.00	30.97	130,745,104.00	26.20
Treasury   Note	85,585,580.00	15.56	80,668,050.00	16.17
<b>Total / Average</b>	<b>549,884,708.51</b>	<b>100.00</b>	<b>498,937,286.29</b>	<b>100.00</b>

**Portfolio Holdings as of 3/31/2025**



**Portfolio Holdings as of 4/25/2025**





## Beaverton School District Portfolio Holdings by Asset Class Report Group | Investment Portfolio

Date: 4/25/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
<b>Corporate   Apple</b>								
Apple 3.25 2/23/2026-25		3/19/2025	9,927,200.00	99.22	9,921,600.00	1.99%	Moodys-Aaa	207
037833BY5	10,000,000.00	4.06	9,936,136.53	4.24	60,486.11	-14,536.53	S&P-AA+	0.81
			<b>9,927,200.00</b>		<b>9,921,600.00</b>	<b>1.99%</b>		<b>207</b>
<b>Sub Total Corporate   Apple</b>	<b>10,000,000.00</b>	<b>4.06</b>	<b>9,936,136.53</b>	<b>4.24</b>	<b>60,486.11</b>	<b>-14,536.53</b>		<b>0.81</b>
<b>Corporate   Credit Agricole</b>								
Credit Agricole CIB NY 0 5/8/2025		12/4/2024	7,848,444.44	99.83	7,986,342.16	1.6%	Moodys-P1	8
22533TS80	8,000,000.00	4.49	7,992,177.78	7.70	0.00	-5,835.62	S&P-A1	0.02
Credit Agricole CIB NY 0 9/12/2025		12/19/2024	7,751,986.67	98.28	7,862,446.64	1.58%	Moodys-P1	135
22533TWC6	8,000,000.00	4.31	7,874,600.00	4.67	0.00	-12,153.36	S&P-A1	0.37
			<b>15,600,431.11</b>		<b>15,848,788.80</b>	<b>3.18%</b>		<b>71</b>
<b>Sub Total Corporate   Credit Agricole</b>	<b>16,000,000.00</b>	<b>4.40</b>	<b>15,866,777.78</b>	<b>6.19</b>	<b>0.00</b>	<b>-17,988.98</b>		<b>0.19</b>
<b>Corporate   MUFG Bank LTD</b>								
MUFG Bank LTD NY 0 5/15/2025		1/27/2025	1,481,325.00	99.74	1,496,158.74	0.3%	Moodys-P1	15
62479LSF3	1,500,000.00	4.20	1,497,406.25	6.16	0.00	-1,247.51	S&P-A1	0.04
MUFG Bank LTD NY 0 7/18/2025		1/17/2025	14,673,916.67	98.95	14,843,104.05	2.98%	Moodys-P1	79
62479LUJ2	15,000,000.00	4.40	14,858,458.34	4.82	0.00	-15,354.29	S&P-A1	0.22
MUFG Bank LTD NY 0 7/18/2025		1/27/2025	3,430,770.00	98.95	3,463,390.94	0.69%	Moodys-P1	79
62479LUJ2	3,500,000.00	4.22	3,468,202.50	4.82	0.00	-4,811.56	S&P-A1	0.22
			<b>19,586,011.67</b>		<b>19,802,653.73</b>	<b>3.97%</b>		<b>74</b>
<b>Sub Total Corporate   MUFG Bank LTD</b>	<b>20,000,000.00</b>	<b>4.35</b>	<b>19,824,067.09</b>	<b>4.92</b>	<b>0.00</b>	<b>-21,413.36</b>		<b>0.21</b>
<b>Corporate   Natixis Bank NY</b>								
Natixis Bank NY 0 10/16/2025		1/27/2025	14,528,400.00	97.87	14,680,624.95	2.94%	Moodys-P1	169
63873JXG0	15,000,000.00	4.46	14,695,800.00	4.63	0.00	-15,175.05	S&P-A1	0.46
Natixis Bank NY 0 8/15/2025		11/19/2024	7,733,391.11	98.62	7,889,260.00	1.58%	Moodys-P1	107
63873JV4	8,000,000.00	4.61	7,893,951.11	4.72	0.00	-4,691.11	S&P-A1	0.29



## Beaverton School District Portfolio Holdings by Asset Class Report Group | Investment Portfolio

Date: 4/25/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
			22,261,791.11		22,569,884.95	4.52%		147
<b>Sub Total Corporate   Natixis Bank NY</b>	<b>23,000,000.00</b>	<b>4.51</b>	<b>22,589,751.11</b>	<b>4.67</b>	<b>0.00</b>	<b>-19,866.16</b>		<b>0.4</b>
<b>LGIP   Oregon State</b>								
Oregon State   417 2017 Bond Tax LGIP		12/31/2024	4,425,569.82	100.00	4,425,569.82	0.89%	NR	1
LGIP4972	4,425,569.82	4.64	4,425,569.82	4.64		0.00	NR	0
Oregon State   418 2022 Bond Issue LGIP		12/31/2024	9,211,120.93	100.00	9,211,120.93	1.84%	NR	1
LGIP6440	9,211,120.93	4.64	9,211,120.93	4.64		0.00	NR	0
Oregon State   Debt Service LGIP		12/31/2024	534,167.00	100.00	534,167.00	0.11%	NR	1
LGIP5173	534,167.00	4.64	534,167.00	4.64		0.00	NR	0
Oregon State   General Fund LGIP		12/31/2024	28,764,432.06	100.00	28,764,432.06	5.76%	NR	1
LGIP4010	28,764,432.06	4.64	28,764,432.06	4.64		0.00	NR	0
			<b>42,935,289.81</b>		<b>42,935,289.81</b>	<b>8.6%</b>		<b>1</b>
<b>Sub Total LGIP   Oregon State</b>	<b>42,935,289.81</b>	<b>4.64</b>	<b>42,935,289.81</b>	<b>4.64</b>	<b>0.00</b>	<b>0.00</b>		<b>0</b>
<b>US Agency   FAMC</b>								
FAMC 0 5/15/2025		12/19/2024	16,217,025.00	99.75	16,459,410.00	3.3%	Moody's-Aaa	15
31315LFQ6	16,500,000.00	4.27	16,471,125.00	5.92	0.00	-11,715.00	S&P-AA+	0.04
			<b>16,217,025.00</b>		<b>16,459,410.00</b>	<b>3.3%</b>		<b>15</b>
<b>Sub Total US Agency   FAMC</b>	<b>16,500,000.00</b>	<b>4.27</b>	<b>16,471,125.00</b>	<b>5.92</b>	<b>0.00</b>	<b>-11,715.00</b>		<b>0.04</b>
<b>US Agency   FHLB</b>								
FHLB 0 1/15/2026		2/20/2025	19,258,836.11	97.17	19,434,800.00	3.89%	Moody's-Aaa	260
313385RV0	20,000,000.00	4.21	19,414,277.78	4.03	0.00	20,522.22	S&P-AA+	0.71
FHLB 0 1/9/2026		3/19/2025	14,534,416.67	97.24	14,585,700.00	2.92%	Moody's-Aaa	254
313385RP3	15,000,000.00	3.90	14,600,479.17	4.03	0.00	-14,779.17	S&P-AA+	0.7
FHLB 0 5/14/2025		1/17/2025	7,891,580.00	99.77	7,981,280.00	1.6%	Moody's-Aaa	14
313385FP6	8,000,000.00	4.23	7,987,026.67	6.03	0.00	-5,746.67	S&P-AA+	0.04
FHLB 0 5/15/2025		12/9/2024	29,470,125.00	99.75	29,926,200.00	6%	Moody's-Aaa	15
313385FQ4	30,000,000.00	4.12	29,949,375.00	5.92	0.00	-23,175.00	S&P-AA+	0.04



## Beaverton School District Portfolio Holdings by Asset Class Report Group | Investment Portfolio

Date: 4/25/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
FHLB 0 5/9/2025		11/21/2024	19,609,422.22	99.83	19,965,000.00	4%	Moodys-Aaa	9
313385FJ0	20,000,000.00	4.24	19,979,200.00	7.01	0.00	-14,200.00	S&P-AA+	0.02
FHLB 0 5/9/2025		2/26/2025	1,685,686.00	99.83	1,697,025.00	0.34%	Moodys-Aaa	9
313385FJ0	1,700,000.00	4.25	1,698,210.75	7.01	0.00	-1,185.75	S&P-AA+	0.02
FHLB 0 6/16/2025		12/6/2024	34,217,866.67	99.38	34,783,700.00	6.97%	Moodys-Aaa	47
313385GY6	35,000,000.00	4.29	34,808,540.28	4.76	0.00	-24,840.28	S&P-AA+	0.13
FHLB 0 8/8/2025		11/19/2024	11,633,636.67	98.79	11,854,800.00	2.38%	Moodys-Aaa	100
313385KD7	12,000,000.00	4.33	11,860,166.67	4.41	0.00	-5,366.67	S&P-AA+	0.27
FHLB 0 8/8/2025		11/21/2024	19,415,000.00	98.79	19,758,000.00	3.96%	Moodys-Aaa	100
313385KD7	20,000,000.00	4.17	19,775,000.00	4.41	0.00	-17,000.00	S&P-AA+	0.27
<b>Sub Total US Agency   FHLB</b>	<b>161,700,000.00</b>	<b>4.19</b>	<b>157,716,569.34</b>	<b>5.12</b>	<b>159,986,505.00</b>	<b>32.06%</b>		<b>89</b>
			<b>160,072,276.32</b>		<b>0.00</b>	<b>-85,771.32</b>		<b>0.24</b>
<b>US Treasury   Bill - Slug</b>								
T-Bill 0 5/13/2025		3/19/2025	1,490,764.58	99.79	1,496,850.00	0.3%	Moodys-Aaa	13
912797PH4	1,500,000.00	4.11	1,497,817.08	5.91	0.00	-967.08	S&P-AA+	0.04
T-Bill 0 5/15/2025		6/27/2024	2,104,956.33	99.77	2,194,874.00	0.44%	Moodys-Aaa	15
912797LB1	2,200,000.00	5.12	2,195,572.50	5.68	0.00	-698.50	S&P-AA+	0.04
T-Bill 0 5/15/2025		8/16/2024	7,743,111.11	99.77	7,981,360.00	1.6%	Moodys-Aaa	15
912797LB1	8,000,000.00	4.45	7,985,833.33	5.68	0.00	-4,473.33	S&P-AA+	0.04
T-Bill 0 5/15/2025		12/5/2024	24,532,652.78	99.77	24,941,750.00	5%	Moodys-Aaa	15
912797LB1	25,000,000.00	4.32	24,956,458.33	5.68	0.00	-14,708.33	S&P-AA+	0.04
T-Bill 0 5/15/2025		12/9/2024	13,753,335.56	99.77	13,967,380.00	2.8%	Moodys-Aaa	15
912797LB1	14,000,000.00	4.17	13,976,433.33	5.68	0.00	-9,053.33	S&P-AA+	0.04
T-Bill 0 5/15/2025		2/26/2025	991,008.33	99.77	997,670.00	0.2%	Moodys-Aaa	15
912797LB1	1,000,000.00	4.25	998,270.83	5.68	0.00	-600.83	S&P-AA+	0.04



## Beaverton School District Portfolio Holdings by Asset Class Report Group | Investment Portfolio

Date: 4/25/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
T-Bill 0 6/5/2025		12/6/2024	14,682,495.83	99.52	14,927,850.00	2.99%	Moodys-Aaa	36
912797NP8	15,000,000.00	4.36	14,936,850.00	4.90	0.00	-9,000.00	S&P-AA+	0.1
T-Bill 0 7/10/2025		12/10/2024	34,167,311.11	99.12	34,691,300.00	6.95%	Moodys-Aaa	71
912797LW5	35,000,000.00	4.20	34,721,127.78	4.58	0.00	-29,827.78	S&P-AA+	0.19
T-Bill 0 7/24/2025		1/27/2025	2,941,408.33	98.95	2,968,500.00	0.6%	Moodys-Aaa	85
912797PF8	3,000,000.00	4.09	2,972,020.83	4.56	0.00	-3,520.83	S&P-AA+	0.23
T-Bill 0 9/4/2025		12/6/2024	4,845,488.89	98.48	4,923,850.00	0.99%	Moodys-Aaa	127
912797MH7	5,000,000.00	4.28	4,927,856.94	4.45	0.00	-4,006.94	S&P-AA+	0.35
T-SLGS 0 9/15/2025		12/19/2024	11,648,160.00	98.43	11,811,120.00	2.37%	Moodys-Aaa	138
912821JS5	12,000,000.00	4.08	11,820,170.67	4.26	0.00	-9,050.67	S&P-AA+	0.38
T-SLGS 0 9/15/2025		1/27/2025	9,748,400.00	98.43	9,842,600.00	1.97%	Moodys-Aaa	138
912821JS5	10,000,000.00	4.09	9,849,693.51	4.26	0.00	-7,093.51	S&P-AA+	0.38
<b>Sub Total US Treasury   Bill - Slug</b>	<b>131,700,000.00</b>	<b>4.25</b>	<b>130,838,105.13</b>	<b>4.99</b>	<b>130,745,104.00</b>	<b>26.21%</b>		<b>58</b>
					<b>0.00</b>	<b>-93,001.13</b>		<b>0.16</b>
<b>US Treasury   Note</b>								
T-Note 0.25 6/30/2025		7/13/2022	18,410,937.50	99.25	19,850,800.00	3.99%	Moodys-Aaa	61
912828ZW3	20,000,000.00	3.08	19,910,496.02	4.71	16,574.59	-59,696.02	S&P-AA+	0.17
T-Note 2.125 5/15/2025		7/30/2024	4,901,100.00	99.88	4,993,750.00	1%	Moodys-Aaa	15
912828XB1	5,000,000.00	4.69	4,994,866.78	5.10	48,722.38	-1,116.78	S&P-AA+	0.04
T-Note 2.125 5/15/2025		9/26/2024	988,320.00	99.88	998,750.00	0.2%	Moodys-Aaa	15
912828XB1	1,000,000.00	4.00	999,241.56	5.10	9,744.48	-491.56	S&P-AA+	0.04
T-Note 2.25 11/15/2025		2/20/2025	14,785,500.00	98.94	14,841,300.00	2.97%	Moodys-Aaa	199
912828M56	15,000,000.00	4.25	14,840,725.75	4.25	154,765.19	574.25	S&P-AA+	0.54
T-Note 3.5 9/15/2025		2/13/2025	4,981,450.00	99.73	4,986,700.00	1%	Moodys-Aaa	138
91282CFK2	5,000,000.00	4.15	4,988,037.85	4.20	21,875.00	-1,337.85	S&P-AA+	0.38



**Beaverton School District**  
**Portfolio Holdings by Asset Class**  
**Report Group | Investment Portfolio**

Date: 4/25/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
T-Note 4 12/15/2025		11/7/2024	14,951,400.00	99.95	14,992,350.00	3%	Moody's-Aaa	229
91282CGA3	15,000,000.00	4.30	14,972,383.62	4.08	224,175.82	19,966.38	S&P-AA+	0.62
T-Note 4.25 10/15/2025		2/13/2025	20,016,600.00	100.02	20,004,400.00	4.01%	Moody's-Aaa	168
91282CFP1	20,000,000.00	4.12	20,011,429.51	4.19	34,836.07	-7,029.51	S&P-AA+	0.46
			<b>79,035,307.50</b>		<b>80,668,050.00</b>	<b>16.17%</b>		<b>145</b>
<b>Sub Total US Treasury   Note</b>	<b>81,000,000.00</b>	<b>3.95</b>	<b>80,717,181.09</b>	<b>4.38</b>	<b>510,693.53</b>	<b>-49,131.09</b>		<b>0.4</b>
			<b>491,928,718.39</b>		<b>498,937,286.29</b>	<b>100.00%</b>		<b>84</b>
<b>TOTAL PORTFOLIO</b>	<b>502,835,289.81</b>	<b>4.23</b>	<b>499,250,709.86</b>	<b>4.94</b>	<b>571,179.64</b>	<b>-313,423.57</b>		<b>0.23</b>

# Beaverton School District

## Grant Report as of 3/31/25

	2024-25 Award Amount	2024-25 Budget	Actual Expenditures through 3/31/25
<b>Federal</b>			
21st Century Community Learning	\$ 425,000	\$ 604,943	\$ 139,823
American Rescue Plan Homeless Children & Youth I	-	9,846	9,846
American Rescue Plan Homeless Children & Youth II	-	23,256	23,256
American Rescue Plan Behavioral Health & Wellness	-	48,541	18,574
Comprehensive Sport & Improvement/Targeted Support & Improvement (CSI/TSI)	367,259	367,259	63,558
Environmental Protection Agency Clean School Bus	-	19,721,420	5,816,728
ESSER III	-	7,936,308	7,936,308
ESSER III Title VI Native Education	-	24,269	24,269
Fresh Fruits & Vegetables	122,060	122,910	90,513
Foster Care Transportation	-	77,145	30,386
Individuals with Disabilities Education Act (IDEA)	34,521	6,440,817	3,278,027
ESSER III Jumpstart Kindergarten	-	626,066	626,066
Federal Lead Testing	23,280	23,280	11,049
McKinney Vento	51,249	99,440	10,279
Oregon Department of Transportation Safe Routes to School	49,996	60,332	23,656
Oregon Department of Transportation, Transportation Options Sponsorship	5,000	5,000	1,200
Oregon Department of Human Services Child Care Development	287,568	-	31,915
Perkins	372,914	516,201	275,836
Metro Safe Routes to school	-	109,195	42,272
Title IA	7,794,975	10,150,981	5,788,749
Title IC Migrant	607,901	739,843	412,861
Title IC Preschool	35,971	47,314	3,960
Title IC Summer School	-	88,761	57,095
Title IIA	1,098,986	1,396,783	819,118
Title III	726,794	1,277,797	710,073
Title III Immigrant	367,600	196,229	102,210
Title IVA	627,644	896,433	457,343
Title VI Indian Education	41,950	41,950	16,806
	13,040,667	51,652,320	26,821,775
<b>State</b>			
Student Investment Account 2023-24	-	1,440,016	1,440,016
Student Investment Account 2024-25	36,875,458	38,411,834	24,639,072
State Summer School grant 2023-24	-	760,330	760,330
High School Success 2023-24	-	1,693,658	973,570
High School Success 2024-25	11,304,596	10,624,284	6,205,440
Career Pathways	382,854	465,424	150,410
Breakfast After the Bell	-	7,917	-
DEQ Oregon Zero Emmissions Fueling Infrastructure	-	943,958	943,958
Early Indicator and Intervention System	110,748	110,748	71,218
Early Literacy Success	2,964,008	3,743,292	1,698,536
Latinx Student Success Grant	-	115,245	115,245
State Lead Testing	14,167	14,167	14,167

# Beaverton School District

## Grant Report as of 3/31/25

	2024-25 Award Amount	2024-25 Budget	Actual Expenditures through 3/31/25
<b>State (cont)</b>			
Farm to Child Nutrition	150,000	248,039	164,059
Oregon Health Authority Behavioral Health Incentive	55,000	55,000	-
Special Education Staff Stipend	395,924	395,924	-
House Bill 3294 Menstrual Dignity Act	125,046	293,495	1,324
Interim/Formative Assessment	-	61,433	61,433
Safe School Culture grant	-	281,637	30,050
Vision Screening Program	-	31,108	3,711
Oregon School Capital Improvement Matching (OSCIM)	-	8,000,000	8,000,000
Outdoor School	2,647,784	2,670,707	1,065,979
Preschool Promise	110,748	642,090	372,326
	55,136,335	71,010,306	46,710,844
<b>Local</b>			
City of Beaverton Safe Routes to School	-	3,213	3,254
Washington County Early Learning & Youth Development	185,000	185,000	141,210
	185,000	188,213	144,464
<b>Private</b>			
Beaverton Education Foundation Grants	189,769	320,092	185,448
Children's Institute	-	62,979	38,047
Sunset High School Oregon Child & Family Center	44,658	44,658	11,615
Meyer Memorial Trust Native Learning Garden	-	16,160	-
Aloha High School Theatre Unsinkable Molly B	-	5,000	-
Portland General Electric, Electric Buses	442,888	1,781,792	130,306
National Education Association Five Oaks Envision Equity	5,000	5,000	-
Lemelson Foundation, Adoption of Invention in schools	9,999	9,999	-
Tualatin Soil and Water Conservation District Fir Grove Garden	4,998	4,998	3,643
Worksystems Construction	20,000	20,018	20,140
	717,312	2,270,696	389,198
<b>Grand Total</b>	\$ 69,079,314	\$ 125,121,534	\$ 74,066,281

\* Award amounts include estimates for the current year if grant agreement has not yet been received.

Note: Current year budget may be higher than current year award due to carryover allowances in certain grants.

**CONSENT AGENDA — ITEM FOR ACTION****PERSONNEL ACTIONS****SUMMARY**

A list of employees is being recommended by the superintendent for approval of routine personnel actions, including employment, leaves of absence, and resignation/retirement of teachers and administrators.

**RECOMMENDATION**

The superintendent recommends the board approve the personnel actions as submitted in board materials.

**Belong. Believe. Achieve.**

**DRAFT MEETING MINUTES – SCHOOL BOARD WORK SESSION APRIL 8, 2025****Board Members Present:**

Dr. Karen Pérez, Chair  
Justice Rajee, Vice Chair  
Susan Greenberg  
Dr. Melissa Potter  
Sunita Garg  
Ugonna Enyinnaya  
Dr. Tammy Carpenter (virtual)

**Absent:****Staff Present:**

Dr. Gustavo Balderas  
Dr. Heather Cordie  
Michael Schofield  
Casey Waletich  
Kerry Delf  
Steve Langford  
Shellie Bailey-Shah  
Camellia Osterink  
Dr. Shelly Reggiani  
Lori Krumm  
Todd Corsetti  
Dr. Patrick Meigs  
Bao Vang  
Natalie Labossiere  
Sarah Weiland

Superintendent  
Deputy Superintendent for Teaching & Learning  
Associate Superintendent for Business Services  
Associate Superintendent for Operations & Support Services  
Chief of Staff  
Chief Information Officer  
Public Communications Officer  
General Counsel  
Executive Administrator for Equity & Inclusion  
Executive Administrator for Student Services  
Executive Administrator for High Schools  
Executive Administrator for PreK-8 Schools  
Executive Administrator for PreK-8 Schools  
Mountainside High School Principal  
Board Secretary & Executive Assistant

The meeting was open to the public to attend in person or via livestream on YouTube.

**I. OPEN MEETING**

Board Chair Dr. Karen Pérez called the work session to order at 6:08 p.m. She noted that all seven board members were present with Dr. Tammy Carpenter joining virtually.

**II. STUDENT DISCIPLINE, BEHAVIOR, BULLYING & HARASSMENT**

The Teaching & Learning team presented an overview of discipline processes in the Beaverton School District and data on student discipline during the first semester of 2024–25. Included in the presentation was data specific to bullying and harassment, along with intervention strategies, as well as information related to restorative practices. Staff answered questions from board members and invited additional questions to be sent after the meeting.

**III. CLOSE MEETING**

Dr. Pérez adjourned the work session at 7:03 p.m.

**Belong. Believe. Achieve.**

**DRAFT MEETING MINUTES – BOARD BUSINESS MEETING APRIL 8, 2025****Board Members Present:**

Dr. Karen Pérez, Chair  
Justice Rajee, Vice Chair  
Susan Greenberg  
Dr. Melissa Potter  
Sunita Garg  
Ugonna Enyinnaya  
Dr. Tammy Carpenter (virtual)

**Board Members Absent:****Student Representatives:**

Tasiyah Ahmed  
Saahas Koganti  
Safa Zainab Syeda

**Staff Present:**

Dr. Gustavo Balderas  
Dr. Heather Cordie  
Michael Schofield  
Casey Waletich  
Kerry Delf  
Steve Langford  
Shellie Bailey-Shah  
Camellia Osterink  
Dr. Shelly Reggiani  
Jill O’Neill  
Todd Corsetti  
Robin Kowbrowski  
Dr. Patrick Meigs  
Jill O’Neill  
Veronica Galvan  
Dr. Toshiko Maurizio  
Katherine Hart  
Rebecca Ramirez Larson  
Sarah Weiland

Superintendent  
Deputy Superintendent for Teaching & Learning  
Associate Superintendent for Business Services  
Associate Superintendent for Operations & Support Services  
Chief of Staff  
Chief Information Officer  
Public Communications Officer  
General Counsel  
Executive Administrator for Equity & Inclusion  
Executive Administrator for Teaching & Learning  
Executive Administrator for High Schools  
Executive Administrator for PreK-8 Schools  
Executive Administrator for PreK-8 Schools  
Executive Administrator for Teaching & Learning  
Administrator for Curriculum, Instruction & Assessment  
Administrator for Multilingual Programs  
Teacher on Special Assignment  
Teacher on Special Assignment  
Board Secretary & Executive Assistant

The meeting was open to the public to attend in person or via livestream on YouTube.

**I. OPEN MEETING**

Chair Karen Pérez called the meeting to order at 7:09 p.m. She noted that all seven board members were present with Tammy Carpenter attending virtually and Ugonna Enyinnaya joining at 7:12 p.m. Three student representatives were present.

**Belong. Believe. Achieve.**

*Use the following links to access board meeting information:*

*Video Livestream: [youtube.com/BeavertonSchools](https://youtube.com/BeavertonSchools) • Meeting Materials: [beavertonsd.org/boardmeetings](https://beavertonsd.org/boardmeetings)*

Board member Tammy Carpenter requested four contract authorizations be pulled from the consent agenda: Aloha High School Baseball/Softball/Multi-Use Field Synthetic Turf Installation, Aloha High School Stadium Turf Replacement, McKinley Elementary School Interior Courtyard Renovation, and Design-Build Services for District-Wide Security Systems Integrator.

## **II. STUDENT PERFORMANCES & RECOGNITIONS**

### *A. Hazeldale Elementary Ukulele Performance*

Sixteen ukulele players from Hazeldale Elementary School, along with their teacher Jennifer McMillen, performed two songs with their ukuleles.

## **III. SUPERINTENDENT'S REPORT**

Dr. Balderas began his remarks speaking about a letter from the federal government that was issued requiring the Oregon Department of Education to certify within 10 days that Oregon schools comply with anti-discrimination laws under Title VI and the Supreme Court's *Students for Fair Admissions v. Harvard* decision. The letter also commented on diversity, equity and inclusion (DEI) programs and practices. Dr. Balderas reiterated that the letter does not change existing state or federal laws. Dr. Balderas emphasized the Beaverton School District's ongoing commitment to diversity, equity and inclusion and compliance with state and federal laws, affirming that the district's current practices and focus on supporting all students will continue.

The district's proposed budget will be presented on May 13, including modest adjustments and preparing for a broader discussion on long-term solutions to a structural budget deficit. Dr. Balderas also shared that in advance of the May election, which includes four BSD school board positions, the district BSD will host a school board candidate forum on April 24 that will be open to the public to attend in person or view via livestream or recorded video.

## **IV. PUBLIC COMMENTS**

### *A. Comments by Employee Groups*

BEA Vice President Katie Lukins and OSEA President Kyrsti Sackman commented to the board.

### *B. Comments by Community Members*

The board heard public comment from 6 speakers. The board also received 15 written comments.

### *C. Public Hearing: Supplemental Budget*

No public testimony was received on the supplemental budget.

## **V. ITEMS FOR INFORMATION**

### *A. Cell Phone/Mobile Device Process, Findings & Recommendations*

Staff provided an overview of school community input, pilot experience and rationale to revise the board policy and district rules on student use of cell phones and personal devices effective in the 2025-26 school year.

### *B. Financial Update*

Associate Superintendent Mike Schofield presented the monthly financial report, including general fund activity and forecast, a summary of revenues, expenditures and encumbrance, a report on classroom teacher staffing by school, and information on investment activity.

## **VI. CONSENT AGENDA**

### *A. Personnel*

*B. Meeting Minutes*

- i. School Board Executive Session, March 5, 2025
- ii. School Board Executive Session, March 11, 2025
- iii. School Board Work Session, March 11, 2025
- iv. School Board Business Meeting, March 11, 2025

*C. Public Contracts*

*D. Supplemental Budget*

Susan Greenberg moved to approve the consent agenda as submitted with the exception of the items that were removed. Justice Rajee seconded. The motion passed unanimously 7:0.

**VII. ITEMS FOR ACTION**

*A. Contract Authorization: Design-Build Services for District-Wide Security Systems Integrator*

Staff provided additional information and answered board member questions regarding security system costs. Susan Greenberg moved to approve the security systems contract authorization as presented. Justice Rajee seconded. The motion passed unanimously, 7:0.

*B. Contract Authorization: Aloha High School Baseball/Softball/Multi-Use Field Synthetic Turf Installation*

Susan Greenberg moved to approve the Aloha multi-use field turf contract authorization as presented. Justice Rajee seconded. The motion passed 6:1 with Tammy Carpenter opposing.

*C. Contract Authorization: Aloha High School Stadium Turf Replacement*

Susan Greenberg moved to approve the Aloha stadium turf contract authorization as presented. Justice Rajee seconded. The motion passed 6:1 with Tammy Carpenter opposing.

*D. Contract Authorization: McKinley Elementary School Interior Courtyard Renovation*

Susan Greenberg moved to approve the McKinley interior courtyard renovation contract authorization as presented. Justice Rajee seconded. The motion passed 6:1 with Tammy Carpenter opposing.

*E. Integrated Guidance Application*

Teaching & Learning Department staff had presented the proposed Integrated Guidance: Aligning for Student Success application in the previous meeting and were available for questions. Susan Greenberg moved to approve the Integrated Guidance application as presented. Justice Rajee seconded. The motion passed unanimously 7:0.

*E. Board Policy Revisions*

- a. JEA Compulsory Attendance
- b. JECA Admission of Resident Students
- c. JHC Student Health Services (delete)

General Counsel Camellia Osterink and Chief of Staff Kerry Delf had presented proposed policy updates in the previous meeting and were available for questions. Susan Greenberg moved to approve the policy revisions as recommended. Justice Rajee seconded. The motion passed unanimously 7:0.

**VIII. ITEMS FOR ACTION AT A FUTURE MEETING**

*A. Language Arts/English Language Proficiency Middle/High School Curriculum Adoption*

The 6–12 Language Arts / English Language Proficiency Adoption Committee was charged to develop a recommendation for instructional materials for language arts and English language proficiency for middle and high school grades, following the process outlined in the Beaverton School District Adoption Process in alignment with board policy IIA and administrative regulation II/IIA-AR. Members of the

adoption team presented information to the board about the process and the curriculum recommended for adoption. The committee centered the Oregon Adolescent Literacy Framework in evaluating instructional materials and did a careful review of data, including student achievement, teacher and community input, and evaluations from classroom teachers who piloted the two finalist programs. Additionally, the lens of reading science and culturally responsive practice was foundational in selecting materials to support students' literacy and multilingual development.

Following this process, the adoption committee recommended the district adopt Savvas *myPerspectives*, which will include support for multilingual learners, and Vista for focused ELD settings. District administration recommends adoption of the curriculum identified by the adoption committee. The board will take action on the adoption at the next business meeting on May 13.

#### *B. Board Policy Revisions*

- a. GCBDA Family & Medical Leave
- b. GCBDC Domestic Violence, Harassment, Sexual Assault, Bias or Stalking Leave
- c. JFCEB Personal Electronic Devices

General Counsel Camellia Osterink and Chief of Staff Kerry Delf presented and answered questions from the board on recommended revisions to board policies for consideration for approval at a future meeting.

#### *C. School Board Meeting Calendar for 2025-26*

Chief of Staff Kerry Delf presented and answered questions from the board on the proposed calendar of school board meetings for the 2025-26 school year for consideration for approval at a future meeting.

#### *D. Budget Calendar for 2026-27*

Associate Superintendent Mike Schofield presented and answered questions from the board on the proposed calendar of dates in 2025-26 for development and approval of the 2026-27 district budget, for consideration for approval at a future meeting.

### **IX. BOARD COMMUNICATION**

Board members and student representatives spoke on a variety of topics, including an upcoming pow-wow celebrating Native American graduating seniors; the importance of supporting the Beaverton Education Foundation and advocating for adequate school funding, particularly for summer programs and special education; ensuring safe and supportive environments at schools with emotional growth centers; the positive impact of school arts programs; the desire for the board to stay focused on students, education and equity, and cautioning against the politicization of school board work; an observation that early bargaining sessions with OSEA were positive, with an emphasis on open communication and transparency; and appreciation for student achievements, community partnerships, and thoughtful decisions by leaders in past years that had contributed to the district's financial stability.

### **X. CLOSE MEETING**

Chair Karen Pérez adjourned the meeting at 9:55 p.m.

**DRAFT MEETING MINUTES – BOARD WORK SESSION APRIL 22, 2025****Board Members Present:**

Dr. Karen Pérez, Chair  
Justice Rajee, Vice Chair  
Susan Greenberg (virtual)  
Dr. Melissa Potter  
Sunita Garg  
Ugonna Enyinnaya (virtual)  
Dr. Tammy Carpenter

**Absent:****Staff Present:**

Dr. Gustavo Balderas  
Dr. Heather Cordie  
Michael Schofield  
Casey Waletich  
Kerry Delf  
Steve Langford  
Susan Rodriguez  
Shellie Bailey-Shah  
Camellia Osterink  
Dr. Shelly Reggiani  
Kari Skinner  
Maria Copelan  
Johanna Castillo  
Sarah Weiland

Superintendent  
Deputy Superintendent for Teaching & Learning  
Associate Superintendent for Business Services  
Associate Superintendent for Operations & Support Services  
Chief of Staff  
Chief Information Officer  
Chief Human Resources Officer  
Public Communications Officer  
General Counsel  
Executive Administrator for Equity & Inclusion  
Administrator for Public Safety  
Southridge High School Principal  
Meadow Park Middle School Principal  
Board Secretary & Executive Assistant

The meeting was open to the public to attend in person or via livestream on YouTube.

**I. OPEN MEETING**

Board Chair DKaren Pérez called the work session to order at 5:47 p.m. She noted that all seven board members were present with Ugonna Enyinnaya and Susan Greenberg attending virtually.

**II. YOUTH SERVICES PROGRAM**

Beaverton School District partners with law enforcement to provide specialized services to BSD schools. The district's current contracts with the City of Beaverton and Washington County to provide the Youth Service Officers program are expiring at the end of this school year. In December 2024 the board requested additional information about the Youth Service Officers program to consider prior to making a decision on whether to approve renewing contracts in spring 2025. Information the board requested included costs of and cost savings from the program, alternative models and costs to implement them, and updated community input regarding the program following earlier surveys in 2020 and 2022.

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Working with an independent research consultant, feedback on the program was gathered from nearly 16,000 students, parents/guardians and staff through survey responses, group interviews and individual interviews. Examples of alternative models were gathered from peer school districts, and information about program costs and savings from avoided costs was compiled. The survey findings and other requested information were presented to the board and discussed in the work session. Following the work session, the board will vote in the May 2025 business meeting on whether to continue the Youth Service Officers program in Beaverton schools.

Susan Greenberg left the meeting at 7:21 p.m.

### **III. CLOSE MEETING**

Dr. Pérez adjourned the work session at 7:36 p.m.

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**DRAFT MEETING MINUTES – BOARD SPECIAL MEETING, APRIL 29, 2025****Board Members Present:**

Dr. Karen Pérez, Chair  
Justice Rajee, Vice Chair  
Susan Greenberg  
Sunita Garg  
Ugonna Enyinnaya  
Dr. Tammy Carpenter

**Absent:**

Dr. Melissa Potter

**Staff Present:**

Gustavo Balderas  
Susan Rodriguez  
Kerry Delf  
Camellia Osterink  
Janine Mobley  
Andrew Gilford  
Kelly Bordwell  
Sarah Weiland  
Vytas Nagisetty  
Emily McCann

Superintendent  
Chief Human Resources Officer  
Chief of Staff  
General Counsel  
Executive Administrator for Human Resources  
Principal, International School of Beaverton  
Assistant Principal, International School of Beaverton  
Board Secretary  
Probationary Teacher  
OEA Uniserv Consultant

**I. OPEN MEETING**

The board held a special meeting on April 29, 2025, to conduct an employment hearing. The meeting was held virtually and was open to the public to attend via live stream on YouTube.

Chair Dr. Karen Pérez called the special meeting to order at 5:02 p.m. Six board members were present with Ugonna Enyinnaya joining at 5:04 p.m. Board member Dr. Melissa Potter recused herself and did not attend the hearing.

**II. EMPLOYMENT HEARING**

The board held a hearing concerning the employment of Vytas Nagisetty. The board conducted the hearing in a public meeting at the request of Mr. Nagisetty and in accordance with ORS 342.835(2).

On March 11, 2025, the board had voted unanimously to not renew Mr. Nagisetty's contract with the district for employment as a full-time teacher. ORS 342.835(2) allows a probationary teacher whose contract is not renewed to request a hearing before the school board. Mr. Nagisetty requested a hearing before the board and requested that it be held in public.

After a brief introduction and explanation of process by the board chair, each party had 15 minutes to present their position to the school board. Both Mr. Nagisetty and members of the board had previously received a written explanation of the reasons for the nonrenewal of his contract.

Principal Andrew Gilford presented information about the process and findings that led to the district's recommendation to not renew Mr. Nagisetty's teaching contract.

Mr. Nagisetty responded with a recorded presentation including his rebuttal of the district's assessment that he had not met the expectations set in his plan of assistance, and requesting reconsideration of the nonrenewal.

Following both parties' presentations, board members asked questions of Mr. Nagisetty, Mr. Gilford, other district staff, and the OEA Uniserv union representative attending on Mr. Nagisetty's behalf.

The board recessed the open meeting and entered an executive session at 5:53 p.m.

The board returned to the public meeting at 6:26 p.m., thanked the participants, and took no action, with the effect that the March 11 nonrenewal decision will stand unchanged.

### **III. CLOSE MEETING**

Dr. Pérez adjourned the meeting at 6:27 p.m.

**CONSENT AGENDA – ITEM FOR ACTION****PUBLIC CONTRACTS AUTHORIZATION****SUMMARY**

School board action is required to authorize the attached public contract items. The authorization of contracts for expenditures above the threshold of delegated authority is a routine board action that appears under the consent grouping of the board agenda.

**BACKGROUND**

Board action is required to authorize the superintendent or a designee to obligate the district for the attached public contract items. The table contains summary information and the following sheets provide additional details about each of the contracts for which authorization is sought.

Board policies DJ District Purchasing, DJCA Personal Services Contracts and DJC Bidding Requirements, and administrative regulations DJ-AR, DJCA-AR, and DJC-AR articulate the school district's public contracting rules in accordance with state recommended model rules.

Appropriate public contracting rules and bidding procedures have been complied with before recommending the attached contracts for board approval.

**RECOMMENDATION**

The superintendent recommends the board authorize the superintendent or a designee to obligate the district for the public contract items listed herein.

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Contract Name	Recommended By	Contract Selection Process	Contractor / Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Wireless Access Points, Switches, and Licenses	Kevin McMillian, Administrator for Information and Technology	Request for Proposals (RFP) 24-0009	Presidio Networked Solutions Group, LLC	\$3,989,477.89	05/2025	06/2030	Authorization to Award Contract
Substitute Staff Apple Laptop Replacements	Steve Langford, Chief Information Officer	OETC Cooperative Agreement OETC-14R-4064	Apple Inc.	\$383,700.00	05/2025	06/2025	Authorization to Award Contract
Backflow Preventer Maintenance and Repair Services	Ron Umali, Administrator for Maintenance Services	Request for Proposals (RFP) 24-0011	Northwest Central Plumbing Company, Inc. DBA LOCAL Plumbing Co.	\$434,531.00	07/2025	06/2030	Authorization to Award Contract
Electric School Bus Purchase	Craig Beaver, Administrator for Transportation	BuyBoard National Purchasing Cooperative Contract #722-23	Model 1 Commercial Vehicles, Inc.	\$5,000,000.00	05/2025	06/2026	Authorization to Award Contract
Electric School Bus Purchase	Craig Beaver, Administrator for Transportation	Request for Proposals (RFP) 22-0011	Western Bus Sales, Inc.	\$5,000,000.00	05/2025	06/2026	Authorization to Award Contract
Electric School Bus Purchase	Craig Beaver, Administrator for Transportation	Buy Board Co-Operative Contract 722-23	Model 1 Commercial Vehicles, Inc.	\$900,000.00	05/2025	06/2026	Authorization to Award Contract
2025-2026 Fiscal Year Produce	Charity Ralls, Nutrition Services Administrator	Invitation to Bid (ITB) 23-0034	Caruso Produce, Inc.	\$1,110,000.00	07/2025	06/2026	Authorization to Award Contract
2025-2026 Fiscal Year Broadline Groceries and the Storage and Distribution of USDA Food Products	Charity Ralls, Nutrition Services Administrator	Request for Proposals (RFP) 23-0007	Sysco Portland, Inc.	\$3,793,000.00	06/2025	07/2026	Authorization to Award Contract
2025-2026 Fiscal Year Dairy Products	Charity Ralls, Nutrition Services Administrator	Invitation to Bid (ITB) 23-0015	Spring Valley Dairy, Inc.	\$1,502,000.00	06/2025	07/2026	Authorization to Award Contract

2025-2026 Fiscal Year Bread Products	Charity Ralls, Nutrition Services Administrator	Invitation to Bid (ITB) 24-0018	Goody Man Distributing, Inc.	\$250,000.00	06/2025	07/2026	Authorization to Award Contract
Microsoft Agreement	Steve Langford, Chief Information Officer	OETC Cooperative Agreement – OETC-22B - Microsoft	Organization for Educational Technology and Curriculum	\$461,050.56	06/2025	07/2026	Authorization to Award Contract
K12 Insight Agreement	Steve Langford, Chief Information Officer	OMNIA Partners Region 4 ESC – TX Contract Number: R220301	K12 Insights LLC	\$443,875.00	07/2025	6/2026	Authorization to Award Contract
Apple Teacher Laptop Lease 2025	Steve Langford, Chief Information Officer	OETC Cooperative Agreement OETC-14R-4064	Apple Inc.	\$4,565,730.00	07/2025	06/2029	Authorization to Award Lease Agreement
CM/GC Pre-Construction Services for Aloha High School Baseball Dugouts Replacement	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0027	R.A. Gray Construction, LLC	\$219,500.00	05/2025	11/2025	Authorization to Award Contract
CM/GC Pre-Construction Services for Aloha High School Gymnasium Scope	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0027	P. & C. Construction Co.	\$252,320.00	06/2025	08/2025	Authorization to Award Contract
Paving Services for the Highland Park Middle School Parking Lot	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) 24-0029	KNL Industries, Inc.	\$669,875.00	05/2025	08/2025	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) Pre-Construction Services for Cedar Park Middle School Seismic	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0020	P. & C. Construction Co.	\$19,063,567.00	05/2025	09/2027	Authorization to Award Contract
Architecture/Engineering (A/E) services for McKinley Elementary School Seismic Upgrades	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 21-0029	Oh Planning + Design, Architecture, P.C.	\$290,556.00	05/2025	11/2026	Authorization to Award Contract
Raleigh Hills Elementary School Replacement Project Furniture, Fixtures & Equipment	Aaron Boyle, Administrator for Facilities Development	Cooperative Agreement; OMNIA Partners Region 4 ESC-TX Contract #R240111	Meteor Education, LLC	\$1,174,982.33	05/2025	03/2026	Authorization to Award Contract

Guaranteed Maximum Price (GMP) Amendment for West Tualatin View Elementary School Modular Roof	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0027	Buildskape LLC	\$1,026,355.00	05/2025	08/2025	Authorization to Award Contract Amendment
Guaranteed Maximum Price (GMP) Amendment for West Tualatin View Elementary School HVAC	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0027	Buildskape LLC	\$2,976,266	05/2025	09/2025	Authorization to Award Contract Amendment
Fiscal Year 2025-2026 Copier Replacement Devices and Papercut Licensing	Michael Schofield, Associate Superintendent	OETC Cooperative Contract #22-B-Print Services	Pacific Office Automation Inc.	\$336,421.20	05/2025	06/2026	Authorization to Award Contract
Edmentum Digital Courses and Tutorials	Paul Ottum, Principal FLEX Online School	Special Procurement per DJ-AR (5.)	Edmentum, Inc.	\$777,000.00	08/2025	08/2027	Authorization to Award Contract
K-2 Foundational Skills Text Sets, Core and Small-Group Instruction	Robin Kobrowski, Executive Administrator for PK-8 Schools	Special Procurement per DJ-AR (5.)	Greenwood Publishing Group, LLC. Dba Heinemann	\$341,533.00	05/2025	06/2025	Authorization to Award Contract
Elementary Classroom Libraries	Robin Kobrowski, Executive Administrator for PK-8 Schools	Special Procurement per DJ-AR (5.)	Mackin Educational Resources	\$310,428.00	05/2025	06/2025	Authorization to Award Contract
Day Treatment Program	Rachel Jury, Assistant Administrator for Special Education	Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275	Lifeworks NW	\$636,360.00	07/2025	06/2026	Authorization to Award Contract
Facility Use Reservation Software Service	Steven A. Sparks, Executive Administrator for Long-Range Planning	Cooperative Procurement per ORS 279A.205 – 279A.220	Facilitron, Inc.	\$250,000.00	07/2025	07/2030	Authorization to Award Contract

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Wireless Access Points, Switches, and Licenses

- **Contract Scope:** Orders of Wireless Access Points, Switches, and Licenses
- **Contract Timeline:** 05/2025 – 06/2030
- **Contract Amount:** \$3,989,477.89
- **Contractor/Vendor:** Presidio Networks
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Request for Proposals (RFP) 24-0009
- **Recommended By:** Kevin McMillian, Administrator for Information and Technology

**ASSOCIATED PROJECT:** District Wireless Upgrade

- **Project Scope:** Upgrade aging district wireless network
- **Project Budget:** \$3,989,477.89
- **Project Timeline:** 05/2025 – 06/2030

**BACKGROUND:** This contract is to replace aging district wireless network equipment as identified in the 2022 Bond, This contract also provides the switching infrastructure for the new Beaverton High School facility.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Presidio Networked Solutions Group, LLC, subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** Backflow Preventer Maintenance and Repair Services

- **Contract Scope:** Routine maintenance and on-call repair services of sewage backflow preventers for district facilities
- **Contract Timeline:** 07/2025 – 06/2030
- **Contract Amount:** \$434,531 (over 5 years)
- **Contractor/Vendor:** Northwest Central Plumbing Company, Inc. DBA LOCAL Plumbing Co.
- **Funding Source:** General Fund, Maintenance
- **Solicitation Method:** Request for Proposal (RFP)
- **Recommended By:** Ron Umali, Administrator for Maintenance Services

**ASSOCIATED PROJECT:** Backflow Preventer Maintenance and Repair Services

- **Project Scope:** Maintain and repair backflow preventers
- **Project Budget:** \$434,531
- **Project Timeline:** 07/2025 – 06/2030

**BACKGROUND:** Proper operation of backflow preventer devices in the district is essential for both safety and protection against contamination of district facilities by sewage back-up. This contract ensures that routine maintenance is performed on a periodic basis. The contract also provides an on-call repair option, to promptly repair backflow preventers as needed.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Northwest Central Plumbing Company, Inc. DBA LOCAL Plumbing Co., subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** Electric School Bus Purchase

- **Contract Scope:** Procurement of up to ten (10) electric school buses
- **Contract Timeline:** 05/2025 – 06/2026
- **Contract Amount:** \$5,000,000
- **Contractor/Vendor:** Model 1 Commercial Vehicles, Inc.
- **Funding Source:** EPA Clean School Bus Grant & School Bus Depreciation Fund
- **Solicitation Method:** BuyBoard National Purchasing Cooperative Contract #722-23
- **Recommended By:** Craig Beaver, Administrator for Transportation

**ASSOCIATED PROJECT:** EPA Clean School Bus Grant Electric School Bus Purchases

- **Project Scope:** Procurement of up to ten (10) electric school buses
- **Project Budget:** \$10,000,000
- **Project Timeline:** 05/2025 – 06/2026

**BACKGROUND:** In April 2024, board approved purchase orders were issued to Lion Electric, Inc. to order ten (10) electric school buses. In December 2024, Lion Electric filed for bankruptcy protection from their creditors and moved into receivership. They have closed all production facilities and laid off all staff except for a handful of executives at their corporate office. Upon final cancellation of the purchase orders, this authorization would allow the district to change suppliers to fulfill its grant obligations under the terms of its Clean School Bus Grant award from the EPA by March 2026.

The EPA Clean School Bus Grant funds up to \$395,000 per bus to replace diesel school buses with zero emission electric school buses. Additionally, each electric school bus purchased by the district is eligible for a \$40,000 tax rebate through the Inflation Reduction Act and 70% of the purchase cost is reimbursed over a 10-year period from the State School Fund.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Model 1 Commercial Vehicles, Inc. subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** Electric School Bus Purchase

- **Contract Scope:** Procurement of up to ten (10) electric school buses
- **Contract Timeline:** 05/2025 – 06/2026
- **Contract Amount:** \$5,000,000
- **Contractor/Vendor:** Western Bus Sales, Inc.
- **Funding Source:** EPA Clean School Bus Grant & School Bus Depreciation Fund
- **Solicitation Method:** Request for Proposals (RFP) 22-0011
- **Recommended By:** Craig Beaver, Administrator for Transportation

**ASSOCIATED PROJECT:** EPA Clean School Bus Grant Electric School Bus Purchases

- **Project Scope:** Procurement of up to ten (10) electric school buses
- **Project Budget:** \$10,000,000
- **Project Timeline:** 05/2025 – 06/2026

**BACKGROUND:** In April 2024, board approved purchase orders were issued to Lion Electric, Inc. to order ten (10) electric school buses. In December 2024, Lion Electric filed for bankruptcy protection from their creditors and moved into receivership. They have closed all production facilities and laid off all staff except for a handful of executives at their corporate office. Upon final cancellation of the purchase orders, this authorization would allow the district to change suppliers to fulfill its grant obligations under the terms of its Clean School Bus Grant award from the EPA by March 2026.

The EPA Clean School Bus Grant funds up to \$395,000 per bus to replace diesel school buses with zero emission electric school buses. Additionally, each electric school bus purchased by the district is eligible for a \$40,000 tax rebate through the Inflation Reduction Act and 70% of the purchase cost is reimbursed over a 10-year period from the State School Fund.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Western Bus Sales, Inc. subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** Electric School Bus Purchase

- **Contract Scope:** Procurement of two (2) electric school buses
- **Contract Timeline:** 05/2025 – 06/2026
- **Contract Amount:** \$900,000 \*
- **Contractor/Vendor:** Model 1 Commercial Vehicles, Inc.
- **Funding Source:** \* PGE Electric School Bus Grant & School Bus Depreciation Fund
- **Solicitation Method:** BuyBoard National Purchasing Cooperative Contract #722-23
- **Recommended By:** Craig Beaver, Administrator for Transportation

**ASSOCIATED PROJECT:** 2025 PGE ESB Grant Award Electric Bus Purchase

- **Project Scope:** Procurement of two (2) electric school buses \*
- **Project Budget:** \$900,000
- **Project Timeline:** 05/2025 – 06/2026

**BACKGROUND:** Portland General Electric (PGE) supports school districts in transitioning to zero-emissions transportation by providing grants through their Electric School Bus Grant Program. These grants help bridge the cost gap between purchasing electric buses and traditional diesel buses, making fleet electrification more accessible and affordable.

The district has been awarded a \$442,888 grant to replace two diesel school buses with zero-emission electric buses. This marks the sixth consecutive grant the district has received from PGE. In addition to the grant, each electric bus purchased by the district qualifies for a \$40,000 tax rebate under the Inflation Reduction Act. Combined, these offsets total \$522,888, covering nearly two-thirds of the overall cost. Moreover, each bus will receive 70% reimbursement of its total purchase price over a 10-year period through the State School Fund.

The district currently operates more than 300 school buses, 216 of which run on diesel engines. By fall 2025, 58 buses will require replacement, with another 30 slated for replacement by 2030. The PGE Electric School Bus (ESB) Grant Award project plays a key role in helping the district meet these replacement needs.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Model 1 Commercial Vehicles, Inc. subject to obtaining terms acceptable to district administration.

*\* Typo corrected 5/13/25*

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** 2025-2026 Fiscal Year Produce

- **Contract Scope:** Year-round provision of fresh produce to all fifty-three (53) district kitchens
- **Contract Timeline:** 07/2025 – 06/2026
- **Contract Amount:** \$1,110,000
- **Contractor/Vendor:** Caruso Produce, Inc.
- **Funding Source:** Nutrition Services Fund
- **Solicitation Method:** ITB
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

**ASSOCIATED PROJECT:** 2025-2026 Fiscal Year Produce

- **Project Scope:** Year-round provision of fresh produce to all fifty-three (53) district kitchens
- **Project Budget:** \$1,110,000
- **Project Timeline:** 07/2025 – 06/2026

**BACKGROUND:** As a recipient agency of United States Department of Agriculture funds for various meal programs (NSLP, SFSP, CACFP), the district is required to provide fresh produce as part of a reimbursable meal. This contract allows the district to meet this requirement.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Caruso Produce, Inc., subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** 2025-2026 Fiscal Year Broadline Groceries and the Storage and Distribution of USDA Food Products

- **Contract Scope:** Year-round provision of broad-line groceries and supplies and the storage and distribution of district's USDA commodity foods products
- **Contract Timeline:** 07/2025 – 06/2026
- **Contract Amount:** \$3,793,000
- **Contractor/Vendor:** Sysco Portland, Inc.
- **Funding Source:** Nutrition Services Fund
- **Solicitation Method:** Request for Proposals (RFP) 23-0007
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

**ASSOCIATED PROJECT:** 2025-2026 Fiscal Year Broadline Groceries and the Storage and Distribution of USDA Food Products

- **Project Scope:** Year-round provision of broad-line groceries and supplies and the storage and distribution of district's USDA commodity foods products
- **Project Budget:** \$3,793,000
- **Project Timeline:** 07/2025 – 06/2026

**BACKGROUND:** The district requires a broadline grocery products distributor to deliver groceries and USDA food products to all district locations in order to meet the requirements of the various USDA meals programs (NSLP, SFSP, etc.) the district is a sponsor of.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Sysco Portland, Inc., subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** 2025-2026 Fiscal Year Dairy Products

- **Contract Scope:** Year-round provision of dairy products to all fifty-three (53) district kitchens
- **Contract Timeline:** 07/2025 – 06/2026
- **Contract Amount:** \$1,502,000
- **Contractor/Vendor:** Spring Valley Dairy, Inc.
- **Funding Source:** Nutrition Services Fund
- **Solicitation Method:** Invitation to Bid (ITB) 23-0015
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

**ASSOCIATED PROJECT:** 2025-2026 Fiscal Year Dairy Products

- **Project Scope:** Year-round provision of dairy products to all fifty-three (53) district kitchens
- **Project Budget:** \$1,502,000
- **Project Timeline:** 07/2025 – 06/2026

**BACKGROUND:** The district requires a dairy distributor to deliver dairy products to all district schools to meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Spring Valley Dairy, Inc., subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** 2025-2026 Fiscal Year Bread Products

- **Contract Scope:** Year-round provision of bread products to all fifty-three (53) district kitchens
- **Contract Timeline:** 07/2025 – 06/2026
- **Contract Amount:** \$250,000
- **Contractor/Vendor:** Goody Man Distributing, Inc.
- **Funding Source:** Nutrition Services Fund
- **Solicitation Method:** Invitation to Bid (ITB) 23-0015
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

**ASSOCIATED PROJECT:** 2025-2026 Fiscal Year Bread Products

- **Project Scope:** Year-round provision of bread products to all fifty-three (53) district kitchens
- **Project Budget:** \$250,000
- **Project Timeline:** 07/2025 – 06/2026

**BACKGROUND:** The district requires a bread distributor to deliver dairy products to all district schools to meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Goody Man Distributing, Inc., subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** Microsoft Agreement

- **Contract Scope:** Provide Microsoft applications and services to staff and students. Contract includes security applications, tools and endpoint protection for all staff devices and servers.
- **Contract Timeline:** 07/2025 – 06/2026
- **Contract Amount:** \$461,050.56
- **Contractor/Vendor:** Organization for Educational Technology and Curriculum
- **Funding Source:** General Fund
- **Solicitation Method:** OETC Cooperative Agreement – OETC-22B - Microsoft
- **Recommended By:** Steve Langford, Chief Information Officer

**ASSOCIATED PROJECT:** Microsoft Agreement

- **Project Scope:** Provide Microsoft applications and services to staff and students. Contract includes security applications, tools and endpoint protection for all staff devices and servers.
- **Project Budget:** \$461,050.56
- **Project Timeline:** 07/2025 – 06/2026

**BACKGROUND:** Licensing for Microsoft O365, A5 Security Suite, and licenses for Data Center servers and applications.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Organization for Educational Technology and Curriculum, subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** K12 Insight

- **Contract Scope:** Provide Let's Talk community customer service portal
- **Contract Timeline:** 7/1/2025 – 6/30/2026
- **Contract Amount:** \$443,875.00
- **Contractor/Vendor:** K12 Insight LLC
- **Funding Source:** General Fund
- **Solicitation Method:** OMNIA Partners Region 4 ESC – TX Contract Number: R220301
- **Recommended By:** Steve Langford, Chief Information Officer

**ASSOCIATED PROJECT:** K12 Insight

- **Project Scope:** Three-year renewal agreement for Let's Talk community customer service portal
- **Project Budget:** \$443,875.00
- **Project Timeline:** 7/1/2025 – 6/30/2028

**BACKGROUND:** K12 Insight provides a community customer service and issue resolution portal. This is year 1 of a three-year agreement with the contract amount spread over three years.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with K12 Insight, subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** Apple Teacher Laptop Lease 2025

- **Contract Scope:** Lease purchase of 3,000 laptop computers for all certified staff members. This project is a 4-year lease agreement beginning in the 25-26 fiscal year.
- **Contract Timeline:** 7/1/2025 – 6/30/2029
- **Contract Amount:** \$4,565,730.00
- **Contractor/Vendor:** Apple Inc.
- **Funding Source:** General Fund
- **Solicitation Method:** OETC Cooperative Agreement OETC-14R-4064
- **Recommended By:** Steve Langford, Chief Information Officer

**ASSOCIATED PROJECT:** Apple Teacher Laptop Lease 2025

- **Project Scope:** Lease purchase of 3,000 laptop computers for all certified staff members
- **Project Budget:** \$4,565,730.00
- **Project Timeline:** 7/1/2025 – 6/30/2029

**BACKGROUND:** The laptops will replace laptops leased in 2021, which will be repurposed for other uses.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the lease agreement described herein with Apple Inc., subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Pre-construction services for Aloha High School baseball dugouts replacement

- **Contract Scope:** Replace existing baseball dugouts with new dugouts
- **Contract Timeline:** 05/2025 – 11/2025
- **Contract Amount:** \$4,500.00
- **Contractor/Vendor:** R.A. Gray Construction, LLC
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Request for Proposal (RFP) 22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Aloha HS SB/BB Synthetic Turf

- **Project Scope:** Replace existing natural grass with synthetic turf at Baseball, Softball and multi-use fields. Add field lighting to all fields.
- **Project Budget:** \$9,000,000
- **Project Timeline:** 06/2024 – 11/2025

**BACKGROUND:** Aloha High School is replacing their existing natural grass varsity softball, varsity baseball and multi-purpose fields with artificial turf. All high school varsity softball and baseball fields will be replaced with synthetic turf in the current 2022 bond. This will allow Aloha High School to use their fields year round for a variety of sports, at all levels including: softball, baseball, soccer, football, band practices, PE classes and school functions. Construction services will include: replacing existing natural grass with synthetic turf, new field lighting, new baseball backstop, and new asphalt pathway between the stadium and school. This contract will replace the aged dugouts at the baseball field only and bring them up to the standard other varsity dugouts have throughout the district. The softball dugouts have already been improved. It is anticipated that the total contract value for the replacement of the dugouts will not exceed \$215,000.00. The Guaranteed Maximum Price Amendment will be brought back to the board for approval if it exceeds the estimate by more than 10% of its value.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with R.A. Gray Construction, LLC subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Construction Manager General Contractor (CM/GC) Pre-Construction Services Aloha High School Gymnasium Scope

- **Contract Scope:** Additional structure, relocate electrical, relocate doors
- **Contract Timeline:** 06/2025 – 8/2025
- **Contract Amount:** \$2,320.00
- **Contractor/Vendor:** P. & C. Construction Co.
- **Funding Source:** Construction Excise Tax
- **Solicitation Method:** Request for Proposal RFP 22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Aloha HS Gymnasium Floor & Bleachers

- **Project Scope:** Replace existing flooring and bleachers in gymnasium.
- **Project Budget:** \$1,200,000
- **Project Timeline:** 06/2024 – 11/2025

**BACKGROUND:** In support of deferred maintenance improvements as well as the school's rebranding, we will be replacing the flooring and bleachers in the gymnasium this summer. There are a number of scope elements related to the project that fall outside of the work being done by the flooring and bleacher contractors. P & C Construction Co. is already fully mobilized onsite for the HVAC project, and there is great efficiency of resources to have them pick up these additional scope items. The items are complicated and not something we have the time to otherwise procure. The scope involves adding structural steel to relocate the wrestling mat, relocating a door, and adding electrical for the new bleachers. It is anticipated that the total contract value for the replacement of these improvements will not exceed \$250,000.00. The Guaranteed Maximum Price Amendment will be brought back to the board for approval if it exceeds the estimate by more than 10% of its value.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with P. & C. Construction Co. subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Paving Services for the Highland Park Middle School Parking Lot

- **Contract Scope:** Contractor to demo and replace approximately half of the parking lot.
- **Contract Timeline:** 6/2025 – 8/2025
- **Contract Amount:** \$669,875
- **Contractor/Vendor:** KNL Industries, Inc.
- **Funding Source:** 2022 Bond, Deferred Maintenance
- **Solicitation Method:** Invitation to Bid (ITB) 24-0029
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Landscape & Sitework Improvements

- **Project Scope:** Asphalt Replacement
- **Project Budget:** \$1,988,047
- **Project Timeline:** 6/2024 – 10/2026

**BACKGROUND:** This project, which is part of the deferred maintenance program, has allowed us to make significant improvements to landscaping and sitework throughout the district. This largely involves replacing failed sidewalks and pavement and improving drainage. One of the goals of the project is to reduce long term operating expenses by making things easier to maintain. This specific contract involves replacing about half of the parking lot at Highland Park MS. Along with the paving, there will be major improvements to the site's stormwater infrastructure.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with KNL Industries, Inc. subject to obtaining terms acceptable to district administration and subject to obtaining funding herein described.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Construction Manager/General Contractor (CM/GC) Pre-Construction Services for Cedar Park Middle School Seismic

- **Contract Scope:** The general scope is to do a seismic upgrade to Cedar Park Middle School, replace end-of-life electrical and mechanical equipment, and complete all re-roofing associated with the seismic renovation.
- **Contract Timeline:** 5/2025 – 9/2027
- **Contract Amount:** \$19,063,567
- **Contractor/Vendor:** P. & C. Construction Co.
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Request for Proposal (RFP) 22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Cedar Park Seismic

- **Project Scope:** Seismic Renovation
- **Project Budget:** \$6,600,000
- **Project Timeline:** 1/2025 – 11/2027

**BACKGROUND:** The 2022 bond included funds for seismic renovations. This contract provides CM/GC pre-construction services to assist with the design and pricing of the seismic upgrades and re-roofing work at Cedar Park Middle School.

This initial contract is for a CM/GC to provide pre-construction services. These services include constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately the development of a guaranteed maximum price (GMP) proposal. The estimated construction costs for this project is \$19,000,000. If the negotiated GMP amount exceeds this estimate by more than 10% the GMP amendment will be brought before the board for approval.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with P. & C. Construction Co. subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Architecture/Engineering (A/E) Services for McKinley Elementary School Seismic Upgrades

- **Contract Scope:** A/E services to design the seismic upgrades for McKinley Elementary School
- **Contract Timeline:** 5/2025 – 11/2026
- **Contract Amount:** \$290,556
- **Contractor/Vendor:** Oh Planning + Design, Architecture, P.C.
- **Funding Source:** Seismic Rehabilitation Grant Program (SRGP Grant)
- **Solicitation Method:** Request for Proposal (RFP) 21-0029
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** McKinley Elementary School Seismic

- **Project Scope:** Seismic Renovation
- **Project Budget:** \$2,500,000
- **Project Timeline:** 1/2025 – 11/2026

**BACKGROUND:** Using SRGP grant funds (upon award) for seismic renovations. This contract is contingent up award for grant from the Seismic Rehabilitation Grant Program (SRGP), with notifications due in May 2025 for grant recipients. This contract provides A/E services to design seismic upgrades at McKinley Elementary School.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Oh Planning + Design, P.C. Architecture subject to obtaining funding and terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Raleigh Hills Elementary School Replacement Project Furniture, Fixtures & Equipment

- **Contract Scope:** Procurement and installation of Furniture, Fixtures & Equipment at Raleigh Hills Elementary
- **Contract Timeline:** 5/2025 – 3/2026
- **Contract Amount:** \$1,174,982.33
- **Contractor/Vendor:** Meteor Education, LLC
- **Funding Source:** 2022 Bond: Raleigh Hills Replacement Project
- **Solicitation Method:** Cooperative Agreement; OMNIA Partners Region 4 ESC-TX Contract #R240111
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Raleigh Hills Elementary School Replacement Project

- **Project Scope:** Construction of the new Raleigh Hills Elementary School building and associated facilities to support a 790 student capacity from Pre-K – 5th grades; demolishing all buildings and facilities onsite and constructing new facilities.
- **Project Budget:** \$66,983,222.00
- **Project Timeline:** 06/2024 – 06/2026

**BACKGROUND:** The 2022 bond measure approved by voters included funding for the demolition and reconstruction of Raleigh Hills Elementary School. As part of the project, the FF&E (furniture, fixtures, and equipment) scope will enhance the learning and working environment for students and staff by incorporating Beaverton School District's updated furniture standards. This contract covers the procurement and installation of all new furniture for the rebuilt Raleigh Hills Elementary.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Meteor Education, LLC, subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Guaranteed Maximum Price (GMP) Amendment for West Tualatin View Elementary School Modular Roof

- **Contract Scope:** GMP amendment to the CM/GC contract for the modular roof at West TV Elementary School
- **Contract Timeline:** 05/2025 – 08/2025
- **Contract Amount:** \$1,026,355
- **Contractor/Vendor:** Buildskape LLC
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Request for Proposal (RFP) 22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** West TV Elementary School Modular Roof

- **Project Scope:** Modular roof replacement
- **Project Budget:** \$1,318,700
- **Project Timeline:** 12/2024 – 08/2025

**BACKGROUND:** The 2022 bond measure approved by voters includes funds for deferred maintenance of existing buildings. A CM/GC pre-construction contract was previously approved by the board and executed for pre-construction services. This GMP amendment to that contract provides the full funding needed to proceed with the modular roof replacement at West TV Elementary School.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract amendment described herein with Buildskape LLC, subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Guaranteed Maximum Price (GMP) Amendment for West TV Elementary School HVAC

**Contract Scope:** Construction Manager/General Contractor (CM/GC) construction services

- **Contract Timeline:** 05/2025 – 09/2025
- **Contract Amount:** \$2,976,266
- **Contractor/Vendor:** Buildskape LLC
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Request for Proposal (RFP) #22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** West TV HVAC

- **Project Scope:** Provide air conditioning for the classrooms, main office and principal's office
- **Project Budget:** \$3,500,000
- **Project Timeline:** 12/2024 – 09/2025

**BACKGROUND:** The 2022 bond measure approved by voters included funds for deferred maintenance of existing mechanical systems. West Tualatin View Elementary School is the only remaining school in the district without air conditioning. This contract will provide the CM/GC with funds needed to complete the project.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract amendment described herein with Buildskape LLC, subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Fiscal Year 2025-2026 Copier Replacement Devices and Papercut Licensing

- **Contract Scope:** Replace fifty-five (55) copiers with like models per 2022 Bond requirements and purchase eighty-five (85) activate Papercut.
- **Contract Timeline:** 5/2025 – 06/2026
- **Contract Amount:** \$336,421.20
- **Contractor/Vendor:** Pacific Office Automation Inc.
- **Funding Source:** 2022 Bond; Critical Equipment
- **Solicitation Method:** OETC Cooperative Contract #22-B-Print Services
- **Recommended By:** Michael Schofield, Associate Superintendent of Business Services

**ASSOCIATED PROJECT:** Districtwide Copiers and Papercut licensing

- **Project Scope:** Replace copiers with like models per 2022 Bond requirements and activate Papercut.
- **Project Budget:** \$2,000,000
- **Project Timeline:** 04/2023 – 06/2028

**BACKGROUND:** Each year, the district replaces copiers based on an established replacement schedule. A third-party consultant reviews copier utilization and suggested replacement models to ensure like models are purchased and copying needs are met efficiently. The district also implements Papercut, a service that significantly reduces unnecessary/unwanted copy and print jobs.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Pacific Office Automation Inc., subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** Edmentum Digital Courses and Tutorials**Contract Scope:** Digital curriculum and tutorials, which are used by secondary staff and students to support classroom and online instruction and intervention. Uses include curriculum used by FLEX Online and FLEX Credit teachers, supporting credit recovery, summer school, test preparation and extension and intervention.

- **Contract Timeline:** 08/2025 – 08/2027
- **Contract Amount:** \$388,500 per year, paid annually. Total for two years is \$777,000.
- **Contractor/Vendor:** Edmentum, Inc.
- **Funding Source:** General Fund - Secondary Instructional Materials and High School Success Grant
- **Solicitation Method:** Special Procurement per DJ-AR (5.)
- **Recommended By:** Paul Ottum, Principal FLEX Online School

**ASSOCIATED PROJECT:** Edmentum Digital Courses and Tutorials

- **Project Scope:** Digital curriculum and tutorials.
- **Project Budget:** \$777,000
- **Project Timeline:** 08/2025 – 08/2027

**BACKGROUND:** Apex Learning digital curriculum and tutorials (currently provided by Edmentum, Inc.) have been in use in the district since 2013. Uses have ranged from formative assessment and supports for classroom instruction to online curriculum for FLEX Online School to credit recovery and 9th grade on-track supports both during the school year and in the summer. The package also includes ACT, SAT and GED test preparation and College and Career preparatory materials. This contract provides a two-year continuation of the current contract. By selecting the multi-year contract renewal, the vendor agreed to grandfather in the current pricing and include a Career Connected Learning module.**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Edmentum, Inc., subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** K-2 Foundational Skills Text Sets, Core and Small-Group Instruction

**Contract Scope:** This purchase will provide foundational skills text sets, along with the supporting resources, to enhance core and small-group instruction.

- **Contract Timeline:** 05/2025 – 06/2025
- **Contract Amount:** \$341,533.00
- **Contractor/Vendor:** Greenwood Publishing Group, LLC. Dba Heinemann
- **Funding Source:** Early Literacy Grant (ODE)
- **Solicitation Method:** Special Procurement per DJ-AR (5.)
- **Recommended By:** Robin Kobrowski, Executive Administrator for PK-8 Schools

**ASSOCIATED PROJECT:** Beaverton School District Elementary Language Arts/English Language Proficiency (LA/ELP) Adoption

**Project Scope:** Implementation of Houghton-Mifflin Harcourt: Into Reading and ¡Arriba la Lectura!

- **Project Budget:** \$5,000,000
- **Project Timeline:** 07/2024 – 06/2029

**BACKGROUND:** The board approved the Elementary LA/ELP adoption in May 2024. These foundational skills text sets align to the Oregon English Language Arts and Literacy Standards and Oregon’s Early Literacy Framework, enhance the adopted curriculum (HMH Into Reading/¡Arriba la Lectura!), and support the structured literacy component of these programs. In addition, when sharing these resources with district academic coaches and dual language coordinators many commented that this resource, in particular, was culturally responsive.

Oregon English Language Arts and Literacy Standards: These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. (pp. 12,19,27)

Oregon Literacy Framework: Foundational skills in the teaching of literacy are essential. For this reason, school leaders and educators design schoolwide systems to provide students with ample opportunities (especially in the early grades) to practice foundational skills in culturally responsive contexts and receive consistent feedback as skills progress is paramount to ensuring that students learn to read. (p. 32)

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Greenwood Publishing Group, LLC. Dba Heinemann, subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Elementary Classroom Libraries

**Contract Scope:** This purchase will provide skills-based and high-interest books to promote independent reading during the school day.

- **Contract Timeline:** 05/2025 – 06/2025
- **Contract Amount:** \$310,428
- **Contractor/Vendor:** Mackin Educational Resources
- **Funding Source:** Early Literacy Grant (ODE)
- **Solicitation Method:** Special Procurement per DJ-AR (5.)
- **Recommended By:** Robin Kobrowski, Executive Administrator for PK-8 Schools

**ASSOCIATED PROJECT:** Beaverton School District Elementary Language Arts/English Language Proficiency (EL/ELP) Adoption

- **Project Scope:** Implementation of Houghton-Mifflin Harcourt: Into Reading and ¡Arriba la Lectura!
- **Project Budget:** \$5,000,000
- **Project Timeline:** 07/2024 – 06/2029

**BACKGROUND:** The board approved the Elementary LA/ELP adoption in May 2024. The books for these classroom libraries align to Oregon English Language Arts and Literacy Standards and Oregon’s Early Literacy Framework, enhance the adopted curriculum (HMH Into Reading/¡Arriba la Lectura!), and support the skills introduced in these programs.

Oregon English Language Arts and Literacy Standards: To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts. (p. 8)

Oregon Literacy Framework: Each student should read connected texts every day to support reading accuracy, fluency and comprehension. In general, students should have access to diverse genres and wide-ranging content, including both narrative and informational texts. (p. 44)

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Mackin Educational Resources, subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** Day Treatment Program

**Contract Scope:** The Lifeworks NW Day Treatment program mental health services are provided under Lifework's NW's certification and licensing with Oregon Health Authority with an educational component. In provision of services, the overarching authority is guidance provided by Oregon Administrative Rules developed by the Oregon Health Authority for its Day Treatment programs.

- **Contract Timeline:** 07/2025 – 06/2026
- **Contract Amount:** \$696,360
- **Contractor/Vendor:** Lifeworks NW
- **Funding Source:** General Fund
- **Solicitation Method:** Sole Source Procurement Pursuant to ORS 279B.075 & OAR 137-047-0275
- **Recommended By:** Rachel Jury, Assistant Administrator for Special Education

**ASSOCIATED PROJECT:** Day Treatment Program

- **Project Scope:** Provision of day treatment program mental health services
- **Project Budget:** \$696,360
- **Project Timeline:** 07/2025 – 06/2026

**BACKGROUND:** The Beaverton School District accesses the Lifeworks Northwest Day Treatment Program for students whose IEP needs require support in an intensive therapeutic day treatment setting in order to access academics, social emotional support, individual and family counseling and, when appropriate, medication consultation with an onsite psychiatrist.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Lifeworks NW, subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Facility use reservation software service

- **Contract Scope:** Acquisition of new facility use software service. The vendor will provide a facility use reservation platform for internal and external users to reserve space at district facilities.
- **Contract Timeline:** 07/2025 – 07/2030
- **Contract Amount:** The vendor will take a ten percent commission on facility rental fees on a monthly basis. Based on past facility use revenue, the contract cost will be approximately \$50,000 per annum.
- **Contractor/Vendor:** Facilitron, Inc.
- **Funding Source:** Self-funded through facility rental revenue
- **Solicitation Method:** Cooperative Procurement per ORS 279A.205 – 279A.220
- **Recommended By:** Steven A. Sparks, Executive Administration for Long Range Planning

**ASSOCIATED PROJECT:** Facility use reservation software service

- **Project Scope:** Acquisition of facility use software service
- **Project Budget:** Project funded by user fee percentage
- **Project Timeline:** 07/2025 – 07/2030

**BACKGROUND:** The district first started using an online facility use reservation system in 2015. The product acquired at the time is dated and does not provide the functionality at current standards. The vendor will provide administrative functions that reduce the existing burden on district staff. For example, the vendor will assume administrative responsibilities concerning review and approval of certificates of insurance and invoicing of users for rental of district facilities.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Facilitron, Inc., subject to obtaining terms acceptable to district administration.

**CONSENT AGENDA – ITEM FOR ACTION****BUDGET CALENDAR REVISIONS****SUMMARY**

The board annually approves a calendar of budget process dates for the coming school year. Adjustments to two meeting dates are recommended.

**BACKGROUND**

To respect and support our diverse student body and community, in accordance with board policy IGACA Recognition of Religious Beliefs and Customs, the district avoids scheduling important events on selected major religious and cultural holidays. A major religious holiday, Eid al-Adha, falls during the period graduation ceremonies will be taking place. In order to avoid scheduling a graduation on a day some students and families would be unable to attend due to religious observances, events were set on other days, including June 10, when a board business meeting would normally have been scheduled. To allow board members, district administrators and families to attend both the graduation ceremony and the board meeting, the June board meeting will instead be held on June 2.

To maintain the regular cadence of two weeks between each step of the budget approval process – in order to provide a predictable schedule and sufficient time for community members to provide input, board and budget committee members to consider the budget, staff to respond to questions, and statutorily required public notices to be published – it is recommended that following the first budget committee meeting on May 13, the second committee meeting be held on May 27, and the school board public hearing and action on adoption of the budget be held in a single-subject special meeting on June 10, prior to the graduation ceremony scheduled that evening.

**Budget Committee Meeting & Budget Approval**

Previous Meeting Date: ~~Thursday, May 22, 2025, 5:45 p.m.~~

Revised Meeting Date: Tuesday, May 27, 2025, 5:45 p.m.

**Board Public Hearing & Budget Adoption**

Previous Meeting Date: ~~Monday, June 2, 2025, 7:00 p.m.~~

Revised Meeting Date: Tuesday, June 10, 2025, 5:30 p.m.

**RECOMMENDATION**

It is recommended that the board approve the revised budget calendar as submitted.

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<b>BUDGET CALENDAR 2025-26</b>		
August 13, 2024 Tuesday	<b>School Board Meeting - 7:00 pm</b> <ul style="list-style-type: none"> <li>Budget Committee openings</li> <li>Application process discussion</li> </ul>	<i>Administration Office</i>
February 11, 2024 Tuesday <i>December 10, 2024 Monday</i>	<b>School Board Meeting - 7:00 pm</b> <ul style="list-style-type: none"> <li>Appoint Budget Committee members to fill vacancies</li> </ul>	<i>Administration Office</i>
March 11, 2025 Tuesday	<b>Budget 101 - 5:45 pm (before School Board meeting)</b> <ul style="list-style-type: none"> <li>Provide up-to-date budget information prior to budget proposal</li> <li>Budget Committee to ask questions about process and significant factors influencing the budget</li> </ul>	<i>Administration Office</i>
May 13, 2025 Tuesday	<b>Budget Committee Meeting - 5:45 pm (before School Board meeting)</b> <ul style="list-style-type: none"> <li>Superintendent proposes the budget and delivers the budget message</li> <li>Elect Budget Committee officers</li> <li>Public testimony</li> </ul>	<i>Administration Office</i>
May 27, 2025 Tuesday <i>May 22, 2025 Thursday</i>	<b>Budget Committee Meeting - 5:45 pm</b> <ul style="list-style-type: none"> <li>Budget Committee discussion</li> <li>Approval of budget and tax levies</li> </ul>	<i>Administration Office</i>
June 10, 2025 Tuesday <i>June 2, 2025 Monday</i>	<b>School Board Special Session/Budget Hearing – 5:30 pm</b> <ul style="list-style-type: none"> <li>Budget public hearing</li> <li>Board makes appropriations</li> <li>Adopt budget and tax levies</li> </ul>	<i>Administration Office</i>
<u>District Contacts</u> Gustavo Balderas, Superintendent Michael Schofield, Associate Superintendent for Business Services Jessica Jones, Budget Manager Marcie Davis, Executive Assistant to Michael Schofield		

**CONSENT AGENDA — ITEM FOR ACTION**
**INSTRUCTIONAL TIME EXEMPTIONS**
**SUMMARY**

Per OAR 581-022-2320, exemptions to state requirements for instructional time require annual approval from the board. Exemptions are requested for seniors who are on track to meet graduation requirements and students enrolled in alternative education programs.

**BACKGROUND**

Oregon Administrative Rule 581-022-2320 requires districts to ensure at least 92% of all students in the district and at least 80% of students at each school are scheduled to receive a minimum number of hours of instructional time. Districts report on this annually as part of their required Division 22 reporting.

The state provides that selected groups of students may be exempted from the requirement and not included in the district’s calculation of instructional time, with approval of the local school board and with reporting to the board of demographic information for the students exempted. These exemptions have been approved annually by the board since the return to in person instruction in September 2021.

Oregon school districts may exempt seniors who are on track to graduate, thereby allowing students to have a late start or early release which accommodates work, sports, participation in higher education courses, etc. Across the district, 2,336 students are eligible for this exemption. These students have the following demographic characteristics:

Race/Ethnicity	
Asian	476
Black/African American	66
Hispanic/Latinx	506
Multiracial	179
Native American/Alaskan Native	9
Native Hawaiian/Pacific Islander	14
White	1086

Gender	
F	1143
M	1174
X	19

English Language Learners	102
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Students with Disabilities	162
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Similarly, students in an alternative education program may be exempted from this instructional minutes requirement. Within BSD, 97 students enrolled in the Passages program at the Merlo Campus have personalized education plans allowing time for credit recovery and post high school planning. These students typically attend 2.5 hours/day, 4 days/week.

Race/Ethnicity	
Asian	3
Black/African American	6
Hispanic/Latinx	51
Multiracial	6
Native American/Alaskan Native	1
Native Hawaiian/Pacific Islander	1
White	29

Gender	
F	46
M	48
X	3

English Language Learners	9
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Students with Disabilities	25
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**RECOMMENDATION**

It is recommended that the school board approve exemptions to the instructional time requirement for both seniors on track to meet graduation requirements and students in the Passages program at the Merlo Campus.

**ITEM FOR ACTION****APPROVAL OF COLLECTIVE BARGAINING AGREEMENT WITH THE  
BEAVERTON EDUCATION ASSOCIATION FOR LICENSED SUBSTITUTES****SUMMARY**

Beaverton School District and the Beaverton Education Association (BEA) have completed negotiations and reached a tentative agreement on a three-year contract for licensed substitutes. The agreement has been ratified by bargaining unit members and is presented for approval by the school board.

**BACKGROUND**

The district and the association have negotiated a successor contract to the 2022–2025 collective bargaining agreement for licensed substitutes.

The BSD and BEA bargaining teams met in four negotiation sessions between April 2 and April 30, 2025. During negotiations, all but one article in the substitute contract were opened for discussion, and one new article was added. The parties reached tentative agreement on the final articles on April 30 at 10:30 p.m.

The BEA licensed substitute bargaining unit membership voted May 8–12 to ratify the agreement, with 96.8% of voting members in favor. The agreement is now presented to the school board for approval.

Key features of the agreement include:

- **Pay increases:** Compensation will be raised over three years with increases that add up to 14% (a total compounded increase of 14.5%). For the term of the 3-year contract, the daily rate for licensed substitutes will be as follows:

<i>Previous rates:</i>	<i>Tentative agreement:</i>
2022-23: \$222	2025-26: \$246
2023-24: \$223	2026-27: \$251
2024-25: \$224	2027-28: \$256.50

- **New benefit:** Licensed substitutes who work at least 60 hours and elect substitute medical and/or dental insurance will be eligible to receive the district-provided Employee Assistance Program (EAP) at no cost.
- **Sick leave:** The parties agreed on a new article that clearly outlines sick leave for licensed substitutes, recognizing and exceeding the provisions of Oregon’s sick leave law (ORS.332.507).
- **Paid training:** Safety Care training will be provided on paid time for long-term sub assignments in self-contained special education classrooms, if requested by the substitute or administrator.
- **3-year contract:** If approved, the new agreement will be effective July 1, 2025–June 30, 2028.

**Belong. Believe. Achieve.**

**RECOMMENDATION**

It is recommended that the board approve the terms of the agreement between the district and the Beaverton Education Association regarding licensed substitutes.

**SUGGESTED MOTION**

I move to approve the terms of the collective bargaining agreement for licensed substitutes.

**ITEM FOR ACTION****6-12 LANGUAGE ARTS/ENGLISH LANGUAGE PROFICIENCY CURRICULUM ADOPTION****SUMMARY**

The 6–12 Language Arts / English Language Proficiency Adoption Committee was formed and charged to develop a recommendation for instructional materials for language arts and English language proficiency for middle and high school grades, following the process outlined in the Beaverton School District adoption process in alignment with board policy IIA and administrative regulation II/IIA-AR. The committee has completed its review and has recommended Savvas *myPerspectives*, which will include support for multilingual learners, and Vista for consideration for focused ELD settings. District administration recommends adoption of the curriculum identified by the adoption committee.

**BACKGROUND**

The Oregon State Board of Education adopted Language Arts and Literacy standards in June 2019, and instructional materials were adopted in October 2021. Additionally, The Council of Chief State School Officers (CCSSO), in collaboration with WestEd, developed new English Language Proficiency standards, which were adopted by the Oregon State Board of Education in October 2013.

An updated Oregon Department of Education Division 22 corrective action plan for instructional materials adoption was approved by the school board in November 2023. As part of the updated action plan, the district was asked to complete its adoption of instructional materials for middle and high school language arts (LA) and English language proficiency (ELP) during the 2024-25 school year for implementation in middle and high school classrooms in fall 2025. This timeline allowed for the alignment to the Oregon Adolescent Literacy Framework (published in February 2025), which outlines the practices and research for adolescent literacy curriculum and instruction in Oregon classrooms.

The 6-12 LA/ELP Adoption Committee began meeting in September 2024 and has followed the [Beaverton School District Adoption Process](#) in alignment with Policy II/IIAR. The committee centered the Oregon Adolescent Literacy Framework in evaluating instructional materials and did a careful review of data, including student achievement, teacher and community input, and evaluations from classroom teachers who piloted the two finalist programs. Additionally, the lens of reading science and culturally responsive practice was foundational in selecting materials to support students' literacy and multilingual development.

Following this process, the adoption committee recommended the district adopt Savvas *myPerspectives*, which will include support for multilingual learners, and Vista for focused ELD settings.

**RECOMMENDATION**

The superintendent recommends adoption of the curriculum selected for recommendation by the 6–12 LA/ELP Adoption Committee: Savvas *myPerspectives* and Vista.

**Belong. Believe. Achieve.**

**RESOLUTION**

BE IT RESOLVED that the Board of Directors of Beaverton School District in Washington County, Oregon, approves the adoption of Savvas *myPerspectives* curriculum for secondary language arts and English language proficiency, and Vista for focused ELD setting

BE IT FURTHER RESOLVED that the Board of Directors authorizes the superintendent or designee to enter into contracts obligating district funds for the purchase of materials necessary to implement the Savvas *myPerspectives* and Vista curriculum within approved budgetary parameters and in compliance with purchasing policies. This authorization shall remain in effect throughout the entire Savvas *myPerspectives* and Vista Language Arts/English Language Proficiency adoption cycle.

**SUGGESTED MOTION**

I move to approve the resolution adopting the Savvas *myPerspectives* curriculum for secondary language arts and English language proficiency and Vista for focused ELD settings, and authorizing their purchase as recommended.

# Secondary Language Arts/English Language Proficiency Adoption

Teaching & Learning

School Board Meeting  
April 8, 2025

# Presentation Team

- Dr. Heather Cordie, *Deputy Superintendent*
- Robin Kobrowski, *PreK-8 Executive Administrator*
- Veronica Galvan, *Administrator for Curriculum, Instruction, & Assessment*
- Dr. Toshiko Maurizio, *Administrator for Multilingual Programs*
- Katherine Hart, *Teacher on Special Assignment, Multilingual Department*
- Rebecca Ramirez Larson, *Teacher on Special Assignment, High School Language Arts*

# Our Equity Lens

## Our Equity Lens

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.

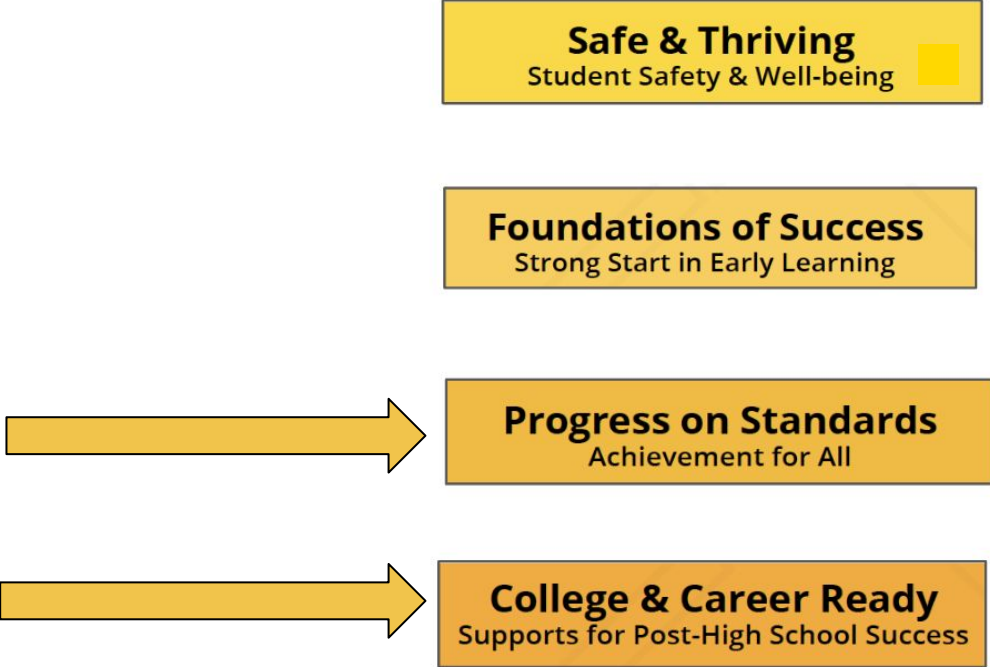


## QUESTIONS

As you make decisions to support your work, consider the following:

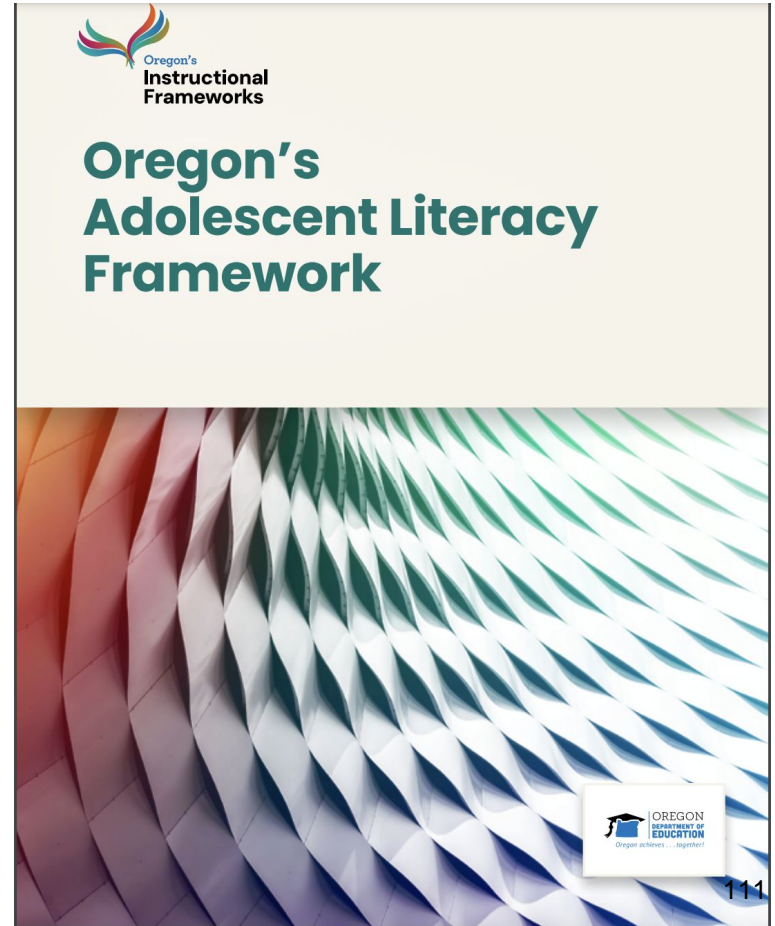
- Whose **voice** is and isn't represented in this decision?
- Who does this decision **benefit** or **burden**?
- Is this decision in alignment with the **BSD Equity Policy**?
- Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

# District Strategic Plan Goal Areas



# Oregon's Adolescent Literacy Framework

Building Capacity to Support  
Adolescent Readers & Writers



# Literacy Framework: Guiding Principles

- 1 **Belonging, motivation, and engagement** are essential to adolescent literacy learning.
- 2 Adolescents are brimming with **literacy, cultural, and linguistic strengths**.
- 3 Literacy competency is an indicator of **future vitality and vibrance**.
- 4 **Literacy skills and strategy instruction** matter at every grade and in **every content area**.
- 5 A **comprehensive schoolwide approach** supports **equitable** literacy instruction.
- 6 **Multilingualism** benefits everyone.
- 7 **Families and communities** strengthen school-based learning and support long-term goals.

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# Literacy Framework: Primary Purpose & Audience

**Purpose:** To establish a purpose and provide practical guidance for building literacy skills (reading, writing, oracy) as part of core instruction across all disciplines in grades 6-12.

**Primary Audience:** *Teachers across the disciplines* in grades 6-12 can pick up the guide and build their understanding of the research that supports high-leverage literacy practices, *and* they will have practical ideas for teaching.

**Secondary Audience:** *School and district administrators* can use the guide to support teachers in incorporating literacy skills into their disciplinary teaching.

# Literacy Framework: Relevancy

## The framework was created to:

- ❑ Support students in grades 6-12 who are developing grade level literacy skills
- ❑ Provide secondary educators with evidence-based strategies to strengthen disciplinary literacy skills
- ❑ Align Oregon educators and leaders in a shared vision for secondary literacy instruction and achievement

**Literacy instruction is every educator's job within their context!**

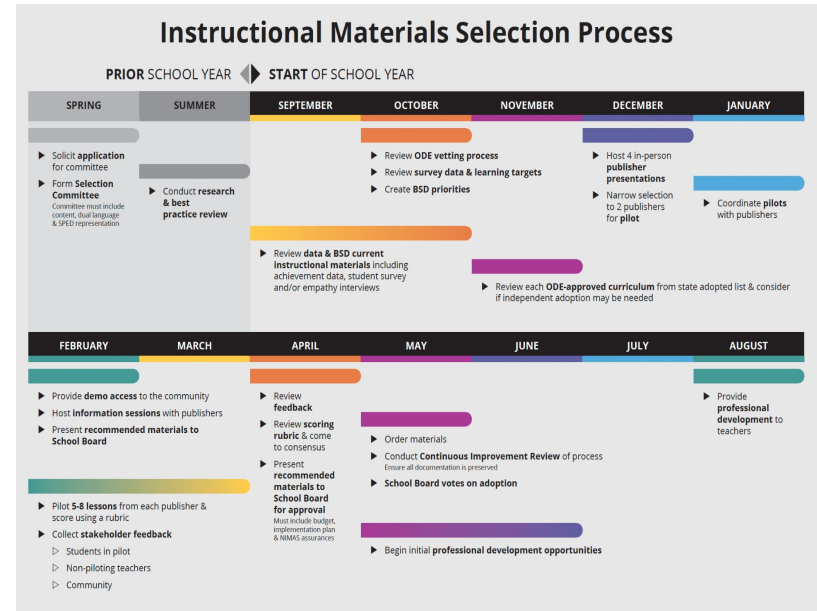
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# Background and Summary

- State Board of Education adopted updated Language Arts standards in June 2019 and instructional materials in October 2021.
- State Board of Education adopted English Language Proficiency standards in 2013.
- The last BSD Language Arts adoption was completed in 2016-2017, and the last BSD English Language Proficiency adoption was in 2017.

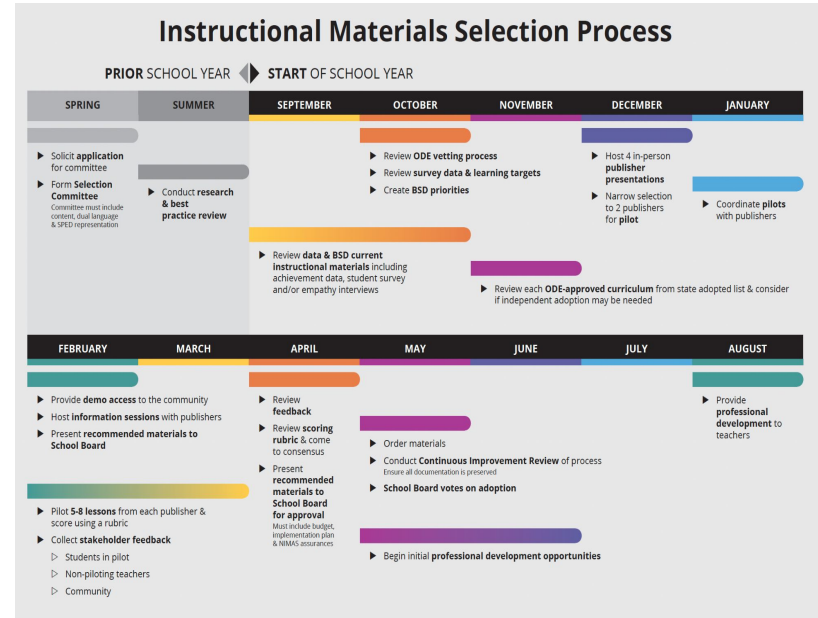
# BSD Instructional Materials Selection Process

- The district was asked to complete the 6-12 LA/ELP review process during the 2024-2025 school year.
- New 6-12 instructional materials will be implemented in classrooms in fall 2025.



# BSD Instructional Materials Selection Process

- The 6-12 LA/ELP Selection Committee began meeting in September 2024 and has met every month.
- The committee has followed guidance in the [BSD Instructional Material Selection Process](#) in alignment with Policy II/IIAR.



# 6-12 LA/ELP Committee Membership

- Middle and High School Teachers - 8
- Middle and High School Administrators - 4
- English Language Development (ELD) Teachers - 4
- Dual Language School Coordinators/Teachers - 2
- District Content, ELD and Special Education TOSAs - 6
- District Teaching & Learning Administrators - 3
- Academic Coaches - 1
- Parents/Community Members - 5
- High School Students - 3

[LA / ELP Adoption Committee Roster](#)<sup>118</sup>

# Instructional Materials Review

Selection committee reviewed current adopted materials and 6-12 LA/ELD

- [Teacher Feedback](#)
- [Student Feedback](#)
- Learned about [High Quality Instructional Materials \(HQIM\)](#) and impact on student learning
- Studied Oregon's IMET ([Instructional Materials Evaluation Tool](#))

**BSD LA/ELP Instructional Materials' Rubric (6-12)**

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
<b>High-Quality Text</b> (Group 1)  Middle School Metric Score 0 1 2 3  High School Metric Score 0 1 2 3	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
	There are no series' texts or they have little to no evidence of varying complexity levels.	Some of the texts that are part of a series do vary in complexity levels but it is consistent.	Texts that are part of a series or chosen to build knowledge should vary in complexity levels.
	Little to no attention to high-quality nonfiction text.	Includes some attention to high-quality nonfiction text.	Includes substantial attention to high-quality nonfiction text.
<b>Evidence-Based Discussion and Writing</b> (Group 1)  Middle School Metric Score 0 1 2 3  High School Metric Score 0 1 2 3	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.
	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

# Instructional Materials Review

## BSD LA/ELP Instructional Materials Rubric (6-12):

- Oregon’s IMET Criteria (all criteria included)
- Oregon Adolescent Literacy Framework (added criteria to rubric)
- BSD Priorities & Alignment to Strategic Plan (added criteria to rubric)

**BSD LA/ELP Instructional Materials' Rubric (6-12)**

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
<b>High-Quality Text</b> (Group 1)  Middle School Metric Score 0 1 2 3  High School Metric Score 0 1 2 3	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
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	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

# Instructional Materials Review

BSD LA/ELP Instructional Materials Rubric (6-12) used to evaluate 4 programs on state approved list:

- Carnegie
- McGraw Hill
- HMH
- Savvas

**BSD LA/ELP Instructional Materials' Rubric (6-12)**

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
<b>High-Quality Text</b> (Group 1)  Middle School Metric Score 0 1 2 3  High School Metric Score 0 1 2 3	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
	There are no series' texts or they have little to no evidence of varying complexity levels.	Some of the texts that are part of a series do vary in complexity levels but it is consistent.	Texts that are part of a series or chosen to build knowledge should vary in complexity levels.
	Little to no attention to high-quality nonfiction text.	Includes some attention to high-quality nonfiction text.	Includes substantial attention to high-quality nonfiction text.
<b>Evidence-Based Discussion and Writing</b> (Group 1)  Middle School Metric Score 0 1 2 3  High School Metric Score 0 1 2 3	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.
	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

# Pilot: McGraw Hill and Saavas

- Based on [Rubric Ranking Results](#), two publishers were selected to pilot:
  - McGraw Hill (Studysync)
  - Saavas (myPerspectives)
- 6-12 LA/ELD teachers (including classroom, dual language, and ELD) were invited to pilot both programs
  - 32 staff selected to pilot (12 schools represented)
  - Three weeks for each pilot with one day of training from publisher
  - **McGraw Hill:** Feb 4-21 and **Savvas:** Feb 24–Mar 14
  - Evaluations collected from each pilot teacher & students

# Summary of Input

## Pilot Teacher & Student Evaluations and Public Survey Input

- [McGraw Hill StudySync - Pilot Teachers](#)
- [McGraw Hill StudySync - Pilot Students](#)
- [Savvas myPerspectives - Pilot Teachers Data](#)
- [Savvas myPerspectives Pilot Teachers Comments](#)
- [Savvas myPerspectives - Pilot Students Data](#)
- [Savvas myPerspectives - Pilot Students Comments](#)
- [Non-Pilot Teacher Evaluations](#)
- Parent/Community Review Sessions - [Online Review Results](#) and [In Person Review Results](#)

# Language Arts/ELP Material Selection Recommendation

# LA Materials: Savvas | *myPerspectives*

After review of data, the LA/ELP Material Selection Committee has recommended **Savvas | *myPerspectives*** based on the following strengths:

- High quality texts (with translation)
- Culturally and linguistically responsive
- Diverse representation
- Robust and engaging vocabulary instruction
- Dual language (3 of the 5 units are translated at the middle school level)
- Teacher usability (adaptable, teacher slide decks, Canvas integration)
- Structured supports and scaffolds (for teachers and students)
- Variety of individual and collaborative learning opportunities (oracy)
- Flexibility in platforms for engagement (online and offline consumable)

# LA Materials: Savvas | *myPerspectives*

In recommending **Savvas** | *myPerspectives*, the committee noted the following considerations:

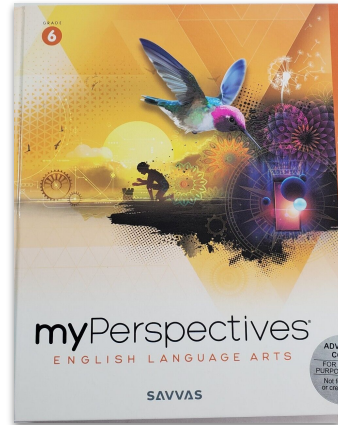
- Tier 2/3 supports (within curriculum and potential supplements)
- SBLS grading alignment with curriculum
- Classroom library integration
- 11/12 Curriculum: British & World Literature
  - Increased IB for All & AP/DC courses
    - IB (international baccalaureate) AP
    - AP advanced placement
    - DC dual credit university partnerships

# Multilingual Supports

After review of data, the LA/ELP Material Selection Committee is recommending **Savvas | *myPerspectives***, which embeds the following multilingual supports:

- Structured supports and scaffolds (for teachers and students)
- Strong curriculum components that target the four language domains: reading, writing, listening, and speaking
- Translation tools
- Middle school materials for dual language Spanish programs

# LA Materials: Savvas | *myPerspectives*



# Limitations of Savvas | *myPerspectives* Materials and Solution

**Savvas | *my Perspectives*** does not, at this time, have a high school Spanish component for high school Spanish Language Arts dual language programs.

- Solution: a High School Dual Language workgroup will be formed to select materials for high school Spanish Language Arts courses. This workgroup will be formed in Spring 2025 and will begin the work in Fall 2025.

# English Language Proficiency Material Selection Recommendation

# English Language Proficiency Work Group

<b>Name</b>	<b>School</b>
Arielle Ali	Aloha High School
Alison Clines	Aloha High School Newcomer Center
Robert Conway	Westview High School
Courtney Cunningham	Mountainside High School
Melinda Davis	Meadow Park Middle School
Sarah Faulkner	Mountain View Middle School
David Glide	Tumwater Middle School
Norma Gonzalez	Beaverton High School
Shawn Parker	Whitford Middle School
Cassie Sementelli	Special Education TOSA
RaeAnn Strauser	Conestoga Middle School

# ELP Work Group Summary of Input

- Selected [Cengage Lift](#) and [Vista Get Ready!](#) for piloting
- Teachers completed pilot surveys
  - Cengage ([see results here](#))
  - Vista ([see results here](#))
- Students completed pilot surveys ([see results here](#)); [Student Graphs](#)

## Beaverton School District Secondary English Language Proficiency Materials Selection Criteria Rubric

Scoring: Rate each criterion from 1-3, based on the presence of listed quality indicators.

1. **Unsatisfactory:** At least half of the listed quality indicators are *either* missing or improperly/insufficiently implemented.
2. **Satisfactory:** At least half of the listed quality indicators are present *and* properly/sufficiently implemented.
3. **Exceeds:** All of the listed quality indicators are present *and* of high quality implementation.

Criterion	Quality Indicators	Look for Evidence of:	Individual Indicator Scoring
<b>1. Equity and Inclusivity</b> (Group 1)  <b>Overall Criteria Scoring:</b> 1 2 3	Materials meet the ideals described in <a href="#">BSD's Equity Policy</a> .	<ul style="list-style-type: none"> <li>● Culturally responsive learning experiences designed to promote a deeper sense of the global community and elevate student interests and identities.</li> <li>● Materials use language/pictures/graphics/media that actively promote equity.</li> <li>● Materials use strengths-based, positive language and portrayals.</li> </ul>	<b>Individual Indicator Scoring:</b>  1 2 3
	<b>2. Assessment</b> (Group 1)  <b>Overall Criteria Scoring:</b> 1 2 3	Students are provided with consistent opportunities to demonstrate knowledge and skills.	<ul style="list-style-type: none"> <li>● Students are provided with regular, periodic opportunities to demonstrate progress in gaining English proficiency, rather than being measured once at the end of the year or at widely separated "checkpoints".</li> </ul>
	Materials present a balanced assessment system, including formative, interim, and summative elements, using a variety of methods and modes.	<ul style="list-style-type: none"> <li>● A balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress toward grade-level outcomes.</li> <li>● Students may demonstrate their learning through multiple modes (for example, not just a series of multiple choice tests).</li> <li>● Ideally, materials include assessments <i>of</i> and <i>for</i> learning.</li> </ul>	<b>Individual Indicator Scoring:</b>  1 2 3
	Assessment system is clearly aligned to instruction and includes editable and aligned rubrics, scoring guidelines, etc.	<ul style="list-style-type: none"> <li>● Editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance.</li> <li>● Teachers can access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, and test bank).</li> <li>● Online assessments are aligned and have sufficient item banks.</li> </ul>	<b>Individual Indicator Scoring:</b>  1 2 3

# ELP Materials Recommendation: Vista

After review of input data, the LA/ELP Material Selection Committee has recommended **Vista**, which will be implemented in focused ELD settings. An ELD teacher workgroup recommended this curriculum based on the following strengths:

- Strong connections to core content curriculum
- Ample opportunities for students to engage across all language domains: reading, writing, listening, and oracy
- Teacher and student usability (Canvas integration, adaptable, easy to navigate)

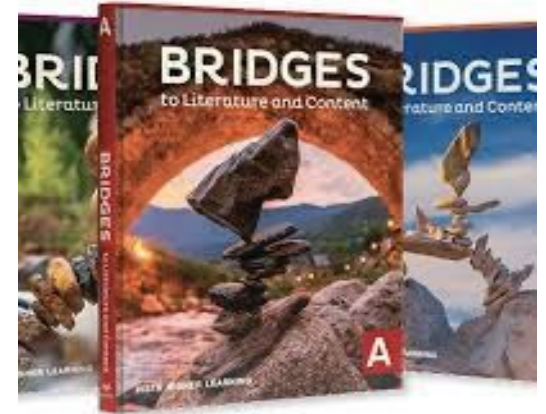
# Vista Curriculum



Focused Newcomer  
& Beginning ELD



High School Focused  
Early Intermediate



Middle School Focused  
Early Intermediate

# Limitations of Vista Curriculum

- Curriculum lacks foundational literacy skills that many newcomer and students at the emerging level need to bridge gaps in literacy.
- Curriculum lacks oral language development strategies that help English Learner classified students with speaking and listening domains.

# Supplemental Materials to Address Limitations

- **Flashlight 360** - (elevates speaking and writing proficiency)
  - Currently piloting
- **Language! 4th Edition** - (intensive literacy intervention curriculum)
  - Training April 1; pilot begins after training
- Supplemental Materials Evaluations week of April 21

# **Alignment to NIMAS, Implementation Plan, & Budget**

# Compliance with NIMAS

**Savvas | *myPerspectives*** and **Vista** materials are in accordance with the National Materials Accessibility Standards (NIMAS). Savvas | *myPerspectives* and Vista provide:

- Refreshable Braille
- Magnification and Color Contrast
- Screen Reader Functionality
- Alternative Text and Audio Description

# Implementation Plan (Spring 2025)

**Professional Development** - Provided for all LA/ELD/SpED 6-12 staff, focusing on pedagogy and best practices (reading, writing, & oracy), with Oregon's Adolescent Literacy Framework as the foundation:

- **March** - Literacy Across Secondary Levels & the Oregon Adolescent Literacy Framework Section 4 (focus on reading)
- **April** - Writing Across Secondary Levels: Beaverton Learning Targets and the Oregon Adolescent Literacy Framework (focus on writing)
- **May** - Oracy at Secondary Levels: Supporting Diverse Student Populations & the Oregon Adolescent Literacy Framework Section 3 (focus on oracy)

# Implementation Plan (2025-2026)

- **Coaching Academy & Teacher Leader Institute** - Build capacity of academic coaches and LIT leaders to support teachers with implementation of new curriculum and literacy best practices
- **Grade Level Cohorts** - Co-construction of curriculum scope and spiral during Year 1 implementation with teachers and building leaders
- **Secondary Calibration** - Create common assessments and calibrate with new rubrics to ensure commonalities across schools & grade levels
- **Classroom Libraries** - Continued support for classroom libraries, new books, and integration of libraries with new curriculum

# Budget

## Instructional Materials (4 years)

- Savvas | *myPerspectives* (Quote: \$3,018,543)
- Classroom Libraries (100 books/classroom): \$337,500
- Vista: \$329,402

## Professional Development

- **Spring 2025:** \$425,728
- **2025-2026:** \$490,894

**What questions do you have?**

**ITEM FOR ACTION****SCHOOL BOARD MEETING CALENDAR FOR 2025–26 SCHOOL YEAR****SUMMARY**

The board annually approves a calendar of meetings for the school year. The proposed schedule for 2025–26 is recommended for consideration.

**BACKGROUND**

The board holds its business meetings once per month. As proposed, board business meetings generally will be held on the second Tuesday of each month and will start at 7 p.m. The board also will meet as needed for work sessions and executive sessions at 5:45 p.m. prior to board business meetings, and for board retreats and additional meetings on selected additional days. This schedule may be adjusted and additional meetings may be scheduled at the discretion of the board chair.

The calendar has been reviewed to ensure it avoids scheduling board meetings during school breaks and selected major holidays.

**RECOMMENDATION**

The proposed board meeting calendar is presented for consideration.

**SUGGESTED MOTION**

I move to approve the school board meeting calendar as submitted.

**Belong. Believe. Achieve.**

**2025–26 SCHOOL BOARD MEETING CALENDAR  
BEAVERTON SCHOOL BOARD**



**DRAFT**

**Board Business Meetings**

Tuesday, August 12, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, September 9, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, October 14, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, November 4, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, December 9, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, January 13, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, February 3, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, March 10, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, April 14, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, May 12, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, June 9, 2026	7:00 p.m.	Regular Business Meeting

**Additional Board Sessions**

Prior to each business meeting	5:45 p.m.	Board Work Session
Tuesday, August 26, 2025	Time TBD	Board Retreat
Tuesday, January 27, 2026	Time TBD	Board Retreat
Tuesday, May 5, 2026	5:45 p.m.	Budget Committee / Board Work Session
Tuesday, May 19, 2026	5:45 p.m.	Budget Committee / Board Work Session

Additional dates may be scheduled as needed.

The board holds regular business meetings once per month. The board also will meet as needed for work sessions, study sessions, special meetings and/or executive sessions prior to board business meetings and on selected additional dates. This meeting schedule may be adjusted and additional meetings may be scheduled if needed.

Unless otherwise announced, board meetings will be held at the Beaverton School District Administrative Office at 1260 Waterhouse Ave. in Beaverton and will be livestreamed for virtual viewing. Executive sessions are not open to the public to attend or view.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired, or for other accommodations for persons with disabilities, should be made at least 48 hours in advance of the meeting. Please contact the Community Involvement Office at 503-356-4360.

Approved by board \_\_\_\_\_ 2025

**Belong. Believe. Achieve.**

**ITEM FOR ACTION****BUDGET CALENDAR FOR 2026-27 BUDGET****SUMMARY**

The board annually approves a budget calendar for the coming school year. The proposed schedule of dates during the 2025–26 school year for the 2026–27 budget process is recommended for approval.

**BACKGROUND**

The proposed budget calendar includes dates during the 2025–26 school year for the appointment of budget committee members, budget information session, budget committee meetings, budget public hearing and board adoption of the 2026-27 budget.

**RECOMMENDATION**

It is recommended that the board approve the 2026-27 budget calendar as submitted.

**SUGGESTED MOTION**

I move to approve the 2026-27 budget calendar as submitted.

**Belong. Believe. Achieve.**

## BUDGET CALENDAR 2026-27

October 7, 2025 Tuesday	<b><i>School Board Meeting - 7:00 pm</i></b> <ul style="list-style-type: none"> <li>● Budget Committee openings</li> <li>● Application process discussion</li> </ul>	<i>Administration Office</i>
February 10, 2026 Tuesday	<b><i>School Board Meeting - 7:00 pm</i></b> <ul style="list-style-type: none"> <li>● Appoint Budget Committee members to fill vacancies</li> </ul>	<i>Administration Office</i>
March 10, 2026 Tuesday	<b><i>Budget 101 - 5:45 pm (before School Board meeting)</i></b> <ul style="list-style-type: none"> <li>● Provide up-to-date budget information prior to budget proposal</li> <li>● Budget Committee to ask questions about process and significant factors influencing the budget</li> </ul>	<i>Administration Office</i>
May 5, 2026 Tuesday	<b><i>Budget Committee Meeting - 5:45 pm</i></b> <ul style="list-style-type: none"> <li>● Superintendent proposes the budget and delivers the budget message</li> <li>● Elect Budget Committee officers</li> <li>● Public testimony</li> </ul>	<i>Administration Office</i>
May 19, 2026 Tuesday	<b><i>Budget Committee Meeting - 5:45 pm</i></b> <ul style="list-style-type: none"> <li>● Budget Committee discussion</li> <li>● Approval of budget and tax levies</li> </ul>	<i>Administration Office</i>
June 9, 2026 Tuesday	<b><i>School Board Meeting - 7:00 pm (during School Board meeting)</i></b> <ul style="list-style-type: none"> <li>● Budget public hearing</li> <li>● Board makes appropriations</li> <li>● Adopt budget and tax levies</li> </ul>	<i>Administration Office</i>

District Contacts

Gustavo Balderas, Superintendent  
 Michael Schofield, Associate Superintendent for Business Services  
 Jessica Jones, Budget Manager  
 Marcie Davis, Executive Assistant to Michael Schofield

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**ITEM FOR ACTION****APPROVE REVISIONS TO BOARD POLICIES GCBDA, GCBDC, JFCEB****SUMMARY**

Revisions are recommended to update school board policies GCBDA, GCBDC and JFCEB.

Changes to the G policies were generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and/or regulations and best practices, and integrated and recommended by staff. Most of the proposed changes are necessary to align district policy to changes in the law.

Changes to the J policy are recommended for the board to provide direction to the district to restrict personal mobile device use by students at school, following a review process that considered input from more than 17,000 community respondents, including teachers, school staff, students and families. If additional requirements are set by the Oregon Legislature they will be addressed in a future policy update.

**POLICY DRAFT KEY**

<u>Blue Underlined</u>	Recommended language additions or changes
<del>Red Strikethrough</del>	Removed outdated language
<i>Black Italicized</i>	Existing language moved within policy

**BACKGROUND****GCBDA Family and Medical Leave – REVISED**

Revisions are recommended to update language about usage of OFLA, FMLA, OMFLA and PFMLI, following changes in state law regarding leave provisions.

**GCBDC Domestic Violence, Harassment, Sexual Assault, Bias or Stalking Leave (Safe Leave) – NEW**

OSBA recommends districts adopt policy aligned with recent changes in Oregon law, providing for employees to take protected leave related to domestic violence, stalking or other listed reasons.

**JFCEB Personal Electronic Devices and Social Media**

Changes are recommended for the board to provide direction to the district to restrict personal mobile device use by students at school.

**RECOMMENDATION**

The proposed revisions to these policies are presented for approval:

- Approve revisions to board policy GCBDA
- Adopt new board policy GCBDC
- Approve revisions to board policy JFCEB

**SUGGESTED MOTION**

I move to approve the policy revisions as submitted.

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## Personal Electronic Devices and Social Media\*\*

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A “personal electronic device” is a device, not issued by the district, that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

Students ~~may be allowed to~~ possession and use of personal electronic devices on district property ~~during the school day~~ and at district-sponsored activities ~~may be permitted subject to the limitations set forth in this policy, district rules established by the superintendent or designee, and school rules established by the principal. Student use of personal electronic devices shall be restricted during the school day.~~ ~~provided~~ Such devices ~~are~~ ~~may~~ not ~~be~~ used in any manner that may disrupt the learning environment; ~~or~~ district-sponsored activities, or violate board policies, administrative regulations, ~~school or classroom rules,~~ ~~or~~ state ~~and~~ ~~or~~ federal law<sup>1</sup>.

A “personal electronic device” is a device, not issued by the district, that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

The district will not be liable for personal electronic devices brought to district property ~~and~~ ~~or~~ district-sponsored activities.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal ~~electronic devices~~ ~~computers~~ to access the curriculum. Students who are allowed to use their own ~~devices~~ ~~computers~~ to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

Social media tools (as defined in administrative regulation JFCEB-AR - Personal Electronic Devices and Social Media) may be ~~allowed to be~~ used by students in a manner that supports the instructional and learning environment. ~~The district will not be responsible for information or comments posted by students on social media websites when the student is not using social media tools directly related to district activities.~~

The superintendent is directed to develop administrative regulations and/or approve school rules ~~as necessary~~ to ~~restrict the use of personal electronic devices by students during the school day and~~ ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities, consequences for violations, exceptions to the restrictions, a process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied, and such other provisions as the superintendent may deem

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<sup>1</sup>The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies. 149

necessary. The superintendent is responsible for ensuring that pertinent provision of ~~board policies, administrative regulations and school~~ [the](#) rules governing personal electronic devices are included in student/parent handbooks, reviewed annually and updated as necessary.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

draft

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## Family [and](#) Medical Leave\*

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When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA), the Oregon Family Leave Act (OFLA), the Oregon Military Family Leave Act (OMFLA), Paid Family [and](#) Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and worked ~~ed~~ at a worksite that employs 50 [or more](#) district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. ~~For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins; there is no minimum average number of hours worked per week.~~ Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PFMLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years<sup>1</sup>, contributed to the PFMLI fund in the alternate or base years and are otherwise eligible.<sup>2</sup> [PFMLI can be taken for family leave, medical leave or safe leave.](#)

~~Federal and state leave entitlements generally run concurrently.~~

[Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601-653-661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.](#)

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

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<sup>1</sup> The wages are not required to have been earned for work in the district.

<sup>2</sup> See OAR 471-070-1010 for additional information.

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**Legal Reference(s):**

[ORS 332.507](#)

[ORS 659B.010](#)

[ORS657B.025](#)

[ORS 659A.090](#)

[ORS 659A.093](#)

[ORS 659A.096](#)

[ORS 659A.099](#)

[ORS 659A.150 - 659A.186](#)

[OAR 839-009-0210](#) - 0460

~~Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).~~

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

Senate Bill 1515 (2024).

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## Domestic Violence, Harassment, Sexual Assault, Bias or Stalking Leave (Safe Leave)\*

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When applicable, the district will comply with the provisions of protected leave identified in ORS 659A.272 to address domestic violence, harassment, sexual assault, bias or stalking.

The district shall allow an eligible employee<sup>1</sup> to take reasonable leave from employment for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, harassment or stalking of, or the commission of a bias crime against the eligible employee or the employee's minor child or dependent;
3. To obtain, or to assist a minor child or dependent in obtaining, counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias or stalking;
4. To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent; or
5. To relocate<sup>2</sup> or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child or dependent.

The district may limit the amount of leave if the eligible employee's leave creates an undue hardship on the district.

The district shall not deny leave to an eligible employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regard to promotion, compensation or other terms, conditions or privileges of employment because the employee makes inquiries about, applies for, or takes such leave.

The eligible employee shall give the district reasonable advance notice of the employee's intention to take leave unless giving advance notice is not feasible.

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<sup>1</sup> Eligible employee" means an employee who is a victim of domestic violence, harassment, sexual assault, bias or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault, bias or stalking.

<sup>2</sup> "Relocate" is described in OAR 839-009-0345 (5).

The district may require the eligible employee to provide certification that:

1. The employee or employee's minor child or dependent is a victim of domestic violence, harassment, sexual assault, bias or stalking; and
2. The leave is taken for one of the identified purposes in this policy.

The eligible employee shall provide certification within a reasonable time (15 calendar days) after receiving the district's request for the certification.

Sufficient certification to support a request for such leave includes:

1. A copy of a report from law enforcement indicating the eligible employee or the employee's minor child or dependent was a victim of domestic violence, harassment, sexual assault, bias or stalking;
2. A copy of a protective order or other evidence from a court, administrative agency or attorney that the eligible employee appeared in or is preparing for a civil or criminal administrative proceeding related to domestic violence, harassment, sexual assault, bias or stalking; or
3. Documentation from an attorney, law enforcement officer, health care professional, licensed counselor, clergy member or victim services provider confirming that the employee or their minor child or dependent is obtaining treatment, counseling, services or relocation due to domestic violence, harassment, sexual assault, bias or stalking.

All records and information kept by the district regarding the employee's leave under ORS 659A.270 - 659A.285, including the fact the employee has requested or obtained such leave, are confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee's personnel file.

The employee may use any accrued paid leave, including sick leave, vacation leave or any other paid leave offered by the district. The district may choose the order in which paid accrued leave is to be used when more than one type of paid leave is available, consistent with board policies and any applicable collective bargaining agreement or other agreement.

#### Definitions

1. "Protective order" means an order authorized by ORS 30.866, 107.095 (1)(c), 107.700 to 107.735, 124.005 to 124.040, 163.730 to 163.750 or 163.760 to 163.777 or any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent.
2. "Victim of bias" means an individual who has been a victim of a bias crime as defined in ORS 147.380; or any other individual designated as a victim of bias by rule adopted under ORS 659A.805.
3. "Victim of domestic violence" means an individual who has been a victim of abuse, as defined in ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
4. "Victim of harassment" means an individual against whom harassment has been committed as described in ORS 166.065; or any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
5. "Victim of sexual assault" means an individual against whom a sexual offense has been committed as described in ORS 163.305 to 163.467, 163.472 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
6. "Victim of stalking" means an individual against whom stalking has been committed as described in ORS 163.732; an individual designated as a victim of stalking by rule adopted under ORS 659A.805; or

an individual who has obtained a court's stalking protective order or a temporary court's stalking protective order under ORS 30.866.

7. "Victim services provider" means the Department of Justice division providing victim services, a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault, bias or stalking.

END OF POLICY

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Legal Reference(s):

[ORS 192.355\(38\)](#)

[ORS 659A.270 - 659A.290](#)

**ITEM FOR ACTION****YOUTH SERVICE OFFICERS PROGRAM****SUMMARY**

The district's contracts with law enforcement partners to provide the Youth Service Officers program are expiring at the end of this school year, and the board will vote to decide if the program will continue.

**BACKGROUND**

Beaverton School District has had a long history of partnering with law enforcement to provide specialized services to BSD schools. The district's current contracts with the City of Beaverton and Washington County to provide the Youth Service Officers program are expiring at the end of this school year. The school board approves budget authorization for contracts obligating more than \$250,000 of district funds and is asked to authorize the cost to renew agreements that exceed that amount.

The [Youth Service Officers program](#) (formerly the School Resource Officers program) has evolved and been adjusted over time, and the school board has periodically reviewed the program. In summer 2020 a districtwide survey garnered about 2,500 responses, and [ECNorthwest's analysis](#) of the input received was presented to the board in November 2020. In the 2021–22 school year, the consultant SeeChange LLC conducted a review of the program including surveying about 8,700 students, parents, staff and Beaverton residents, and presented a [report and recommendations](#) in August 2022. In the 2022–23 school year district staff reviewed the recommendations and developed and implemented a [responsive action plan](#), which was presented to the board in January 2023.

In fall 2024, anticipating a decision on whether to approve renewing contracts in spring 2025, the board requested additional information about the Youth Service Officers program including costs and cost savings, alternative models, and current community input regarding the program. Working with an independent research consultant, feedback on the program was gathered in a variety of ways including individual interviews, group interviews, and over 15,700 [survey responses](#) from students, parents/guardians and staff. Examples of alternative models were gathered from peer school districts. Staff also compiled information about program costs and savings from avoided costs, as requested, and also negotiated cost containment. This information was [presented](#) to the board and community in a [work session](#) in April 2025.

In the May 2025 meeting the board will vote to decide if the Youth Service Officers program will continue.

**RECOMMENDATION**

It is recommended that the board affirm the continuation of the Youth Service Officers program and authorize the superintendent or designee to execute the contract renewals obligating district funds for continued delivery of services, subject to obtaining terms acceptable to district administration.

**SUGGESTED MOTION**

I move to affirm the continuation of the Youth Services Program and authorize the superintendent to execute the contract renewals for continued delivery of services.

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# BSD YSO Process

## Information and Data Gathering

April 22, 2025

# Agenda

01 Process Review

2. Data

3. BSD Administrator Gap Analysis

4. Critical Roles to Promote

5. Safety Alternative Models

6. Costs of Program

7. Cost Avoided Savings

8. Program Recommendations

9. 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
<b>Total Responses</b>	<b>15,709</b>

# 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

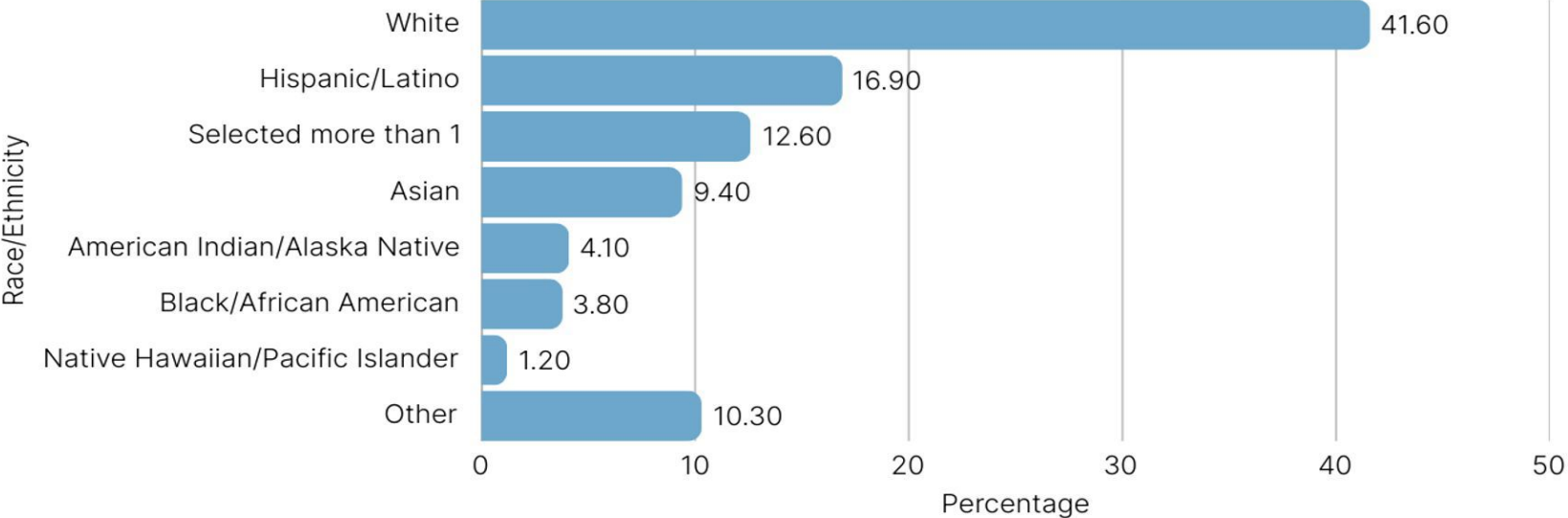
- **Students:** 5 focus groups (85 students)
- **Staff:** 26
- **Administrators:** 8
- **Parents (multilingual, special education):** 45 (the majority were multilingual and some special education parents)
- **Peers (North Clackamas, Salem-Keizer, Tigard-Tualatin):** 7

# What We Learned

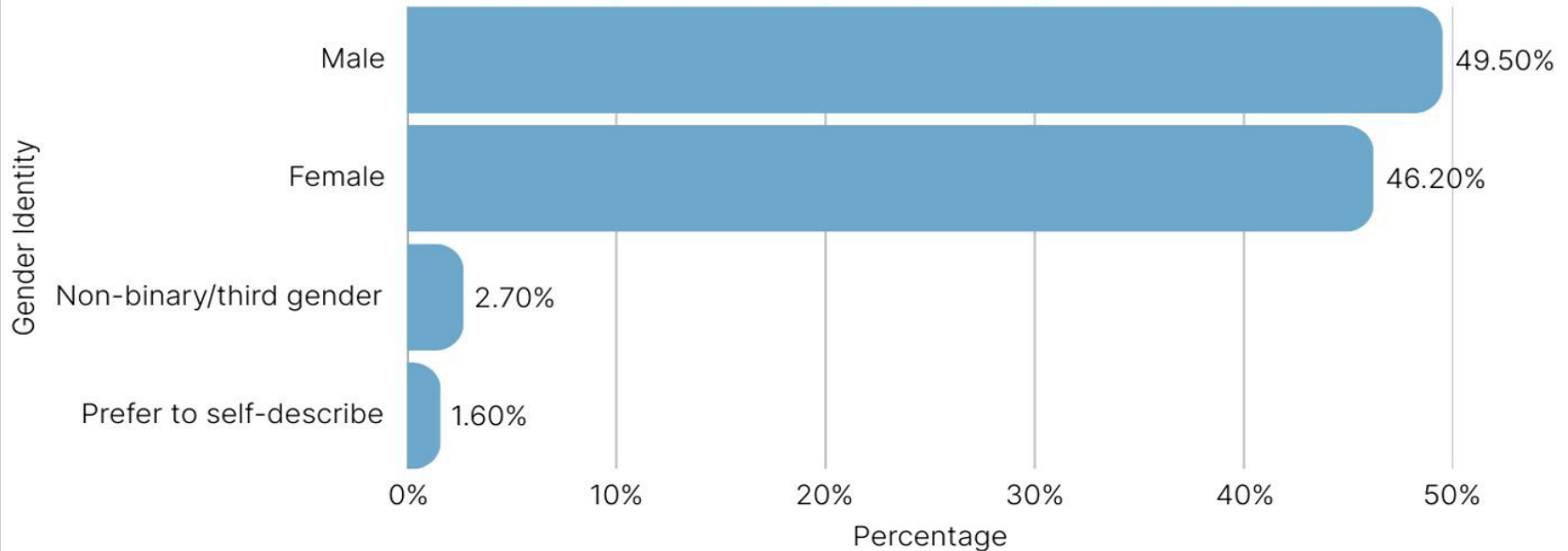
1. Support for YSOs is overwhelming and consistent in every demographic represented in the study
  - Elementary School 24% for YSOs 4% against
  - Middle School 22% for YSOs 3% against
  - High School 25% for YSOs 4% against
  - Parents/Guardians 73% for YSOs 10% against
  - School staff 75% for YSOs 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?

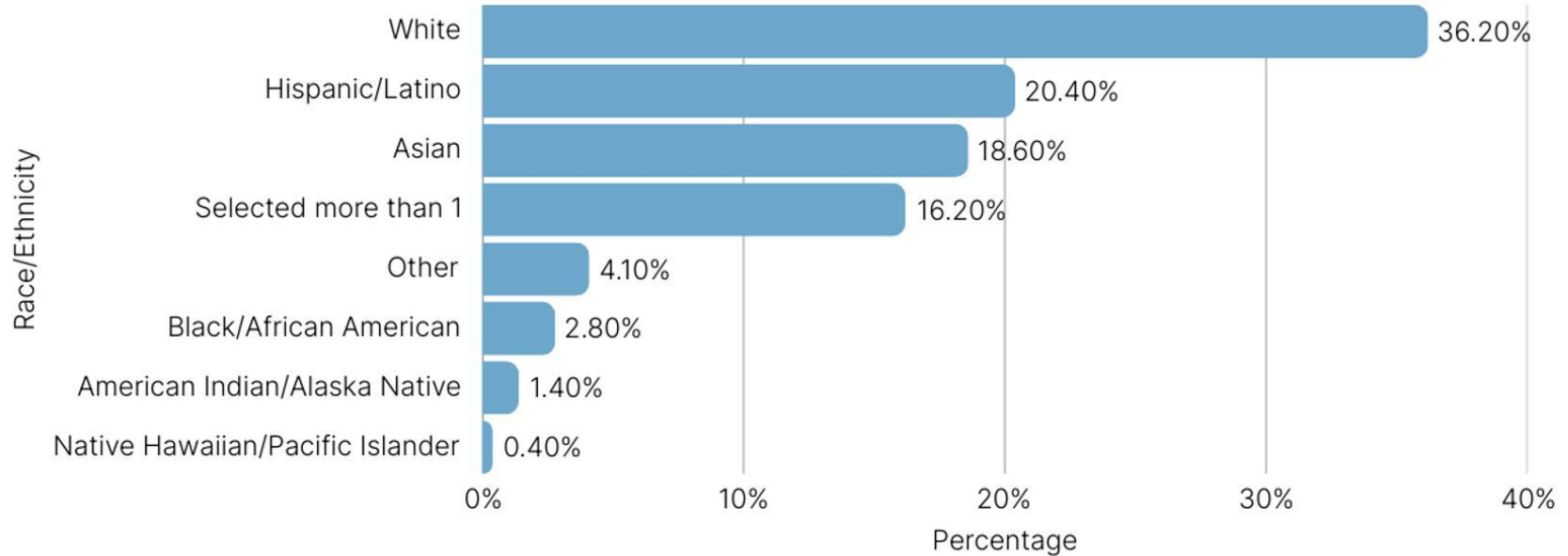
# Race/Ethnicity Distribution of Elementary School Respondents (n=3,667)



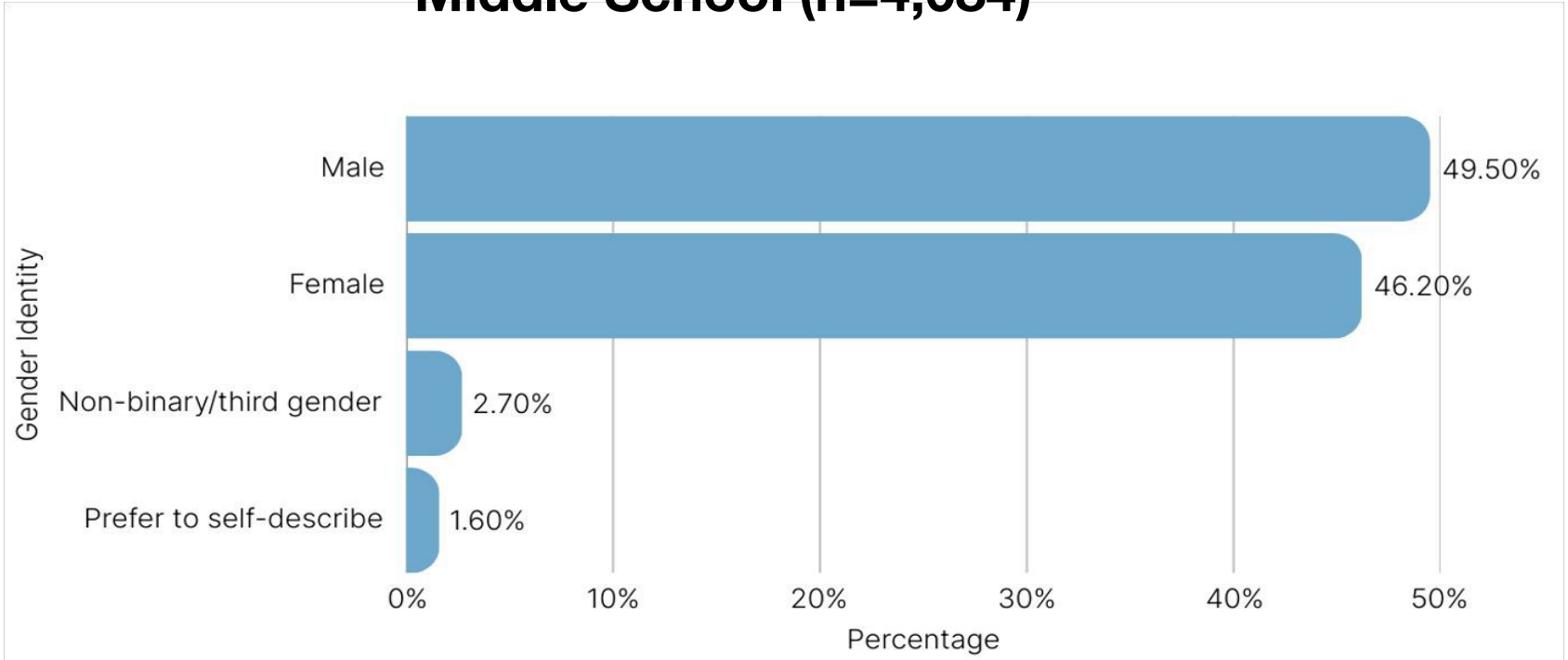
# Gender Identification Distribution in Elementary School



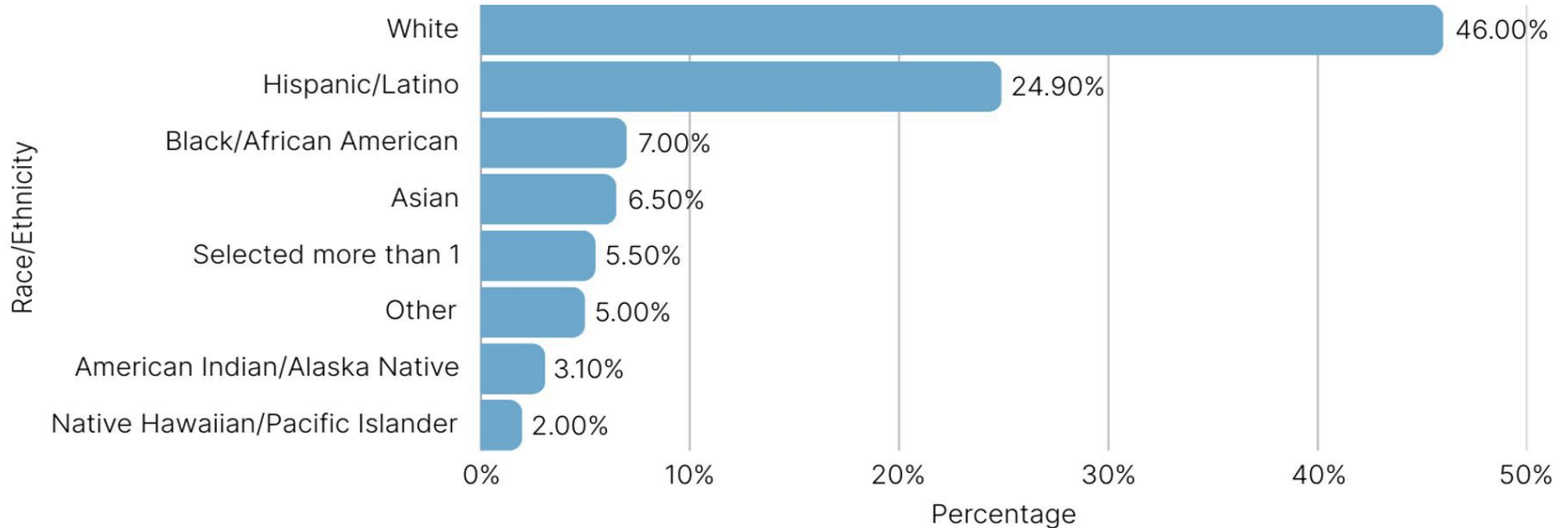
# Race/Ethnicity Distribution (n=4,063) of Middle School Respondents



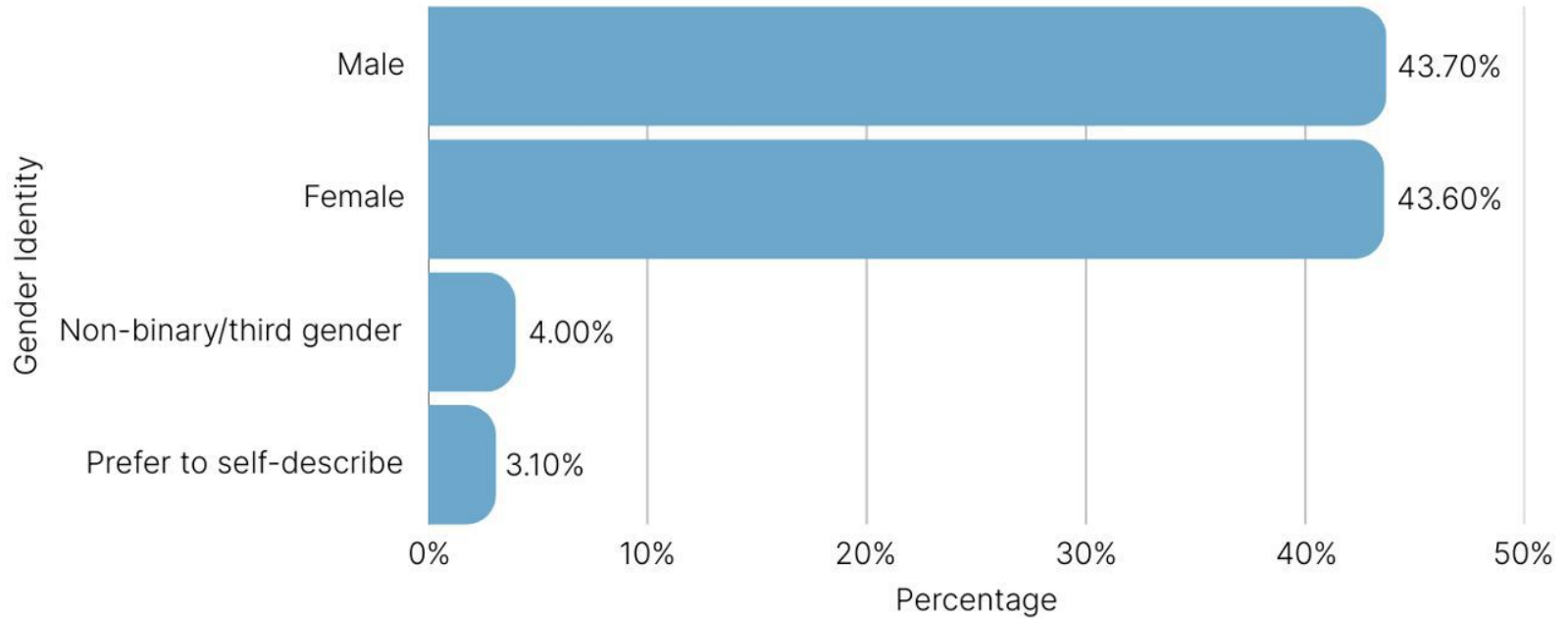
# Gender Identification Distribution in Middle School (n=4,084)



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

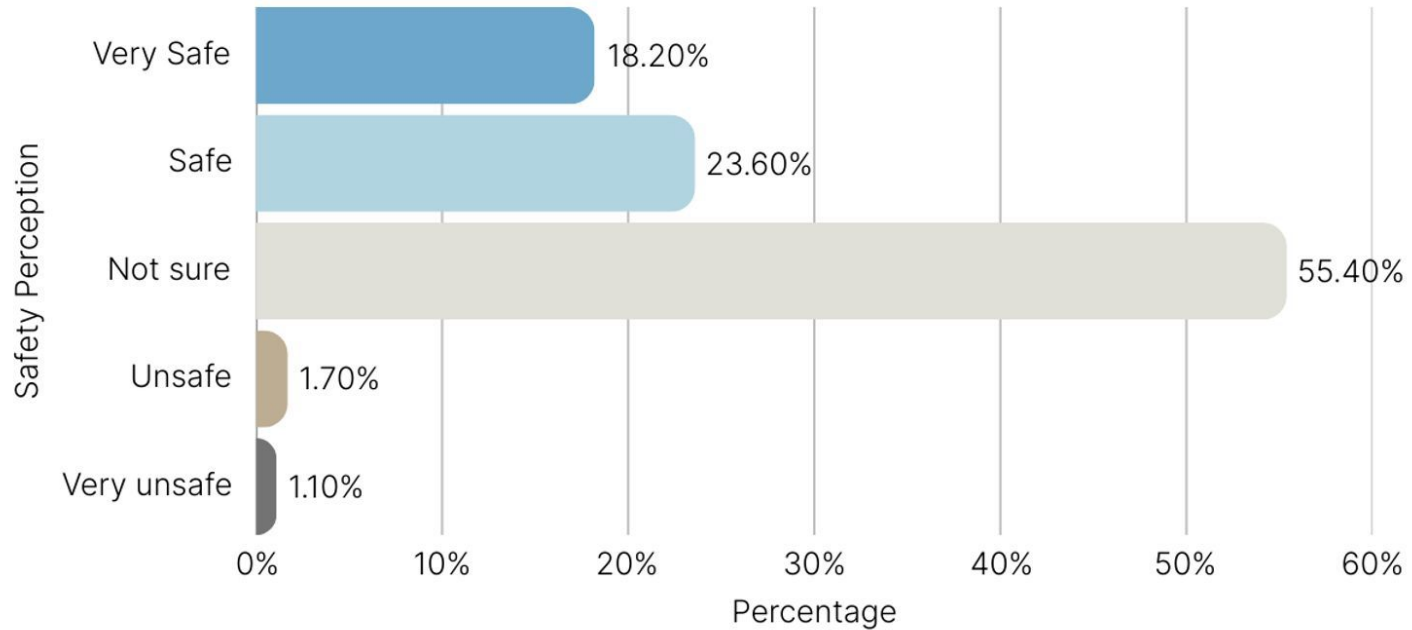


# Gender Identification Distribution in High School (n=2,352)

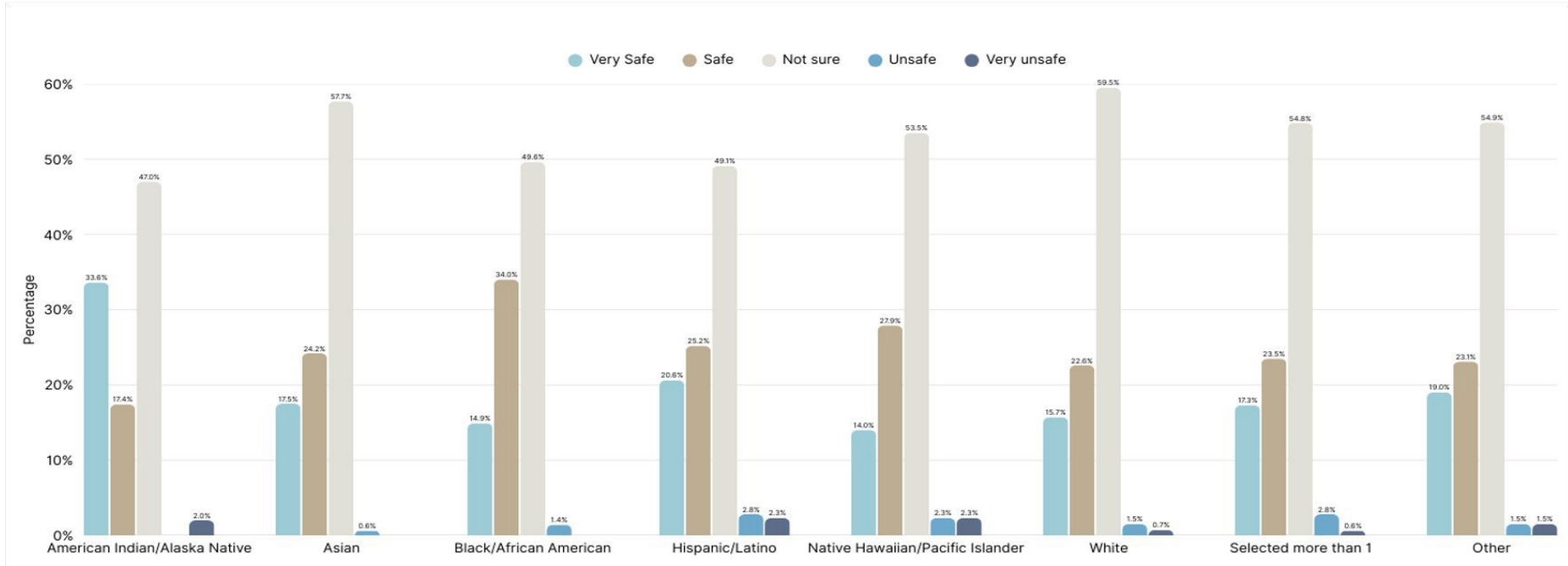


# Student Experience of Safety

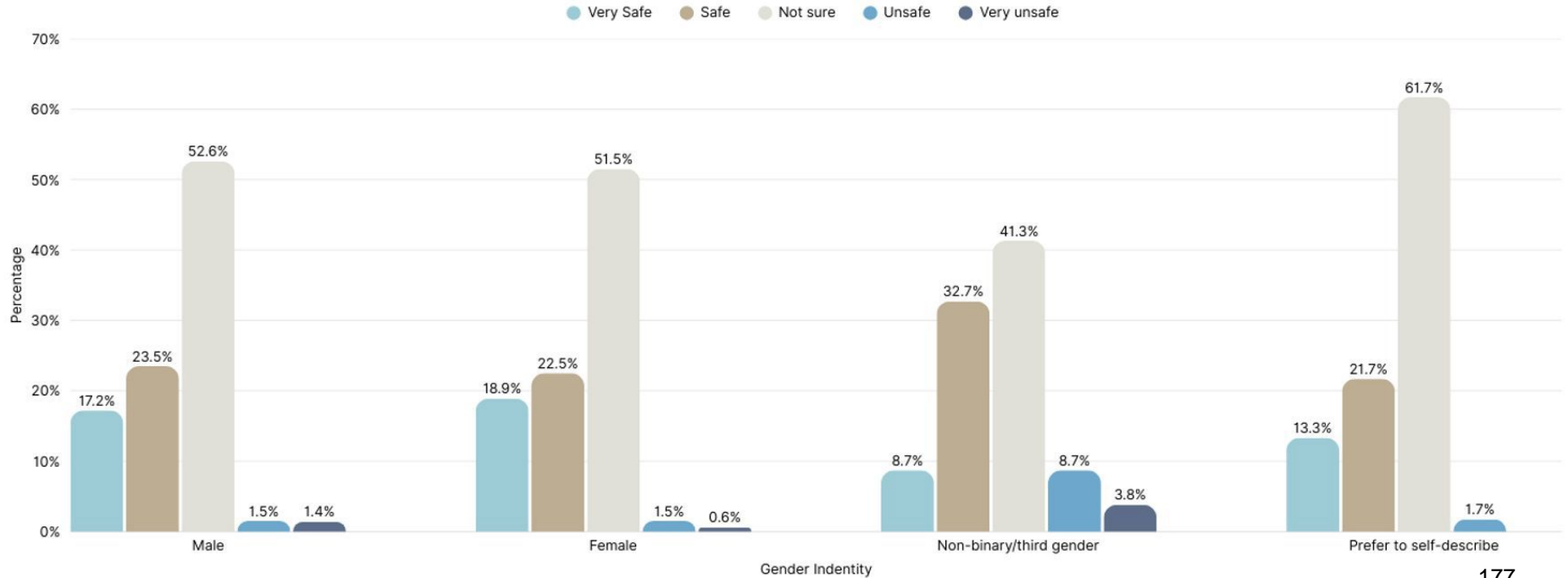
# Elementary Student Safety Perceptions (n=3,880)



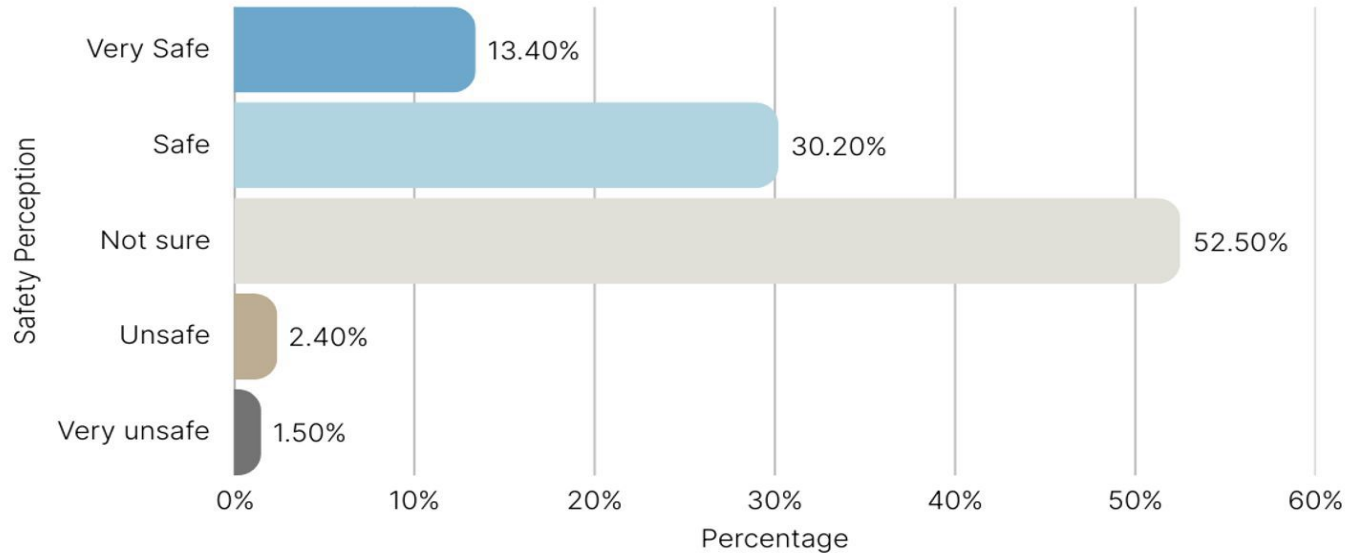
# Elementary Safety Perceptions by Race/Ethnicity (n=3,622)



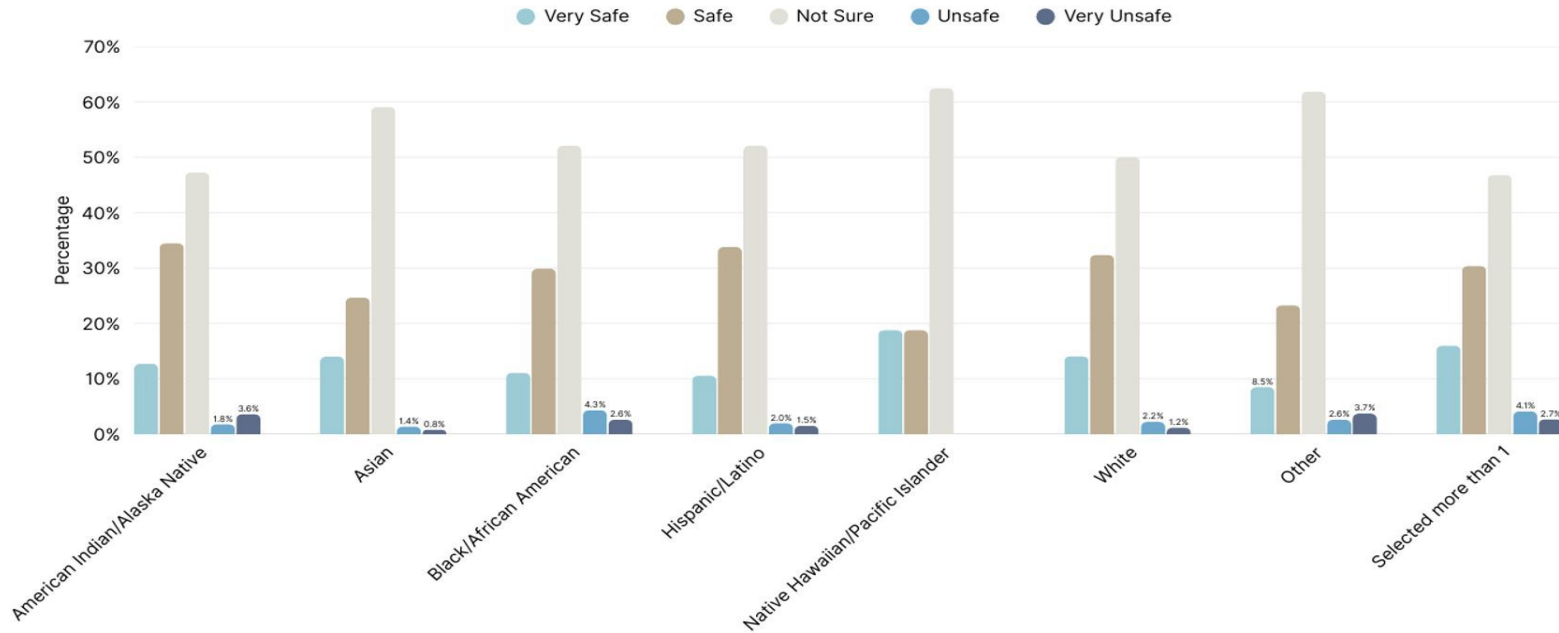
# Elementary Safety Perceptions by Gender Identity (n=3,851)



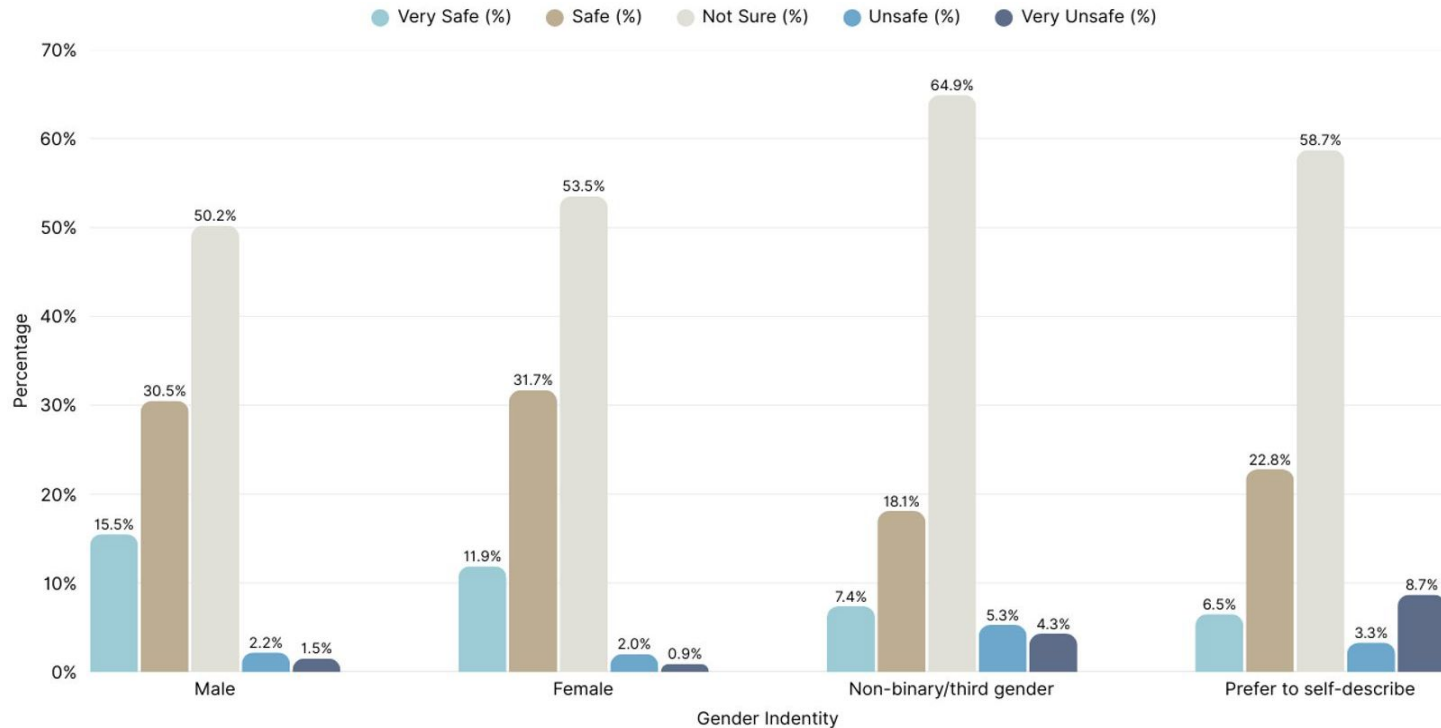
# Middle School Student Safety Perceptions (n=4,201)



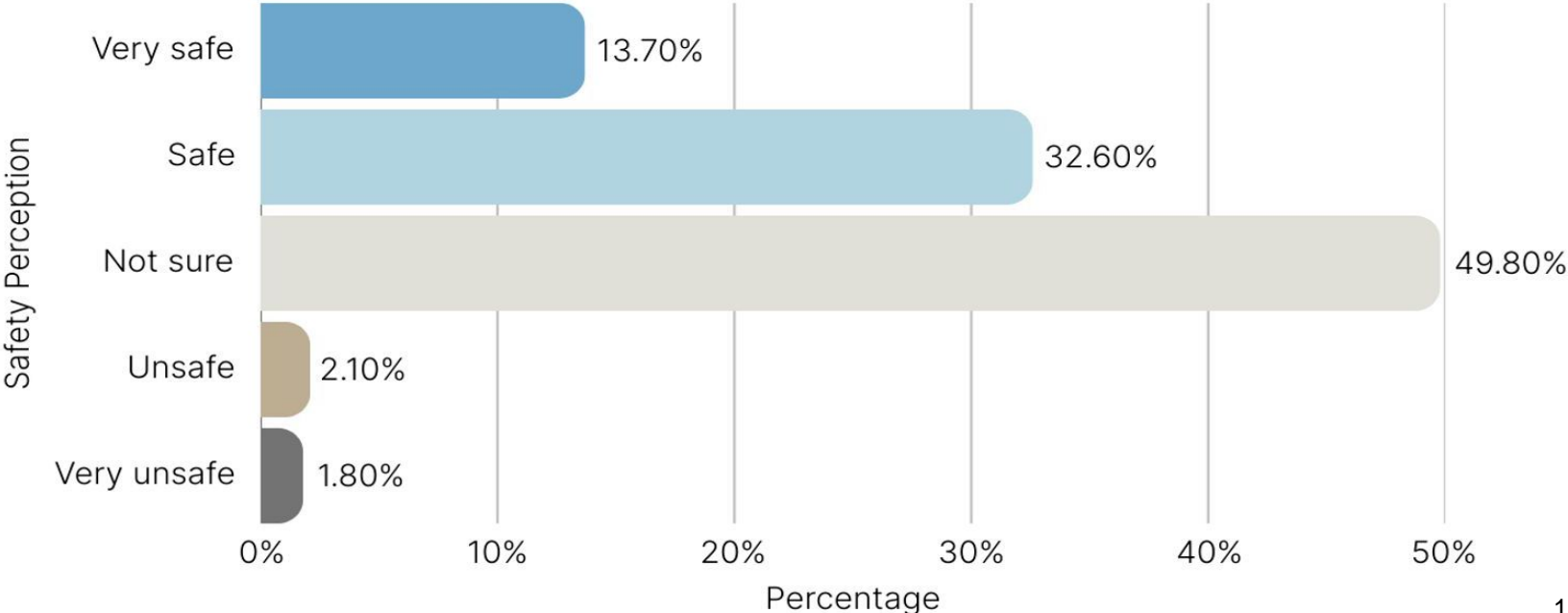
# Middle School Safety Perceptions by Race/Ethnicity (n=4,050)



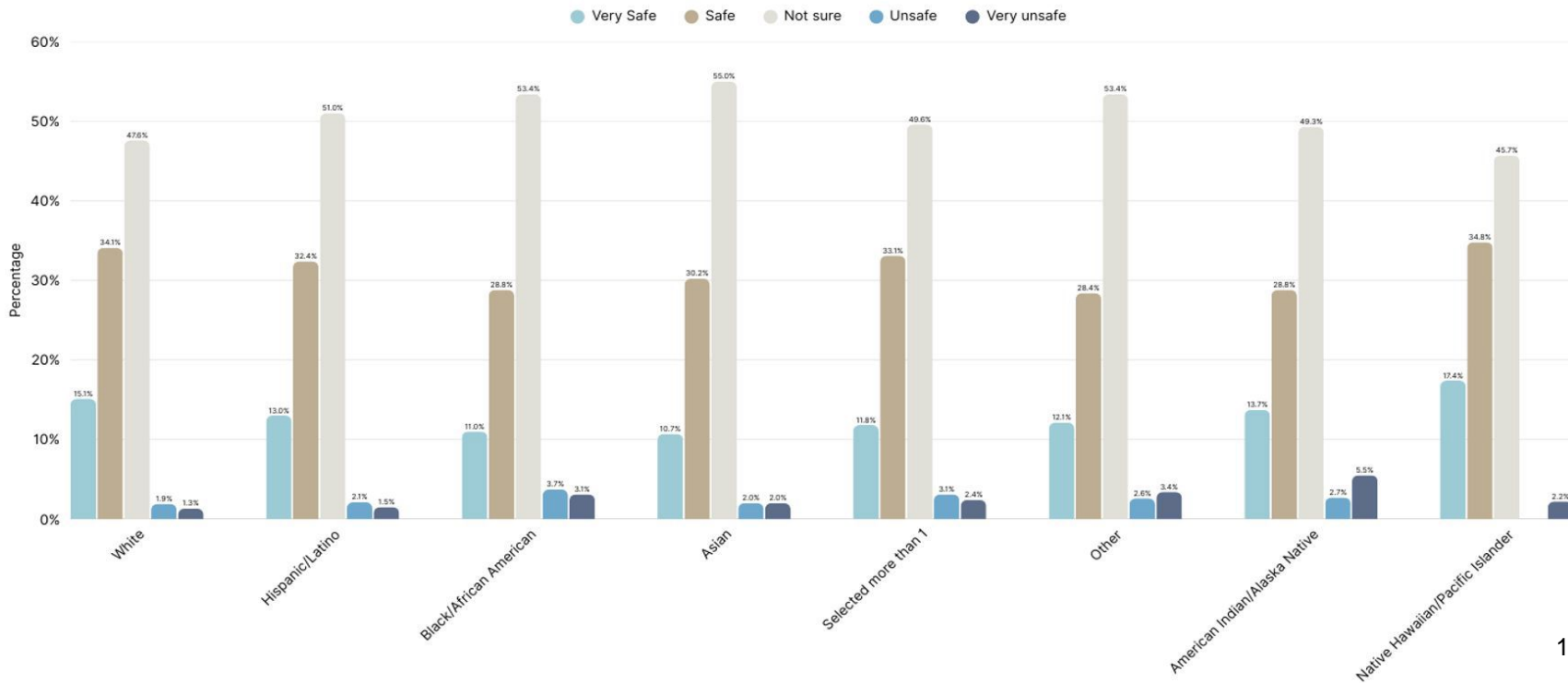
# Middle School Safety Perception by Gender (n=3,976)



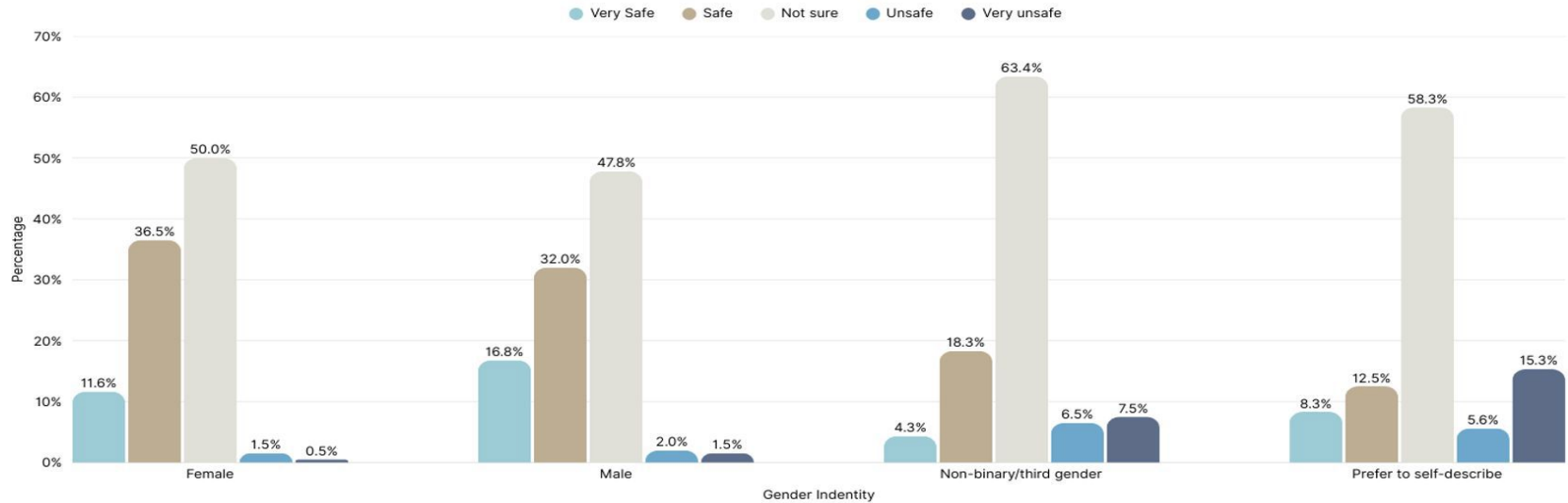
# High School Student Safety Perceptions (n=2,335)



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

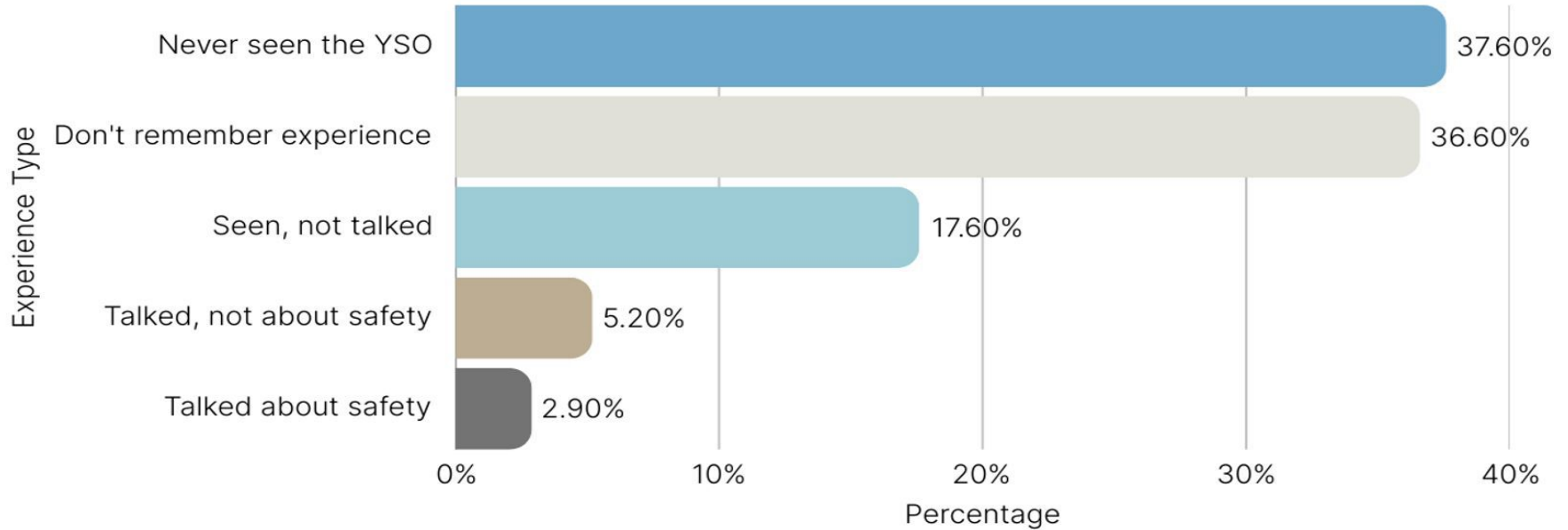


# High School Safety Perception by Gender (n=2,207)

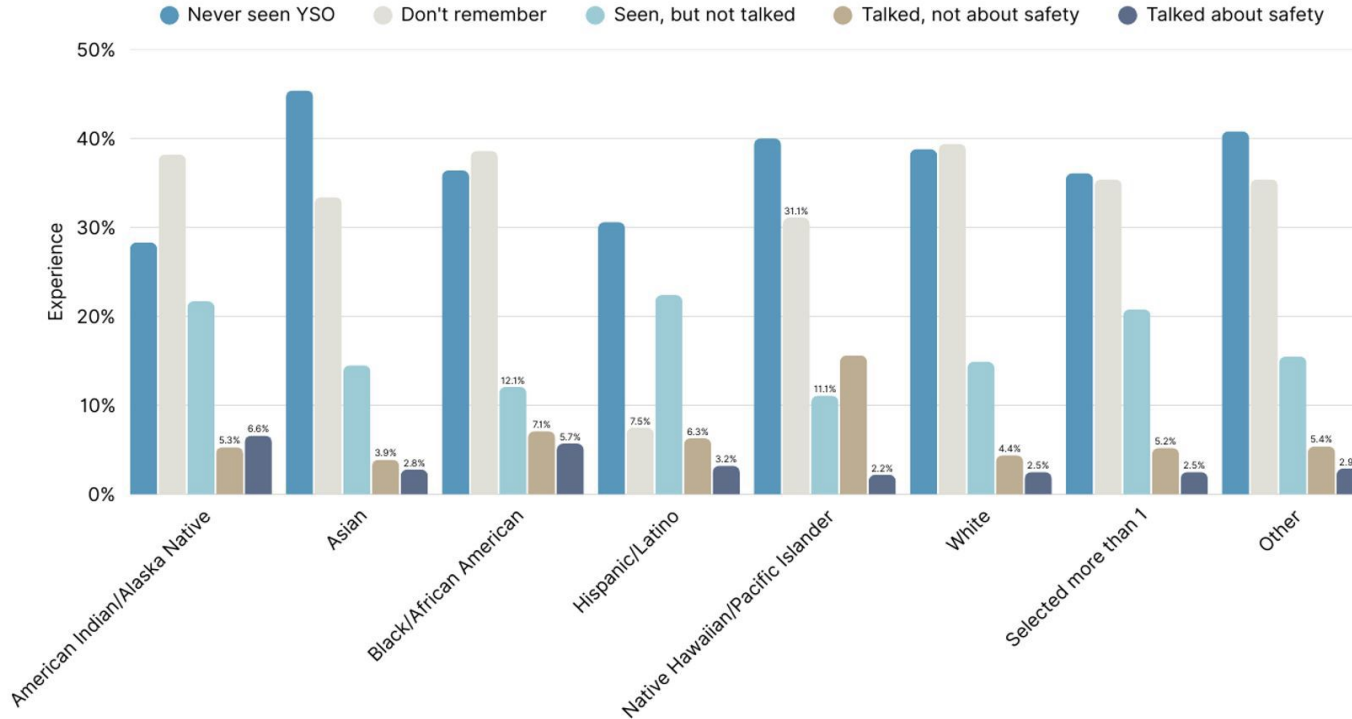


# Student Experience of YSOs

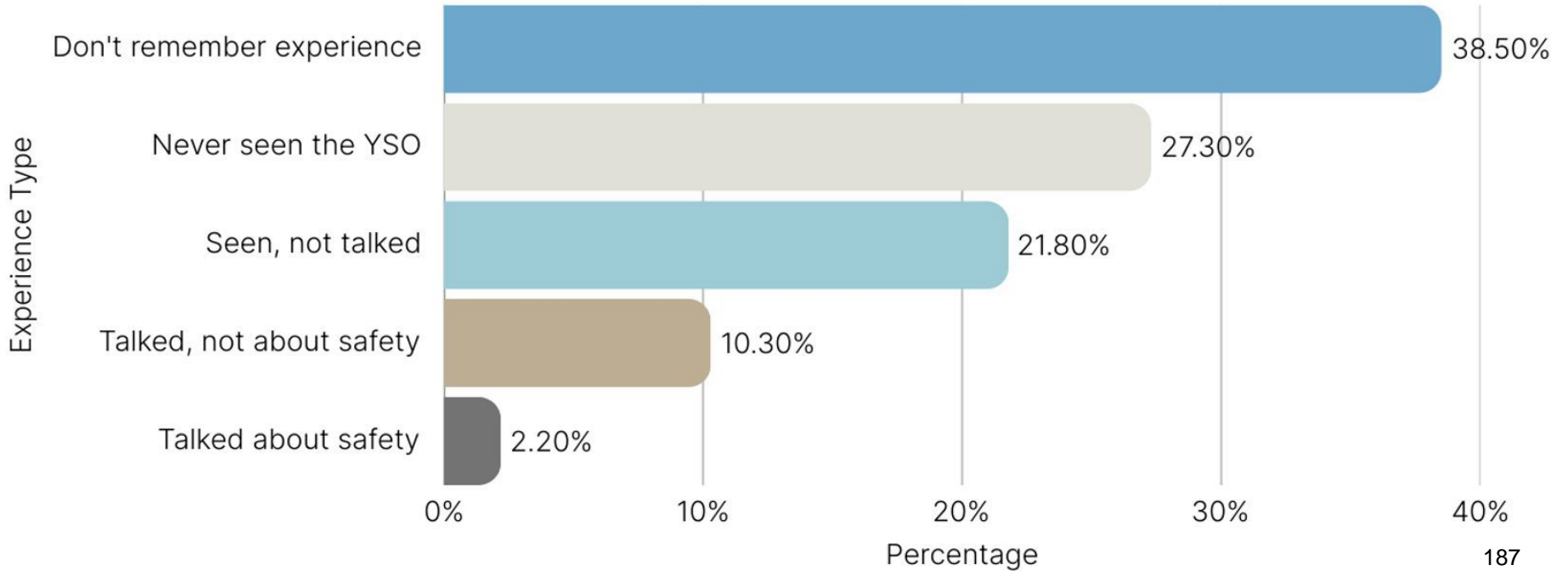
# Elementary Student YSO Experiences (n=3,925)



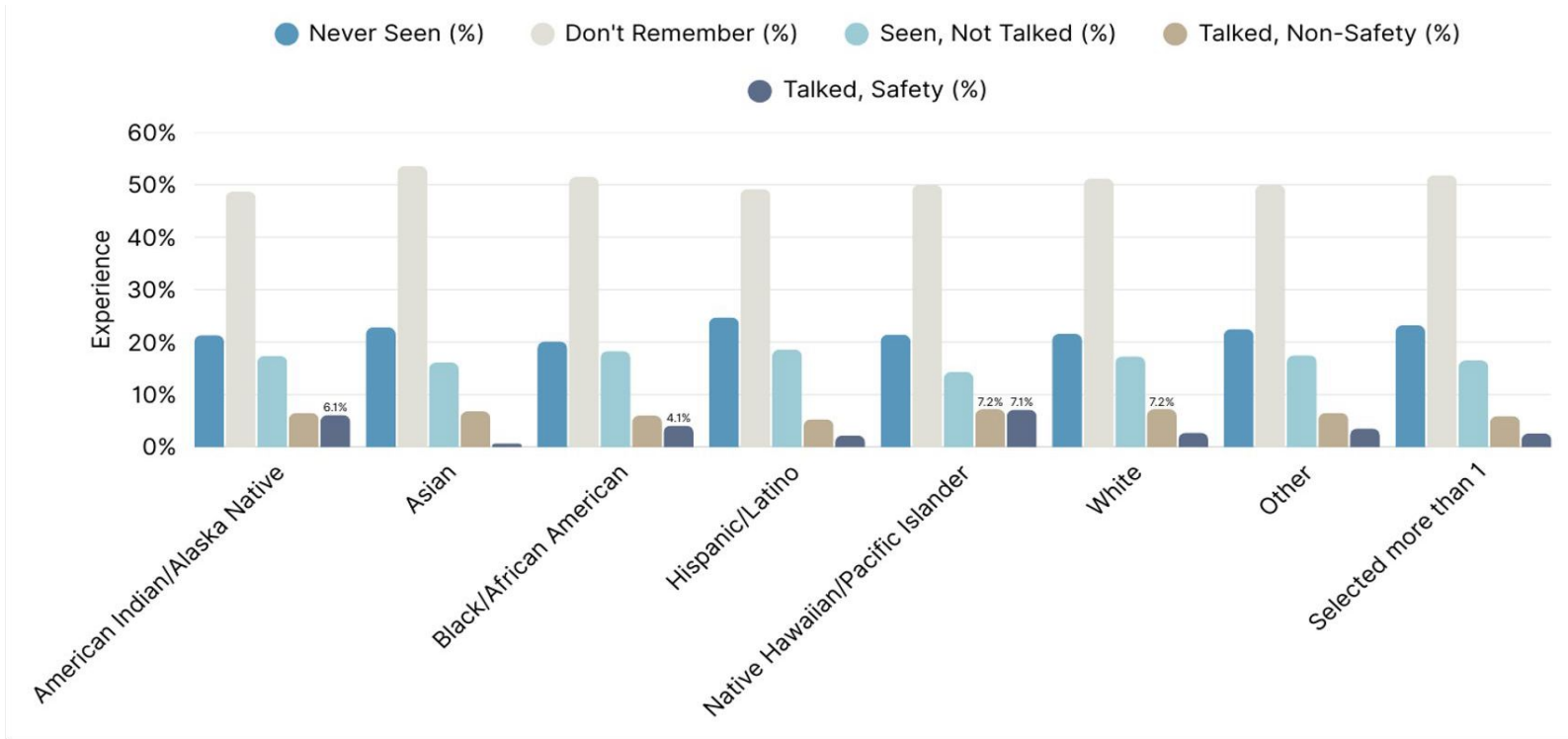
# Elementary Student YSO Experience by Race/Ethnicity (n=3,667)



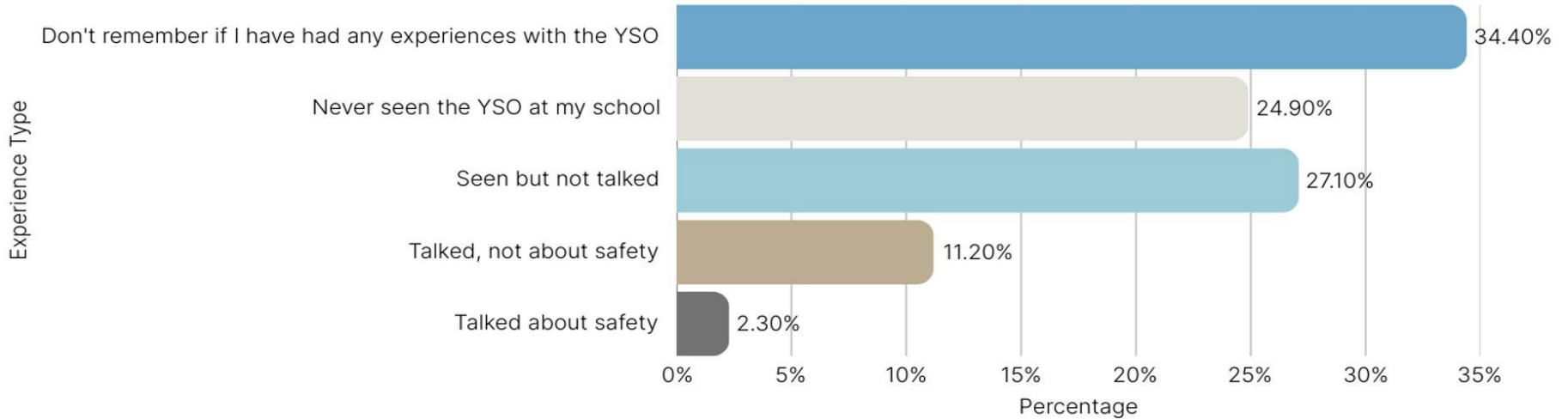
# Middle School Student YSO Experiences (n=4,205)



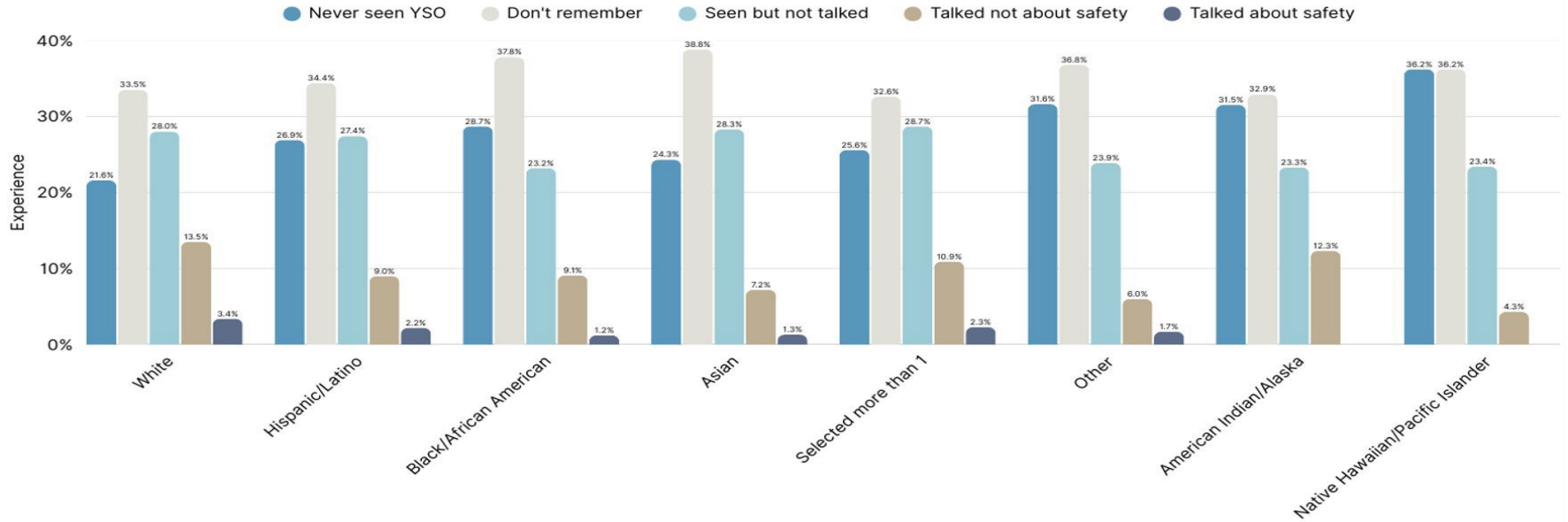
# Middle School Experience by Race/Ethnicity (n=4,053)



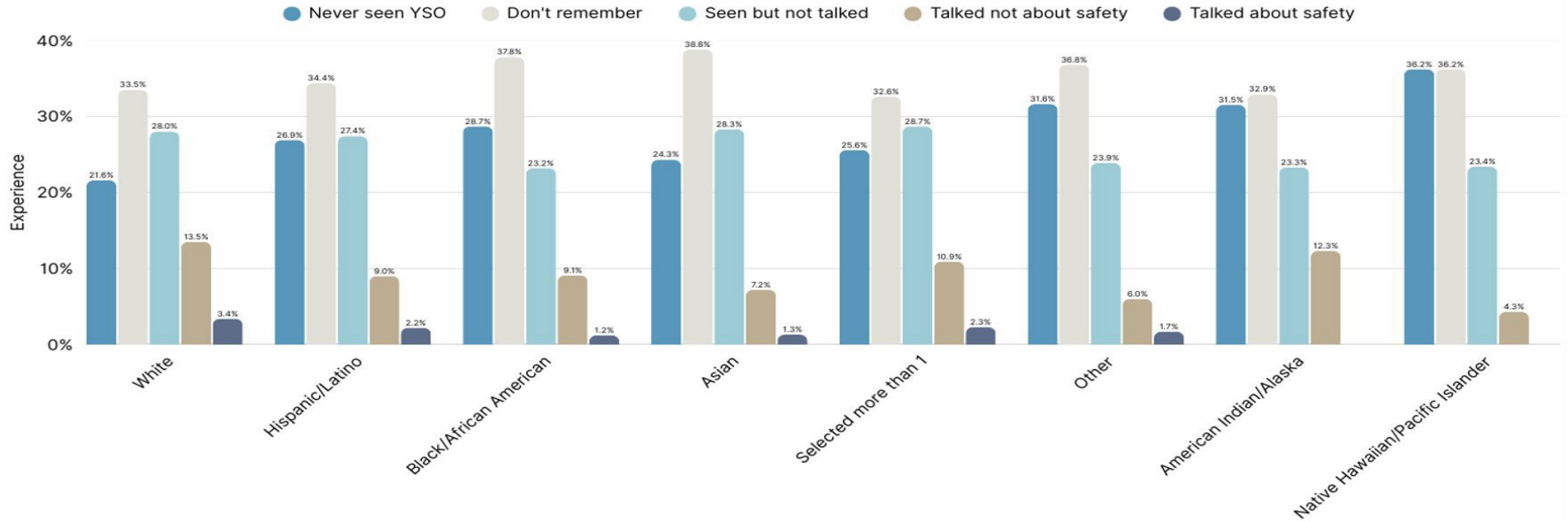
# High School Student YSO Experiences (n=2,351)



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

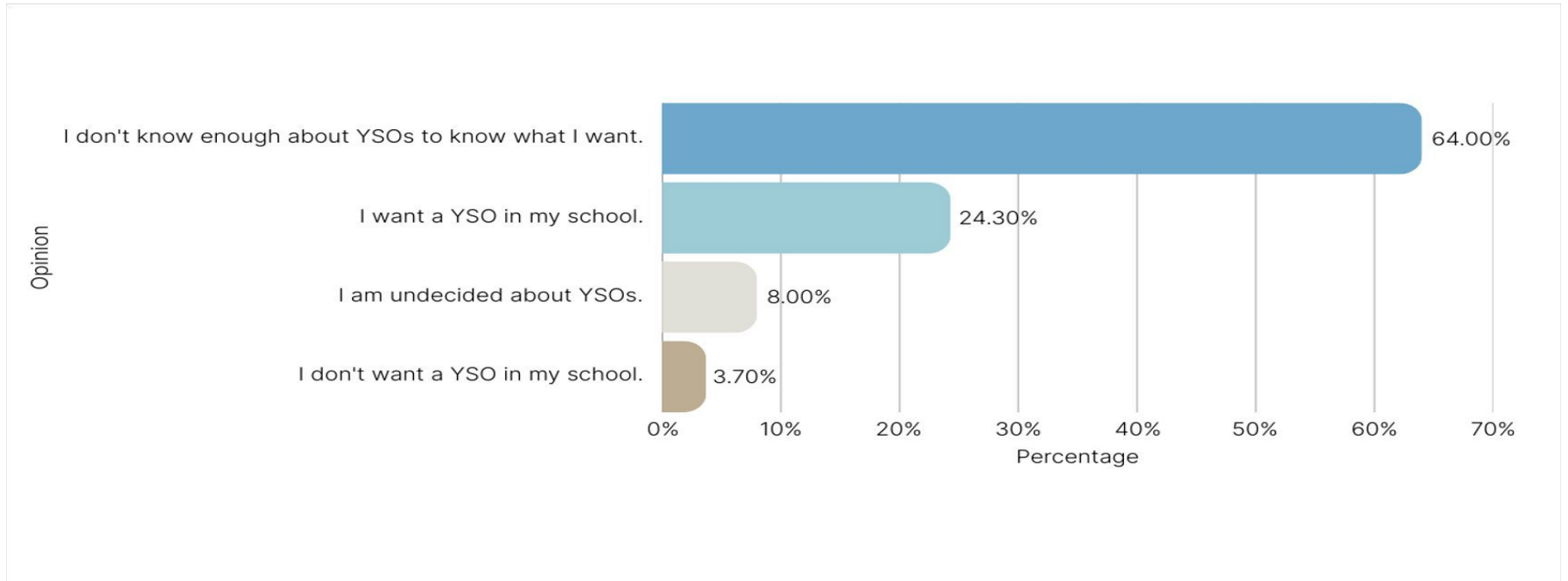


# High School Student YSO Experience by Race/Ethnicity (n=2,351)

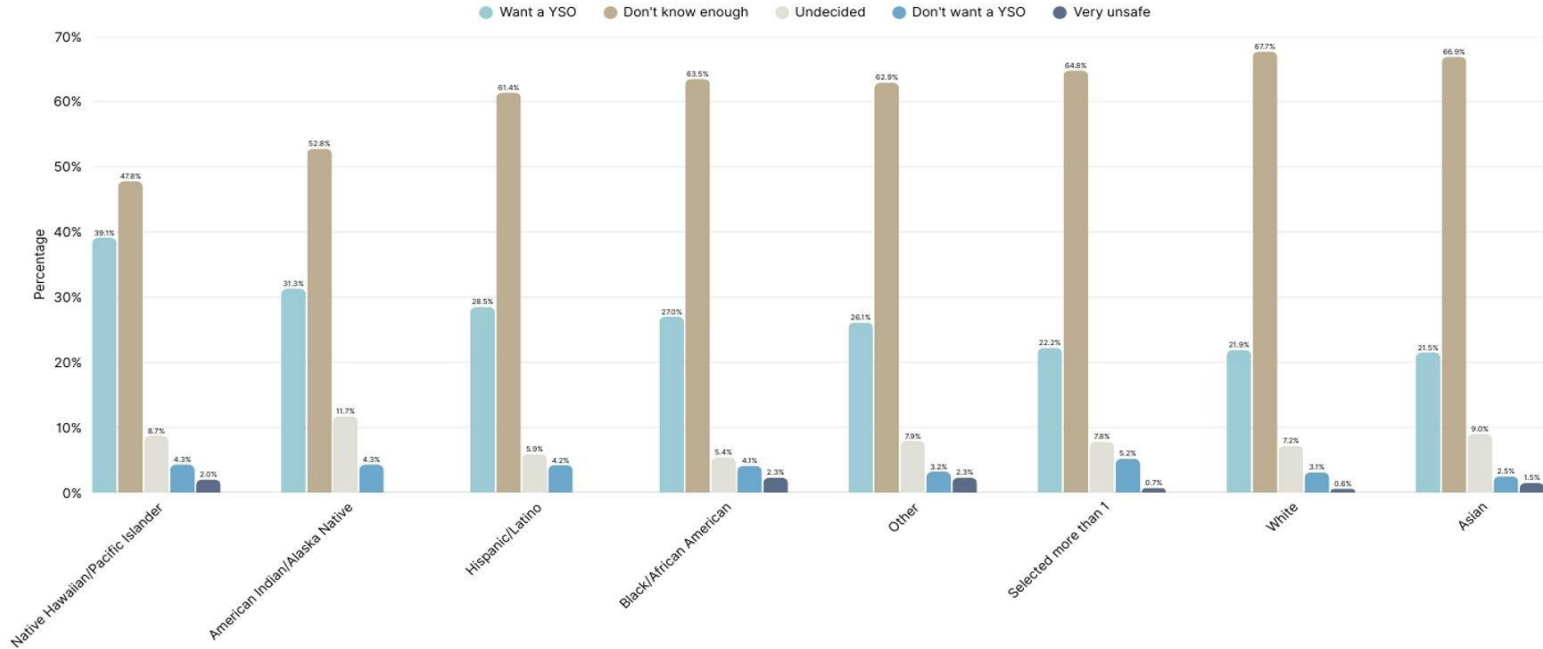


# Student Perceptions of YSOs

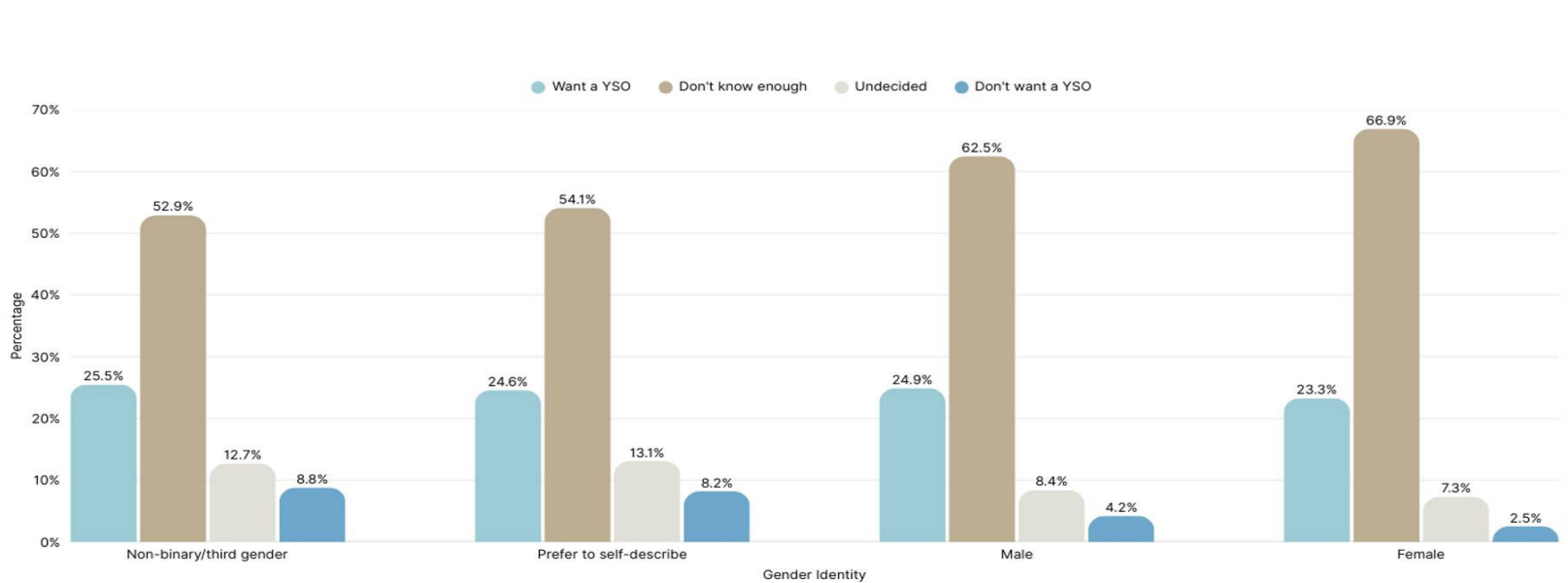
# Elementary Student Student Opinions About YSOs (n=3,859)



# 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)

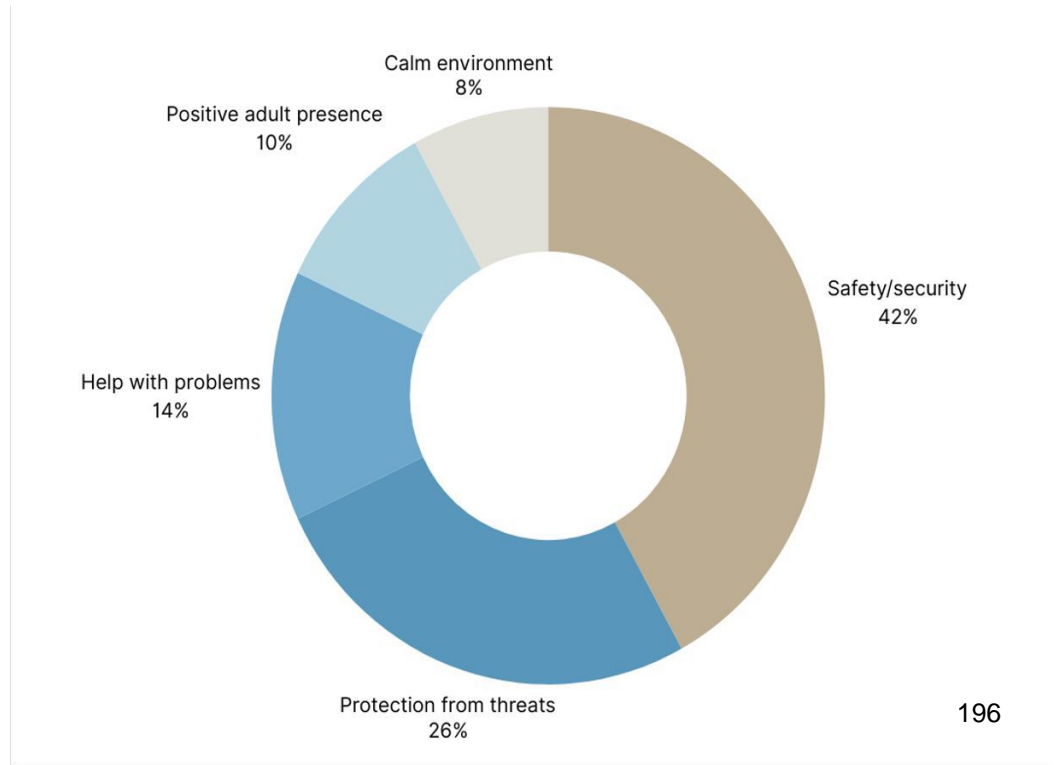
**42% - Safety/security**

**26% - Protection from threats**

**14% - Help with problems**

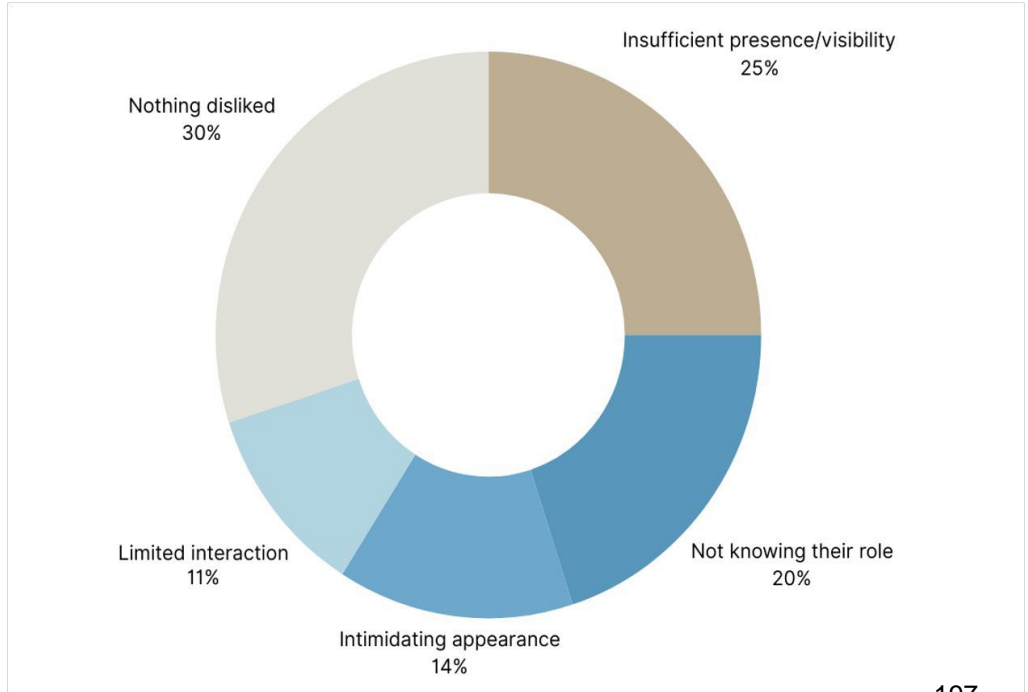
**10% - Positive adult presence**

**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)

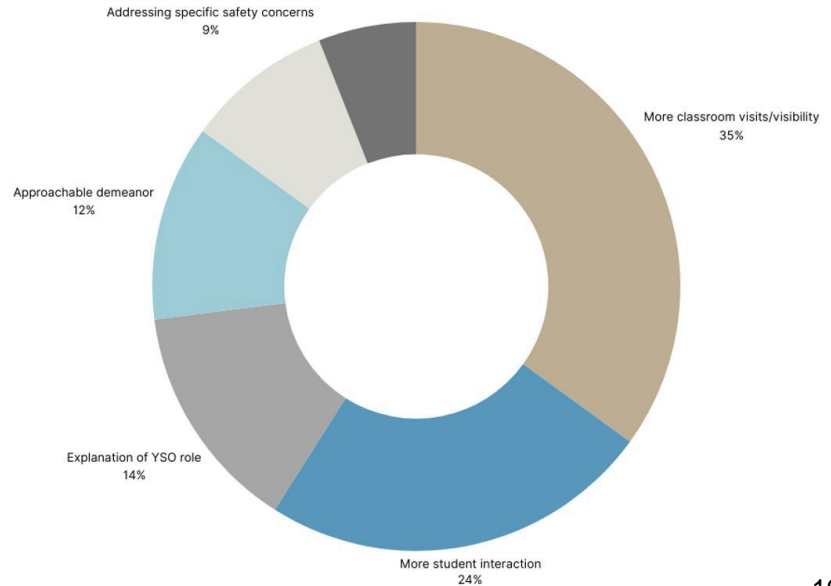
**35% - More classroom visits/visibility**

**24% - More student interaction**

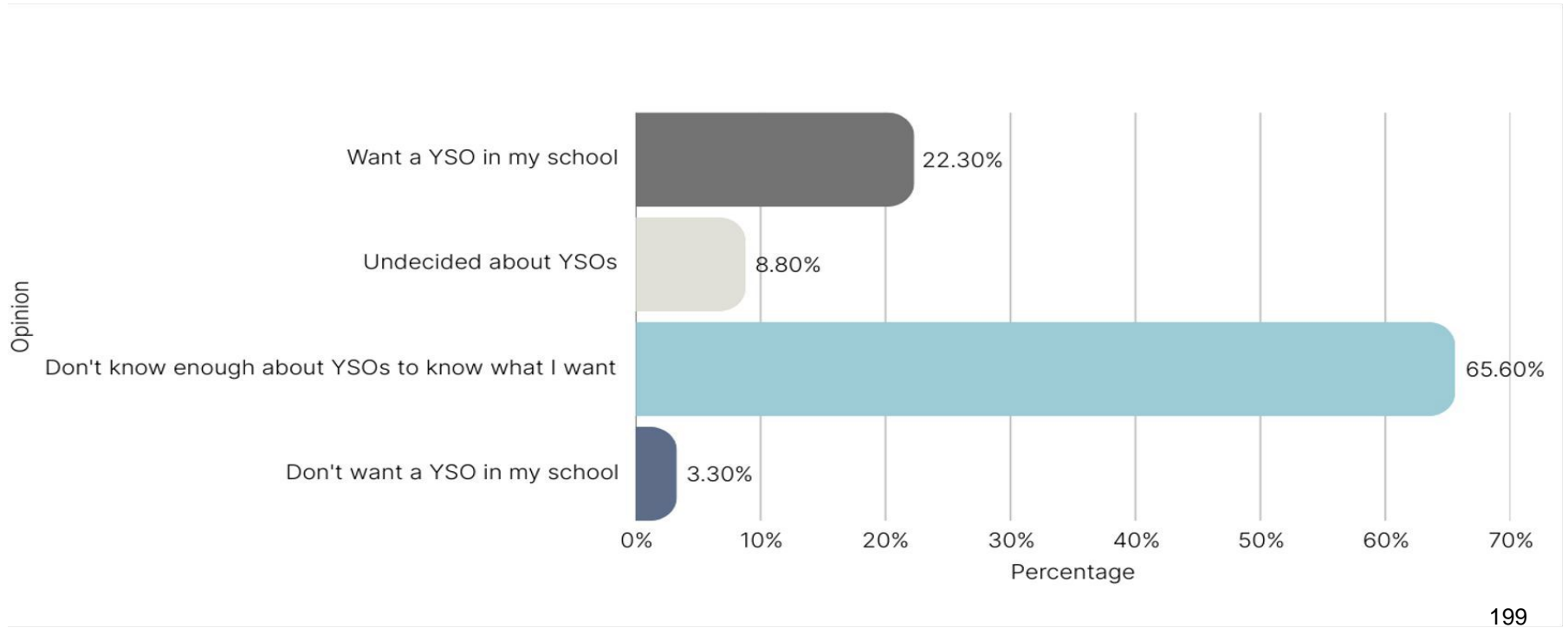
**14% - Explanation of YSO role**

**12% - Approachable demeanor**

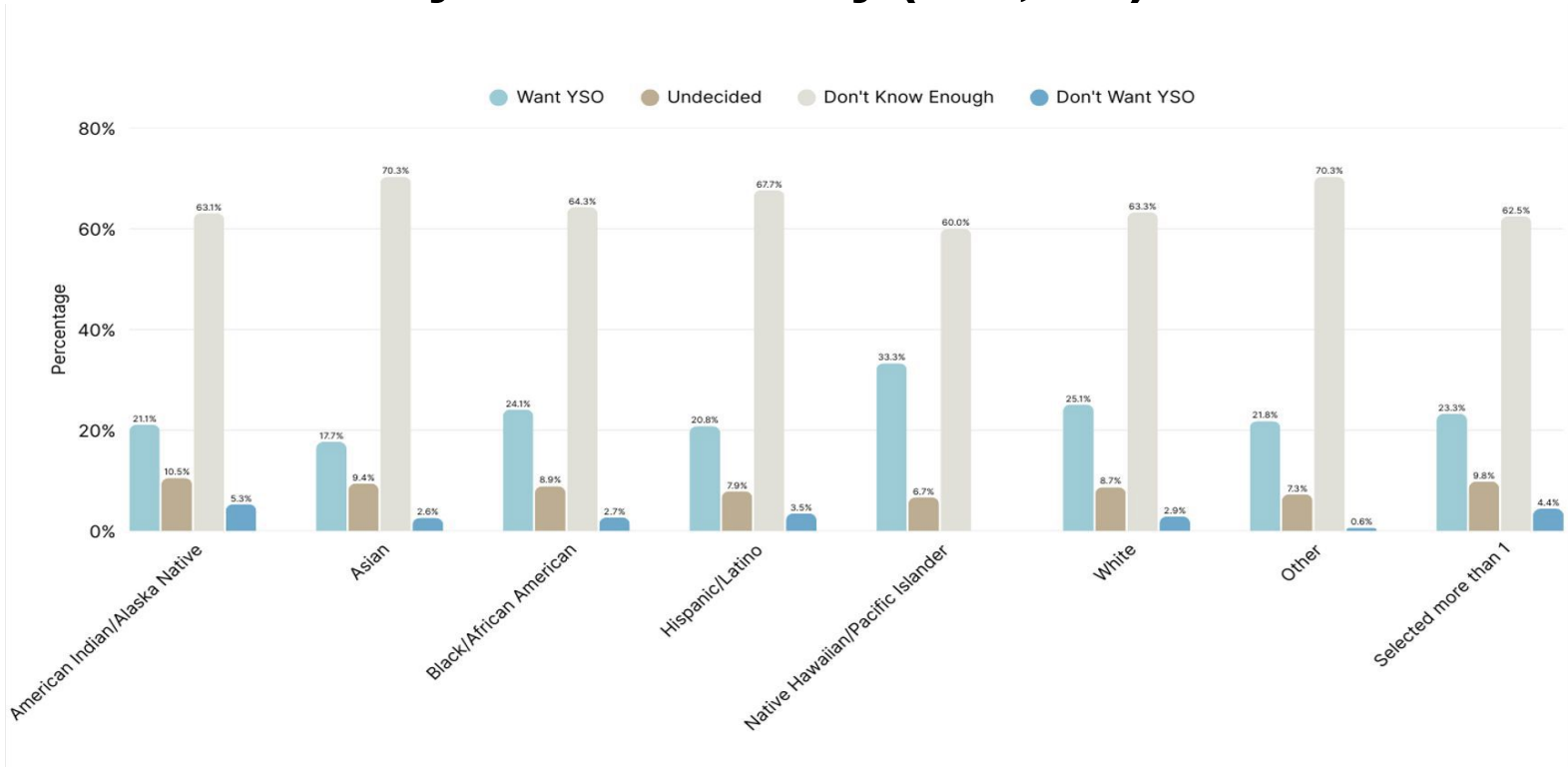
**9% - Addressing specific safety concerns**



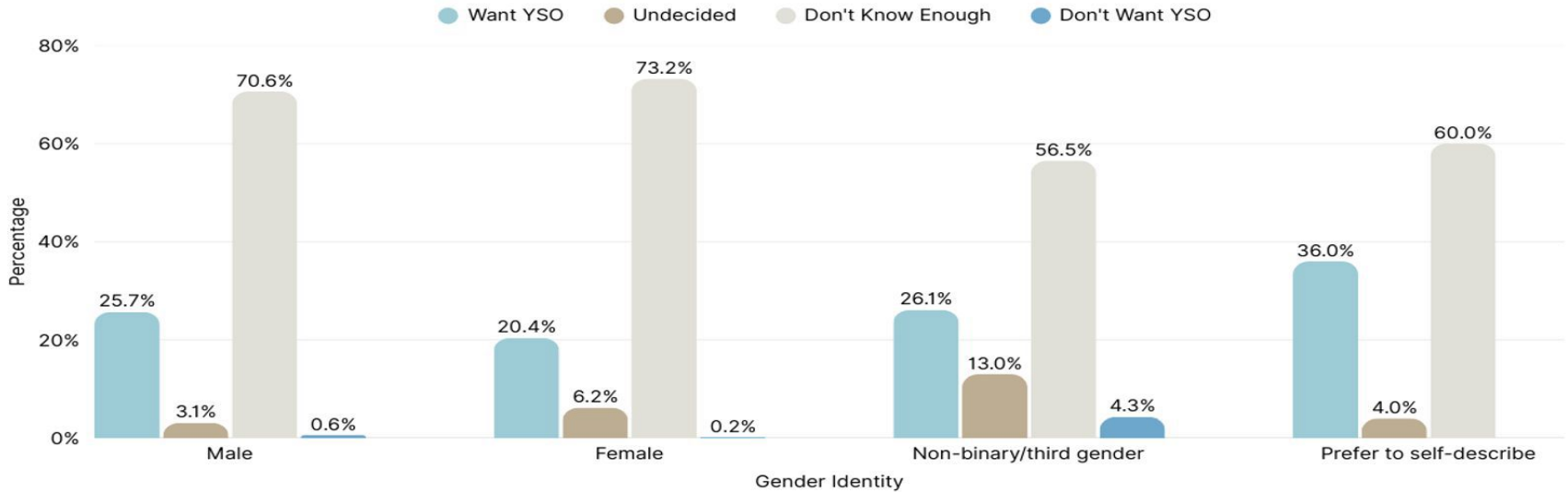
# Middle School Student Opinions About YSOs (n=4,188)



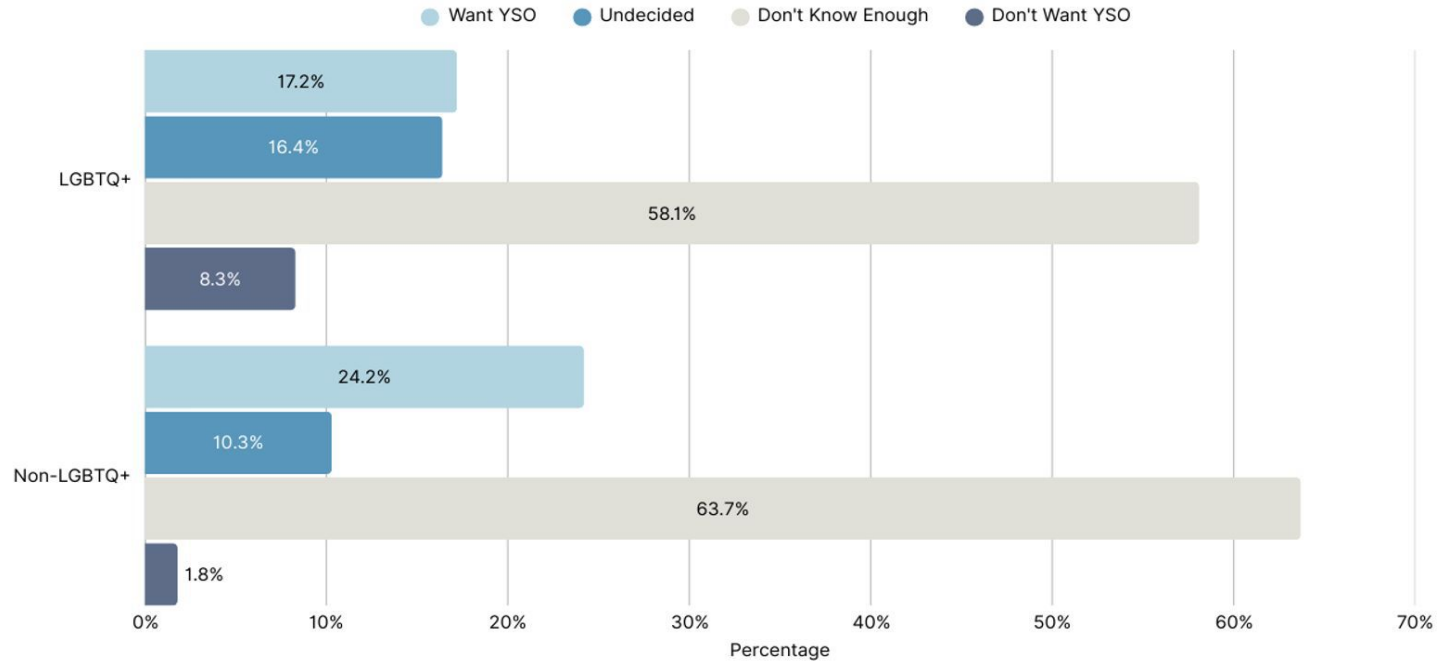
# Middle School Opinions by Race/Ethnicity (n=4,034)



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

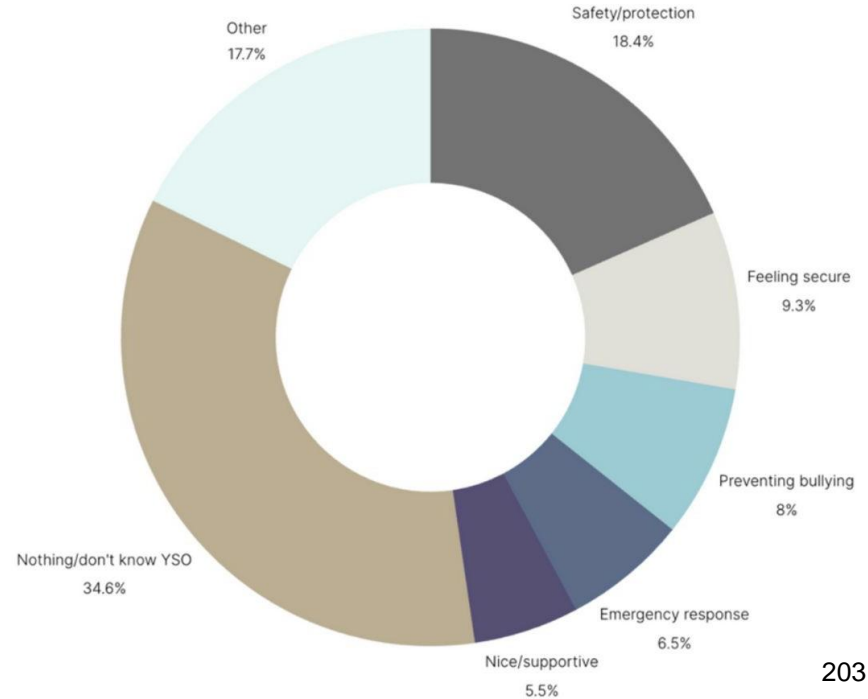


# Middle School Opinions by LGBTQ+ Identity (n=4,075)



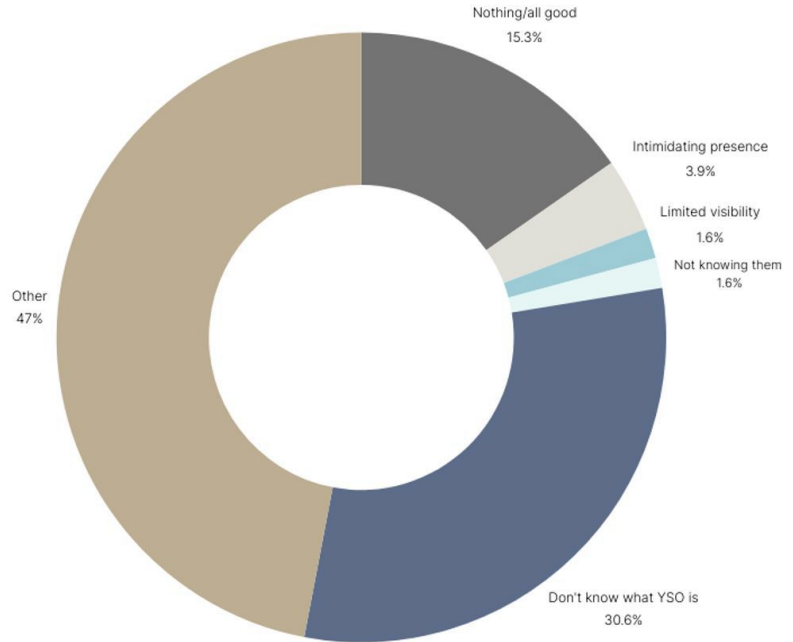
# What Middle School Students Like About YSOs (n=837)

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



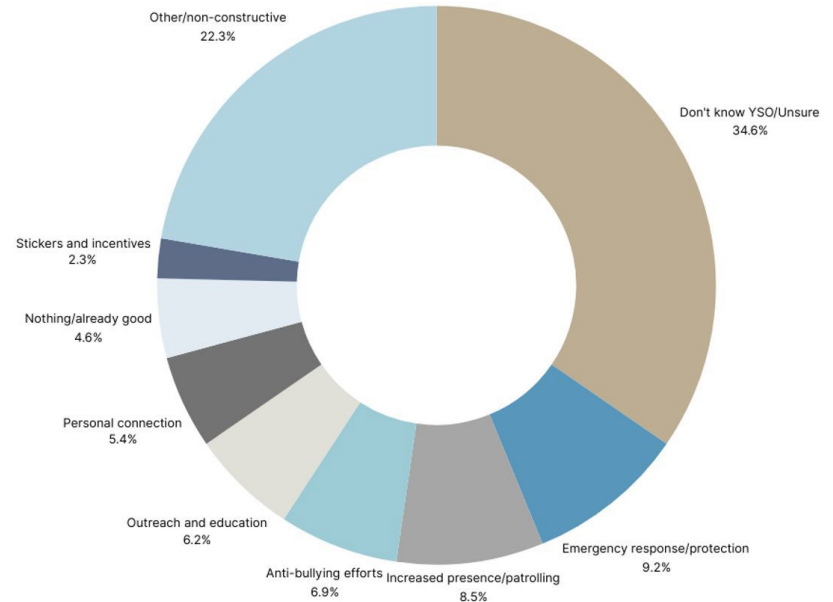
# What Middle School Students Dislike About YSOs (n=661)

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



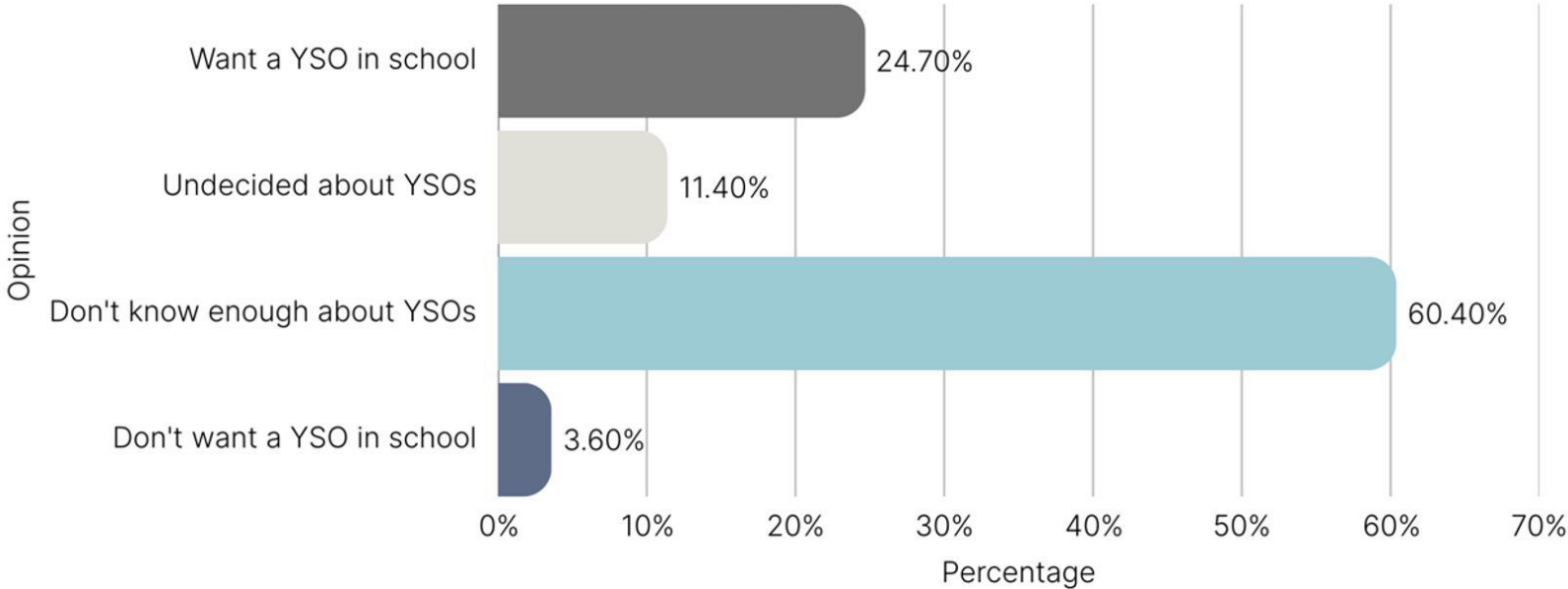
# How YSOs Could Make Middle School Students Feel Safer (n=650)

- 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**

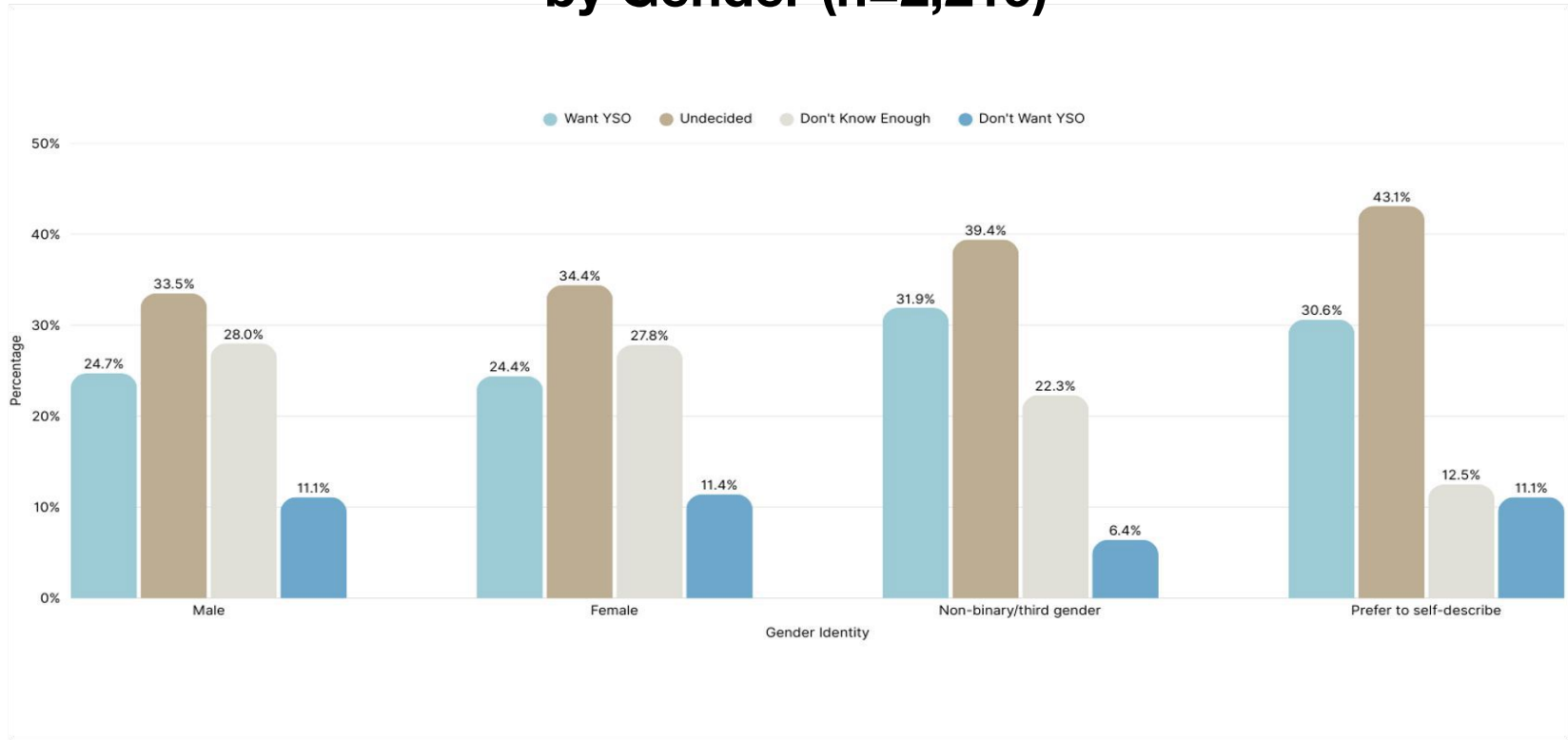


# High School Student Opinions About YSOs (n=2,331)

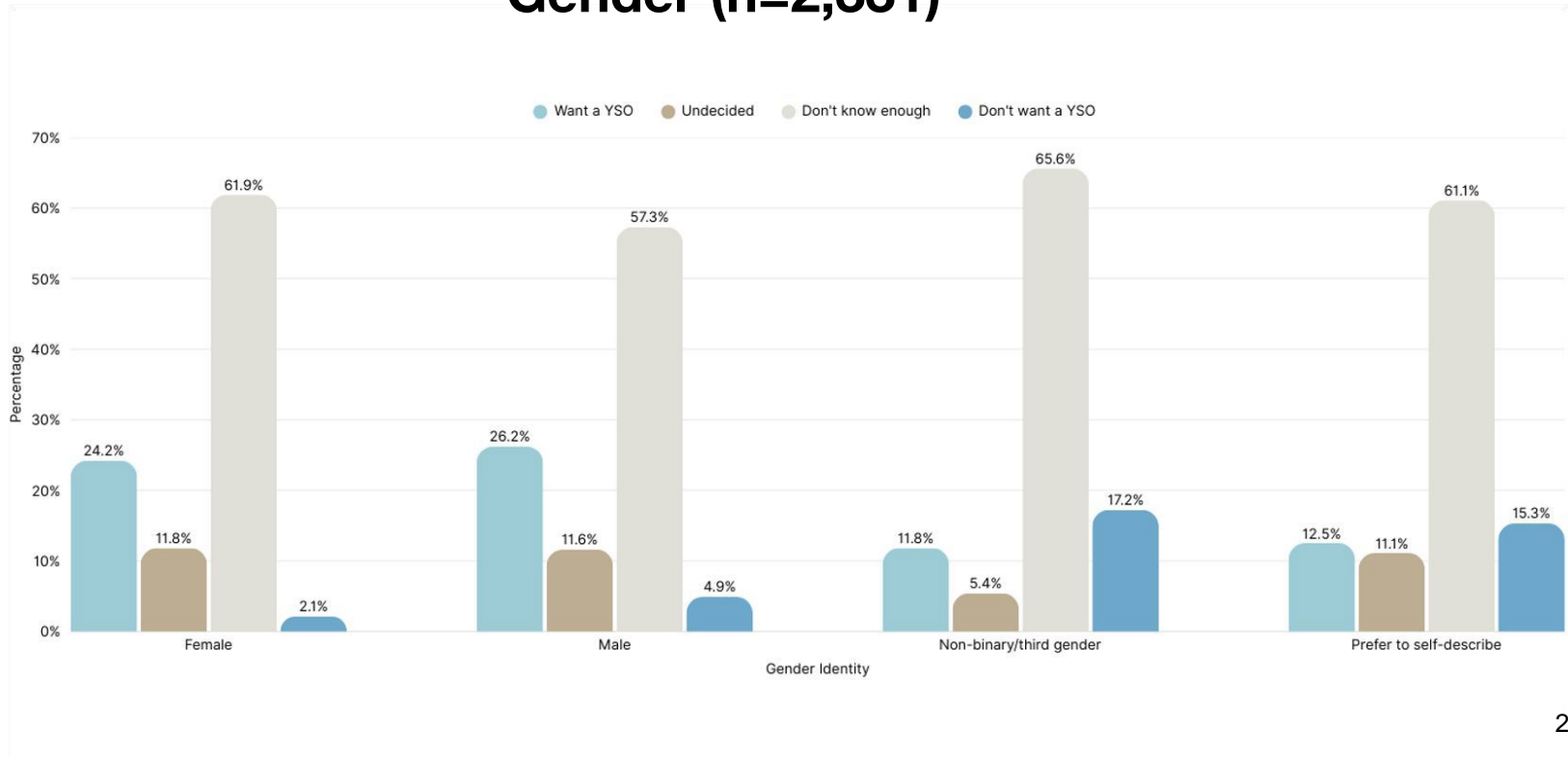
Figure 37: High School Student Opinions About YSOs (n=2,331)



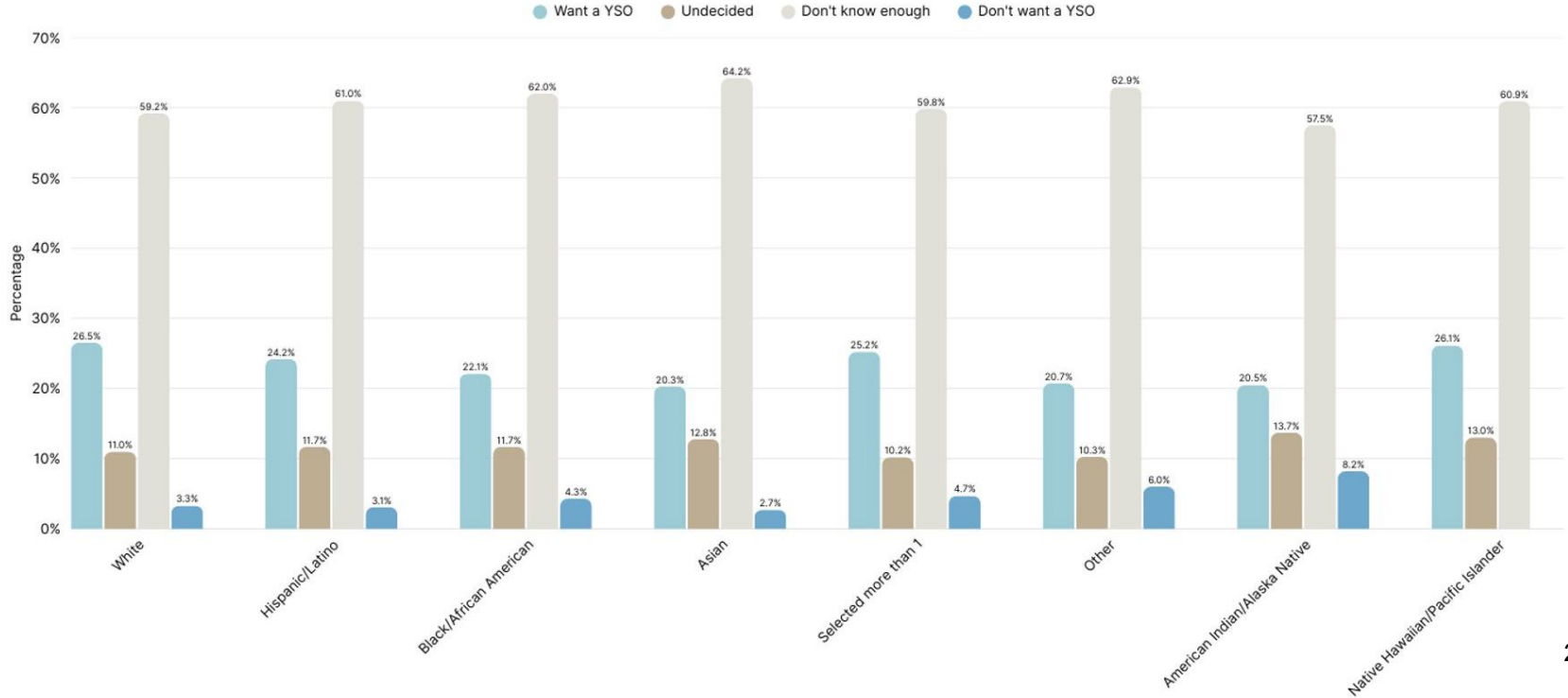
# High School Student YSO Experience by Gender (n=2,219)



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

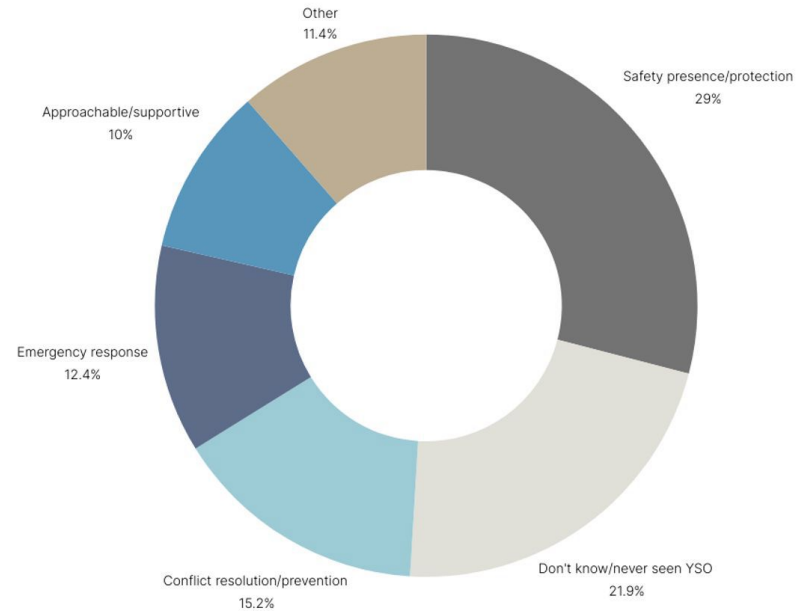


# High School Student Opinion Distribution by Race/Ethnicity (n=2,207)



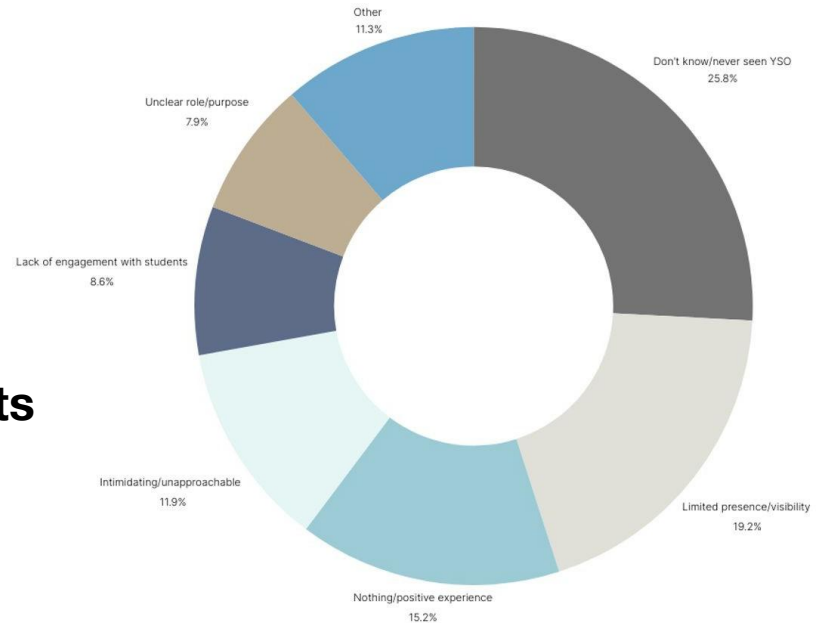
# What High School Students Like About YSOs (n=210)

- 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)

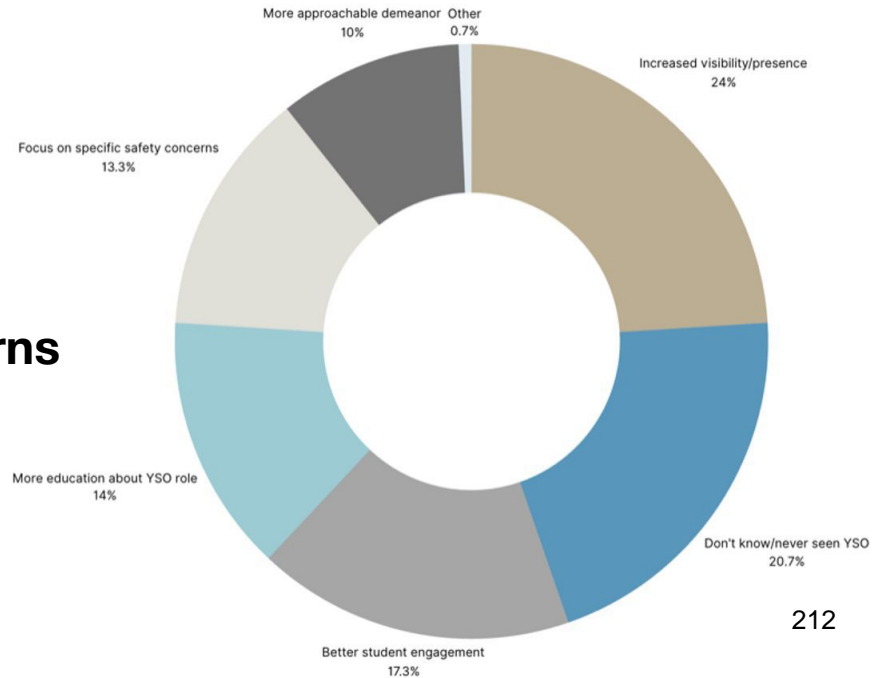
- 26% - Don't know/never seen YSO**
- 19% - Limited presence/visibility**
- 15% - Nothing/positive experience**
- 12% - Intimidating/unapproachable**
- 9% - Lack of engagement with students**



# 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.”*

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## 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

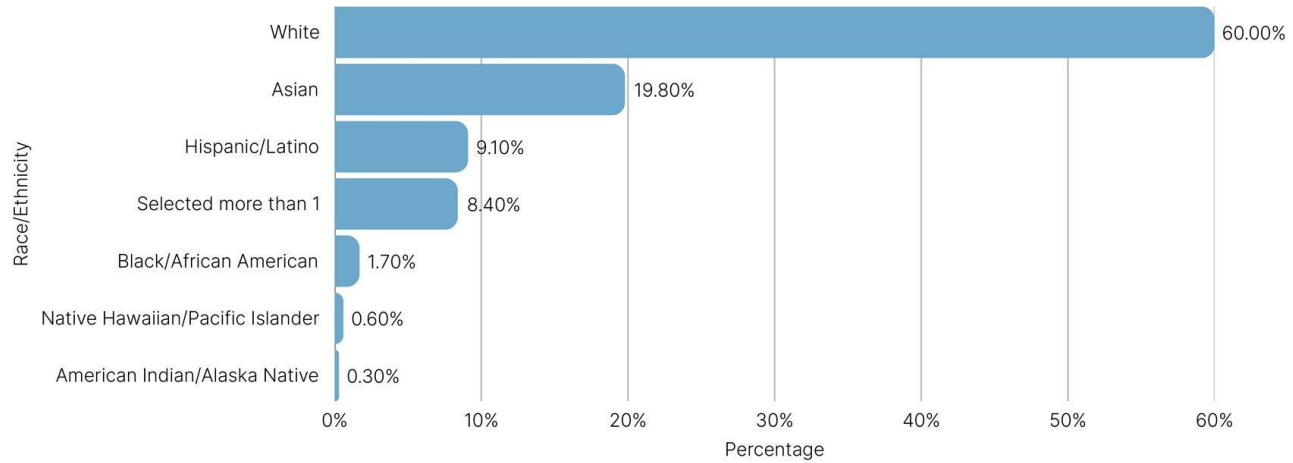
1. Clearer communication about YSO roles and responsibilities
2. Prioritize officers with strong people skills and community connections
3. Better awareness of YSO training and qualifications
4. Integration with other school safety measures
5. Continued focus on approachability and school community integration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

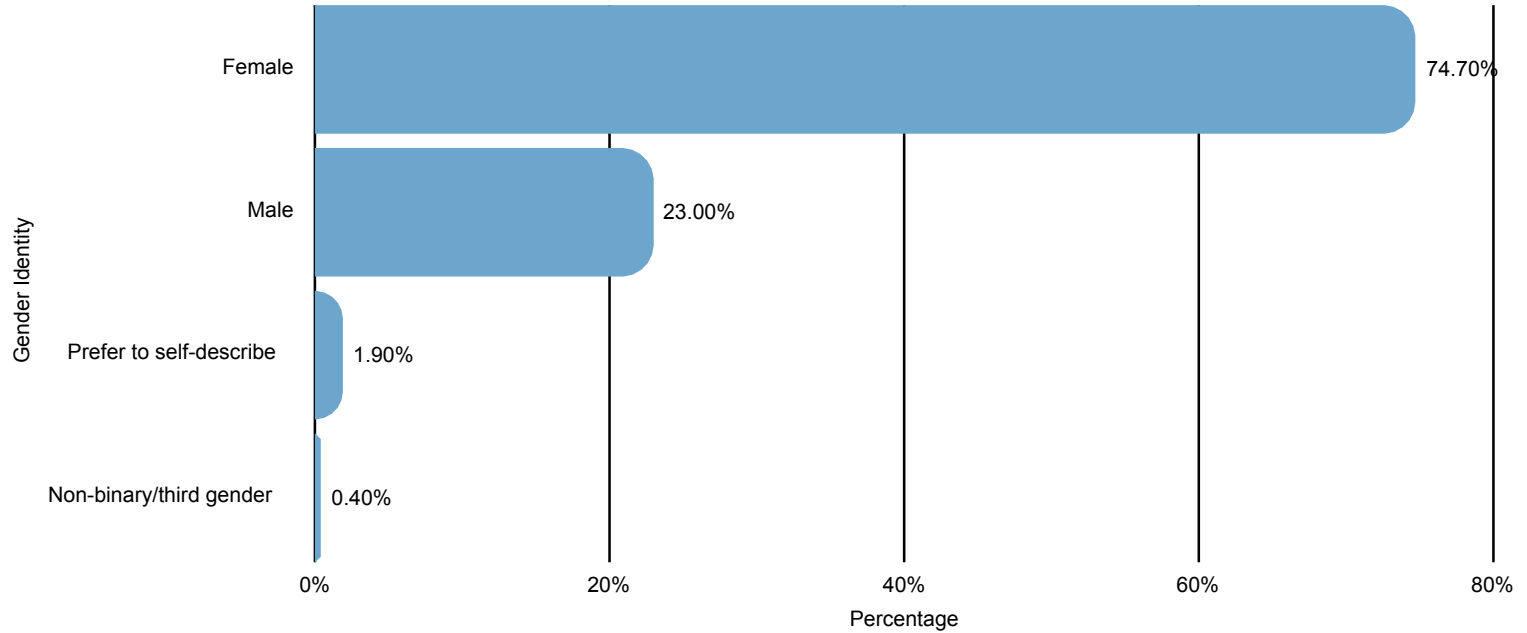
*"I feel like it's not spoken about enough how much training they go through and how specific they are for our age group and for exactly what they're doing in our school."*

# Parents/Guardians - Who participated in the survey?

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

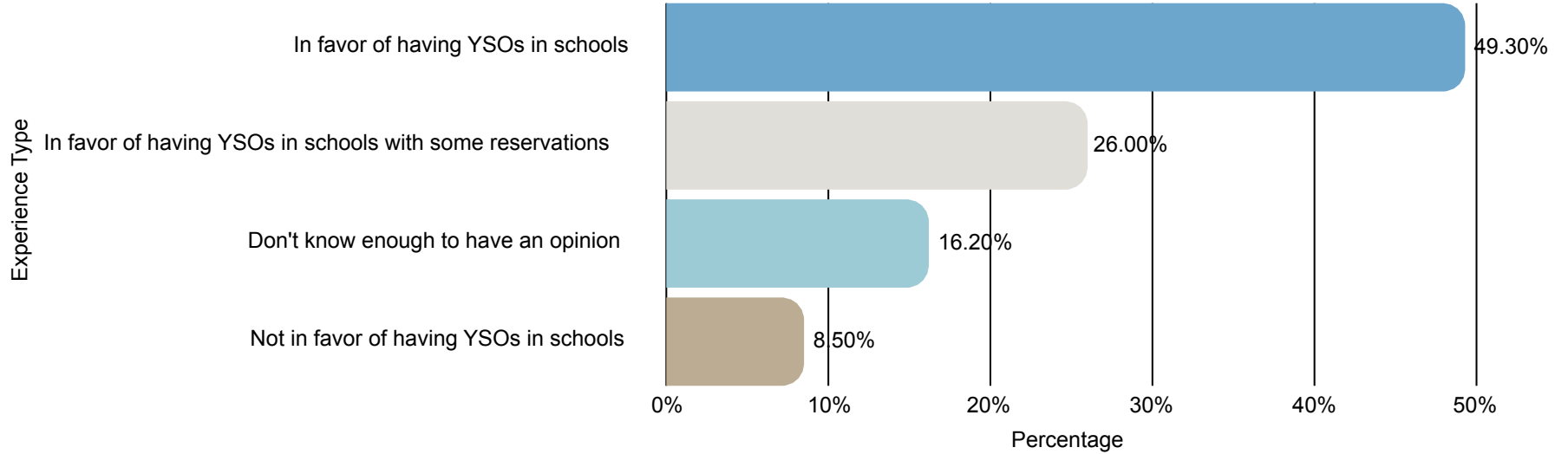


### Gender Identity Distribution of Parent/Guardian Respondents (n=3,283)

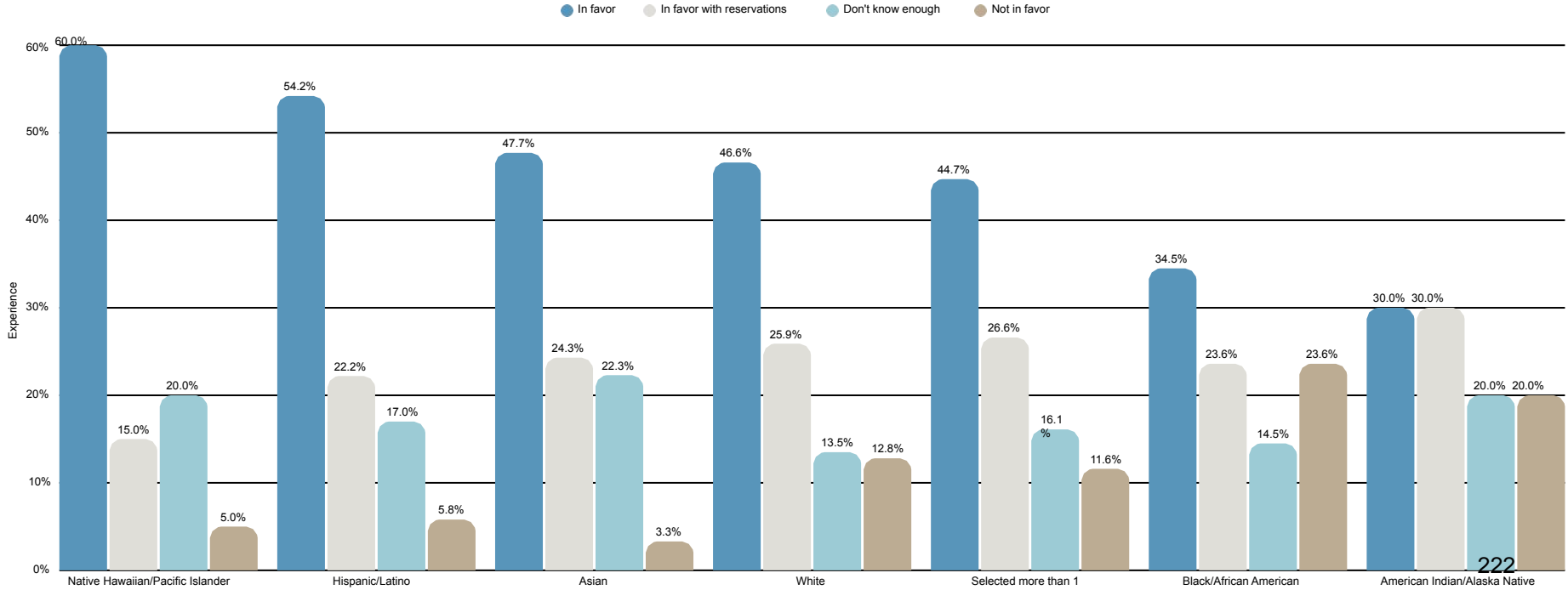


# Perceptions of YSOs

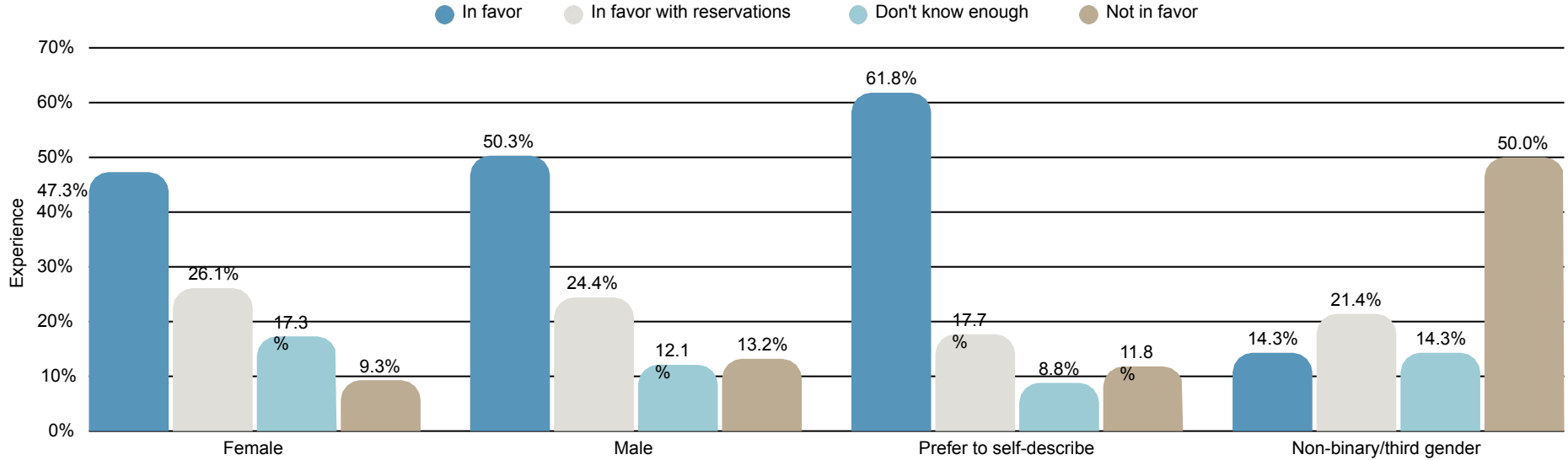
### Parent/Guardian YSO Preferences (n=3,246)



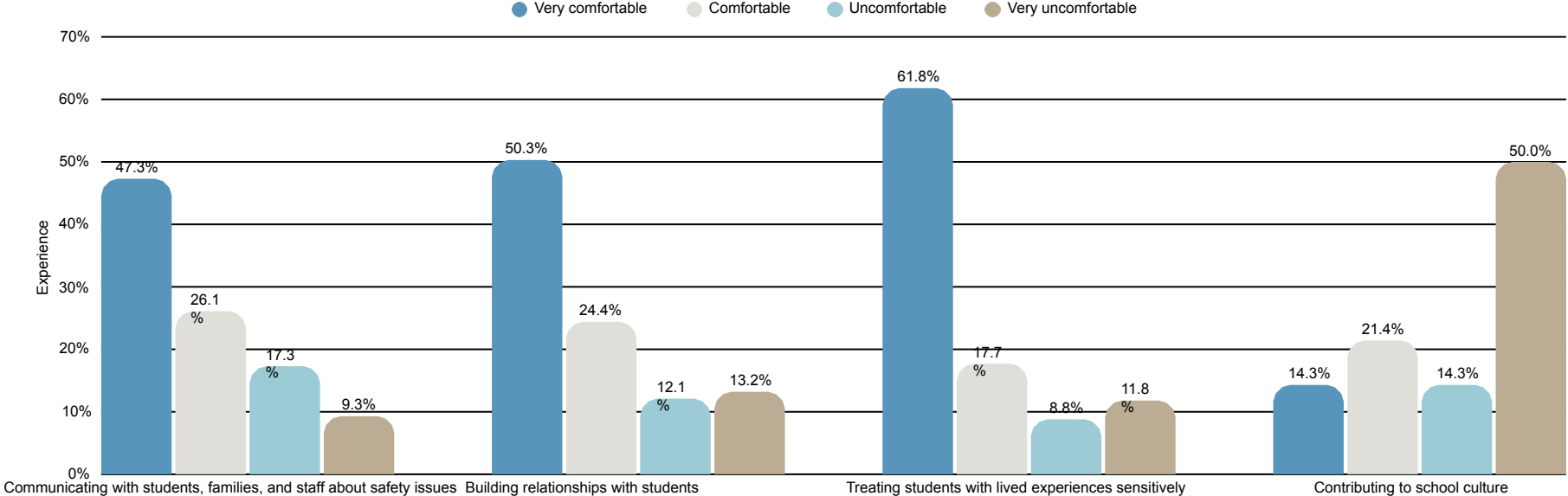
## Parent/Guardian YSO Preferences by Race/Ethnicity (n=3,217)



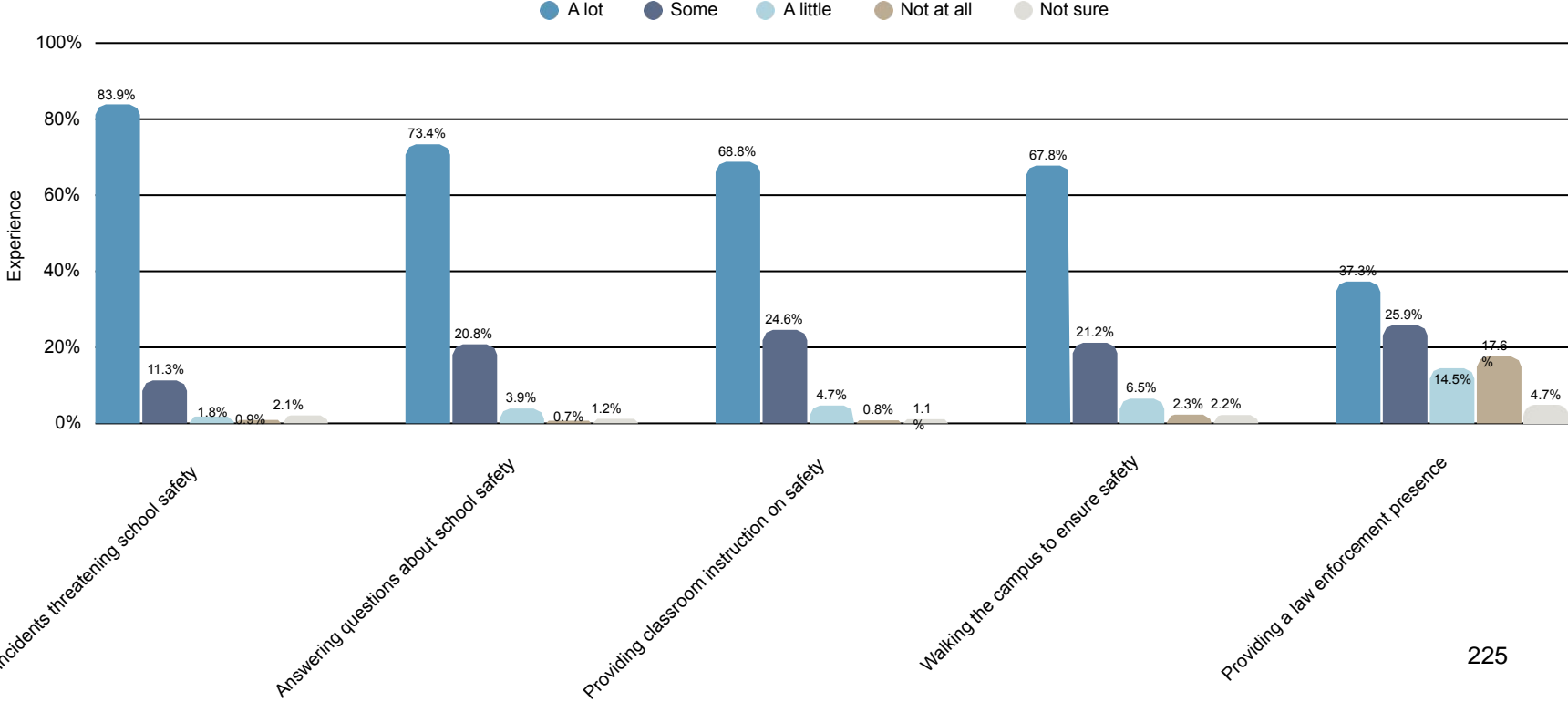
### Parent/Guardian YSO Preferences by Gender (n=3,282)



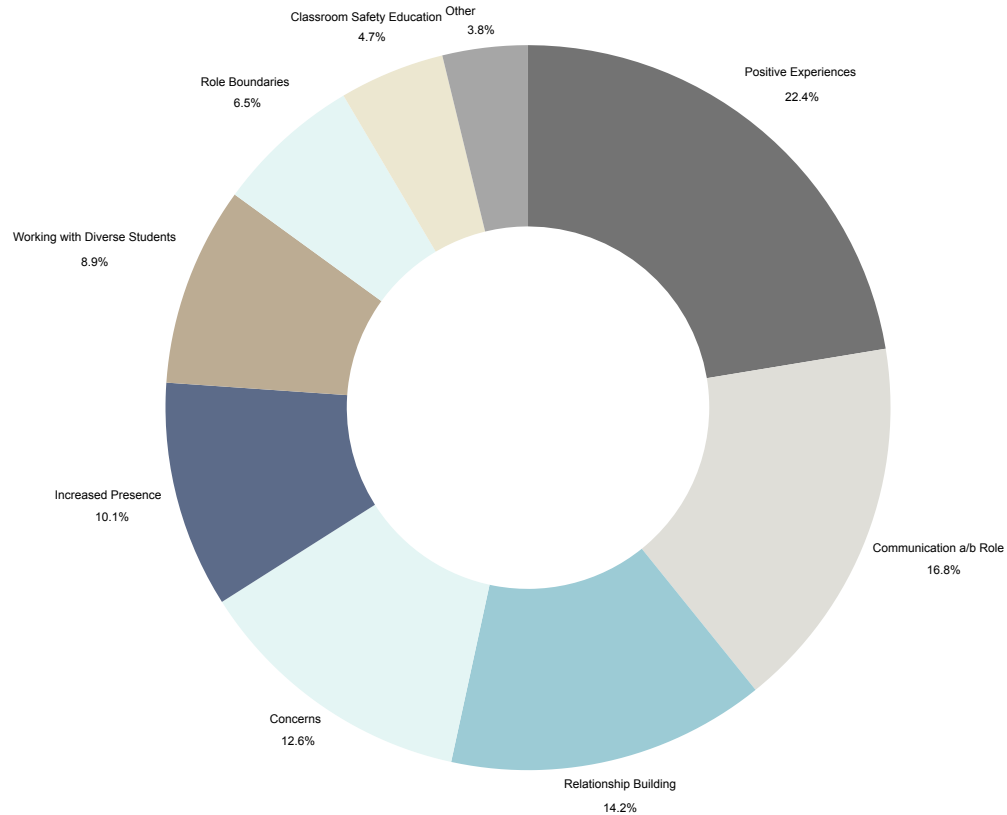
### Parent Comfort with YSO Activities (n=3,251)



### 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.***

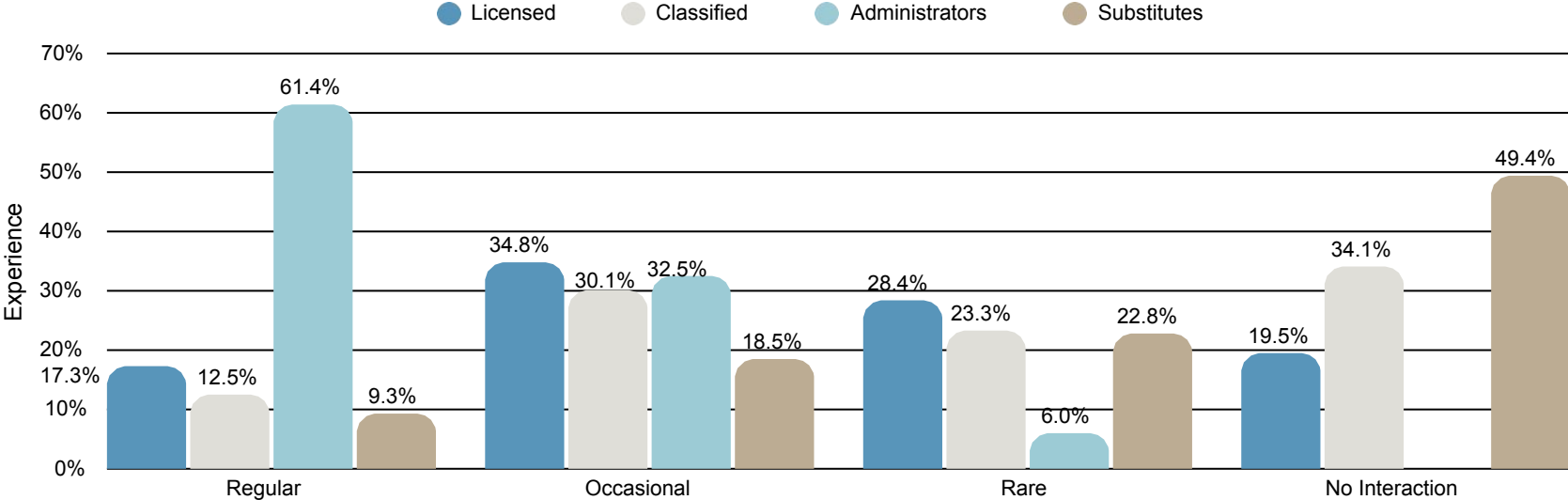
***New staff at schools will be trained by YSOs to have an idea on how to make safety priority.***

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

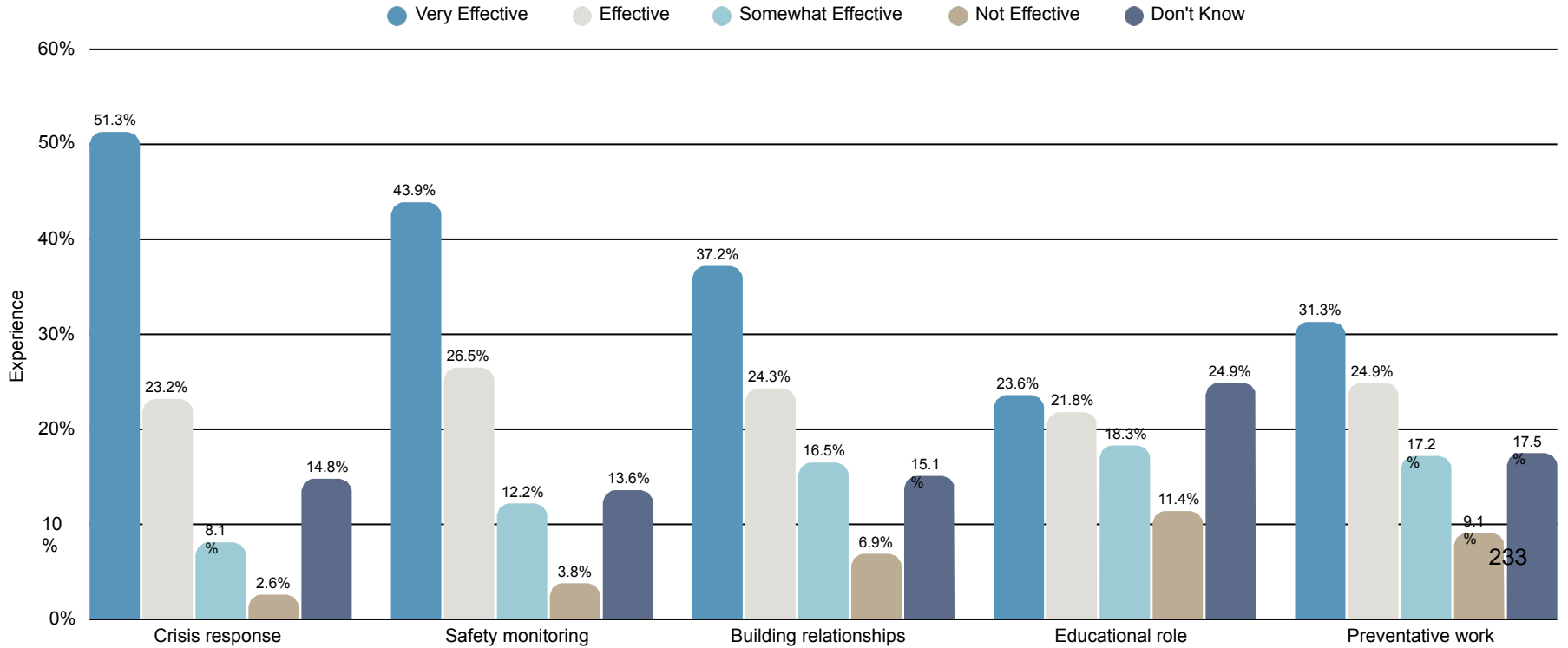
***Patrol the campus more frequently and monitor areas like back entrances where strange people have approached students.***

# Staff

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

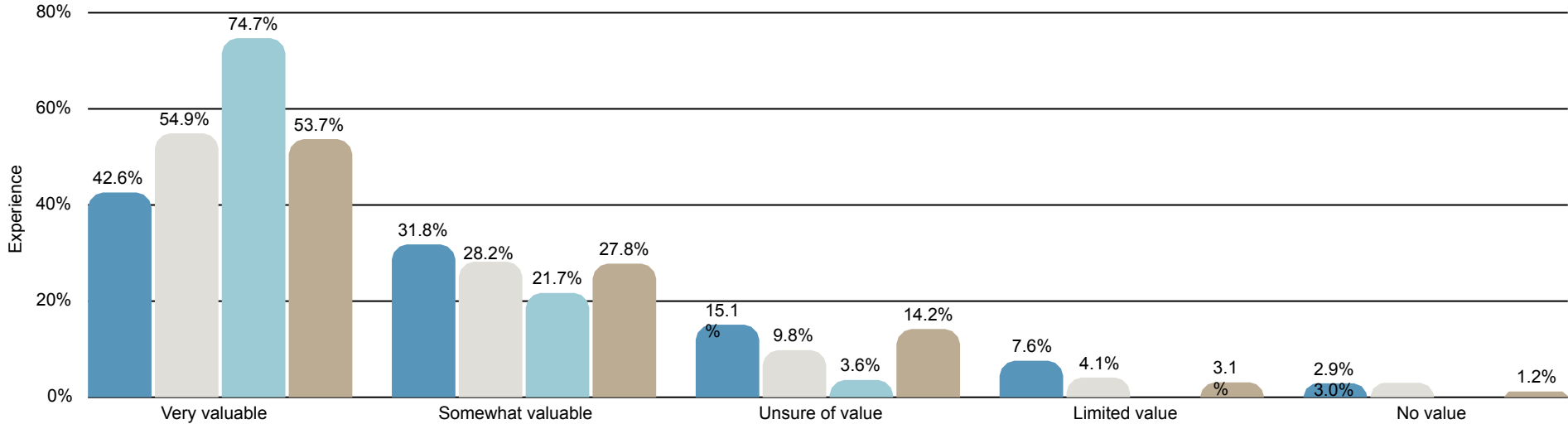


## Staff Assessment of YSO Effectiveness in Various Roles (n=1,749)

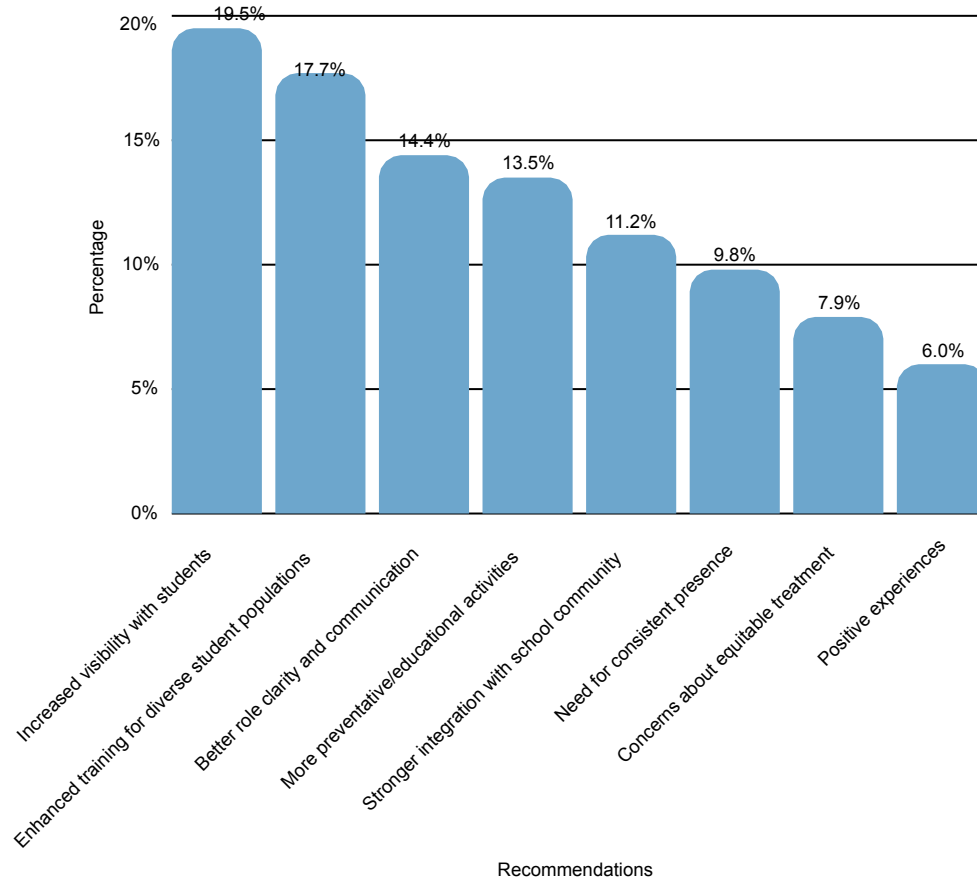


### Staff Assessment of YSO Value (n=1,749)

● 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

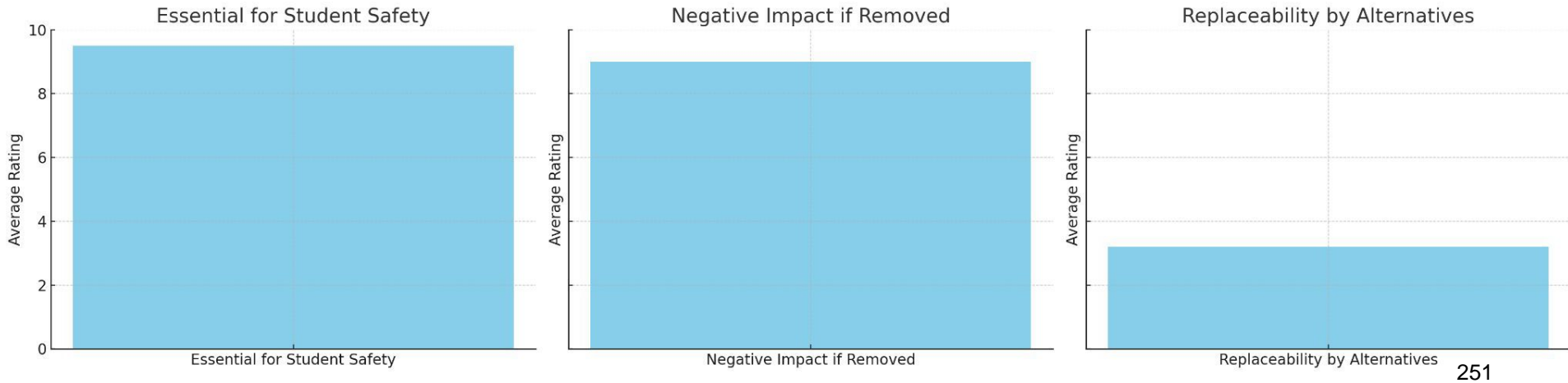
- Clarify YSO roles and responsibilities
- Expand mental health supports
- Strengthen accountability and reporting

## Conclusion

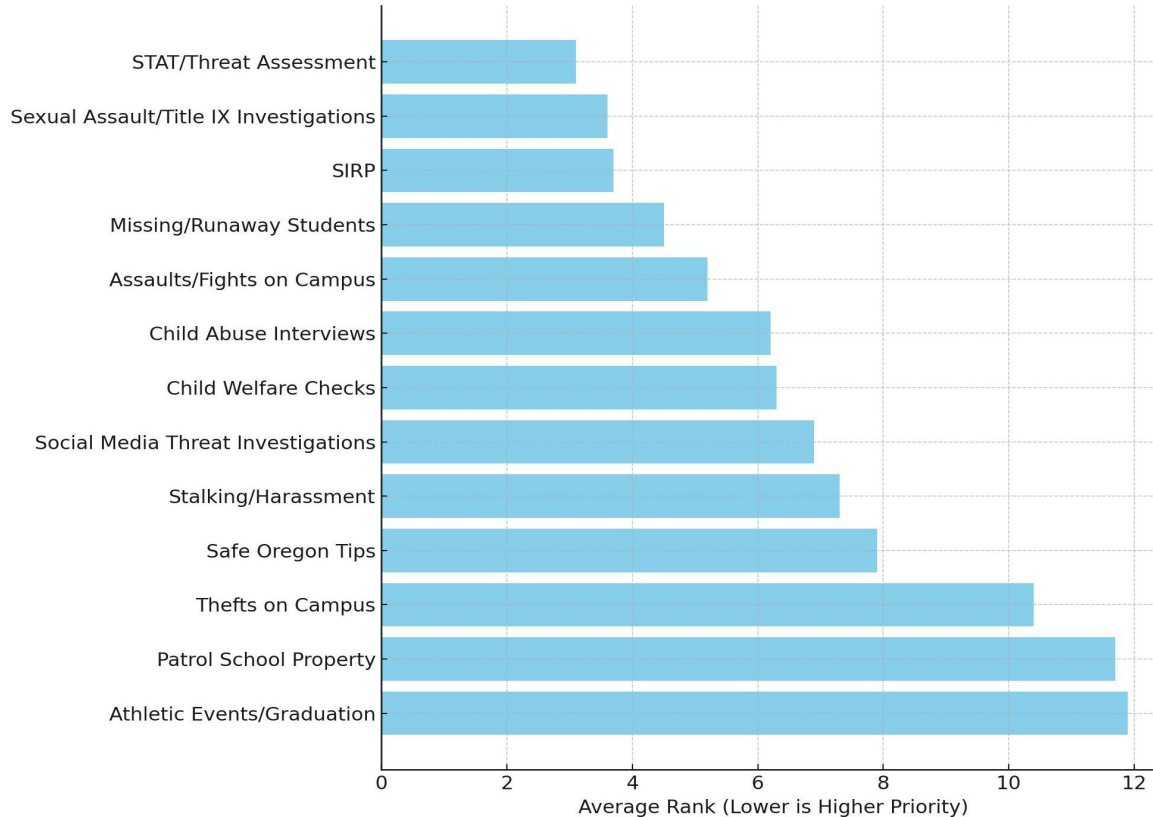
- Broad stakeholder support for keeping and enhancing the program
- Recommendations provided for better alignment with district goals

# 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

0.5  
**Models**

**Alternative**

# 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
		<b>12</b>			<b>\$622,176</b>
2025-26 *Estimate	BPD	7	\$344,176	\$10,000	\$354,176
	WSCO	5	\$248,000		\$248,000
		<b>12</b>			<b>\$602,176</b>

07

# Cost Avoided Savings

# Cost Avoided Savings

Background Checks - no cost due to IGA.

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

Threat Investigations

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

**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

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**Steps**

**Next**

- Review Presentation Data
- Board Vote May 13

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## References

# YSO Survey Findings

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Beaverton School District  
2025 Survey

## Contents

Data Overview

Elementary Student YSO Survey Analysis

Middle School Student YSO Survey Analysis

High School Student YSO Survey Analysis

Parent/Guardian YSO Survey Analysis

School Staff YSO Survey Analysis

# Data Overview

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This evaluation integrates data from multiple stakeholder surveys to provide a comprehensive assessment of the Youth Services Officer (YSO) program. The data processing methodology included consistent approaches across all respondent groups while addressing unique considerations for each population.

## Data Collection and Integration

- **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)

## Data Processing Techniques

- **Standardization:** Response formats were standardized across languages and respondent groups while preserving unique response patterns.
- **Data Cleaning:** Missing or invalid data points were identified and handled appropriately for each dataset, with survey rows containing missing responses removed.
- **Statistical Analysis:** Quantitative responses were analyzed using consistent metrics across groups.
- **Thematic Analysis:** Qualitative responses underwent systematic coding to identify recurring themes and patterns.
- **Demographic Cross-Tabulation:** Results were systematically analyzed by demographic variables, including race/ethnicity, gender, LGBTQ+ identity, staff role, and years of experience.
- **Privacy Protection:** All analyses maintained respondent anonymity, particularly for small demographic groups.

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- **Privacy Protection:** All analyses maintained respondent anonymity, particularly for small demographic groups.

## Methodological Considerations by Group

### Elementary Students

- Special attention to age-appropriate interpretation of responses
- Consideration of developmental factors in understanding safety concepts
- Accommodation for natural language barriers for elementary-age respondents in open-ended questions

### Middle School Students

- Careful attention to translation equivalence between English and Spanish responses
- Response patterns analyzed with consideration of early adolescent developmental stage
- Analysis of LGBTQ+ identity as a specific demographic variable

### High School Students

- Consideration of increased capacity for nuanced opinion formation
- Analysis of potential privacy concerns affecting response patterns
- Adjustment for apparent data processing limitations in certain response categories

### Parents/Guardians

- Multilingual response integration challenges
- Analysis of potential cultural factors influencing perceptions
- Special consideration for varying response rates across questions
- Integration of rich qualitative feedback with quantitative metrics

### Staff

- Role-specific response analysis considering varied responsibilities
- Experience-level comparisons across multiple metrics
- Analysis of potential professional biases based on position responsibilities
- Integration of operational expertise into recommendation development

This methodological framework ensures rigorous, consistent analysis while honoring the unique perspectives and considerations of each stakeholder group, providing a foundation for evidence-based program recommendations.

# Elementary Student YSO Survey Analysis

## Overview

The elementary student survey (n=3,667) reveals a significant visibility and engagement gap with Youth Services Officers (YSOs), despite generally positive perceptions among those who have formed opinions. With nearly three-quarters of elementary students reporting either no YSO encounters or uncertainty about past interactions, the data points to a critical awareness deficit that affects all other perception metrics.

## Demographic Profile of Respondents

The elementary student survey (n=3,667) reveals a significant visibility and engagement gap with Youth Services Officers (YSOs), despite generally positive perceptions among those who have formed opinions. With nearly three-quarters of elementary students reporting either no YSO encounters or uncertainty about past interactions, the data points to a critical awareness deficit that affects all other perception metrics.

Before examining the survey findings, it's important to understand the demographic composition of the elementary survey respondents. Table 1 presents the race/ethnicity distribution of respondents.

Figure 1: Race/Ethnicity Distribution of Elementary Respondents (n=3,667)

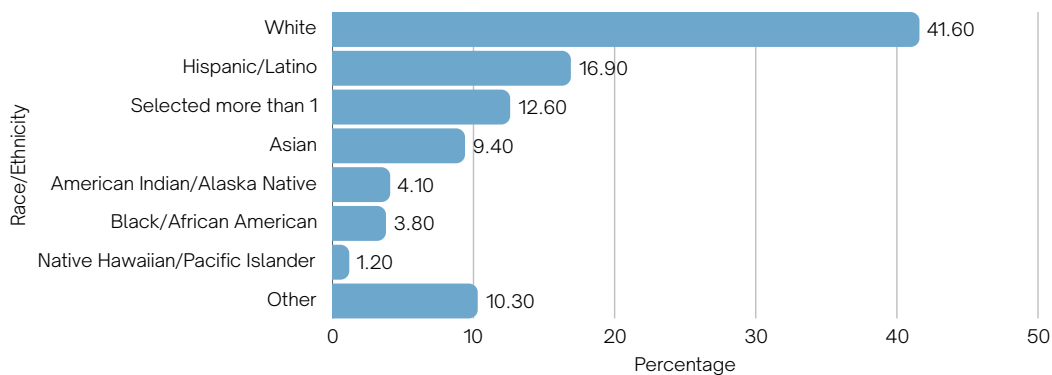
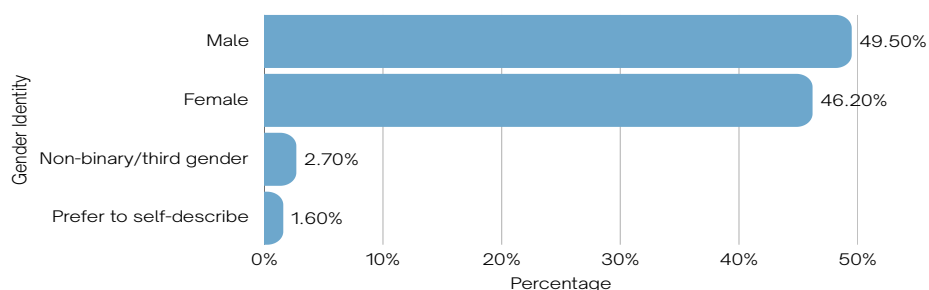
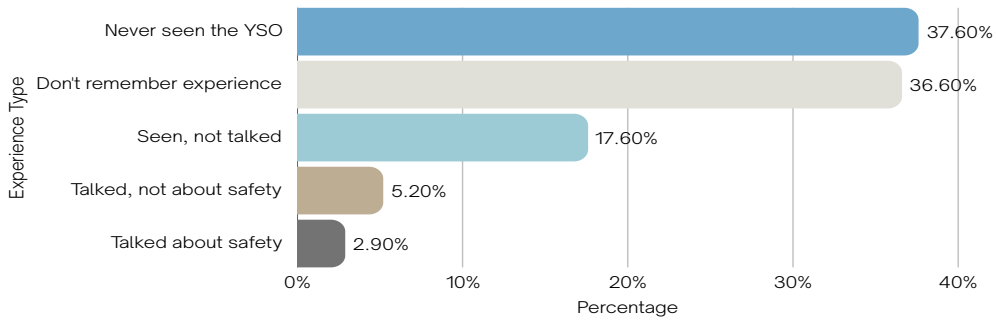


Figure 2: Gender Identity Distribution of Elementary Respondents (n=3,851)



# Experience Patterns

Figure 3: Elementary Student YSO Experiences (n=3,925)



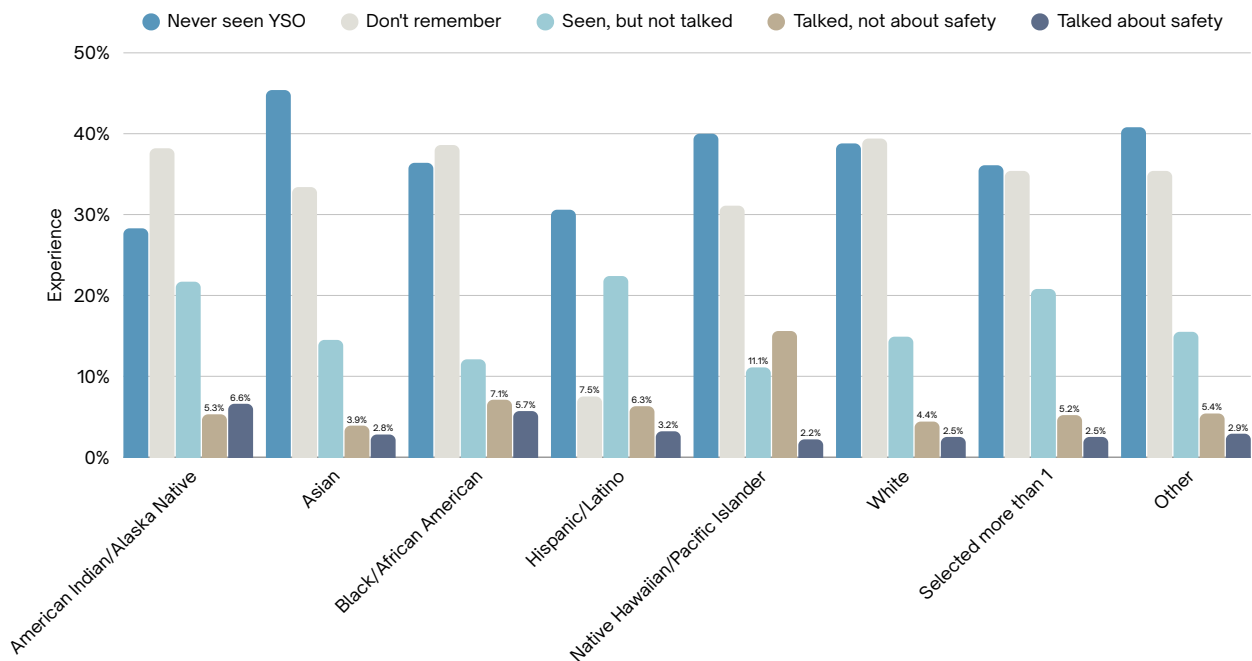
The elementary experience data demonstrates a significant visibility and engagement gap with YSOs. A substantial 74.2% of students report limited awareness, having either never seen a YSO (37.6%, n=1,477) or being unable to remember any interactions (36.6%, n=1,438). Among those with some awareness, 17.6% (n=691) have seen but not spoken with YSOs, while only 8.1% (n=319) report any verbal interaction.

## Key Findings

- 74.2% report limited to no YSO awareness (37.6% never seen, 36.6% don't remember).
- 17.6% have seen but not interacted with YSOs.
- 8.1% report verbal interaction.
- Only 2.9% have discussed safety issues with YSOs despite safety being the primary YSO function.
- Meaningful verbal interaction remains limited to a small minority of students.

## Experience with YSOs by Race/Ethnicity

Figure 4: Elementary Student YSO Experience by Race/Ethnicity (n=3,667)



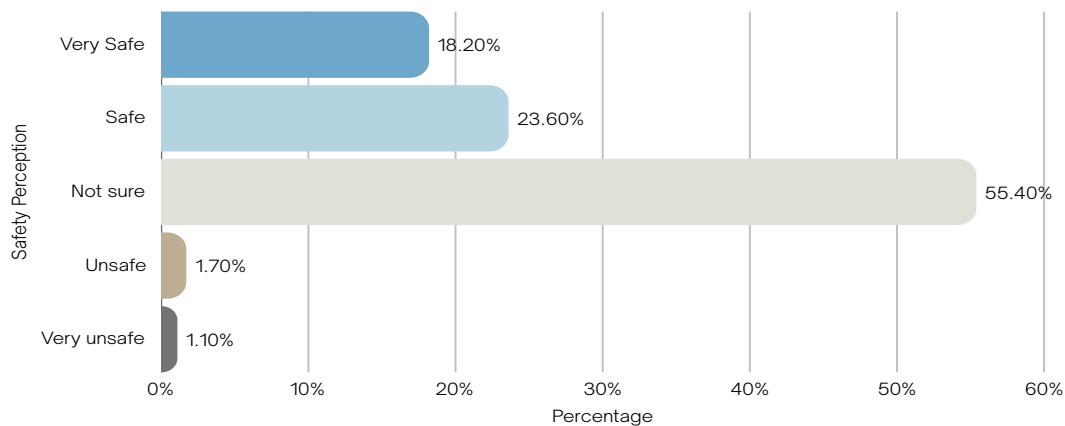
The cross-tabulation of student experiences with YSOs by race and ethnicity reveals several noteworthy patterns:

- American Indian/Alaska Native students report the highest rates of safety discussions with YSOs (6.6%) and relatively high rates of seeing YSOs without verbal interaction (21.7%).
- Asian students show the highest rates of "never seen" responses (45.4%) and relatively low safety-related conversations (2.8%).
- Black/African American students have a higher percentage of verbal interaction (12.8% combined for safety and non-safety conversations) compared to the overall average (8.1%).
- Hispanic/Latino students show slightly higher rates of meaningful YSO interaction (9.5% combined) and high rates of seeing YSOs without verbal interaction (22.4%).
- Native Hawaiian/Pacific Islander students had the highest percentage of non-safety conversations with YSOs (15.6%) but low safety-related interactions (2.2%).
- White students show higher rates of limited awareness (78.2% combined "never seen" and "don't remember") than several other groups.

These patterns suggest that while limited YSO visibility is universal across all demographic groups, there are meaningful disparities in interaction patterns that may warrant further attention in program implementation.

## Safety Perceptions

Figure 5: Elementary Student Safety Perceptions (n=3,880)

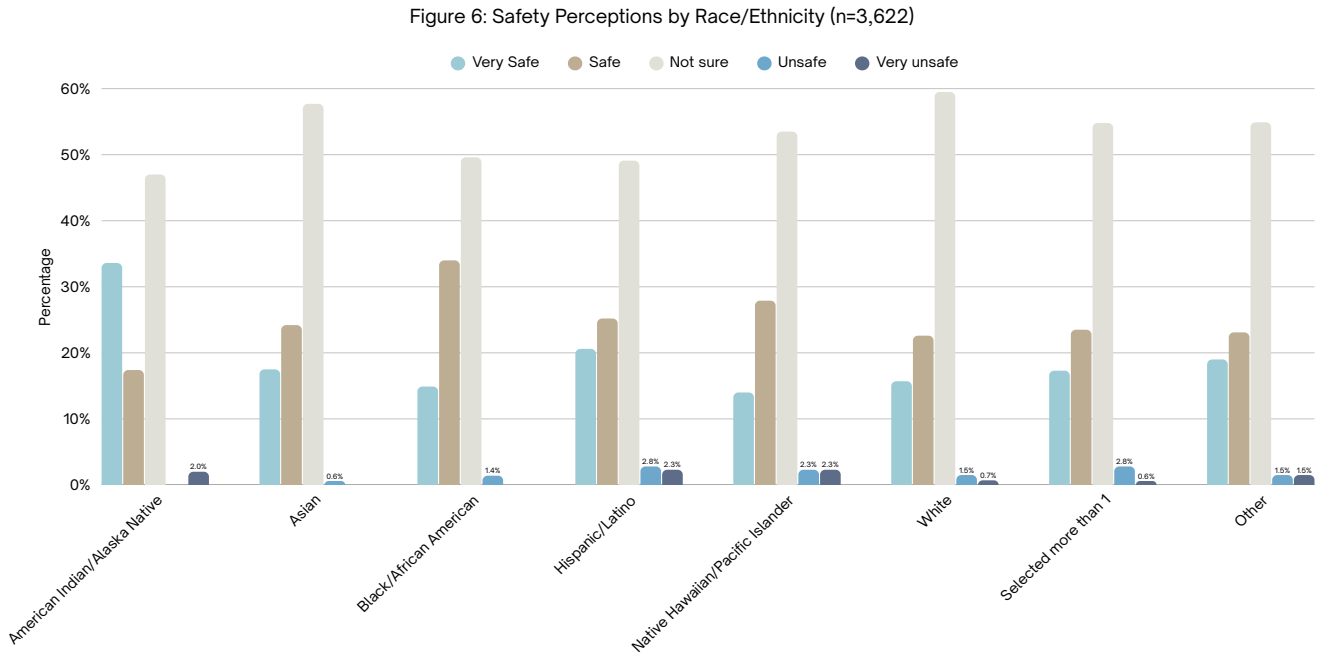


Despite limited interaction, students generally hold positive safety associations with YSOs when they do form opinions. The substantial majority (55.4%, n=2,150) reporting uncertainty about their safety feelings directly correlates with the 74.2% who report limited to no YSO interaction. However, among students who have formed safety perceptions, the sentiment is positive, with 42.0% feeling either "Very Safe" (18.2%, n=706) or "Safe" (23.6%, n=917), compared to just 2.8% reporting feeling unsafe or very unsafe (n=107).

### Key Findings - Elementary Student Safety Perceptions

- 55.4% of students are uncertain about their safety feelings with YSOs.
- 42.0% feel either "Very Safe" (18.2%) or "Safe" (23.6%) with YSOs.
- Only 2.8% feel "Unsafe" (1.7%) or "Very Unsafe" (1.1%).
- The positive-to-negative ratio is approximately 15:1.

## Safety Perceptions by Race & Ethnicity

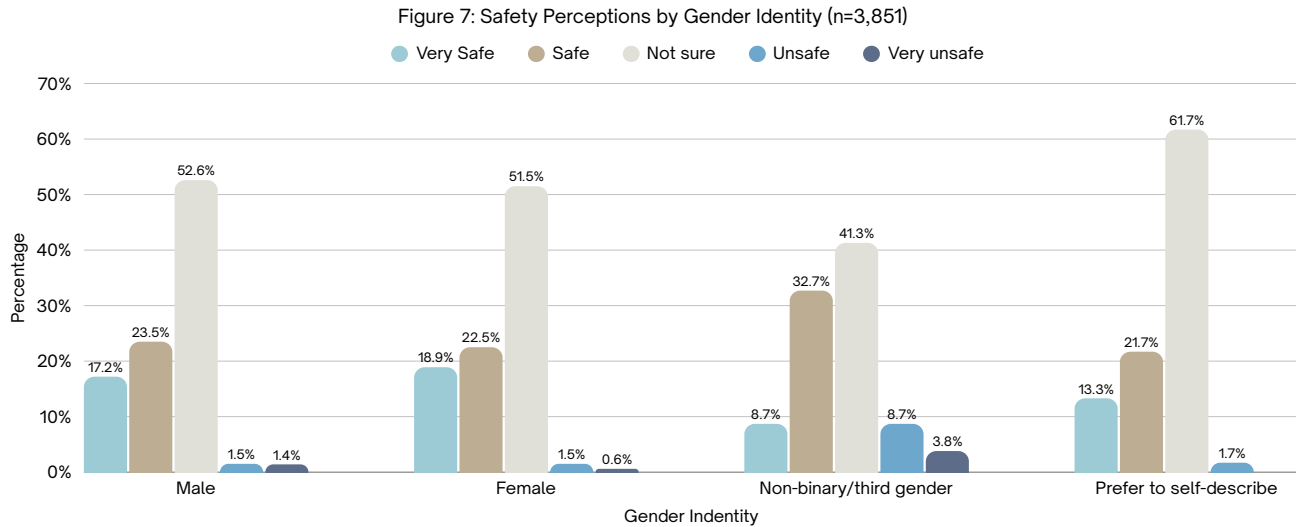


The cross-tabulation of safety perceptions by race/ethnicity reveals several notable patterns:

- American Indian/Alaska Native students report the highest combined positive perceptions (51.0% "Very Safe"/"Safe") and the highest "Very Safe" ratings (33.6%).
- Black/African American students show positive perceptions (48.9%) and relatively low uncertainty (49.6%).
- Asian students demonstrate high uncertainty rates (57.7% "Not sure") and moderate positive perceptions (41.7%).
- White students show the highest uncertainty (59.5% "Not sure") and lower positive perceptions (38.3%) compared to other groups.
- Hispanic/Latino students report the highest combined negative perceptions (5.1% "Unsafe"/"Very unsafe").
- All racial/ethnic groups maintain a strongly positive to negative ratio, though with meaningful variations (American Indian/Alaska Native students show a unique pattern with no "Unsafe" responses but 2.0% "Very unsafe" responses).

These patterns suggest that while positive perceptions predominate across all groups, there are noteworthy differences in safety perception that may reflect different experiences with and perceptions of authority figures.

## Safety Perceptions by Gender Identity



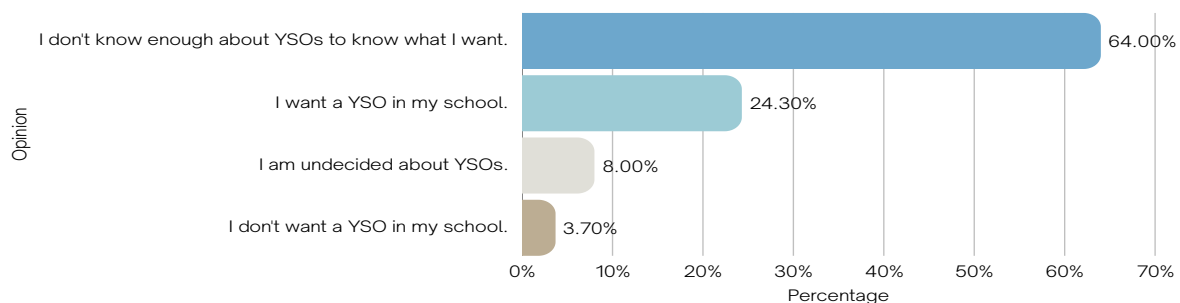
The cross-tabulation of safety perceptions by gender identity reveals significant disparities in how different student groups experience YSOs:

- Male and female students report similar rates of uncertainty (52.6% and 51.5% respectively) and positive safety perceptions (40.7% and 41.4% combined "Very Safe"/"Safe").
- Non-binary/third gender students demonstrate notably different patterns, with lower uncertainty (41.3%), slightly higher positive safety perceptions (41.4% combined), but significantly higher negative safety perceptions (12.5% combined "Unsafe"/"Very unsafe") compared to male (2.9%) and female students (2.1%).
- Students who selected "Prefer to self-describe" for gender show high uncertainty (61.7%), moderate positive perceptions (35.0%), and low negative perceptions (1.7%).
- The positive-to-negative ratio varies dramatically by gender identity: Female students (17.8:1), Male students (14.1:1), Prefer to self-describe (20.6:1), and Non-binary/third gender (3.3:1).

These findings highlight disparities in how gender-diverse students perceive YSOs compared to cisgender peers, suggesting that YSO programs may need targeted approaches to better serve all student populations.

## Opinion Distribution Analysis

Figure 8: Elementary Student Opinions About YSOs (n=3,859)



The analysis of elementary student opinions about having YSOs in their schools provides evidence of both a significant knowledge gap and generally positive sentiment toward YSOs when students do form opinions. The finding that 64.0% of students "don't know enough about YSOs to know what they want" directly reinforces the awareness gap identified in the experience data.

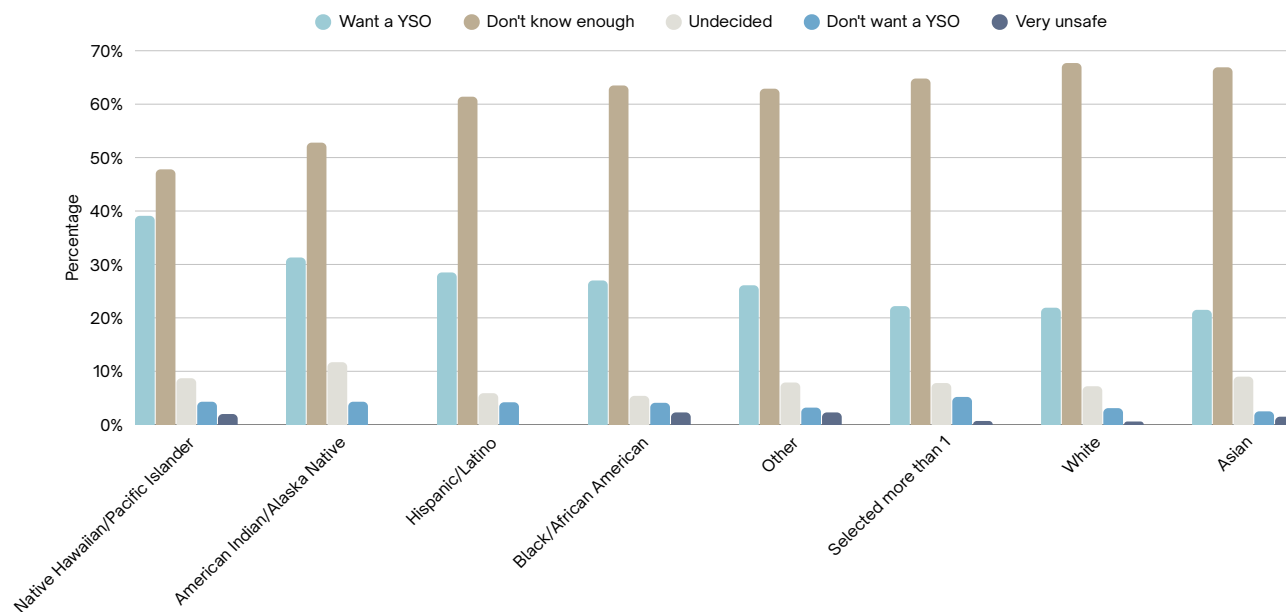
### Key Findings - Elementary Student Opinions

- 64.0% don't know enough about YSOs to form an opinion.
- 24.3% explicitly want YSOs in their schools.
- 8.0% remain undecided despite having some awareness.
- 3.7% do not want YSOs in their schools.
- Among students who have formed definitive opinions (excluding both "don't know enough" and "undecided"), the positive-to-negative ratio is approximately 6.7:1.

While the majority of elementary students lack sufficient knowledge to form opinions about YSOs, those who do express clear preferences show strong support. The percentage of students explicitly wanting YSOs (24.3%) compared to those opposing YSOs (3.7%) suggests that when students have sufficient information to form opinions, they tend to view YSOs favorably.

### Opinion Distribution by Race & Ethnicity

Figure 9: Elementary Student Opinions About YSOs by Race/Ethnicity (n=3,859)



The cross-tabulation of student opinions about YSOs by race/ethnicity reveals several notable patterns:

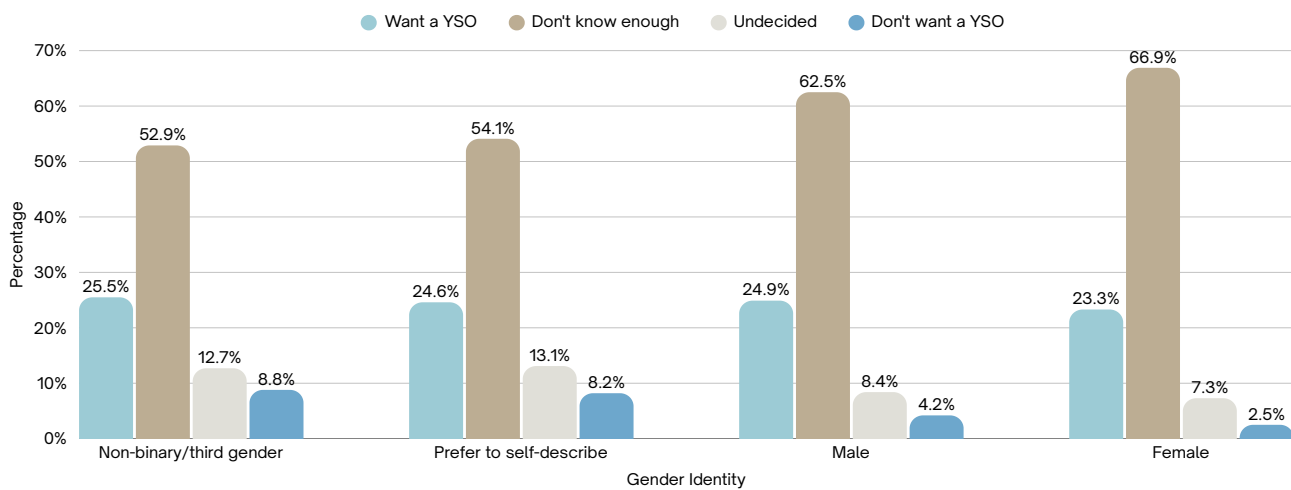
- Native Hawaiian/Pacific Islander students show the highest explicit support for YSOs (39.1%) with moderate opposition (4.3%).
- American Indian/Alaska Native students also demonstrate high support (31.3%) with moderate opposition (4.3%).
- Hispanic/Latino students show strong support (28.5%) with moderate opposition (4.2%).
- Black/African American students express solid support (27.0%) with similar opposition (4.1%).

- Students who selected "Other" as their race/ethnicity show relatively high support (26.1%) with low opposition (3.2%).
- Students who selected more than one race/ethnicity category show moderate support (22.2%) with the highest opposition (5.2%).
- White students show relatively lower support (21.9%) and low opposition (3.1%).
- Asian students demonstrate the lowest explicit support (21.5%) but also the lowest opposition (2.5%).

The knowledge gap remains the dominant feature across all racial/ethnic groups (ranging from 47.8% to 67.7%). These patterns suggest that while knowledge gaps universally limit opinion formation, there are meaningful variations in the support-to-opposition ratio that may reflect different historical relationships between racial/ethnic communities and authority figures.

### Opinion Distribution by Gender Identity

Figure 10: Elementary Student Opinions About YSOs by Gender Identity (n=3,920)



- The cross-tabulation of student opinions by gender identity reveals important patterns and disparities when examining all four gender identity categories:
  - Across all gender identities, a majority of students (52.9-66.9%) reported not knowing enough about YSOs to form an opinion, highlighting a critical awareness gap that affects all groups but varies in magnitude.
  - Support levels for YSOs show remarkable consistency across gender identities (23.3-25.5%), suggesting that when students do form positive opinions about YSOs, they do so at similar rates regardless of gender identity.
  - Notable disparities emerge when examining opposition and uncertainty:
  - Non-binary/third-gender students (8.8%) and those who prefer to self-describe (8.2%) express significantly higher rates of explicitly not wanting YSOs compared to male (4.2%) and female students (2.5%).
  - Female students demonstrate both the lowest opposition rates (2.5%) and the highest knowledge gap (66.9%), suggesting they may have the least interaction or familiarity with YSOs.
- The support-to-opposition ratio varies across gender identities:
  - Female students: 9.3:1 (23.3% want vs. 2.5% don't want)
  - Male students: 5.9:1 (24.9% want vs. 4.2% don't want)

- Self-describe students: 3.0:1 (24.6% want vs. 8.2% don't want)
- Non-binary students: 2.9:1 (25.5% want vs. 8.8% don't want)
- Both non-binary/third-gender students (12.7%) and students who prefer to self-describe (13.1%) were substantially more likely to be undecided about YSOs compared to male (8.4%) and female students (7.3%), suggesting that even when they have sufficient awareness to form partial judgments, they experience more ambivalence about YSOs.

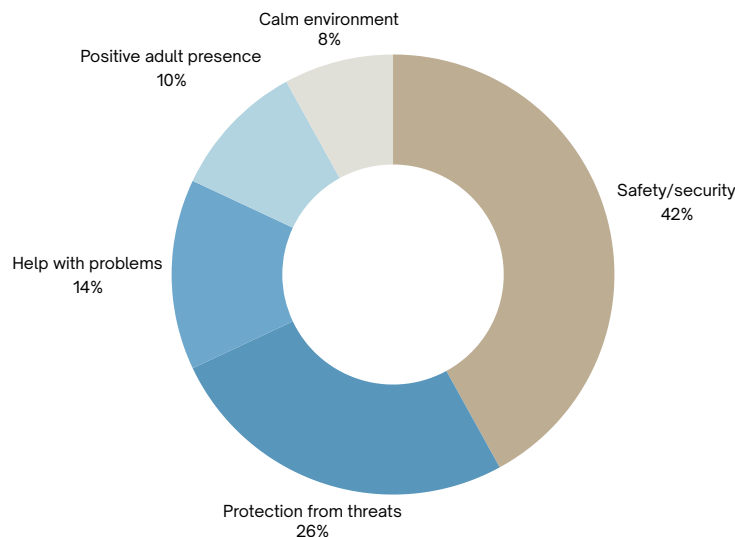
These findings highlight important disparities in how gender-diverse students perceive YSOs compared to their cisgender peers. While support levels remain consistent, the significantly higher opposition and ambivalence rates among non-binary students and those who prefer to self-describe suggest that YSO programs may not be serving these populations as effectively. This points to a need for targeted approaches and additional training to ensure YSOs can better serve and connect with students across the full spectrum of gender identities.

## Open-Ended Response Analysis: Elementary Student Insights

The qualitative analysis of open-ended responses provides a deeper context for understanding elementary students' perceptions of YSOs, revealing nuanced perspectives that complement the quantitative findings.

### Appreciation for YSOs

Figure 11: What Elementary Students Like About YSOs (n=1,551)



The thematic analysis of what elementary students like about having YSOs at their schools reinforces and adds crucial nuance to the quantitative findings. Safety and security emerge as the dominant positive associations, with 42.0% (n=652) of responses highlighting increased feelings of safety and 26.0% (n=403) specifically mentioning protection from threats like bullying or unauthorized entry.

### Key Takeaways

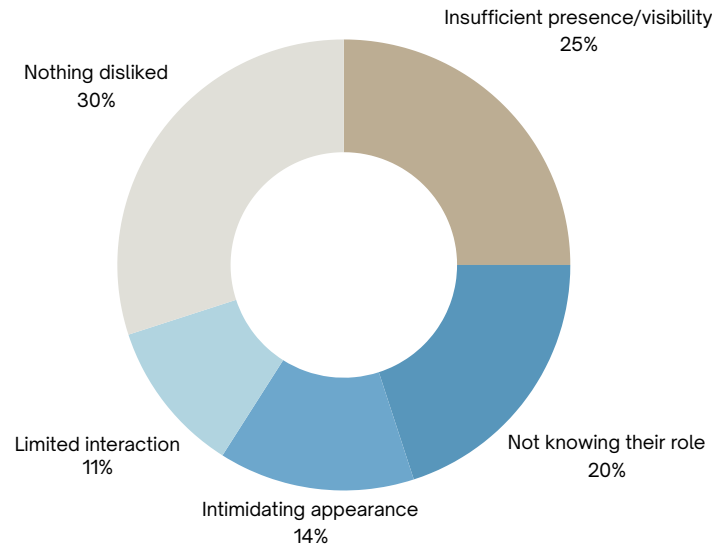
- Elementary students primarily value YSOs for providing safety and security.
- Students appreciate having YSOs available as a resource for help with various problems.
- The positive adult presence and role model aspects of YSOs are meaningful to students.
- YSOs contribute to creating calmer learning environments beyond direct safety intervention.

## Representative Quotes

- “I feel very safe.”
- “They can help me.”
- “I like that they are always there for us.”
- “They keep kids safe at school.”

## Concerns about YSOs

Figure 12: What Elementary Students Don't Like About YSOs (n=1,275)



The analysis of what elementary students dislike about YSOs provides the critical counter-intuitive finding that the most common "dislike" (25.0%, n=319) is about insufficient YSO presence/visibility rather than any negative attribute of YSOs themselves. This directly reinforces the quantitative visibility gap finding and indicates that students desire more YSO interaction.

## Key Takeaways

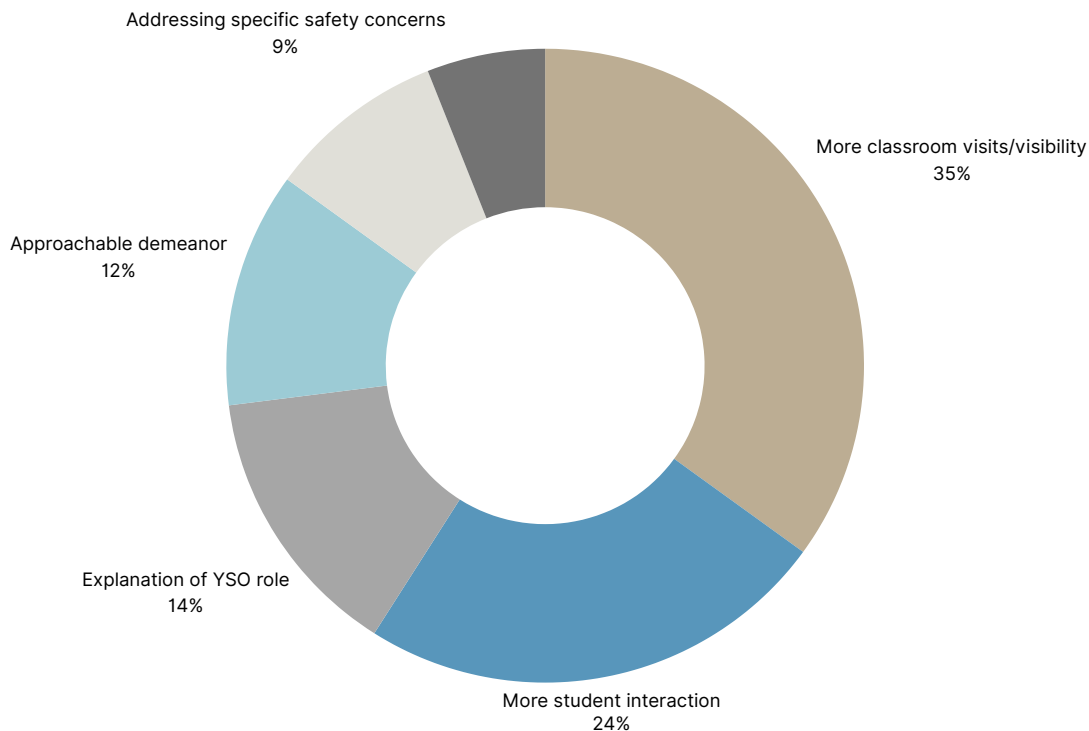
- The primary "dislike" is about insufficient YSO presence rather than negative attributes.
- Many students are unclear about the YSO's role and purpose in their school.
- Some students find YSOs intimidating or scary, creating potential barriers to engagement.
- Students desire more direct interaction with YSOs to build familiarity and trust.
- A substantial portion of students explicitly indicated having nothing they disliked about YSOs.

## Representative Quotes

- “I'm not sure, one thing is that I don't see them often and sometimes I need someone like them.”
- “It makes me nervous to know that they are carrying weapons at school and can access our social media.”
- “They have dangerous weapons with them that scare me.”
- “I sometimes do not like the YSO because it makes me nervous about if there is something wrong with the school, or if there is something going on outside of the school.”
- “They are almost never here.”
- “I am undecided about YSO's because I have only seen them once.”

## Recommendations for YSOs

Figure 13: How YSOs Could Make Elementary Students Feel Safer (n=1,267)



The thematic analysis of how YSOs could make students feel safer offers student-generated solutions that align remarkably well with addressing the identified program gaps. "More classroom visits/visibility" emerges as the dominant theme (35.0%, n=443), directly addressing the visibility deficit.

### Key Takeaways

- Students strongly desire increased YSO presence through more classroom visits and visibility.
- More direct interaction and conversation would help students build rapport with YSOs.
- Better explanations of the YSO role would address students' knowledge gaps.
- A more approachable, friendly demeanor would reduce intimidation barriers.
- Students want YSOs to address specific safety concerns relevant to their experiences.
- Safety education programs would provide proactive approaches beyond reactive intervention.

### Representative Quotes

- *"In my school, there have been a few incidents where an officer could have helped, including punching and kicking."*
- *"Help by stopping bullying"*
- *"Stop bad people from breaking into the school."*
- *"YSO could make me feel safer because I can talk to them when I need to"*

# Middle School Student YSO Survey Analysis

## Overview

The survey of middle school students (total valid responses n=4,205, including 4,102 English and 103 Spanish responses) reveals an awareness gap regarding Youth Service Officers (YSOs), yet demonstrates strong support among students who have formed an opinion. Most notably, while 38.5% of respondents are uncertain about their safety feelings with YSOs, those who do express an opinion report feeling safe (43.6% combined "Very Safe" and "Safe" versus just 3.9% feeling unsafe). In accordance with evaluation best practices, non-respondents have been excluded from each analysis to ensure accurate representation of actual opinions.

## Demographic Profile of Respondents

Before examining the survey findings, it's important to understand the demographic composition of the middle school survey respondents.

Figure 14: Race/Ethnicity Distribution of Middle School Respondents (n=4,063)

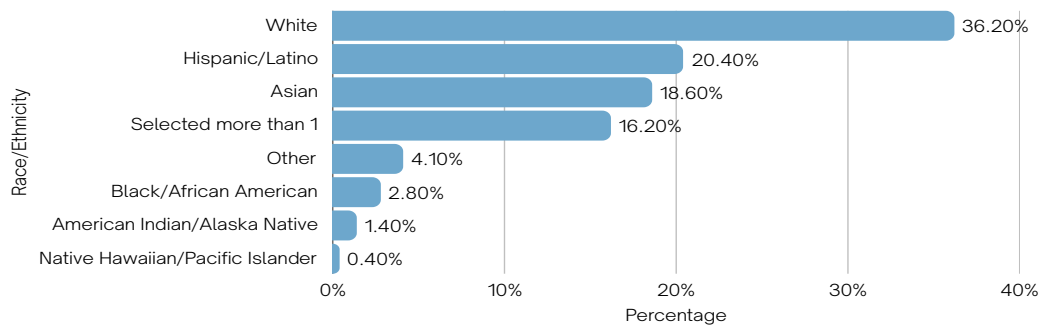
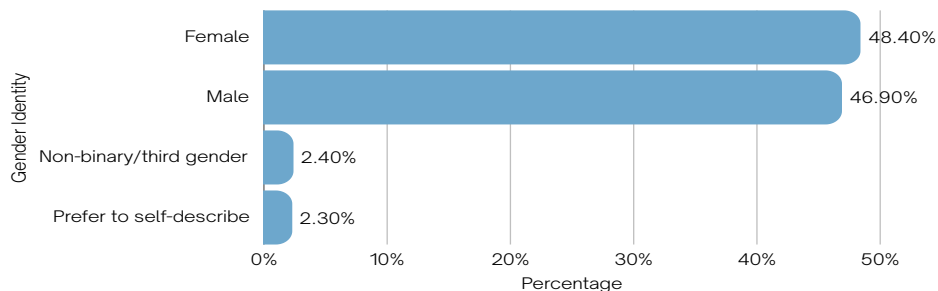
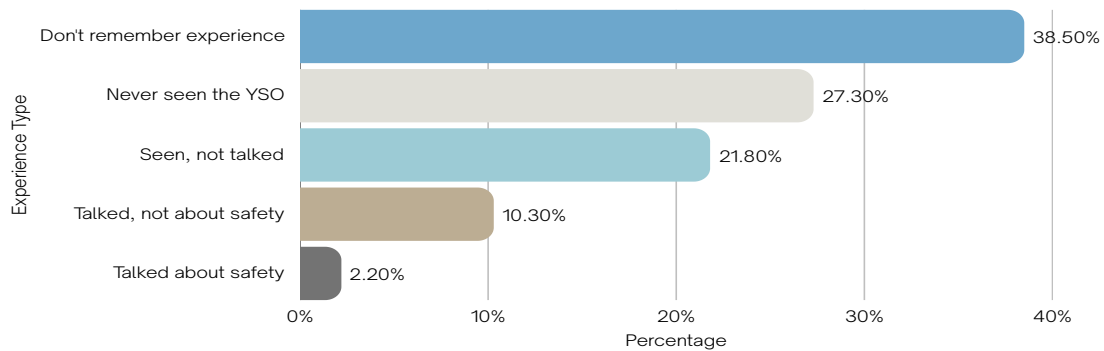


Figure 15: Gender Identity Distribution of Middle School Respondents (n=4,084)



## Experience Patterns

Figure 16: Middle School Student YSO Experiences (n=4,205)



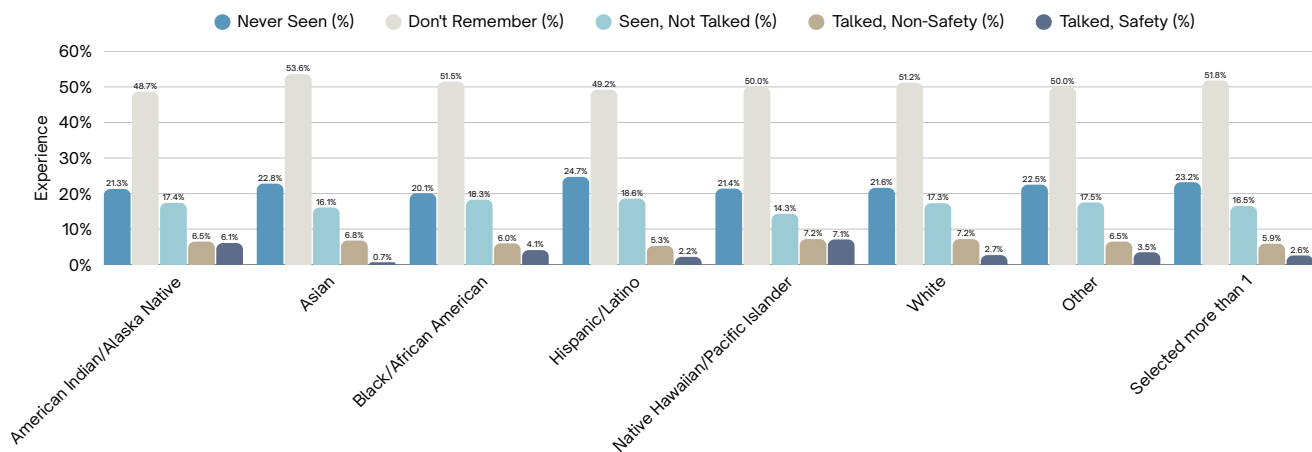
Middle school respondents demonstrate limited YSO awareness, with 65.8% reporting little to no recall of YSO interactions (38.5% don't remember, 27.3% never seen). This consistent pattern across educational levels suggests a systemic visibility challenge that transcends developmental stages. The analysis incorporates both English (4,102) and Spanish (103) responses, ensuring a comprehensive representation of student experiences.

### Key Findings – Middle School Student YSO Experiences

- 65.8% of middle school students report limited to no YSO interaction.
- 21.8% have seen but not spoken with YSOs, representing significant missed engagement opportunities.
- Only 12.5% report having verbal interactions with YSOs (10.3% about non-safety topics, 2.2% about safety).
- Safety-specific conversations are notably rare at only 2.2%, highlighting a critical gap in the core YSO function.
- The visibility challenge is consistent across demographic groups, including across language preferences.
- Spanish-speaking students (2.5% of respondents) show similar experience patterns to English-speaking peers.

## Experience by Race & Ethnicity

Figure 17: Middle School Experience by Race/Ethnicity (n=4,053)

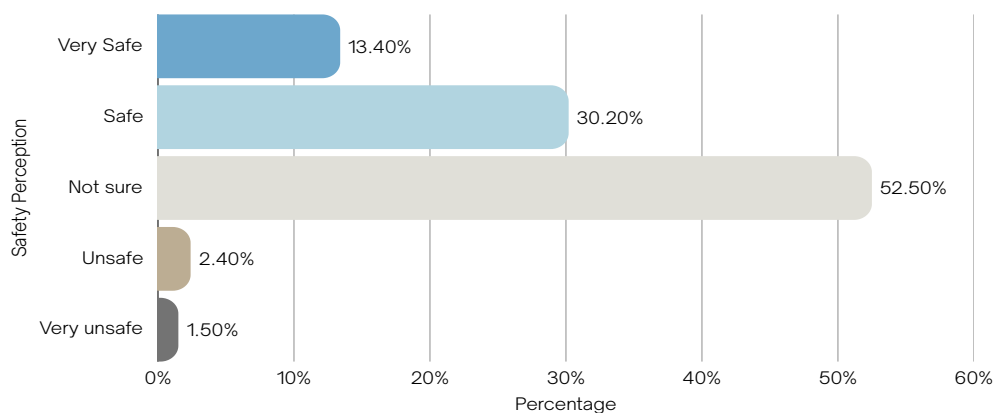


Experience patterns by race/ethnicity reveal important variations across demographic groups, particularly in safety-related discussions. Native Hawaiian/Pacific Islander students report the highest rate of talking with YSOs about safety issues (7.1%), followed closely by American Indian/Alaska Native students (6.1%), and then Black/African American students (4.1%) - all substantially higher than the overall average of 2.2%. Hispanic/Latino (2.2%), White (2.7%), and Multiple Race/Ethnicity (2.6%) students show rates close to the overall average, while Asian students report lower rates (0.7%).

The percentage of students who have never seen a YSO also varies by race/ethnicity, with Hispanic/Latino students reporting the highest rate (24.7%). The "Don't remember" response is most common among Asian students (53.6%) followed by Multiple Race/Ethnicity (51.8%) and Black/African American students (51.5%). These variations suggest the need for targeted visibility and engagement strategies that address the specific experience patterns of different demographic groups, with particular attention to understanding why certain racial/ethnic groups, especially Native Hawaiian/Pacific Islander and American Indian/Alaska Native students, are more likely to engage in safety conversations with YSOs.

## Safety Perceptions

Figure 18: Middle School Student Safety Perceptions (n=4,201)



Despite similar awareness limitations, middle school students demonstrate a slightly higher positive-to-negative ratio in safety perceptions compared to elementary students. Among those forming opinions, 43.6% report positive safety feelings versus 3.9% negative – an 11:1 ratio compared to the 15:1 ratio in elementary.

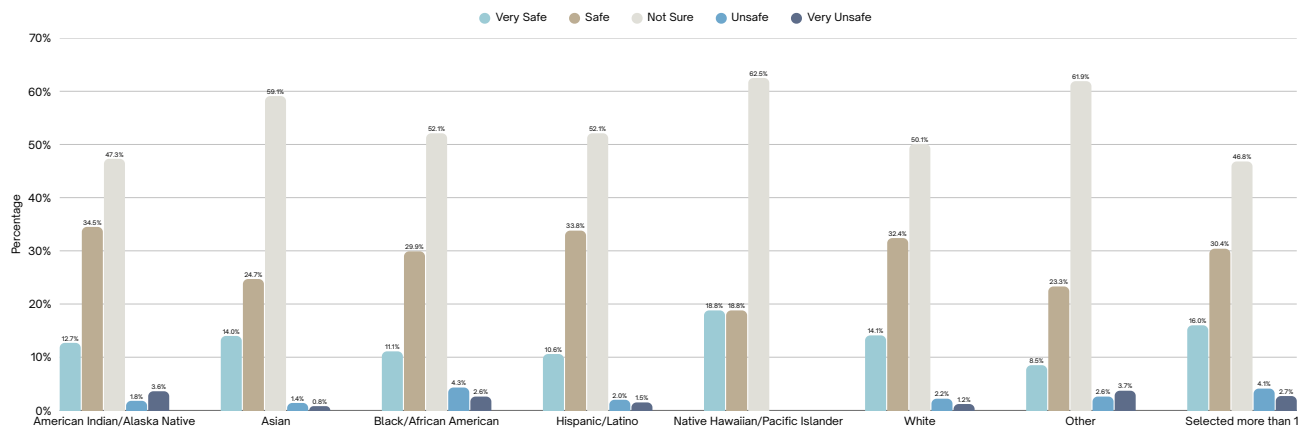
### Key Findings - Middle School Safety Perceptions

- 52.5% are uncertain about their safety feelings with YSOs.
- 43.6% feel either "Very Safe" (13.4%) or "Safe" (30.2%) with YSOs.
- Only 3.9% feel "Unsafe" (2.4%) or "Very unsafe" (1.5%).
- LGBTQ+ students report lower positive perceptions (32.2%) compared to non-LGBTQ+ peers (46.9%).
- Non-binary/third gender students show lower safety perception ratings (25.5%) compared to binary-gender peers (~44%).

These demographic variations highlight potential areas for targeted relationship-building efforts to ensure all student populations feel equally secure with YSOs.

## Safety Perception by Race & Ethnicity

Figure 19: Middle School Safety Perceptions by Race & Ethnicity (n=4,050)

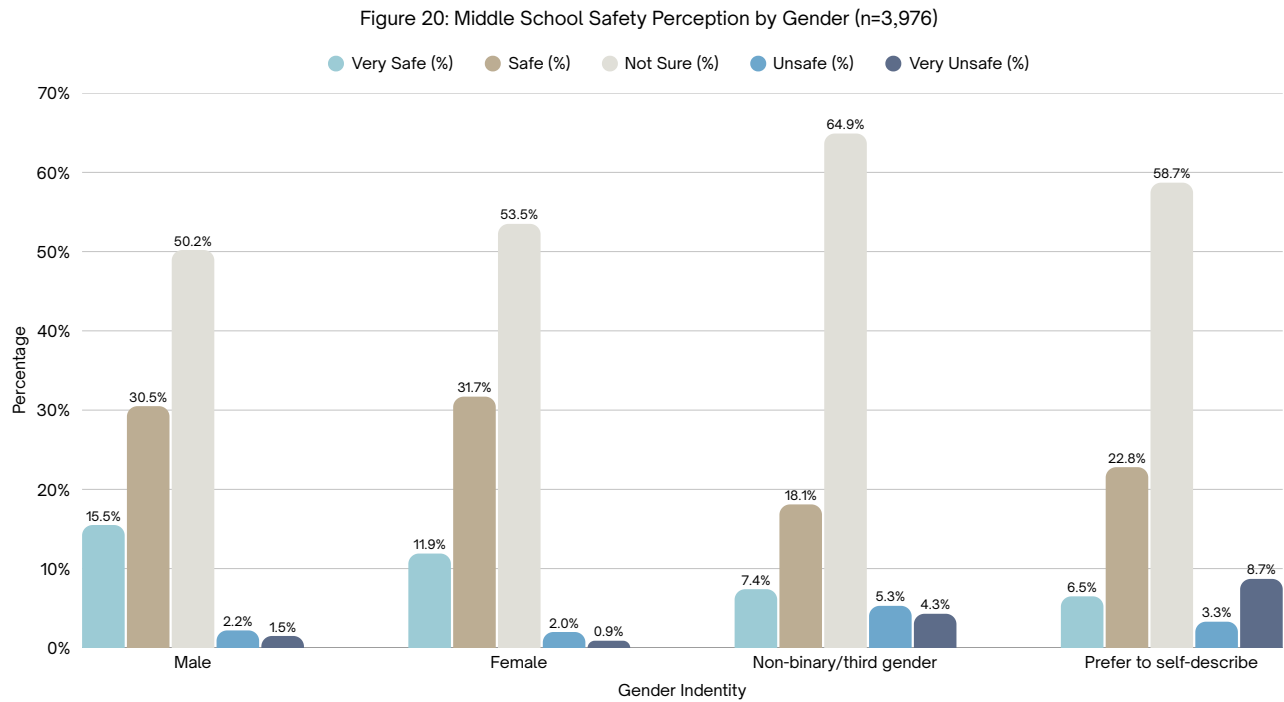


Safety perception analysis by race/ethnicity reveals nuanced patterns across demographic groups. American Indian or Alaska Native students report the highest combined positive perceptions (47.2% "Very Safe"/"Safe"), followed by White students (46.5%), Hispanic/Latino (44.4%), Black/African American (41.0%), and Asian students (38.7%). Students who selected more than one racial/ethnic identity report a 46.4% positive safety perception rate, while students in the "Other" category report the lowest positive safety perception rate (31.8% "Very Safe"/"Safe").

Regarding negative perceptions, Black/African American students report the highest combined rates of feeling "Unsafe" or "Very unsafe" (6.9%), followed by students who selected more than one racial/ethnic identity (6.8%), students in the "Other" category (6.3%), American Indian or Alaska Native (5.4%), Hispanic/Latino (3.5%), and White students (3.4%). Asian students show notably low negative perception rates (2.2%), while Native Hawaiian/Pacific Islander students report no negative perceptions at all (0.0%).

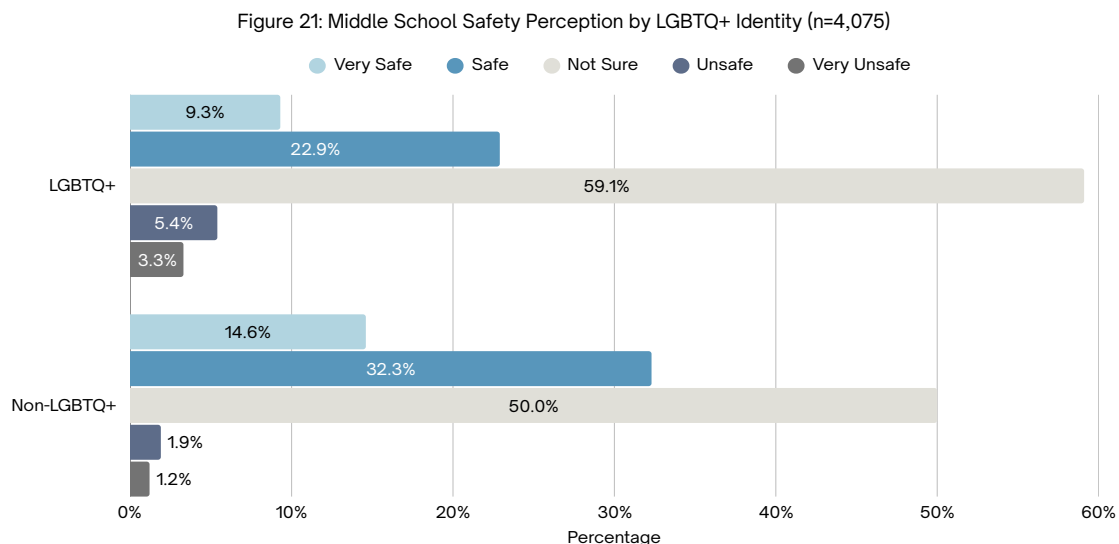
These variations suggest important cultural differences in how YSOs are perceived, particularly among Black/African American students who show both relatively high positive ratings and the highest negative ratings. Students identifying as "Other" demonstrate the highest percentage of uncertainty (61.9% "Not Sure") combined with low positive perceptions, suggesting potential barriers to engagement that merit special attention. These patterns may reflect diverse experiences within racial/ethnic groups that warrant consideration for ensuring equitable program implementation.

## Safety Perception by Race/Ethnicity



Gender-based analysis of safety perceptions reveals important differences that parallel elementary findings but with more pronounced disparities. Female and male students report similar positive perception rates (43.6% and 46.0% combined "Very Safe"/"Safe" respectively) and low negative rates (2.9% and 3.7%). However, non-binary/third-gender students show substantially lower positive perceptions (25.5%) and much higher negative perceptions (9.6%) than their binary-gender peers.

Students who selected "Prefer to self-describe" for gender show similar patterns to non-binary students, with 29.3% positive perceptions and 12.0% negative perceptions. These significant disparities suggest that gender-diverse students experience YSO interactions differently than their peers, representing an important equity consideration for program enhancement.

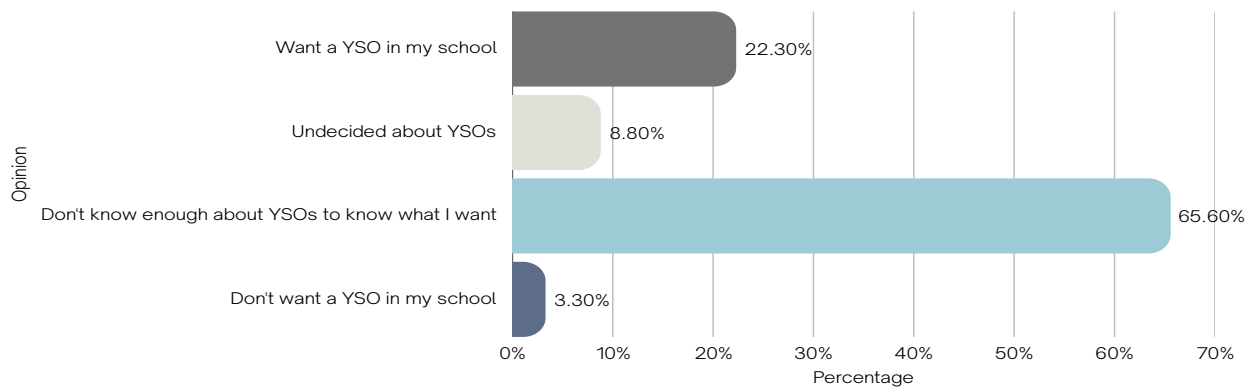


Analysis by LGBTQ+ identity reveals important disparities in safety perceptions. LGBTQ+ students report substantially lower positive safety perceptions (32.2% combined "Very Safe"/"Safe") compared to non-LGBTQ+ students (46.9%), and higher negative perceptions (8.7% versus 3.1%). The higher uncertainty rate among LGBTQ+ students (59.1% versus 50.0%) suggests either less YSO interaction or greater ambivalence about these interactions.

These disparities indicate that LGBTQ+ students may have different experiences with or perceptions of YSOs that merit specific attention in program enhancement efforts. Building trust with this student population may require targeted outreach and specialized training for YSOs to ensure equitable service delivery.

## Opinion Distribution Analysis

Figure 22: Middle School Student Opinions About YSOs (n=4,188)



The most striking difference between middle and elementary findings emerges in the opinion analysis. When middle school students form opinions about YSOs, they demonstrate a positive-to-negative ratio of nearly 7:1 (compared to 6:1 in elementary).

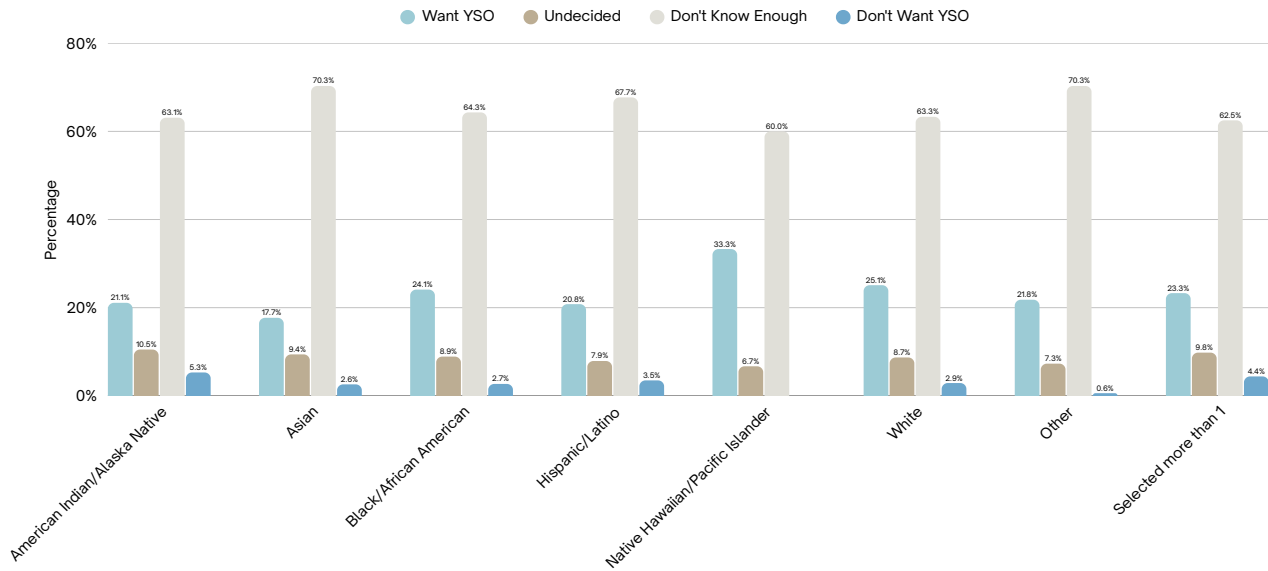
### Key Findings - Middle School Student Opinions

- 22.3% of all students want YSOs in their schools.
- Only 3.3% oppose having YSOs.
- 65.6% don't know enough about YSOs to know what they want.
- 8.8% are undecided about YSOs.
- Among just those with formed opinions (excluding "don't know enough"), 64.9% want YSOs and only 9.6% oppose.

This pattern of strong support coupled with high uncertainty rates highlights the need for educational initiatives about the YSO role and increased YSO visibility to help more students form informed opinions about the program.

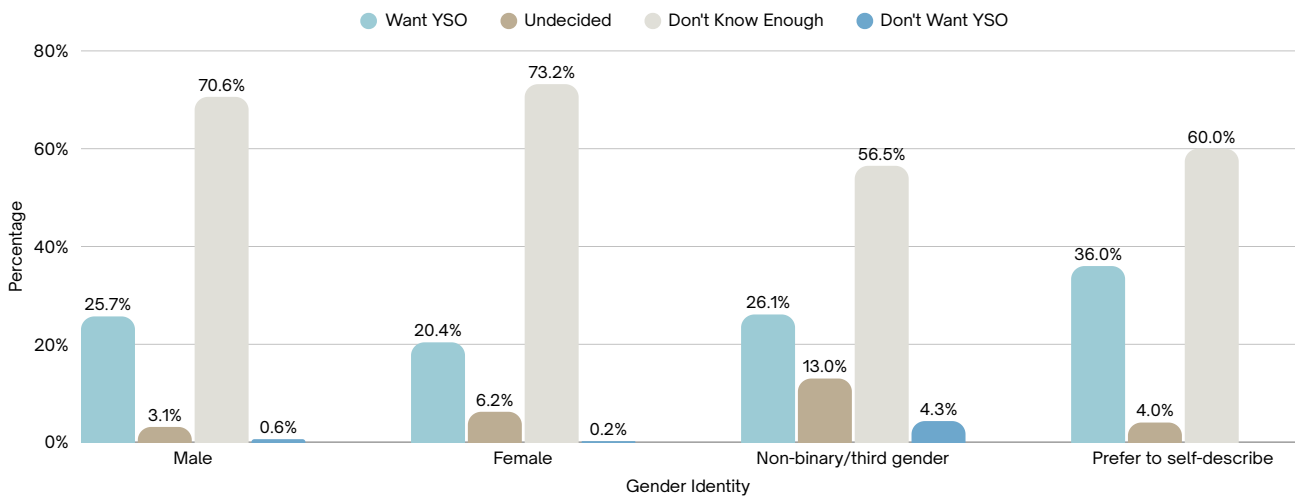
## Opinion Distribution by Race & Ethnicity

Figure 23: Middle School Opinions by Race/Ethnicity (n=4,034)



## Opinion Distribution by Gender

Figure 24: Middle School Opinions by Gender (n=4,084)

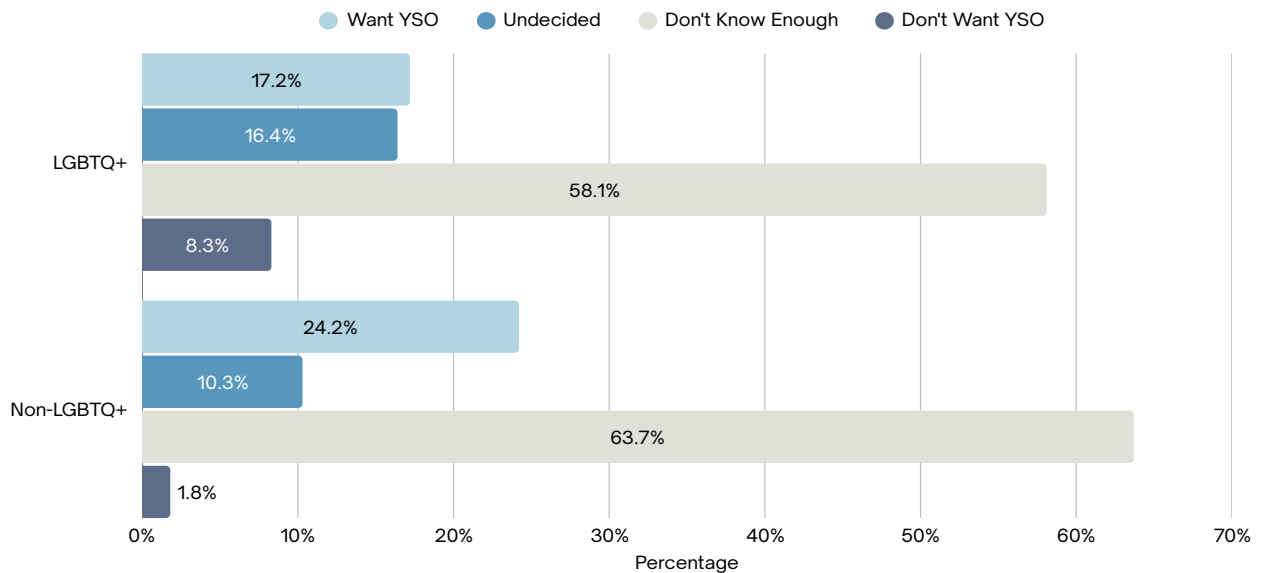


Opinion analysis by gender reveals important variations in support for YSOs. Male students show high explicit support (25.7%), while female students show somewhat lower support (20.4%). Interestingly, non-binary/third gender students (26.1%) and students who selected "Prefer to self-describe" (36.0%) show higher support levels than binary-gender peers. Opposition is notably higher among non-binary/third gender students (4.3%) compared to female (0.2%), male (0.6%), and "Prefer to self-describe" students (0.0%).

These variations suggest that gender identity influences both perception of and support for YSOs, with complex patterns that merit attention in program enhancement efforts. It's also worth noting that non-binary/third gender students had higher rates of being undecided (13.0%), potentially indicating more complex feelings about YSOs that could be addressed through targeted outreach.

## Opinion Distribution by Gender

Figure 25: Middle School Opinions by LGBTQ+ Identity (n=4,075)



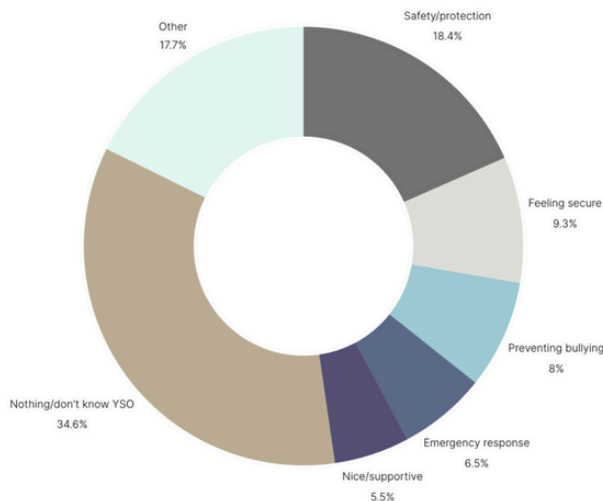
Analysis by LGBTQ+ identity reveals important differences in opinion patterns. LGBTQ+ students show lower rates of wanting YSOs (17.2%) compared to non-LGBTQ+ students (24.2%), and higher rates of both opposition (8.3% vs. 1.8%) and being undecided (16.4% vs. 10.3%). This pattern suggests that LGBTQ+ students may have more complex relationships with safety personnel.

## Open-Ended Response Analysis

The responses to open-ended questions provide further insight into the sentiments of middle school students.

## Appreciation for YSOs

Figure 26: What Middle School Students Like About YSOs (n=837)



The open-ended responses from middle school students reinforce the awareness gap identified in the quantitative data. Across all qualitative questions, a significant number of students indicated they don't know what a YSO is or have never seen one.

### Key Findings from Open-Ended Responses

- 34.6% of responding students don't know what a YSO is or have never seen one.
- Safety and protection emerge as the primary positive associations (18.4%).
- Feeling secure (9.3%) and bullying prevention (8.0%) represent important secondary themes.
- Emergency response capability (6.5%) represents a situational value.
- Personal qualities like being nice/supportive matter to some students (5.5%).

### Key Takeaways

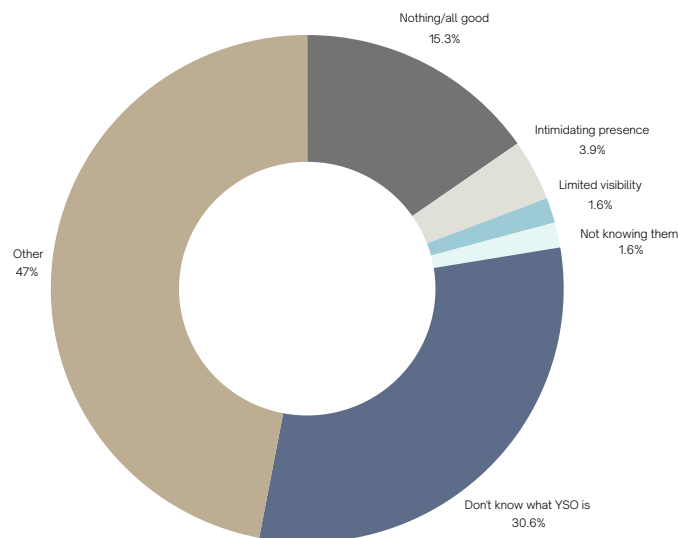
- The awareness gap significantly limits students' ability to provide substantive feedback about YSOs.
- When students form opinions, safety and security are their primary positive associations.
- Bullying prevention emerges as a key area where students see YSO value.
- Students appreciate both the protective function and personal qualities of YSOs.
- Emergency response capability represents an important situational value for students.

### Representative Quotes

- “I like how they help keep people safe.”
- “They can protect me and others from school shootings and whatnot.”
- “I have not interacted with my YSO, but I suppose I like having the option to get help if I need it.”
- “They will keep watch to keep the school safe and alert for any dangerous actions.”
- “With YSO, they are able to protect us when there are emergencies and are always there to talk about even the small things.”
- “I don't really know what they do because most kids who do that stuff don't care and nothing changes.”

### Concerns about YSOs

Figure 27: What Middle School Students Dislike About YSOs (n=661)



Most students familiar with YSOs report having nothing they dislike about them (15.3%), while a substantial percentage (30.6%) reiterate not knowing what a YSO is. Actual negative perceptions were relatively rare, with intimidating presence (3.9%), limited visibility (1.6%), and not knowing YSOs (1.6%) emerging as the most common concerns.

### Key Takeaways

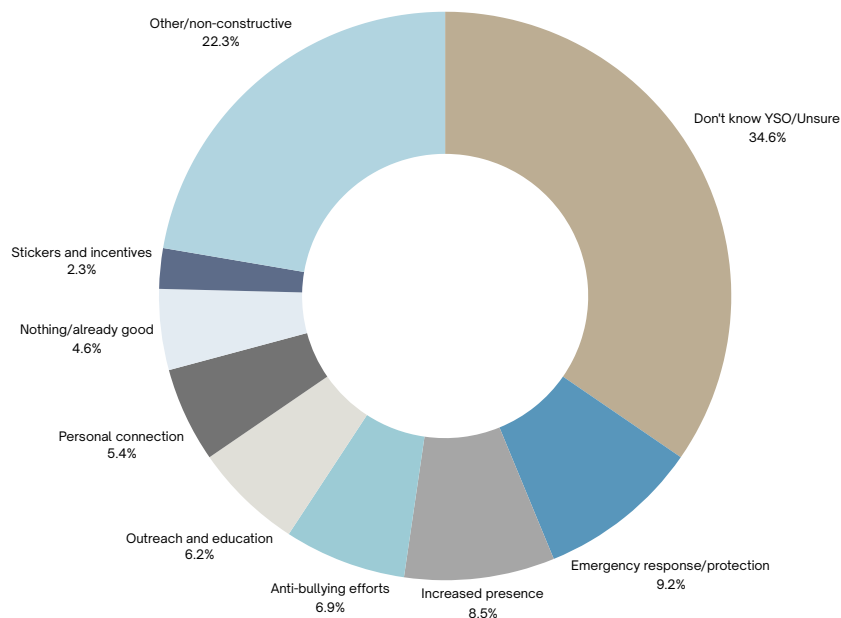
- Limited awareness is the dominant theme in students' negative responses.
- Among students familiar with YSOs, most report having nothing they dislike.
- The primary concerns relate to intimidating presence for a small group.
- Limited visibility is cited as a negative, reinforcing the desire for more interaction.
- Not knowing YSOs well enough is viewed as a negative, suggesting desire for relationship.

### Representative Quotes

- *"I don't know who that is."*
- *"I don't have one at my school."*
- *"I don't know."*
- *"Sometimes it can be scary."*

### Recommendations for YSOs

Figure 28: How YSOs Could Make Middle School Students Feel Safer (n=650)



When asked how YSOs could make them feel safer, students demonstrated a significant awareness gap with 34.6% indicating they don't know who YSOs are or what they do. Among substantive responses, emergency response/protection (9.2%), increased presence/patrolling (8.5%), and anti-bullying efforts (6.9%) emerged as the top priorities. The desire for outreach and education about the YSO role (6.2%) and more personal connection with students (5.4%) reinforces the need for greater YSO visibility and engagement efforts. A notable finding was that some students (4.6%) indicated YSOs are already doing a good job, while a small but distinct group (2.3%) specifically mentioned wanting more stickers and similar incentives from YSOs, suggesting that small positive interactions can be memorable for middle school students.

### Key Takeaways

- Limited awareness significantly affects students' ability to suggest safety improvements.
- Students desire more visible YSO presence and patrols throughout the school.
- Anti-bullying intervention is a key priority for middle school students.
- Students want better understanding of YSO roles through outreach and education.
- Building personal connections would enhance sense of safety with YSOs.
- Small positive interactions like receiving stickers are meaningful to some students.

### Representative Quotes

- *"I don't even know what these people do. How could I answer this question?"*
- *"If there is a threat of violence somewhere near the school or in the school I know that instead of having to wait for police officers there is already a YSO in the building."*
- *"Walking around during the day in the hallways and monitoring"*
- *"I think that less bullying would happen at school if YSOs could be there all the time."*
- *"Maybe if we learned more about them I would feel safer talking to them about problems. But I don't really know why they're there or what they do."*

# High School Student YSO Survey Analysis

## Overview

The high school student survey (n=2,352) reveals a notable improvement in Youth Service Officer (YSO) awareness compared to younger students, while still highlighting significant room for enhanced engagement. According to the data, a substantial portion of high school respondents (59.3%) continue to report either never seeing a YSO (24.9%, n=586) or not remembering any interactions (34.4%, n=809). While these numbers represent a notable improvement over elementary (74.2%) and middle school (75.3%) findings, they still indicate that the majority of high school students lack meaningful awareness of YSOs.

## Demographic Profile of Respondents

Before examining the survey findings, it's important to understand the demographic composition of the middle school survey respondents.

Figure 29: Race/Ethnicity Distribution of High School Respondents (n=2,352)

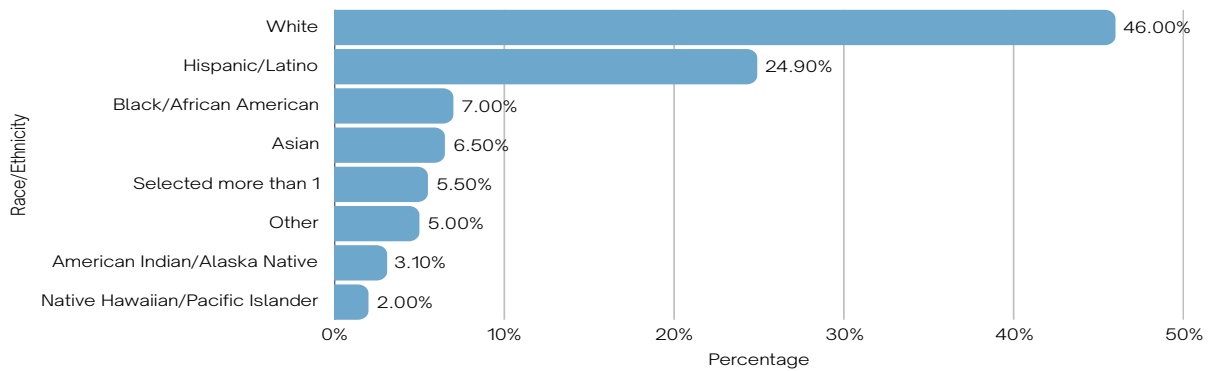
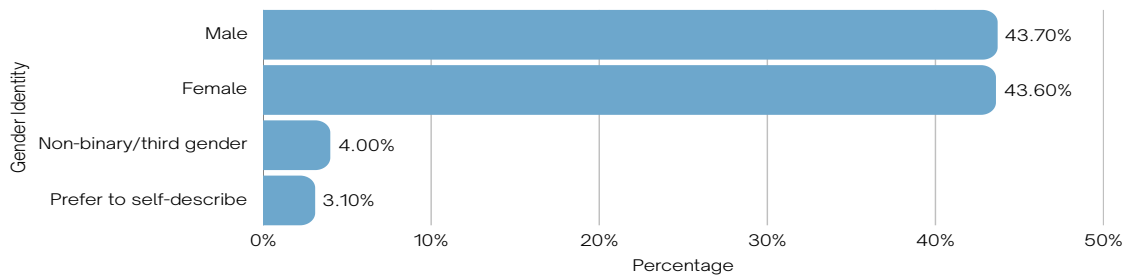
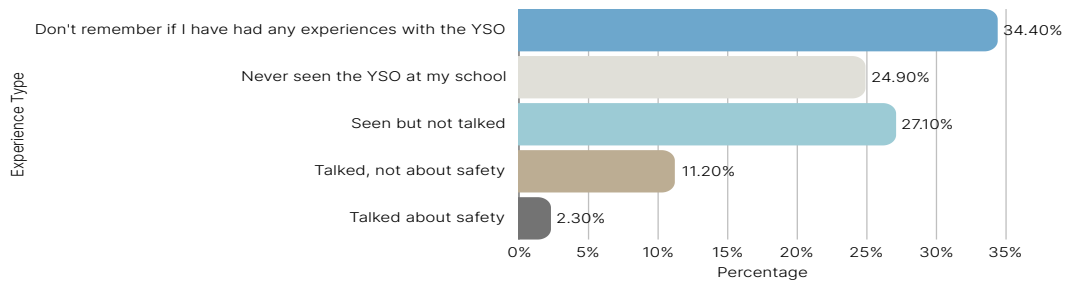


Figure 30: Gender Identity Distribution of High School Respondents (n=2,352)



## Experience Patterns

Figure 31: High School Student YSO Experiences (n=2,351)



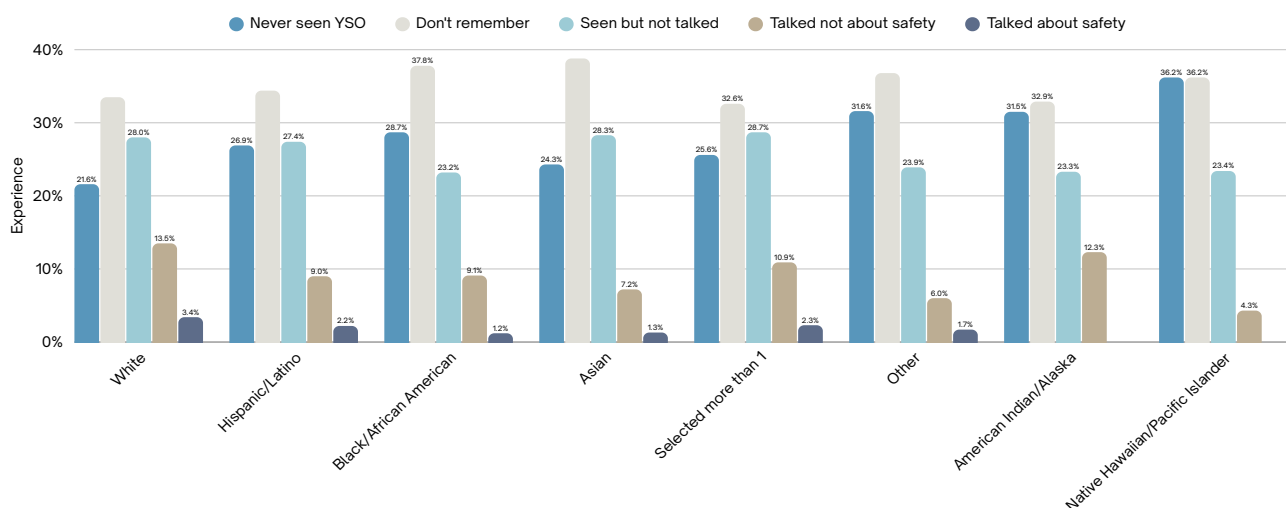
The high school experience data demonstrates a gradual improvement in YSO visibility compared to lower grade levels. While 59.3% still report limited awareness (24.9% never seen, 34.4% don't remember), this represents approximately 16-17 percentage points better awareness than elementary and middle school students.

### Key Findings - High School Student YSO Experiences

- 59.3% report limited to no YSO awareness (24.9% never seen; 34.4% don't remember).
- 27.1% have seen but not interacted with YSOs - higher than elementary (17.6%) and middle school (17.5%).
- 13.5% report verbal interaction - higher than elementary (8.1%) and middle school (7.2%).
- Only 2.3% have discussed safety issues with YSOs despite safety being the primary YSO function.
- Meaningful verbal interaction remains limited to a small minority of students.

## YSO Experience by Race/Ethnicity

Figure 32: High School Student YSO Experience by Race/Ethnicity (n=2,351)

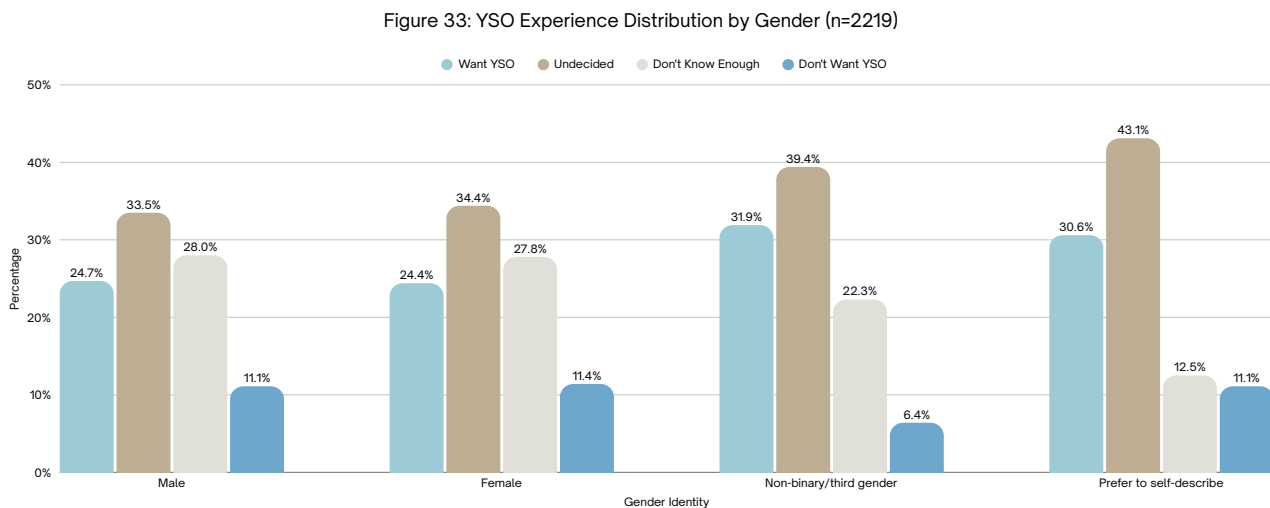


The cross-tabulation of student experiences with YSOs by race/ethnicity reveals several noteworthy patterns:

- White students report the highest rates of meaningful interaction with YSOs (16.9% combined verbal interaction).
- Hispanic/Latino students show slightly lower rates of verbal interaction (11.2%) and higher rates of "never seen" (26.9%).
- Black/African American students have among the highest rates of limited awareness (66.5% combined "never seen" and "don't remember").
- Native Hawaiian/Pacific Islander students report the lowest engagement levels, with 72.4% having limited awareness and none having safety-related conversations.
- American Indian/Alaska Native students similarly show no safety-related conversations with YSOs.
- The disparity in safety-related conversations (ranging from 0% to 3.4%) highlights potential equity concerns in how YSOs engage with different student populations.

These patterns indicate that while limited YSO visibility is universal across all demographic groups, there are meaningful disparities in interaction patterns that may warrant further attention in program implementation.

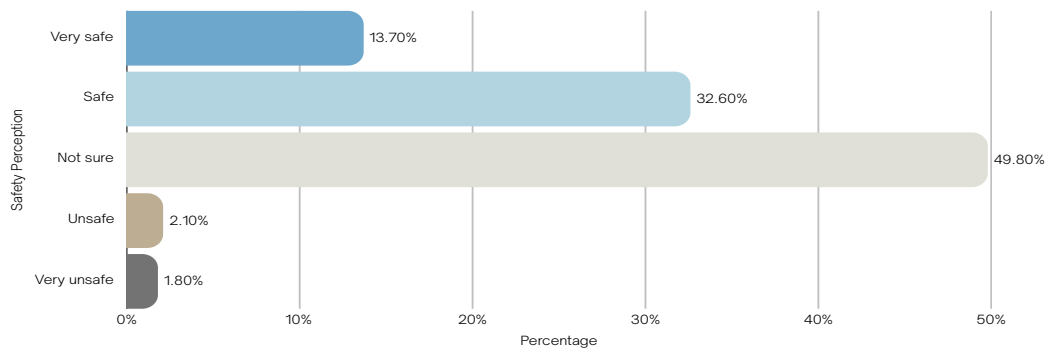
### YSO Experience by Gender



The data reveals clear disparities in YSO engagement across gender identities. Gender-diverse students have less direct interaction with YSOs compared to their cisgender peers. Non-binary (31.9%) and self-describing students (30.6%) report higher rates of "never seen" experiences compared to female (24.4%) and male (24.7%) students – a gap of approximately 6-7 percentage points.

## Safety Perceptions

Figure 34: High School Student Safety Perceptions (n=2,335)



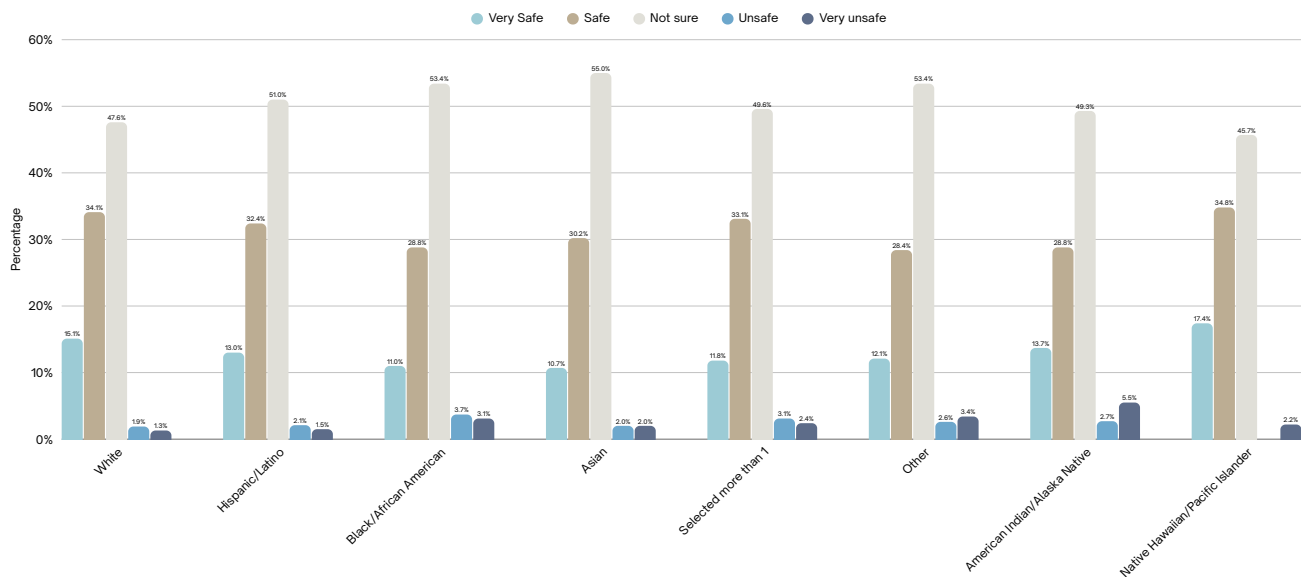
The safety perception data for high school students reveals patterns remarkably consistent with younger students. Despite slightly improved awareness, uncertainty remains high (49.8%), while those forming opinions express predominantly positive perceptions (46.3% positive vs. 3.9% negative).

### Key Findings - High School Safety Perceptions

- 49.8% of students are uncertain about their safety feelings with YSOs.
- 46.3% feel either "Very Safe" (13.7%) or "Safe" (32.6%) with YSOs.
- Only 3.9% feel "Unsafe" (2.1%) or "Very Unsafe" (1.8%).
- The positive-to-negative ratio is approximately 12:1.

## Safety Perceptions by Race & Ethnicity

Figure 35: Safety Perceptions by Race & Ethnicity (n=2,335)



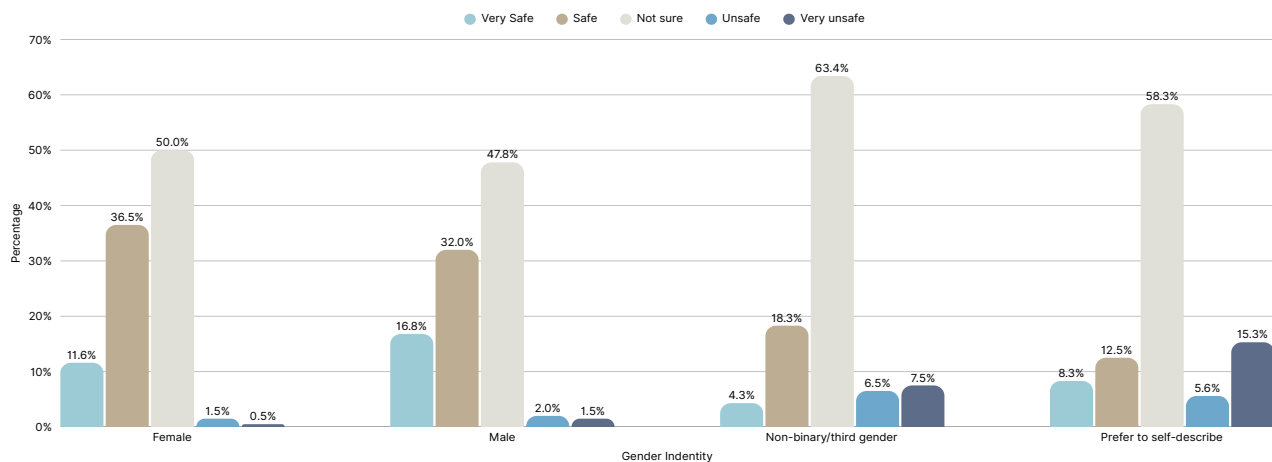
The cross-tabulation of safety perceptions by race/ethnicity reveals several notable patterns:

- White students report the highest combined positive perceptions (49.2%) and lowest negative perceptions (3.2%).
- Asian students show the highest uncertainty (55.0% "Not sure") and moderate positive perceptions (40.9%).
- American Indian/Alaska Native students report the highest combined negative perceptions (8.2%).
- Black/African American students show lower positive perceptions (39.8%) and higher negative perceptions (6.8%) compared to the overall average.
- All racial/ethnic groups maintain a strongly positive to negative ratio, though with meaningful variations (from 6:1 for American Indian/Alaska Native students to 25:1 for Native Hawaiian/Pacific Islander students).

These patterns suggest that while positive perceptions predominate across all groups, there are noteworthy differences in safety perception that align with broader societal patterns regarding relationships between different racial/ethnic communities and law enforcement figures.

### Safety Perceptions by Gender

Figure 36: Safety Perceptions by Gender (n=2,207)



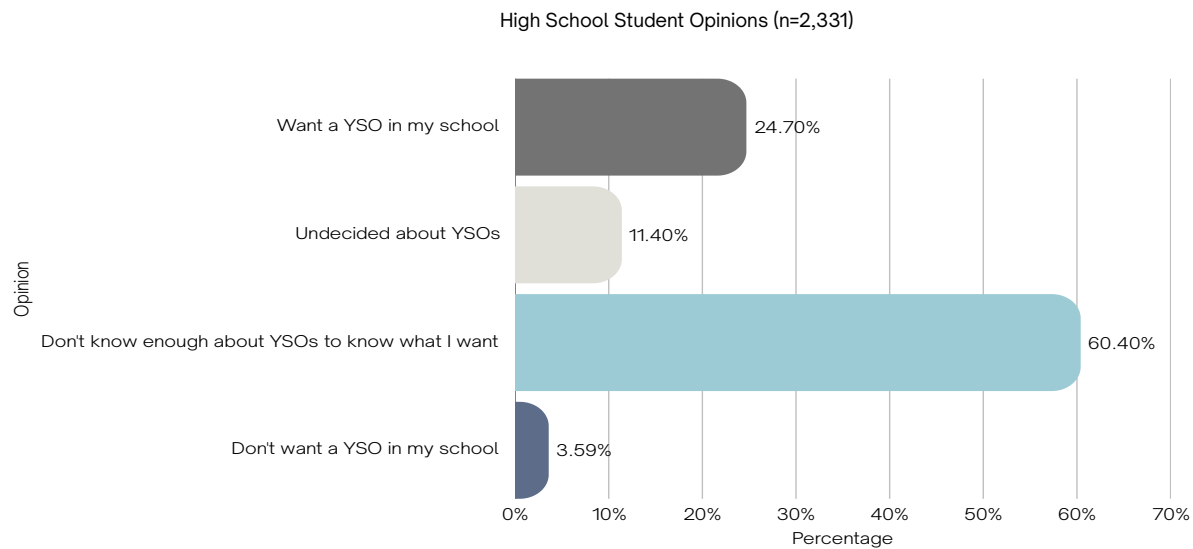
The safety perception data reveals contrasts across gender identities. While cisgender students generally report positive or neutral safety perceptions, gender-diverse students express significantly higher rates of feeling unsafe with YSOs. Among students who have formed safety opinions, cisgender female students report the most positive safety ratio (48.1% positive vs. 2.0% negative), followed by cisgender male students (48.8% positive vs. 3.5% negative).

In contrast, non-binary/third gender students experience substantially lower positive perceptions (22.6% positive) and much higher negative perceptions (14.0% negative), representing a 6:1 disparity in positive-to-negative ratio compared to cisgender peers. Students who prefer to self-describe their gender report the highest negative perceptions (20.9% combined "Unsafe" and "Very unsafe") and lowest positive perceptions (20.8% combined "Very Safe" and "Safe").

The particularly high rate of "Very unsafe" responses among students who self-describe their gender (15.3%) compared to female students (0.5%) represents a 30-fold difference. Additionally, the higher uncertainty rates among gender-diverse students suggest they may have more complex relationships with authority figures that influence their safety judgments about YSOs.

## Opinion Distribution Analysis

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



High school student opinions about having YSOs in their schools reveals that despite slightly improved awareness compared to younger students, a significant knowledge gap persists. A substantial majority (60.4%, n=1,407) report not knowing enough about YSOs to form an opinion, consistent with the pattern seen in both elementary (64.0%) and middle school students (65.6%).

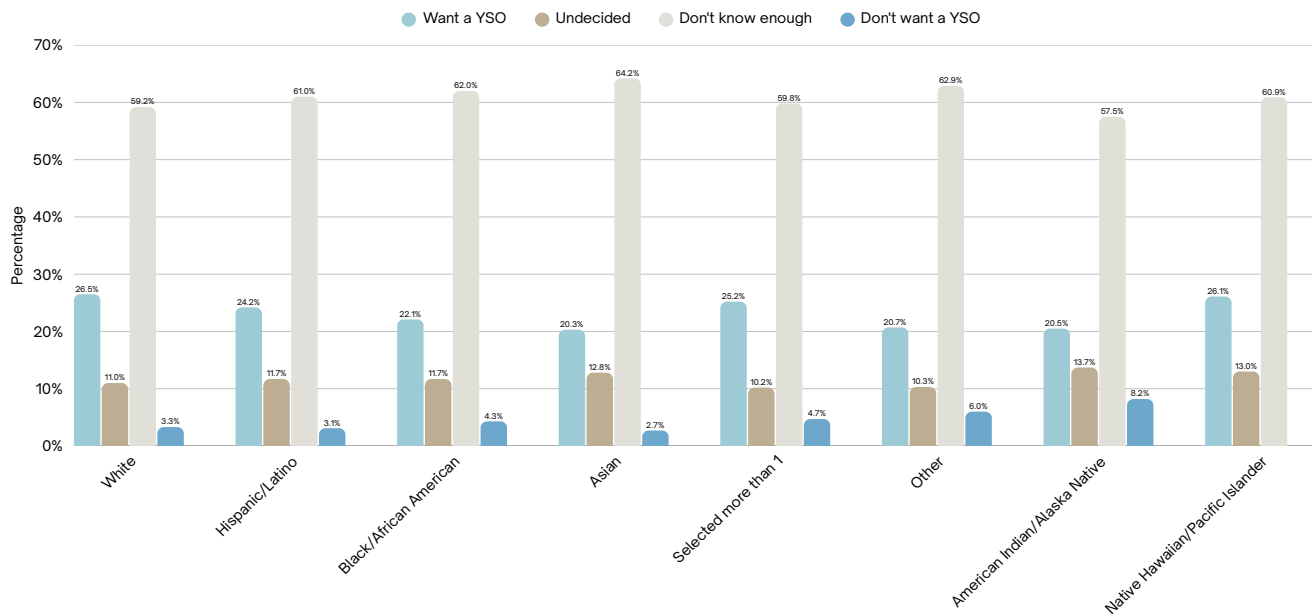
### Key Findings - High School Student Opinions

- 60.4% don't know enough about YSOs to form an opinion.
- 24.7% explicitly want YSOs in their schools.
- 11.4% remain undecided despite having some awareness.
- 3.6% do not want YSOs in their schools.
- Among students who have formed definitive opinions (excluding both "don't know enough" and "undecided"), the positive-to-negative ratio is approximately 6.8:1.

While the majority of high school students lack sufficient knowledge to form opinions about YSOs, those who do express clear preferences show strong support. The percentage of students explicitly wanting YSOs (24.7%) is similar to the levels seen in elementary (24.3%) and middle schools (22.3%), suggesting consistent support patterns across educational levels when opinions are formed.

## Opinion Distribution by Race & Ethnicity

Figure 38: Opinion Distribution by Race & Ethnicity (n=2,331)



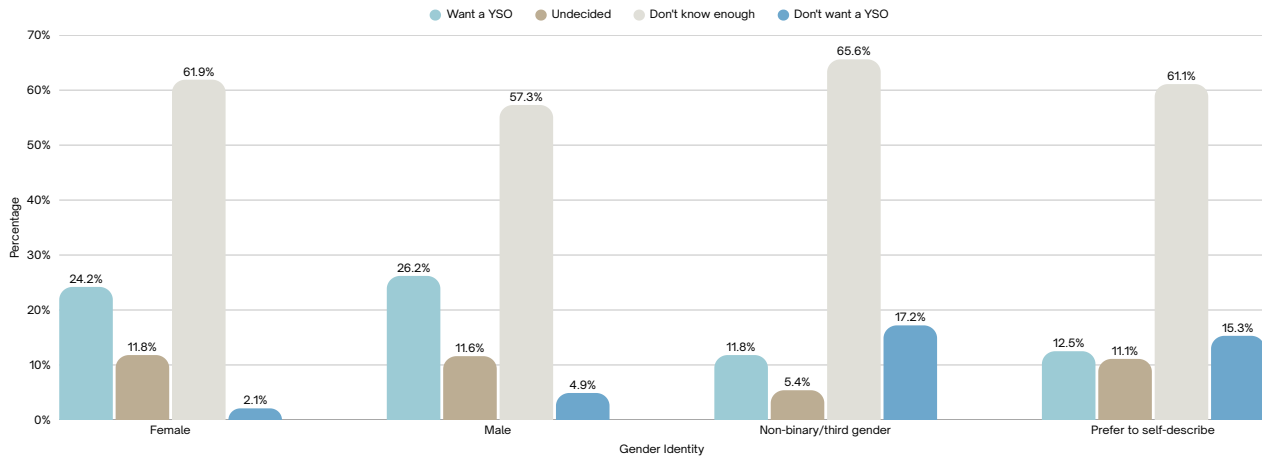
The cross-tabulation of student opinions about YSOs by race/ethnicity reveals several notable patterns:

- White students show the highest explicit support for YSOs (26.5%) with moderate opposition (3.3%).
- Native Hawaiian/Pacific Islander students show strong support (26.1%) with no explicit opposition (0.0%).
- American Indian/Alaska Native students demonstrate the highest opposition (8.2%) and moderate support (20.5%).
- Asian students show the highest uncertainty (64.2% "Don't know enough") and lowest explicit support (20.3%).
- The knowledge gap remains the dominant feature across all racial/ethnic groups (ranging from 57.5% to 64.2%).
- Support-to-opposition ratios vary meaningfully across groups, from 2.5:1 for American Indian/Alaska Native students to infinite (no opposition) for Native Hawaiian/Pacific Islander students.

These patterns suggest that while knowledge gaps universally limit opinion formation, there are variations in the support-to-opposition ratio that may reflect different historical relationships between racial/ethnic communities and law enforcement figures. Of particular note is the higher opposition rate among students who selected "Other" as their race/ethnicity (6.0%) compared to the overall average (3.6%).

## Opinion Distribution by Gender

Figure 39: Opinion Distribution by Gender (n=2,207)



The opinion distribution analysis by gender reveals important patterns in how different student groups view the presence of YSOs in their schools. While the knowledge gap remains the dominant feature across all gender groups (ranging from 57.3% to 65.6% reporting they "don't know enough"), the support-to-opposition ratios vary dramatically. Female students show the strongest support-to-opposition ratio (11.5:1), followed by male students (5.4:1). In stark contrast, non-binary/third gender students show a nearly 1:1.5 support-to-opposition ratio (more opposition than support), while students who self-describe their gender demonstrate a nearly 1:1.2 ratio.

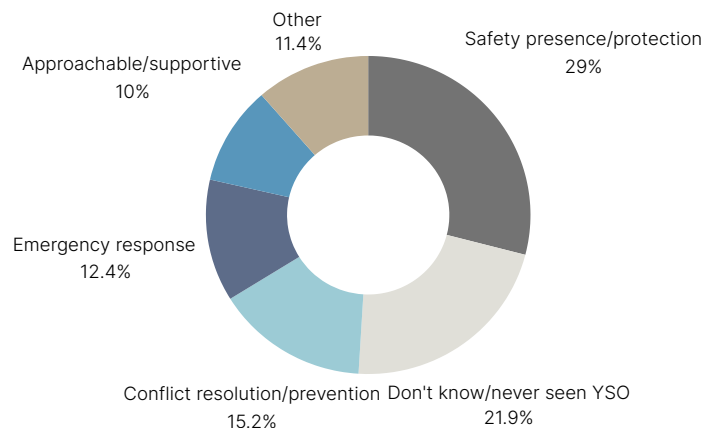
These patterns suggest that YSO programs may be experienced very differently by gender-diverse students compared to cisgender peers. The consistently higher opposition rates among gender-diverse students (17.2% for non-binary and 15.3% for self-described students) compared to cisgender students (2.1% for female and 4.9% for male students) represent an 8-fold and 3-fold disparity, respectively. This indicates a potential systemic issue in how YSO programs engage with or are perceived by gender-diverse populations.

## Open-Ended Response Analysis

The qualitative analysis of open-ended responses provides deeper context for understanding high school students' perceptions of YSOs, revealing nuanced perspectives that complement the quantitative findings.

## Appreciation for YSOs

Figure 40: What High School Students Like About YSOs (n=210)



The thematic analysis of what high school students like about YSOs reveals more sophisticated perspectives than younger students, while still highlighting similar core values. Safety presence/protection emerges as the dominant theme (29.0%), followed by a significant portion indicating they don't know or have never seen a YSO (21.9%). Conflict resolution/prevention (15.2%) and emergency response capabilities (12.4%) represent important secondary values. The personal attribute of being approachable/supportive represents a notable value (10.0%).

### Key Takeaways

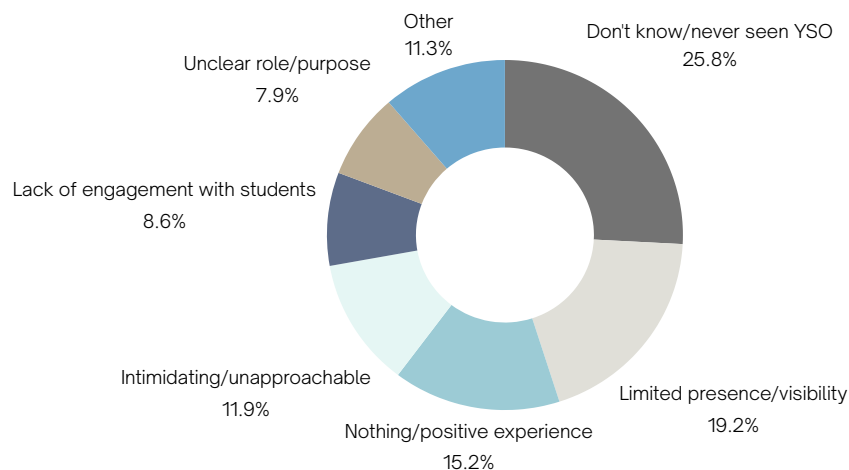
- High school students value YSOs primarily for creating a sense of safety and protection.
- The knowledge gap remains substantial, with over one-fifth of respondents unfamiliar with YSOs.
- Conflict resolution and emergency response represent important secondary values.
- Personal qualities of approachability and supportiveness matter to high school students.
- Responses demonstrate more sophisticated articulation of safety concepts compared to younger students.

### Representative Quotes

- *"Makes me feel more safe."*
- *"That there's somebody there in case of an emergency."*
- *"The idea of having someone when or if there were to be a shooter or drugs."*
- *"He's cool, he helped unlock the locker rooms for us. Everyone says hi to him."*

### Concerns of YSOs

Figure 41: What High School Students Dislike About YSOs (n=151)



Similar to younger students, high school respondents most frequently cite limited awareness as their primary issue (25.8% don't know/never seen), while limited presence/visibility (19.2%) emerges as a significant concern, reinforcing the finding that students want more YSO engagement rather than less. Intimidating or unapproachable demeanor emerges as a more significant concern among high school students (11.9%) compared to younger groups, suggesting that older students may be more attuned to interpersonal dynamics with authority figures. A notable 15.2% indicate having nothing they dislike about YSOs, reflecting generally positive sentiment when opinions are formed.

### Key Takeaways:

- Limited awareness continues to be the primary issue cited by students.
- Students want increased YSO presence rather than decreased presence.
- Concerns about intimidating demeanor are more pronounced at the high school level.

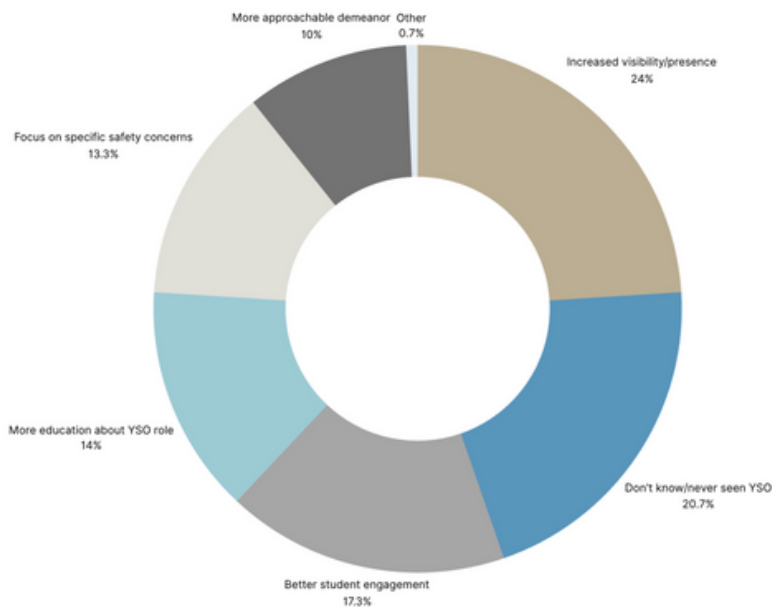
- Lack of student engagement and unclear purpose represent significant barriers.
- A substantial minority report having no dislikes, indicating positive experiences.

### Representative Quotes

- *"I don't like officers in a school. Maybe just in the office or lobby but I don't know about wandering the halls."*
- *"I don't know"*
- *"I wish it was unnecessary, but unfortunately, it is not"*
- *"We get stickers, and they tend to be kind."*

### Recommendations for YSOs

Figure 41: What High School Students Dislike About YSOs (n=151)



The suggestions for how YSOs could make high school students feel safer parallel findings from younger students but with more sophisticated articulation. Increased visibility/presence emerges as the dominant theme (24.0%), followed by a significant portion who don't know or have never seen a YSO (20.7%). Better student engagement (17.3%) and more education about the YSO role (14.0%) represent key suggestions. Focus on specific safety concerns represents a more substantial theme among high school students (13.3%), suggesting greater awareness of concrete safety issues at this educational level. A more approachable demeanor remains important (10.0%).

### Key Takeaways

- Limited awareness continues to hinder students' ability to suggest improvements.
- Better engagement and education about the YSO role are seen as critical improvements.
- High school students demonstrate more specific safety concerns than younger students.
- Less intimidating, more approachable demeanor would enhance perceptions of safety.

### Representative Quotes

- *"Having the option to talk if needed"*
- *"I don't even know what these people do. How could I answer this question?"*
- *"Maybe by actually telling us about them"*
- *"To keep an eye out standing in the halls to see if there's any bullying going on, and should be fixed"*

# Parent/Guardian YSO Survey Analysis

## Overview

The parent/guardian survey analysis reveals strong overall support for Youth Service Officers (YSOs) in schools, with significant nuance across demographic groups. A substantial majority of parents and guardians express some level of support for YSOs, with 49.3% fully in favor and 26.0% supporting with reservations. Despite this strong support, the data reveals important variations in preferences, priorities, and comfort levels across different racial/ethnic groups and genders.

## Demographic Profile of Respondents

Before examining the survey findings, it's important to understand the demographic composition of the middle school survey respondents.

Figure 42: Race & Ethnicity Distribution of Parent/Guardian Respondents (n=3,218)

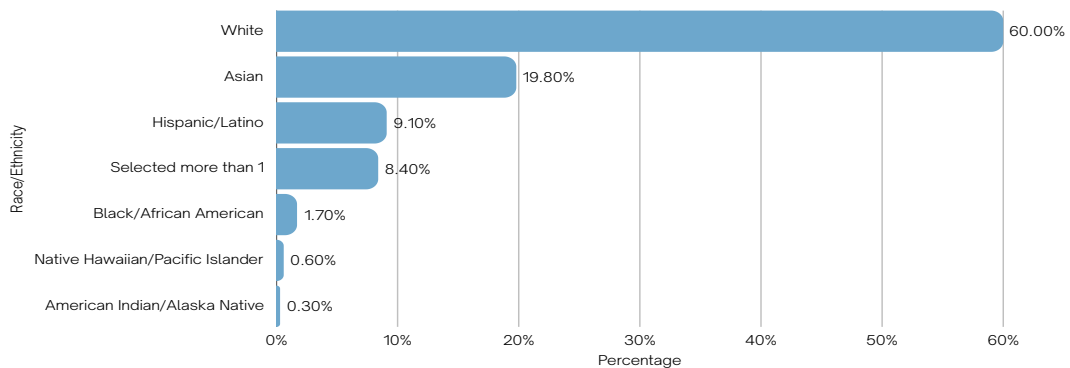
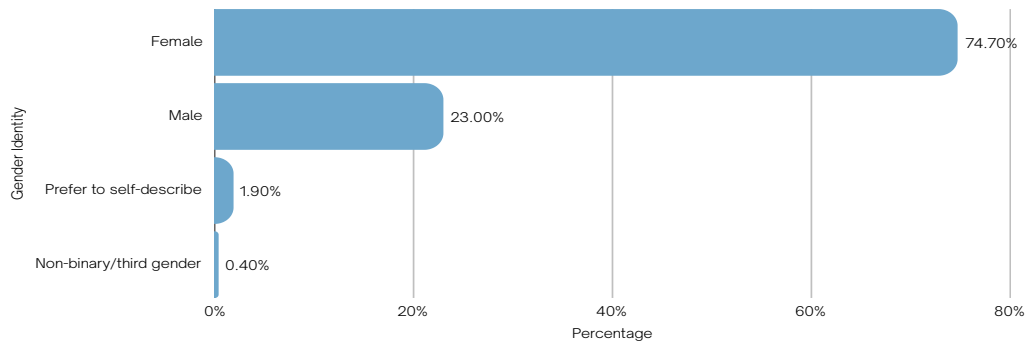
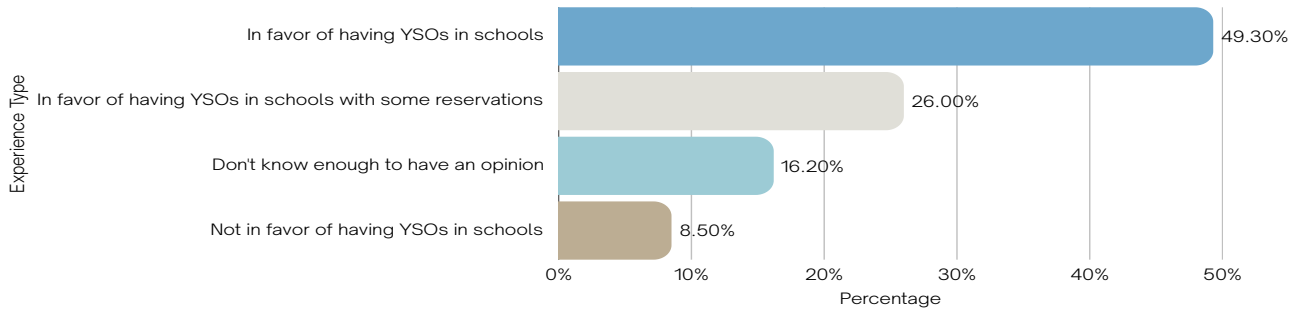


Figure 43: Gender Identity Distribution of Parent/Guardian Respondents (n=3,283)



## Demographic Profile of Respondents

Figure 44: Parent/Guardian YSO Preferences (n=3,246)



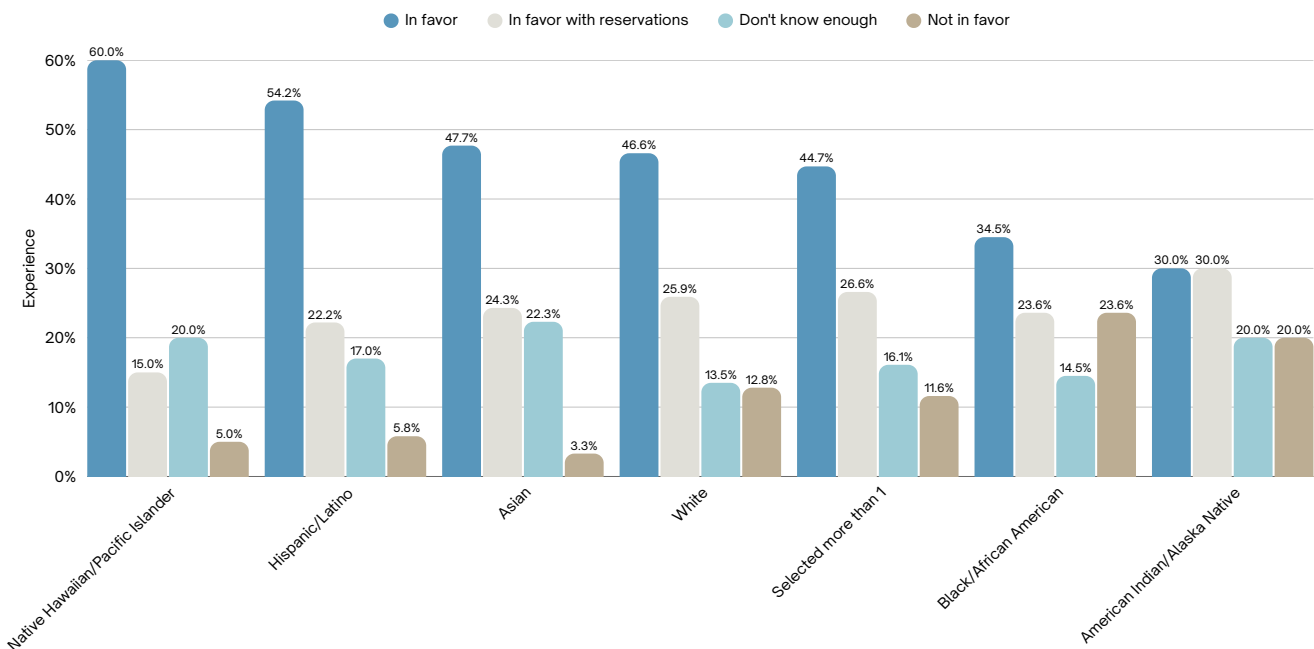
While students across all grade levels demonstrated limited YSO awareness, parents and guardians show better program knowledge but still significant information gaps. The survey reveals that parents and guardians hold varied opinions about YSOs in schools, with important differences emerging across demographic groups.

### Key Findings - Parent/Guardian Preferences

- 49.3% are fully in favor of having YSOs in schools.
- 26.0% support YSO presence with some reservations.
- 16.2% lack sufficient information to form an opinion.
- 8.5% are not in favor of having YSOs in schools.
- Combined support (with or without reservations) stands at 75.3%.

## YSO Preferences by Race & Ethnicity

Figure 45: Parent/Guardian YSO Preferences by Race & Ethnicity (n=3,217)



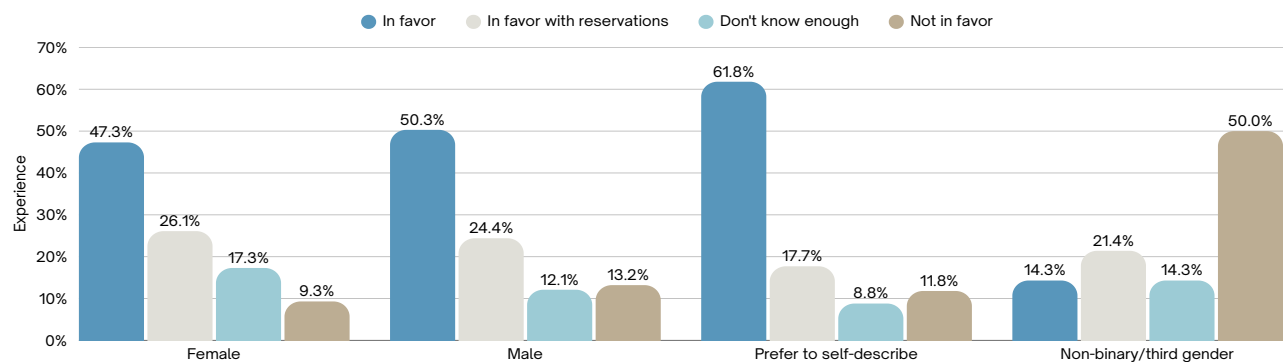
The cross-tabulation of parent preferences with race/ethnicity reveals significant variations that merit attention:

- Native Hawaiian/Pacific Islander parents and guardians show the strongest support (60.0% in favor), though the sample size is small.
- Hispanic/Latino parents and guardians demonstrate high support (54.2% in favor) with relatively low opposition (5.8% not in favor).
- Asian parents and guardians show strong support (47.7% in favor) with the lowest opposition rate (3.3% not in favor).
- White parents and guardians show moderate support (46.6% in favor) with higher opposition (12.8% not in favor).
- Black/African American parents and guardians demonstrate the lowest support (34.5% in favor) and highest opposition (23.6% not in favor).
- American Indian/Alaska Native parents and guardians show the lowest full support (30% in favor) but high "with reservations" support.
- The combined support (in favor + reservations) ranges from 58.2% (Black/African American) to 76.4% (Hispanic/Latino).

These patterns suggest that while support for YSOs is generally strong across all demographic groups, there are meaningful variations that reflect different historical relationships and experiences with law enforcement.

### YSO Preferences by Gender

Figure 46: Parent/Guardian YSO Preferences by Gender (n=3,282)



The cross-tabulation of preferences by gender identity reveals several notable patterns:

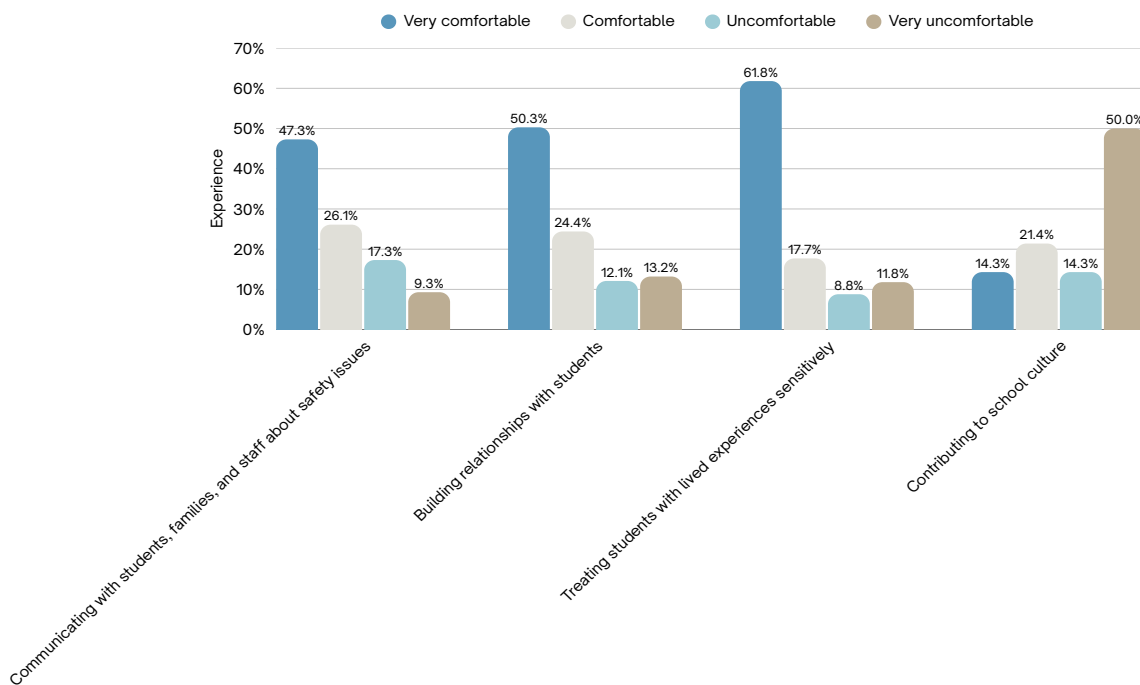
- Overarching majority of parents and guardians are in favor of YSO presence or are in favor with reservations with an average combined response of 71%.
- Female parents and guardians show slightly higher support with reservations than male parents (26.1% vs. 24.4%).
- Male parents and guardians show higher opposition rates (13.2% vs. 9.3% for females).
- Non-binary/third-gender parents and guardians demonstrate dramatically lower support (14.3% in favor) and much higher opposition (50%).
- Parents and guardians who prefer to self-describe show the highest full support (61.8%).

These findings highlight concerning disparities in how gender-diverse parents and guardians perceive YSOs compared to cisgender parents and guardians, suggesting targeted outreach efforts may be needed to address these differences.

## Comfort Levels with YSO Activities

The survey measured parent and guardian comfort levels with YSOs engaging in three relationship-oriented activities: building relationships with students, treating students with lived experiences sensitively, and contributing to school culture. These dimensions explore the comfort of parents and guardians with YSOs taking on roles beyond traditional law enforcement functions.

Figure 47: Parent Comfort with YSO Activities (n=3,251)



Parent and guardian comfort levels with various YSO activities reveal strong support for relationship building with appropriate sensitivity to student needs and experiences. Across all measured activities, more than 73% of parents and guardians express comfort with YSOs engaging in these relationship-oriented functions, underscoring the view of YSOs as trusted partners in the school community rather than strictly law enforcement figures.

### Key Findings - Parent Comfort Levels

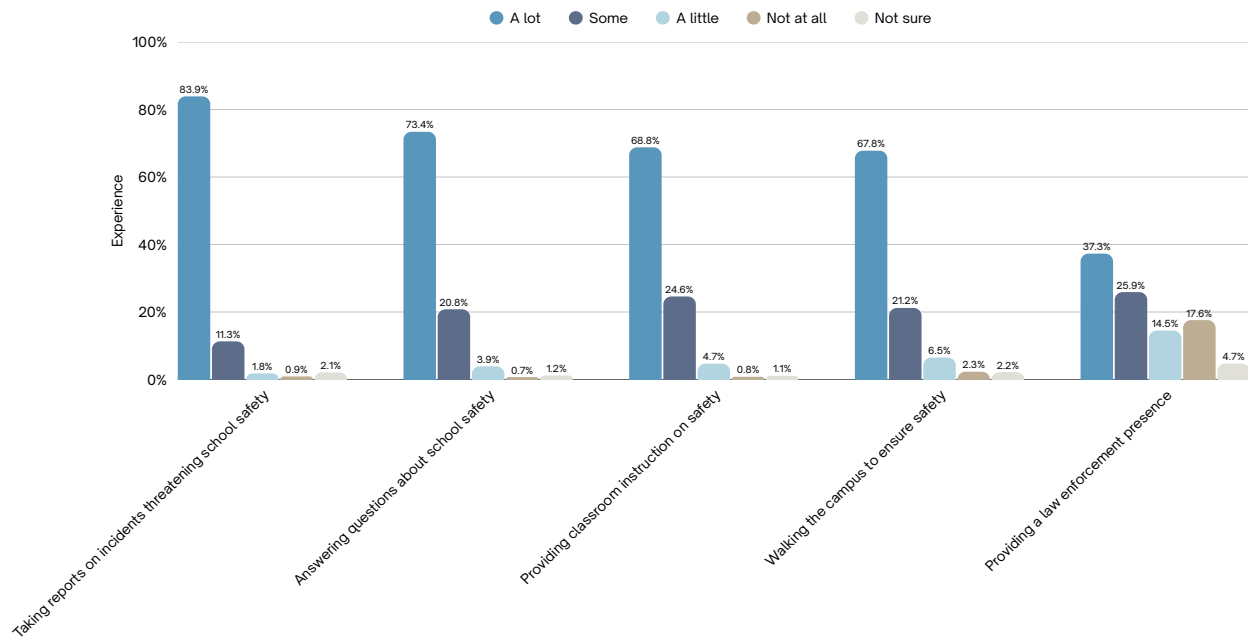
- "Communicating with students, families, and staff about safety issues" received high comfort (81.7% combined comfortable).
- "Treating students with lived experiences sensitively" received high comfort (77.8% combined comfortable).
- "Building relationships with students" closely followed (77.3% combined comfortable).
- "Contributing to school culture" showed similar support (73.3% combined comfortable).
- "Uncomfortable" and "Very uncomfortable" ratings ranged from 5.9% to 12.2%.
- "Not sure" responses (10.8-16.3%) align closely with the percentage lacking sufficient information.

The consistency of comfort ratings across these relationship-oriented functions suggests parents and guardians value YSOs who can establish positive connections with students while demonstrating cultural sensitivity. The relatively high "Not sure" percentages indicate that a substantial minority of parents and guardians may have limited understanding of how YSOs interact with students, suggesting an opportunity for better communication about YSO roles and training.

## Prioritized Functions of YSOs

The survey asked parents and guardians to rate the importance of various YSO functions, providing insights into which aspects of the YSO role parents value most. The results reveal a clear pattern of prioritization that favors safety education and response functions over traditional law enforcement presence.

Figure 48: Importance of School Safety Aspects (n=3,135)



Parents assign varying importance to different aspects of school safety, revealing clear priorities that align well with student needs identified in the student survey responses.

### Key Findings - Parent Safety Function Priorities:

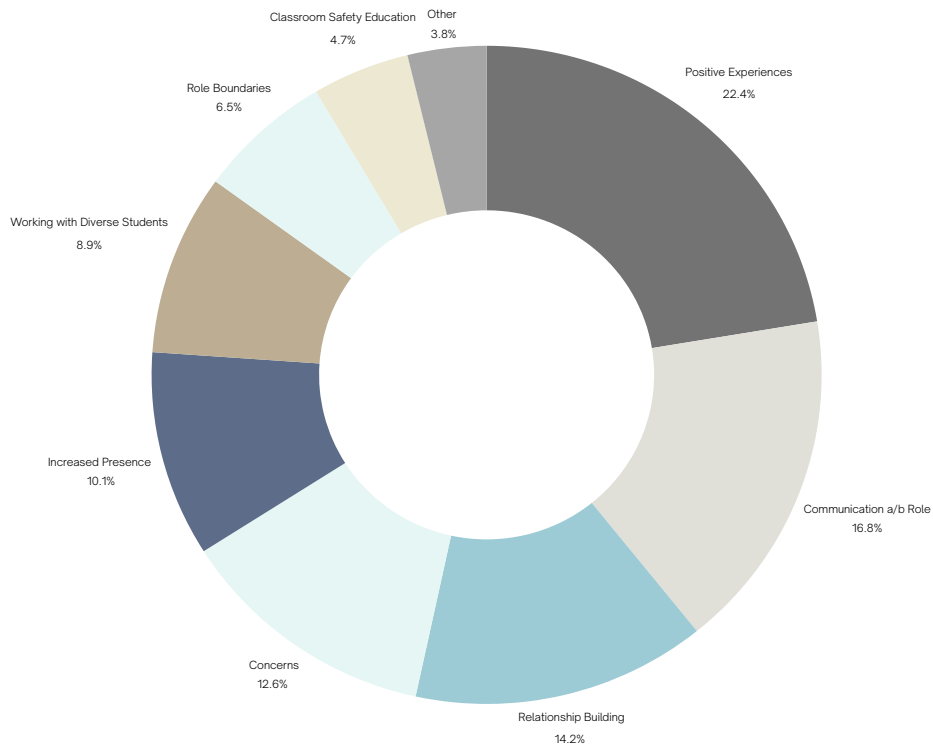
- "Taking reports on incidents threatening school safety" rated highly important by 83.9% of parents
- "Answering questions about school safety" rated highly important by 73.4% of parents
- "Providing classroom instruction on safety" rated highly important by 68.8% of parents
- "Walking the campus to ensure safety" rated highly important by 67.8% of parents
- "Providing a law enforcement presence" rated highly important by only 37.3% of parents
- The law enforcement function also received the highest "Not at all" importance ratings (17.6%)

These findings suggest parents primarily view YSOs through a safety expert/educator lens rather than primarily as law enforcement officers. The lower priority placed on law enforcement presence is particularly notable given that this is often the traditional understanding of SRO (School Resource Officer) roles. Instead, parents prioritize YSOs' ability to respond to safety incidents, educate about safety, and be accessible for safety questions.

## Open-Ended Parent/Guardian Insights

The thematic analysis of open-ended responses provides nuanced context about their perceptions of YSOs, revealing a complex mix of support, concerns, and specific recommendations. The open-ended question "Is there anything else you'd like to share about YSOs?" generated 496 responses, which were coded into ten thematic categories.

Figure 49: Parent Recommendations for YSO Program Improvement (n=496)



The thematic analysis reveals that positive experiences and strong support constitute the largest category of responses (22.4%), indicating that many parents and guardians have favorable perceptions of YSOs. However, the second largest category focuses on communication about the YSO role (16.8%), suggesting a significant knowledge gap about what YSOs do and how they interact with students. Community engagement and relationship building emerged as the third most frequent theme (14.2%), highlighting the desire of parents and guardians for YSOs to build positive connections with students. Concerns and reservations represent a substantial portion of responses (12.6%), particularly regarding cultural sensitivity and the impact on marginalized students.

### Key Takeaways

- Parents and guardians express generally positive views about YSOs while offering specific improvement ideas.
- Many parents and guardians report being unaware of YSOs at their child's school or unclear about their specific roles.
- Relationship-building and community engagement aspects of the YSO role are highly valued.
- A significant portion of parents and guardians express concerns about YSOs, particularly regarding impacts on students of color.
- Clear role boundaries represent an important consideration for program refinement.
- Parents who express concerns often mention historical tensions between law enforcement and marginalized communities.

## Representative Quotes

### Positive Experiences/Strong Support:

- *"I am HIGHLY in favor of YSOs."*
- *"Having YSO's would help build positive relationships between students and law enforcement so that they are comfortable asking for help when it's needed. It would also detour 'bad' things from happening."*
- *"YSOs are extremely important to the district community. I do not believe that any school can function safely without the involvement of YSOs."*

### Communication about YSO Role:

- *"I was not aware that William Walker had a YSO. Neither of my children have mentioned it and I don't recall hearing about it from the school."*
- *"I would like to know more as a parent what role you play and the measures you take, what protocols you follow to investigate any problem and if you ensure that the students involved are not questioned until a parent is present."*
- *"This is the first time I'm hearing about YSOs, and we've had kids at Bethany for 7 years. That is concerning!"*

### Community Engagement/Relationship Building:

- *"I grew up with YSO's, but ours were always out of uniform and really well integrated into the kids lives by providing opportunities to connect before and after school as well as lunch time activities to stay out of trouble. Our YSO also helped us connect and volunteer with our community and other schools."*
- *"I think building a strong relationship with a good YSO would be wonderful."*
- *"I would like you to hold meetings with parents and explain your role to learn more about them and thus provide more confidence in the community."*

### Concerns/Reservations:

- *"YSOs are fine for my white kids but I know that they make other students VERY uncomfortable and I would rather not have police in schools."*
- *"Police enforcement in schools often perpetuates and encourages the school to prison pipeline. Finding the appropriate officer with adequate training and unbiased perceptions is difficult. Children of various backgrounds, cultures, ethnicities, and religions are often treated unfairly."*
- *"My student's middle school had a very aggressive community culture in the years following the Covid shut down. Police were called in at different times. This was extremely triggering for my child. Even now when we pull up at her current school if we see a police car, she tenses up. She associates the presence of law enforcement with something threatening needing to be controlled. Their presence is a source of anxiety."*

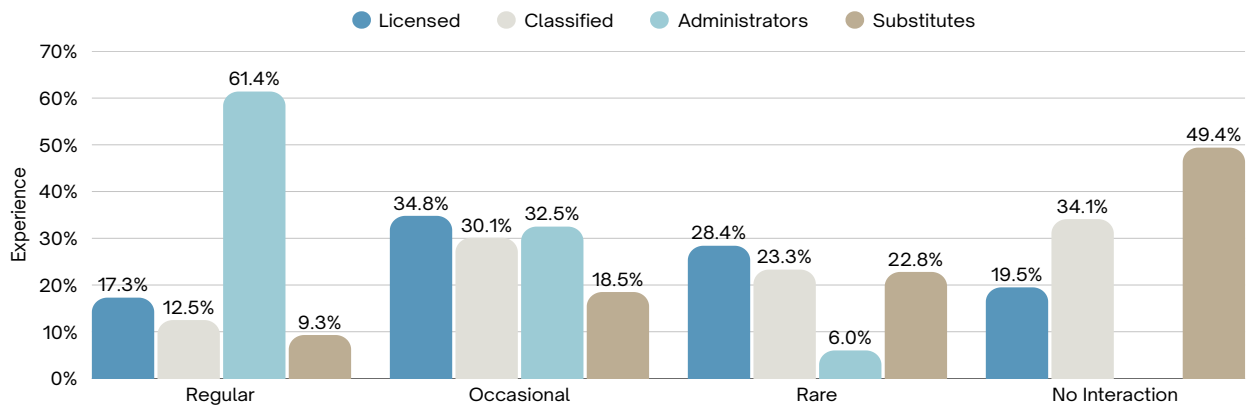
# School Staff YSO Survey Analysis

## Overview

The staff survey analysis (n=1,749) reveals a complex landscape of opinions about Youth Service Officers (YSOs) in schools, with notable variations across different staff roles and professional experiences. Licensed staff (n=890), classified staff (n=614), administrators (n=83), and substitutes (n=162) bring distinct perspectives that enrich the overall understanding of YSO program effectiveness and opportunities for enhancement.

## Staff YSO Experience and Perceptions

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



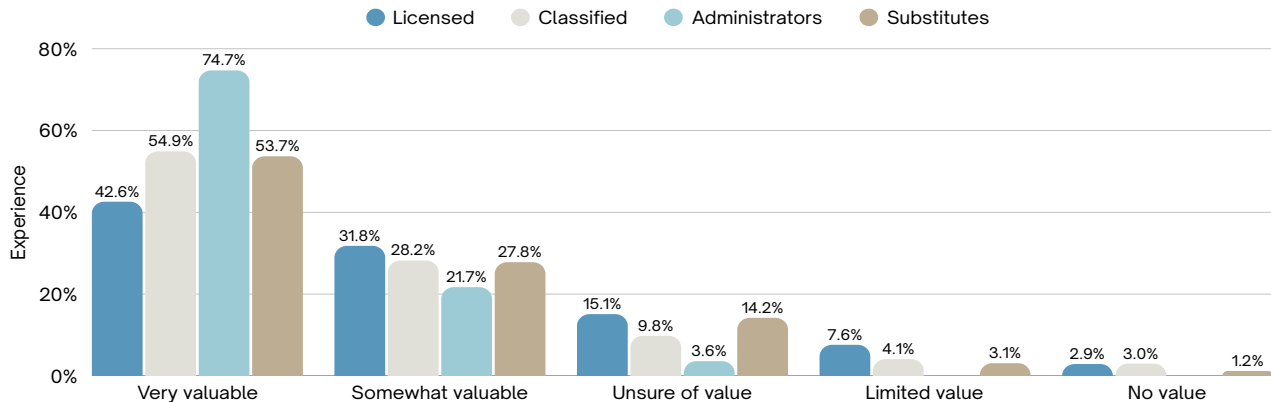
The data shows distinct interaction patterns by role, with administrators reporting the highest rates of regular YSO interaction (61.4%) compared to licensed staff (17.3%), classified staff (12.5%), and substitutes (9.3%). This highlights a significant interaction gap that mirrors the student awareness challenge, where those in administrative roles have substantially more engagement with YSOs than frontline staff who interact with students daily.

### Key Findings - Staff YSO Interactions

- Parents and guardians express generally positive views about YSOs while offering specific improvement ideas.
- Many parents and guardians report being unaware of YSOs at their child's school or unclear about their specific roles.
- Relationship-building and community engagement aspects of the YSO role are highly valued.
- A significant portion of parents and guardians express concerns about YSOs, particularly regarding impacts on students of color.
- Clear role boundaries represent an important consideration for program refinement.
- Parents who express concerns often mention historical tensions between law enforcement and marginalized communities.

## Value Assessment

Figures 51: Staff Assessment of YSO Value (n=1,749)



Staff across all roles overwhelmingly perceive YSOs as valuable, though with notable variations. Administrators show the strongest positive assessment with 74.7% rating YSOs as "very valuable" compared to 42.6% of licensed staff. The percentage of staff unsure of YSO value (ranging from 3.6% of administrators to 15.1% of licensed staff) parallels the knowledge gap patterns seen in other stakeholder groups.

### Key Findings - Staff Value Assessment

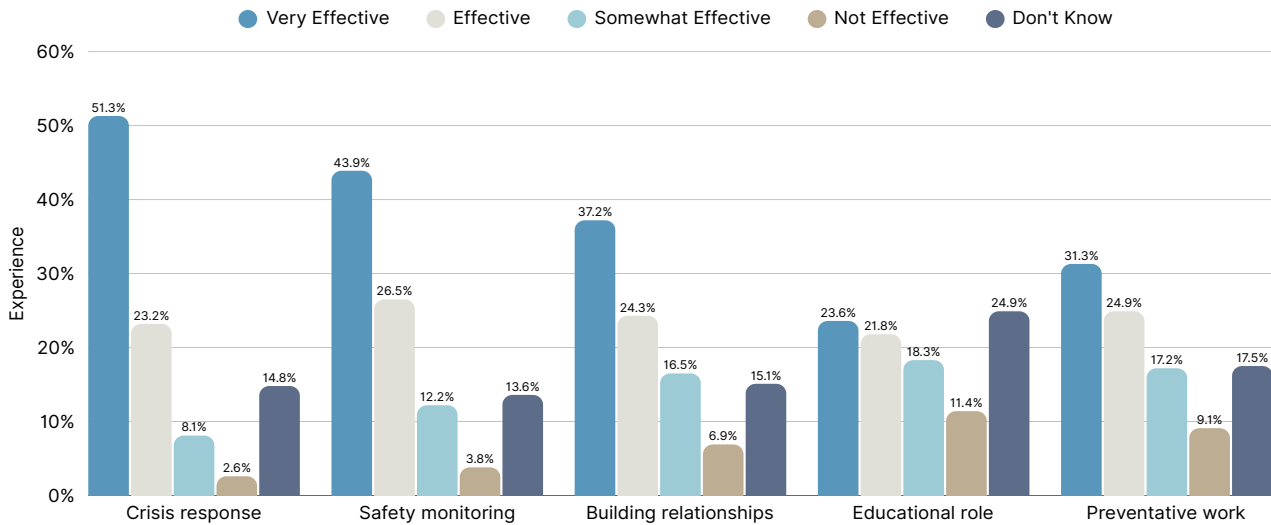
- YSOs are rated as "very valuable" or "somewhat valuable" by 96.4% of administrators, 83.1% of classified staff, 74.4% of licensed staff, and 81.5% of substitutes.
- Licensed staff show the highest rates of uncertainty (15.1%) and negative value assessment (10.5% combined "limited" or "no" value).
- Administrator perspectives show a notably more positive assessment than other staff roles.
- Overall support levels are strong across all staff roles despite varying degrees of enthusiasm.

### Role Effectiveness

- YSOs are rated as "very valuable" or "somewhat valuable" by 96.4% of administrators, 83.1% of classified staff, 74.4% of licensed staff, and 81.5% of substitutes.
- Licensed staff show the highest rates of uncertainty (15.1%) and negative value assessment (10.5% combined "limited" or "no" value).
- Administrator perspectives show a notably more positive assessment than other staff roles.
- Overall support levels are strong across all staff roles despite varying degrees of enthusiasm.

## Role Effectiveness

Figure 52: Staff Assessment of YSO Effectiveness in Various Roles (n=1,749)



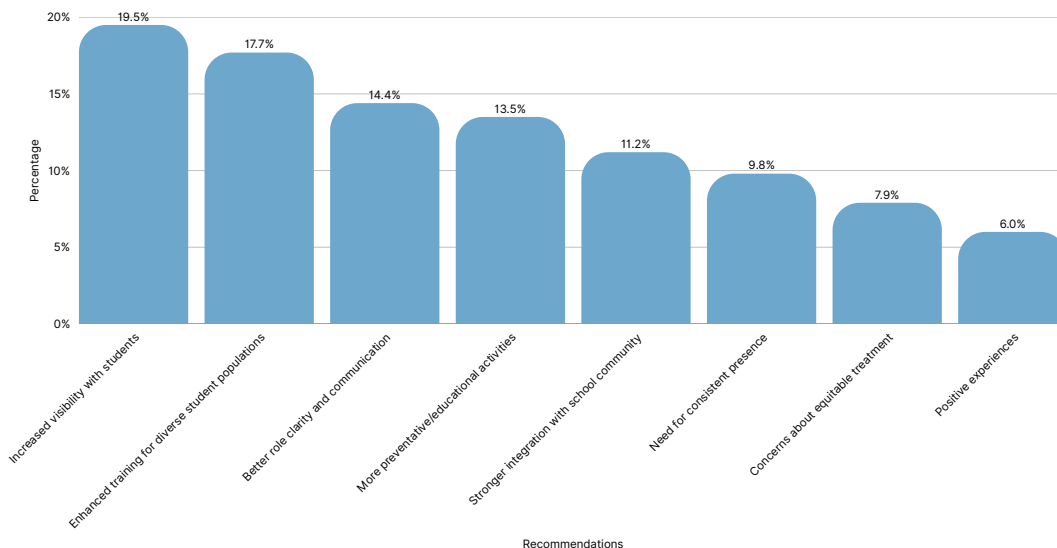
Staff assess YSO effectiveness across various functions differently, with crisis response receiving the highest effectiveness ratings (74.5% combined "very effective" and "effective") and educational role receiving the lowest (45.4%). The variation in effectiveness ratings across functions provides important insights into program strengths and opportunities.

### Key Findings - Role Effectiveness Assessment

- Crisis response and safety monitoring represent perceived YSO strengths.
- Educational and preventative functions show lower effectiveness ratings.
- "Don't know" responses are highest for educational role (24.9%), suggesting less visibility of this function.
- The effectiveness gap between reactive (crisis) and proactive (preventative/educational) functions highlights an opportunity for program enhancement.

## Open-Ended Staff Insights

Figure 53: Staff Recommendations for YSO Program Enhancement (n=215)



The thematic analysis of staff open-ended responses reveals sophisticated professional insights that balance appreciation for YSO contributions with critical reflection on program enhancement opportunities. Increased visibility with students emerges as the dominant theme (19.5%, n=42), followed by enhanced training for diverse student populations (17.7%, n=38) and better role clarity and communication (14.4%, n=31).

### Key Takeaways

- Staff strongly desire increased YSO visibility and interaction with students.
- Training for working with diverse student populations represents a significant priority.
- Role clarity and communication need improvement from staff perspective.
- Staff want more preventative and educational YSO activities rather than just reactive functions.
- Stronger integration with the school community would enhance program effectiveness.
- Consistent YSO presence is critical to program success.
- Some staff express concerns about equitable treatment of students.

### Representative Quotes

#### Increased Visibility with Students:

- *"YSOs should regularly appear in classrooms in a positive way, not only when there are issues. They should work to build a positive presence at school and relationships with students prior to stepping in when there are issues."*
- *"I have not seen our YSO in the building this year."*
- *"I have never actually spoken with our YSO, I shouldn't have an opinion about this."*

#### Enhanced Training for Diverse Student Populations:

- *"The official job title has changed from SRO to YSO, but the job duties have not. Data surrounding YSO/SRO presence in schools is consistent with punitive practices and escalation by school staff (overwhelmingly White) disproportionately directly affecting BIPOC students. This runs in opposition to the District's pillars of inclusion and the slogan of 'BELONG' as well as the district's work to seek alternatives to expulsion and implement restorative justice practices."*
- *"I've always had positive relationships with law enforcement officers, but then again, I'm a white guy. When I'm not sure what to feel about a YSO, I ask my black students. They're pretty clear on wishing the YSOs were not here so that they could feel more comfortable at school."*

#### Better Role Clarity and Communication:

- *"Our YSO has been out this year quite a bit. The back up YSO's rarely show up. There has been a big disconnect this year between law enforcement and DHS. When we have an SRO on campus...I really like Officer Quinn, it's been helpful to him here as an advocate/resource."*
- *"I would prefer that the YSO be dressed and lightly equipped (badge, weapon, cuffs, radio) in business casual attire similar to campus supervisors rather than uniformed as if on patrol."*

#### Concerns about Approach and Equity:

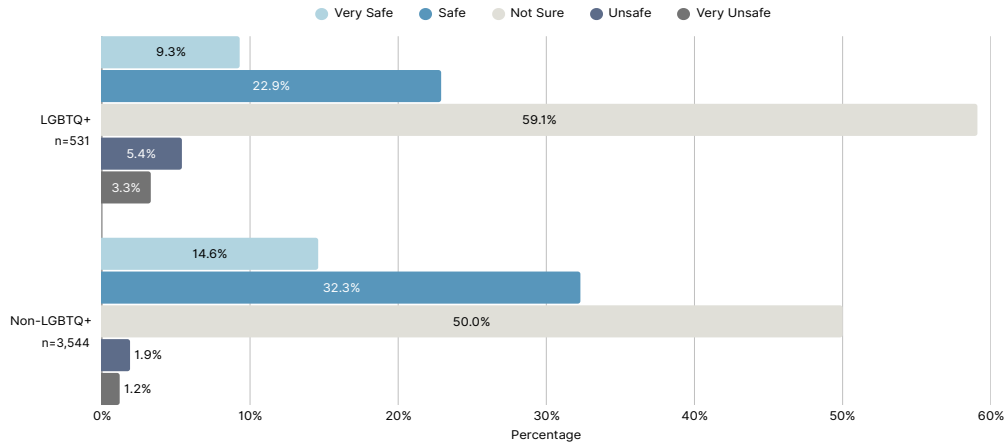
- *"I am not interested in having YSO's in the building. It causes stress for some students and teachers with little to no benefit for the school. I especially don't trust having them here during this time of political uncertainty for our diverse populations."*
- *"I think there are many great people in this role and they are trying to do things well - however - the foundation the role is built on pulls down equity, security, and safety in many incidents. I don't think the role should exist in any building regularly - perhaps 1-2 giving consult across all buildings"*
- *"Our YSO is incredibly nice and I appreciate him on a personal level, but I am opposed to police presence in schools on principle. His job is not adding value to the educational community."*
- *"too many of our students have been traumatized by law enforcement and should not have to deal with that trauma at school"*

## YSO Data

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Middle School Safety Perception by LGBTQ+ Identity  
Middle School Opinions by LGBTQ+ Identity  
High School Safety Perception by LGBTQ+ Identity  
High School Opinions by LGBTQ+ Identity

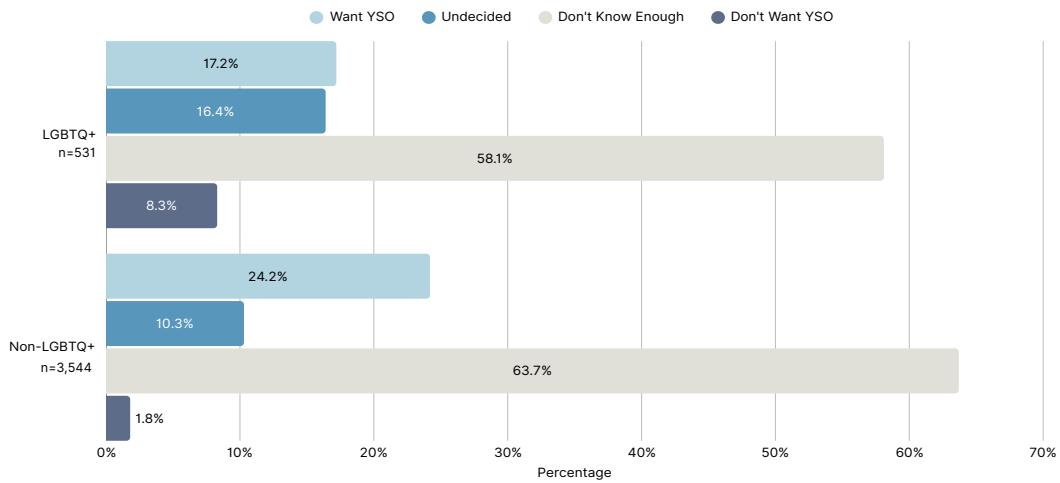
### Middle School Safety Perception by LGBTQ+ Identity



Analysis by LGBTQ+ identity reveals important disparities in safety perceptions. LGBTQ+ students report substantially lower positive safety perceptions (32.2% combined "Very Safe"/"Safe") compared to non-LGBTQ+ students (46.9%), and higher negative perceptions (8.7% versus 3.1%). The higher uncertainty rate among LGBTQ+ students (59.1% versus 50.0%) suggests either less YSO interaction or greater ambivalence about these interactions.

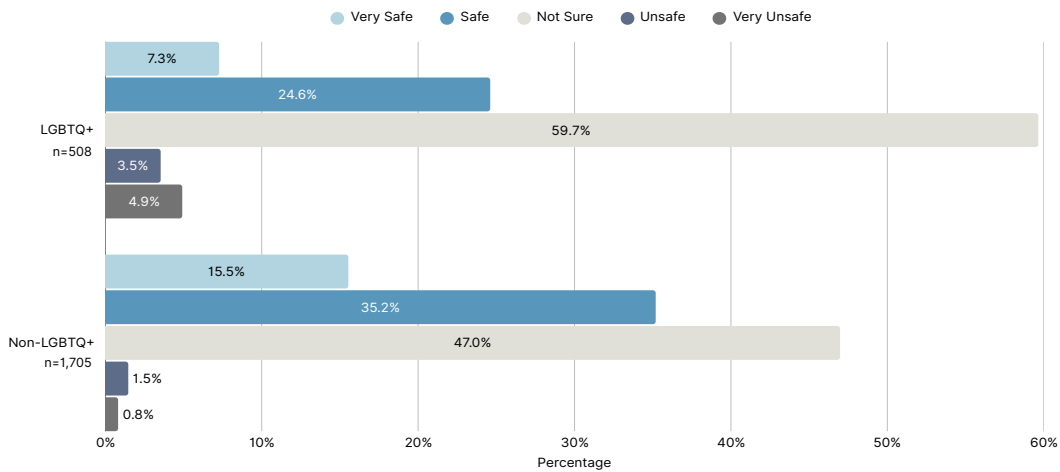
These disparities indicate that LGBTQ+ students may have different experiences with or perceptions of YSOs that merit specific attention in program enhancement efforts. Building trust with this student population may require targeted outreach and specialized training for YSOs to ensure equitable service delivery.

### Middle School Opinions by LGBTQ+ Identity



Analysis by LGBTQ+ identity reveals important differences in opinion patterns. LGBTQ+ students show lower rates of wanting YSOs (17.2%) compared to non-LGBTQ+ students (24.2%), and higher rates of both opposition (8.3% vs. 1.8%) and being undecided (16.4% vs. 10.3%). This pattern suggests that LGBTQ+ students may have more complex relationships with safety personnel.

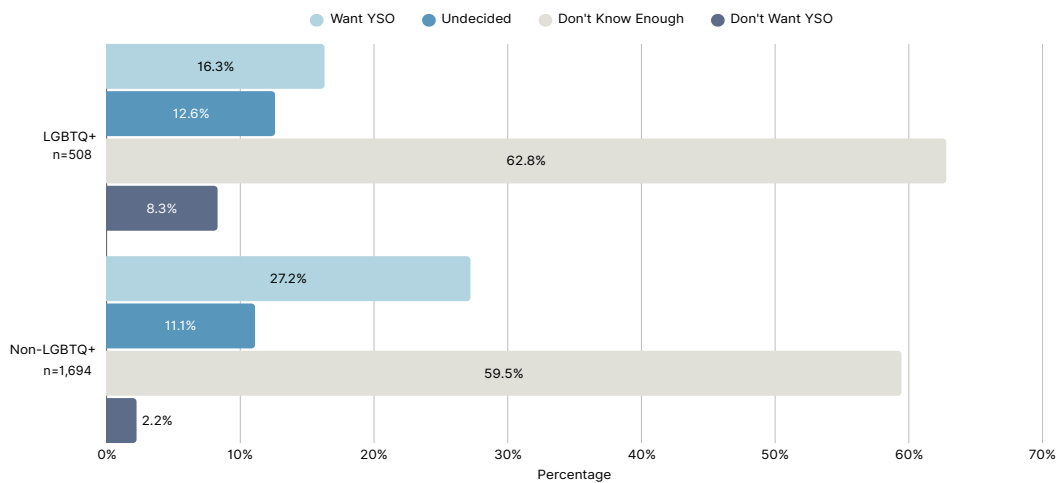
### High School Safety Perception by LGBTQ+ Identity



Analysis by LGBTQ+ identity reveals important disparities in safety perceptions among high school students. LGBTQ+ students report substantially lower positive safety perceptions (31.9% combined "Very Safe"/"Safe") compared to non-LGBTQ+ students (50.7%), and significantly higher negative perceptions (8.4% versus 2.3%). The "Very Unsafe" response is particularly concerning, with LGBTQ+ students reporting this at six times the rate of their non-LGBTQ+ peers (4.9% versus 0.8%). The higher uncertainty rate among LGBTQ+ students (59.7% versus 47.0%) suggests either less YSO interaction or greater ambivalence about these interactions.

These disparities indicate that LGBTQ+ high school students may have different experiences with or perceptions of YSOs that merit specific attention in program enhancement efforts. The pronounced safety perception gap suggests that building trust with this student population may require targeted outreach and specialized training for YSOs to ensure equitable service delivery. Program administrators should consider investigating factors contributing to these perception differences to better support all students.

### High School Opinions by LGBTQ+ Identity



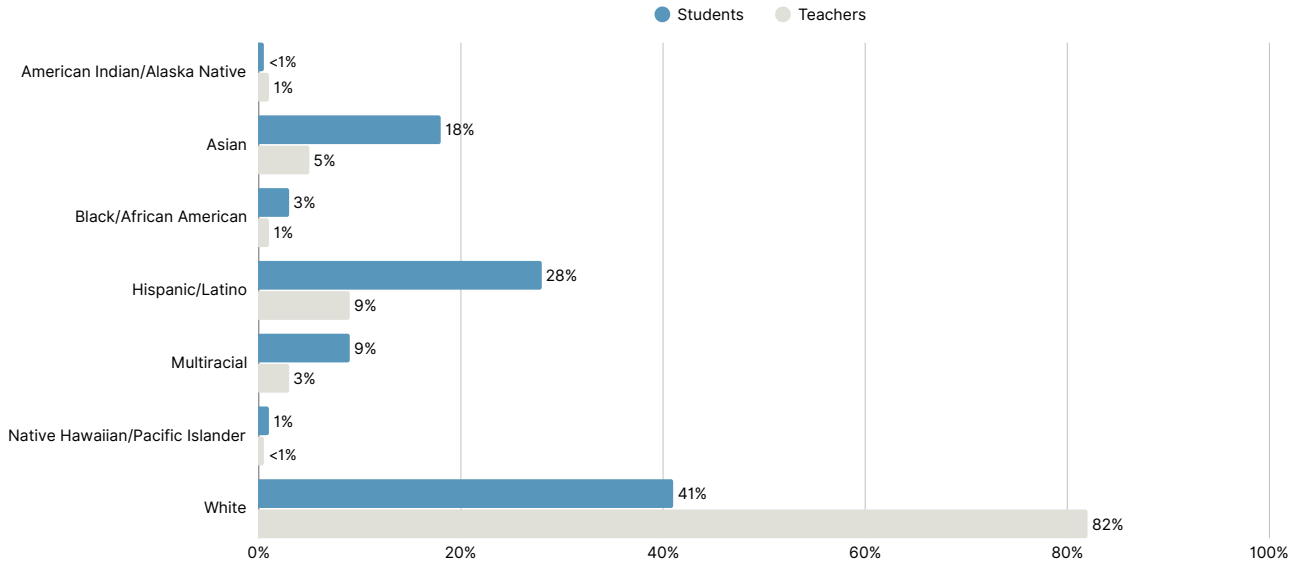
Analysis by LGBTQ+ identity reveals important differences in opinion patterns among high school students. LGBTQ+ students show significantly lower rates of wanting YSOs (16.3%) compared to non-LGBTQ+ students (27.2%), and substantially higher rates of opposition (8.3% vs. 2.2%). While both groups show high levels of uncertainty with "Don't Know Enough" responses, LGBTQ+ students report slightly higher rates (62.8% vs. 59.5%) and are more likely to be undecided (12.6% vs. 11.1%). The nearly four-fold difference in YSO opposition (8.3% vs. 2.2%) is particularly notable. These disparities suggest that LGBTQ+ high school students may have more complex or challenging relationships with safety personnel than their non-LGBTQ+ peers.

# YSO Survey

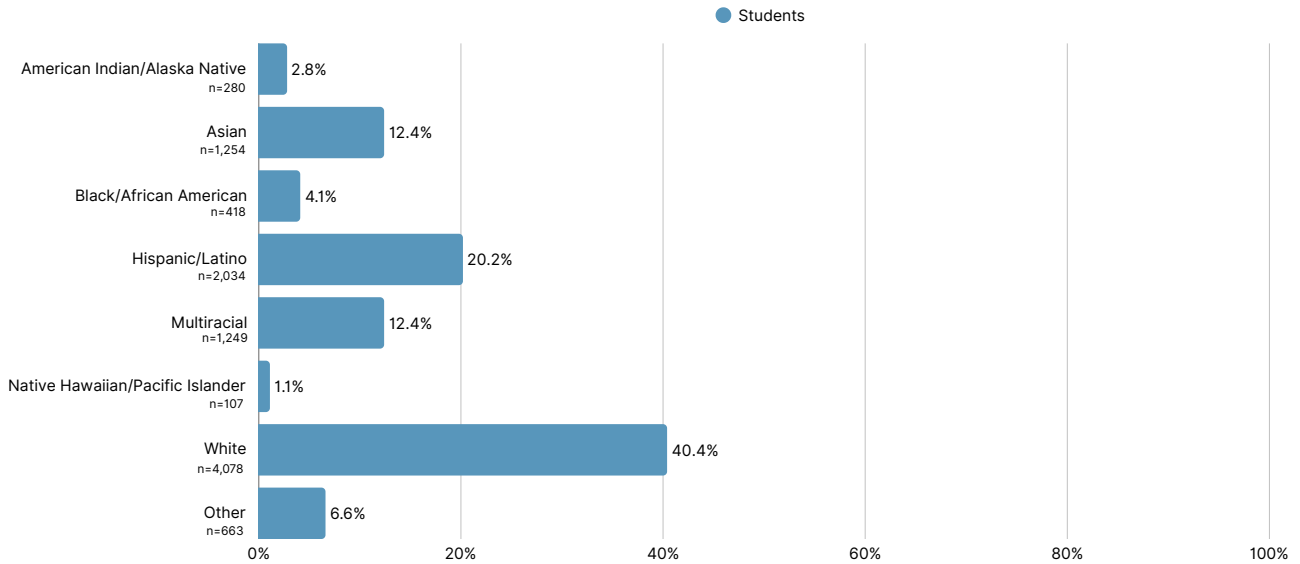
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## Respondent Demographics

### District Demographics (Students & Teachers)



### Aggregated Race/Ethnicity Distribution of YSO Survey Respondents (Students n=10,083)



#### Methodological Note: Race/Ethnicity Classification in YSO Survey Data

The YSO survey data includes an "Other" option (6.6%, n=663) not found in district demographic reporting. Respondents who didn't select any race/ethnicity have been excluded from calculations. This report uses "Multiracial" (12.4%, n=1,249) rather than "Selected more than 1" to align with district terminology, though the underlying methodology remains consistent. These considerations have been applied across all educational levels with a combined total of 10,083 respondents.

# Perceptions of YSOs

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## Findings from Interviews

# Overview

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To provide sufficiency of perspectives about YSOs, interviews were undertaken to gather data on the sentiments of key interest-holders of the Beaverton School District about the value, challenges, and recommendations of Youth Service Officers (YSOs) in schools. Interviews were conducted with a sampling of the following groups:

- School Principals
- School Staff
- High School Students
- Multilingual Parents
- Peer School Districts

Interviews were conducted in-person, virtually, one-on-one, and in focus groups. Data were collected and analyzed for themes, findings, and recommendations. Essential insights are provided in this discussion to inform the decision-making about YSOs in the Beaverton School District.

# Voice of School Principals

*As the administrator who is at the at the end of the line, making sure safety is established and maintained in a school, I want to know that I we can reach out to our youth service officers anytime. If they don't exist, I don't feel like our kids will be as safe.*

Interviews were conducted with 8 school principals. Data from the interviews were analyzed for themes in three categories: the value of YSOs, concerns about YSOs, and recommendations for YSOs. The most salient themes are represented in the following discussion.

## The Value of YSOs for Schools

### 1. Relationship Building and Trust

The foundation of effective YSO programs rests on building authentic relationships with students. Administrators consistently highlighted how YSOs prioritize positive interactions over enforcement actions, which gradually transforms students' perceptions of law enforcement. This relationship-building represents a strategic investment in breaking cycles of distrust between communities and police. The focus on connection allows students to see officers as accessible resources rather than threats, which creates pathways for communication during both everyday situations and crises. This approach aligns with research showing that procedural justice and legitimate authority are more effective than coercive enforcement in creating safe environments.

*They are heavy on the relational factor, and it's important because a lot of our students don't have a lot of interaction with law enforcement, so they don't know this other side of them.*

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

*I appreciate [the YSO] is not trying to get kids in trouble. He's trying to help me help kids.*

### 2. Cultural Competency and Breaking Barriers

Cultural competency emerges as a critical dimension of successful YSO implementation, particularly in diverse school communities. Administrators emphasized how YSOs who understand and validate students' lived experiences can effectively bridge historical divides between law enforcement and marginalized communities. This theme reveals the importance of acknowledging systemic issues without defensiveness as a first step toward building new relationships. YSOs who share cultural or demographic characteristics with students may have advantages in initial rapport-building, but the interviews suggest that cultural responsiveness can be developed through training and authentic engagement regardless of background.

*I've been very vocal about my support of YSO, and I stress my identity as a black woman because I know historically, there has not been a good relationship between the black community and police officers, and I'm*

*very supportive of it.*

*[The YSO] doesn't operate in that the perception that a lot of marginalized groups think of police officers. He's not coming in aggressively. He's coming in very soft.*

*I use opportunities for our students to talk to Potter to demystify what it means to be a police officer.*

### **3. Preventative Approach vs. Punitive**

The preventative orientation of YSOs represents a paradigm shift from traditional law enforcement approaches in schools. Administrators consistently characterized YSOs as actively working to divert students from the justice system rather than funnel them into it. This perspective challenges criticisms that police presence leads to criminalization of student behavior. Instead, the interviews suggest YSOs use their discretion and understanding of adolescent development to implement restorative rather than punitive responses when possible. This theme reveals a sophisticated understanding among administrators that student safety and student success are complementary rather than competing goals.

*[The YSO] said, "Listen, we can deal with it, right? If the police get involved, his whole life trajectory is going to change. So let's work together.*

*It's hard to quantify [the value] because there's a number of things they do that aren't going to result in any sort of case or discipline or things like that because they're so preventative.*

### **4. School Safety and Crisis Response**

YSOs contribute significantly to comprehensive school safety plans through both their presence and expertise. Administrators value the visible security that YSOs provide, which creates reassurance for the school community and potential deterrence for those considering harmful actions. Beyond symbolism, YSOs offer practical benefits during crisis situations through their rapid response capabilities and professional training in emergency management. The interviews suggest that administrators view YSOs as an essential layer in a multi-faceted approach to maintaining safe learning environments rather than as the sole solution to school safety concerns.

*When I see his car there, I do feel that the community of parents can feel secure that the officer is there, and so anybody who had anything unkind on their minds just might pass by.*

*My husband made the comment that he feels safer, as a spouse of a principal with me in this role.*

### **5. Training and Specialized Youth Focus**

The specialized training that differentiates YSOs from regular patrol officers emerged as a crucial factor in their effectiveness. Administrators consistently noted how YSOs' understanding of adolescent development and trauma-informed approaches allowed them to interact appropriately with students. This theme reveals the importance of not simply placing officers in schools, but ensuring they receive specific preparation for the educational environment. The contrast administrators drew between YSOs and regular officers demonstrates

that the success of school-based law enforcement depends significantly on tailored training that emphasizes de-escalation, relationship-building, and developmental awareness.

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

*Building positive relationships with our YSO does directly link to a child's experience and immediate safety because if they're able to build that positive relationship at school when they go out in the community, that's their immediate safety.*

## **6. Information Sharing and Collaboration**

Effective information sharing between YSOs and school staff creates a more comprehensive understanding of student needs and potential safety concerns. Administrators valued YSOs' ability to provide contextual information that helps guide appropriate responses to behavior and safety issues. Rather than viewing this information sharing as invasive surveillance, administrators framed it as creating "guardrails" that protect students by ensuring responses are proportionate and supportive. This theme highlights the importance of clear protocols for information sharing that balance privacy considerations with safety needs while maintaining focus on student wellbeing rather than punishment.

*We are in constant communication when we need them... and he has access to a lot of social media, and he's able to really look into things quickly for us and give us insight.*

*He can give us the back story quickly so we can understand what's going on, so we're not coming into it fresh.*

## **7. Strong Administrative Support**

The unequivocal support for YSOs expressed by all interviewed administrators reveals their assessment that the benefits significantly outweigh any potential drawbacks. This support appears rooted in direct experience rather than abstract policy positions, with administrators describing YSOs as essential partners in maintaining safe and supportive learning environments. The passion behind some statements suggests that administrators perceive criticisms of YSO programs as disconnected from the daily realities of school management. This theme highlights the importance of including school leadership perspectives in policy discussions about school-based law enforcement, as administrators have unique insights into how these programs function in practice.

*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.*

*It seems pure insanity to think of removing YSOs from our schools. I cannot. I don't know how someone could come to that conclusion based on anything but incredible ignorance.*

## **8. Misperceptions vs. Reality**

Administrators consistently identified a gap between public perceptions of YSOs and the reality they observe daily in their schools. They acknowledged how media portrayals and historical experiences shape negative <sup>325</sup>

assumptions about police in schools, while emphasizing that their YSOs operate in ways that contradict these stereotypes. This theme reveals the communication challenges in public discussions about school-based law enforcement, where theoretical concerns may overshadow actual practices. The administrators' accounts suggest that opposition to YSOs may sometimes be based on misconceptions about their role and activities, highlighting the importance of transparent communication about how these programs actually function.

*I think people think they are there to aid their BPD investigations or something to spy on kids, but not at all, not so. I think people think that they are there to arrest our kids, no, not at all.*

*I think that is the misconception. It's that police are not here to support in general, you know.*

*I mean, like, you see on the news, right? They like, why so taking down an elementary school kid in the middle of the classroom, right? Like, yeah, with the partnership here, that's not what happens.*

## **9. Supporting Vulnerable Students**

YSOs play a particularly valuable role in supporting students experiencing various forms of vulnerability or crisis. Administrators described how YSOs provide specialized support for students facing unstable home situations, mental health challenges, or recovering from traumatic experiences like sexual assault. This theme highlights how YSOs can contribute to a school's broader social support system rather than serving purely as security personnel. The examples provided demonstrate how YSOs with appropriate training can help navigate complex situations that require both sensitivity to student needs and knowledge of legal systems and resources.

*Our YSO sat down with her for a good half hour after a shift was over and counseled her through what it looks like to go back home when you don't feel safe and what your options are.*

*Especially around those sexual assaults and dealing with our young people who've been victims...we have to be very careful in those situations as school folks that we're not doing something that might impede a future investigation.*

## **10. Proactive Community Engagement**

Successful YSOs actively engage with the broader school community beyond responding to incidents, which helps normalize their presence and build wider trust. Administrators described YSOs participating in school events, conducting educational outreach, and building relationships with feeder schools to establish connections before students transition to higher grade levels. This proactive engagement represents a community policing approach adapted to educational settings. The theme suggests that the effectiveness of YSOs depends not only on how they respond to problems but also on their integration into the everyday fabric of school life.

*When we're out forecasting, and we're going to our middle schools, and we see him there because that's his other assigned school, yeah, and he's prepping those kids, building those relationships.*

*Having him kind of excited at the football games when we get a touchdown, I think, makes him become part of the community.*

## 11. Career Pathway Modeling

YSOs serve as career models for students, particularly when they reflect the demographics of the student population. Administrators noted how YSOs can inspire students to consider careers in law enforcement who might otherwise never envision that path. This theme reveals an additional dimension of representation beyond immediate relationship-building – the potential to diversify future law enforcement through positive exposure. The example of an officer who returned to serve at his alma mater demonstrates how YSOs can embody positive civic engagement and community investment.

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

*Diego is a perfect example of career fulfillment, being happy there, coming back, and giving back.*

## 12. YSOs' Accessibility and Responsiveness

The immediate accessibility and responsiveness of YSOs creates significant practical advantages over calling for general police response. Administrators valued the ability to quickly consult with officers who already understand school protocols and culture, which saves crucial time during emergencies. This theme highlights the operational benefits of having dedicated officers familiar with educational environments rather than relying on general patrol officers. The contrast with experiences in districts without YSOs demonstrates how this responsiveness contributes to administrators' sense of efficacy in managing safety concerns.

*His accessibility, that's not physical, it's like, we have an assistant principal, our social workers, counselors call him if he's not there for whatever reason, they'll text me, and he's like, Okay, I'm on my way.*

*If Joey's not there, I also know there are three or four others that know our system enough that can come over, and it won't be like, Hold on. Let me explain how we do things in schools. They'll just be able to jump right in just as well.*

# Cautions and Challenges with YSOs in Schools

Based on the interview data, while administrators overwhelmingly supported YSOs, they did acknowledge several cautions and challenges.

## 1. Historical Community Distrust of Law Enforcement

Administrators acknowledged that historical distrust between law enforcement and certain communities presents a significant challenge for YSO programs. This distrust, particularly prevalent in communities of color and immigrant communities, stems from negative personal experiences and systemic issues. Administrators emphasized the importance of validating these experiences rather than dismissing them, while simultaneously working to build new, positive relationships. This balance requires sensitivity and authentic engagement with community concerns rather than defensive responses or minimization of past harms.

*I have seen personally the devastation of the breakdown in a partnership within a personal connection, a personal community and law enforcement, and not only because of the nuances with immigration, which is an added component, but also with just experiences that you have.*

*I have a nephew who he would tell me, as an educator at that time, even I will never talk to a police officer because of an experience that he had which was real to him and was real to us as his family.*

*I don't ever want to forget about the other side of why their presence sometimes is impactful in a very negative way to our communities, but I would love to just focus on the bridging of that to a positive relationship, but never by denying and not validating the experiences that some of these communities have had with law enforcement.*

## 2. Lack of Diversity Among YSOs

The lack of diversity among YSOs emerged as a significant limitation of current programs. Administrators noted that having few officers of color or those who speak languages other than English restricts the program's ability to connect with diverse student populations. This representation gap is particularly concerning in schools with large populations of students of color or multilingual students, where shared cultural understanding and language can accelerate trust-building. Administrators saw this as not only a staffing issue but also a missed opportunity for students to see themselves represented in law enforcement roles.

*I would love for our students to see themselves represented in our YSOs as well. You don't have a lot of YSOs that speak Spanish or any other language other than English. You don't see a lot of YSOs that are people of color.*

*It's different when say, 'Oh, you speak Spanish.' Eyes just [light up]. It builds that rapport, and immediately it brings that level of anxiety that kids might or might not feel.*

*There's truth in cultural and cultural competency, not just competency, but, relatability as well. I know when you say, 'Last night I stayed up late because we're celebrating Dia de los Muertos,' and a YSO says, 'Yeah, I did it too.' They're not used to talking to adults that experience, their experiences."*

### 3. Challenging the Misperceptions

A persistent challenge involves the gap between public perceptions of police in schools and the actual training and function of effective YSOs. Administrators noted that media portrayals and historical roles of law enforcement create preconceptions that can be difficult to overcome, regardless of how differently YSOs actually operate. These perception challenges affect not only students and families but sometimes staff as well, requiring continuous education about the specialized training and approach that distinguishes YSOs from traditional law enforcement officers.

*I think that the misconception is that police are not there to support in general, you know?*

*You see things on the news. But with the partnership here, that that's not what happens.*

*I think police are trying to become more proactive, which is a historical image to change, which is tough.*

### 4. Inconsistent Training Across Agencies

Administrators identified inconsistencies in training and approach between different law enforcement agencies as a significant challenge, particularly for schools that fall within multiple jurisdictions. These disparities result in students receiving different levels of service depending on which agency responds, undermining the consistency needed for effective educational environments. The interviews suggest that some agencies have embraced youth-centered, relationship-based approaches more fully than others, creating a patchwork of YSO effectiveness rather than a uniform standard.

*There are aspects of my schools that are in the county. I have seen that when we when there's an issue in the county, I'm getting a different level of service than I'm getting from the Beaverton Police Department. I think I get a much better level of service and support with Beaverton police.*

### 5. Visual Identification and Uniform Issues

Traditional police uniforms can trigger negative reactions in students and families despite YSOs' different role and approach. Administrators noted that visual cues like uniforms carry powerful associations that can override verbal explanations about an officer's function. While some departments have taken steps toward visual differentiation through casual elements like athletic shoes, administrators suggested more comprehensive approaches might be needed to truly distinguish YSOs from general law enforcement in the minds of students and families.

*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.*

*"If we really want to show that the youth service officer is different than a beat cop, we should address th [uniform]."*

### 6. Stress on Students of Police Presence

Administrators expressed concern about situations where YSO presence might be imposed without adequate sensitivity to community readiness or specific contexts. This challenge acknowledges that even well-trained

YSOs might not be appropriate in all situations or for all communities without thoughtful implementation. The interviews suggest that effective YSO programs require ongoing assessment of community needs and responses rather than a one-size-fits-all approach that ignores historical or cultural contexts.

*My biggest concern is, and I haven't experienced it here, but if I would have any concerns, it would be the forcing a presence right in a community that might not be ready for that.*

*I do fear the perception that is out there of just police officers in general, and the impact that it has on communities. I'm always going to be thoughtful of that, and I think that strategically and thoughtfully the incorporation of YSOs in our schools need to be done.*

## 7. Navigating Dual Roles and Responsibilities

YSOs face inherent tensions in balancing their law enforcement duties with their educational support role. Administrators noted that without clear guidelines, these dual responsibilities can create confusion about appropriate boundaries and interventions. This challenge requires ongoing communication and explicit protocols to ensure YSOs respond appropriately to different situations without defaulting to traditional law enforcement approaches when educational or supportive responses would be more effective.

*If you're a police officer, your instinct when, when there's chaos or there's a disruption, is to respond. But if you're in a building and it's something that technically you're not supposed to respond to, [then you need to refrain.]*

*We have document that we have, like, a flow chart of like, this is when you involve a YSO. This is when you don't this is when you consult with the yso, and it's front facing, like, parents see it, teachers see it.*

Some administrators' comments suggested a potential for schools to become overly dependent on YSOs for situations that might be addressed through other means. While not explicitly identified as a concern by the administrators themselves, this reliance could potentially limit development of complementary approaches to student support and safety. Balancing YSO involvement with other interventions from counselors, social workers, and mental health professionals may be necessary to ensure comprehensive student support systems.

# Recommendations

## 1. Increase Diversity and Representation

The most frequently mentioned recommendation was increasing diversity among YSOs to better reflect the student populations they serve. Administrators emphasized that YSOs who share cultural backgrounds, languages, and lived experiences with students can more quickly establish rapport and trust, particularly with historically marginalized communities.

Having more YSOs of color and those who speak multiple languages would help address historical distrust between law enforcement and certain communities. This diversity would also provide career modeling for students who might not otherwise see themselves in law enforcement roles. The recommendation extends 330 beyond hiring to ensuring YSOs have cultural competency and awareness regardless of their own backgrounds.

*I would love for our students to see themselves represented in our YSOs as well. You don't have a lot of YSOs who speak Spanish or any language other than English. You don't see a lot of YSOs that are people of color.*

*It's different when kids go and be like, 'Oh, you speak Spanish,' like eyes just go and that. It builds that rapport, and immediately, it brings that level of anxiety that kids might or might not feel.*

## **2. Distinguish YSOs Visually from Regular Police Officers**

Several administrators suggested creating clearer visual distinctions between YSOs and traditional patrol officers. While acknowledging practical challenges, they believed that different uniforms or dress codes would help students and families distinguish the specialized youth-focused role of YSOs from general law enforcement.

This visual differentiation would help address the psychological impact of traditional police uniforms, which can trigger negative reactions based on past experiences. Some administrators noted that small steps in this direction (like wearing casual shoes) were already helping, but more comprehensive approaches to visual distinction could further emphasize the unique role of YSOs.

*I think that the dunks [shoes] are one thing, but if we really want to show that they're that the youth service officer is different than a beat cop or whatever is their address [uniform].*

*Even just for their sake, whatever we can, if there is dress or imagery or something that we could do to like, show that like, no, we hear you.*

## **3. Maintain and Expand Specialized Youth Training**

Administrators emphasized the critical importance of specialized training that prepares YSOs specifically for educational environments. They recommended continuing and expanding training in adolescent development, trauma-informed approaches, de-escalation techniques, and cultural competency.

Several noted the significant difference in approach between YSOs and regular patrol officers without such training, highlighting the need to protect and enhance the specialized preparation YSOs receive. Some administrators contrasted the training in Beaverton favorably with other districts or states, suggesting these successful training models could be expanded.

*If our YSO, if the training would go away, I would be fearful of that... all these great things are happening because of the level of training with specific neat youth, which is different than interactions with adults.*

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

## **4. Standardize Approaches Across Law Enforcement Agencies**

Administrators identified inconsistencies between different law enforcement agencies as problematic, particularly when schools fall within multiple jurisdictions. They recommended standardizing training, protocols, and approaches to ensure students receive consistent support regardless of which agency provides their YSO.

This standardization would help ensure that all YSOs operate with the same youth-centered philosophy and approach, regardless of their departmental affiliation. Administrators specifically noted differences between city police departments and county sheriff's offices that should be addressed.

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

## **5. Expand Proactive and Preventative Programs**

Several administrators recommended expanding YSOs' proactive and preventative work beyond crisis response. They suggested more educational outreach to parents and students about topics like drug trends, social media safety, and healthy relationships.

They also valued YSOs building relationships at feeder schools before students transition to higher grade levels, creating continuity of support. This proactive approach was seen as leveraging YSOs' expertise to prevent problems rather than merely responding to them.

*I think the more we can get that preventative piece with parents, with kids, ours is able to speak to parents through our monthly parent meeting... What should parents know about current drug trends? What should parents know about current sexting stuff?*

*The more we can do to show that, like, No, we hear you. We're trying to. We want a safe presence, but we also want to show that this is a different relationship or a different position.*

## **6. Increase Transparency and Communication**

Administrators recommended clear, public-facing documentation about YSOs' roles, responsibilities, and protocols for involvement in various situations. This transparency helps address misconceptions and builds trust with the community by clarifying when and how YSOs will engage with students.

Several administrators valued recent improvements in this area, including clearer guidelines about when to involve YSOs in different scenarios. They suggested further expanding these communication efforts to help families and community members understand the actual function of YSOs in schools.

*We have a document that we have a flow chart of when you involve a YSO. This is when you don't this is when you consult with the YSO, and it's front-facing, like, parents see it, teachers see it.*

*I think that transparency has been very appreciative, right?*

## **7. Maintain Collaborative Decision-Making**

Administrators emphasized the importance of collaborative approaches to determining when and how YSOs engage with students. They recommended maintaining systems where administrators and YSOs work together to determine appropriate interventions based on student needs rather than rigid protocols.

This collaboration extends to being sensitive about when YSO presence might not be appropriate for certain communities or situations. Administrators valued YSOs who understood the educational mission and worked as

partners rather than imposing a law enforcement approach.

*I think that we should collaborate on when it's appropriate to have that presence or not and then have that discussion.*

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

## Summary of Perceptions of School Administrators

Based on the interview data, administrators are overwhelmingly in favor of having Youth Service Officers (YSOs) in their schools. Every administrator interviewed expressed strong support for maintaining YSOs as part of their school communities.

Some of the most direct statements supporting YSOs include:

- *I don't know how to do a job without a YSL. I don't know if I'd want to do my job without a YSL.*
- *It seems pure insanity to think of removing YSOs from our schools. I cannot. I don't know how someone could come to that conclusion based on anything but incredible ignorance*
- *I'm worried about a misperception taking away this preventative protection that we have.*

While administrators did acknowledge challenges and areas for improvement (such as increasing diversity among YSOs, improving visual distinctions between YSOs and regular police officers, and ensuring consistent training across agencies), these were presented as recommendations for enhancing the program rather than reasons to discontinue it.

Even administrators who explicitly acknowledged historical tensions between law enforcement and certain communities (particularly communities of color and immigrant communities) still strongly advocated for YSOs, seeing them as bridge-builders who could help repair these relationships through their specialized training and youth-focused approach.

The data shows that administrators value YSOs for multiple reasons, including relationship building with students, preventative safety measures, crisis response capabilities, supporting vulnerable students, and providing specialized expertise that regular patrol officers might lack. Their recommendations focused on strengthening these aspects rather than questioning the fundamental value of having YSOs in schools.

# Staff Voice

A sampling of 26 staff were interviewed, providing perspectives on YSOs from the view of the staff experience. The most salient themes are represented in the following discussion.

## Value of YSOs from the Perspective of Staff

### 1. Building Positive Relationships with Students

YSOs create meaningful connections with students through regular, friendly interactions in hallways, cafeterias, and at school events. Staff who were interviewed reveal that relationship-building changes officers from intimidating authority figures to trusted adults whom students feel comfortable approaching. Through small gestures like distributing stickers or Pokemon cards, YSOs establish rapport and make it more likely for students to communicate openly with officers they know and trust.

*He builds relationships. Most kids see him as the guy with stickers, the sheriff with stickers. And they know how to deal with kids in a really serious situation.*

*Our YSO comes to things, and he's always in the hallway walking around, greeting kids, and trying to build those relationships.*

*When they're here, they really do make an effort to stand in the hall and talk to kids. I think that's cool, and maybe they could build a bridge for especially kids of color and the police.*

*When he walks around the halls and sees the kids, he's like another staff member.*

### 2. Improving School Safety and Security

YSOs provide an immediate response to safety concerns and contribute to a more secure environment.

The presence of YSOs provides on-site response capability during emergencies. Staff consistently report feeling more secure knowing a trained law enforcement professional is readily available rather than having to wait for an emergency response. YSOs' familiarity with the school layout, procedures, and community context allows them to respond more effectively to situations ranging from behavioral crises to potential threats.

*I would feel less secure not knowing we have somebody who knows our community, culture, and kids.*

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

*Being able to respond to an active shooter without having any type of defense, I think, leaves us exposed. And so having someone on campus, if a situation like that elevates, [is important]. We also have had many situations where students are dysregulated, and the only thing that can happen is they need to be contained at that point in time.*

### 3. Creating Non-Confrontational Exposure to Law Enforcement

YSOs help students see officers in a positive, non-threatening context, which can reduce fear and change perceptions. This experience counteracts negative perceptions some may have developed through media or personal experiences. By interacting with officers in casual, everyday situations, students learn to see law enforcement as helpful community members rather than threats. This regular, positive exposure helps desensitize anxiety around police presence and builds a foundation for healthier community-police relations in the future.

*When a YSO comes in, hangs out in the hallways, and gives kids high fives, students realize that when they see them out in the community, they don't have to be so nervous or afraid of them.*

*I've seen some change in students with regard to police. When it comes to that, it also allows me to teach kids how to treat police properly.*

*This allows students to be exposed to officers in a very casual way and see them every single day. Some students will come on campus and see an officer in uniform, and that could cause anxiety. But when you see that officer day after day, all he's doing is greeting you, or she's greeting you and saying, 'Hey, I hope you have a great day. It kind of desensitizes them to maybe negative feelings that they've had.'*

### 4. Specialized Training for Working with Youth

Interviewees among the staff recognize that YSOs receive specialized training specifically designed for working with young people in educational settings, distinguishing them from regular patrol officers. This training equips them with age-appropriate communication skills, an understanding of adolescent development, and strategies for de-escalation that align with educational rather than purely law enforcement objectives. Staff consistently note the marked difference in approach between YSOs and regular patrol officers who might respond to calls, highlighting the value of this specialized preparation.

*We're going to have to have an officer sometimes for specific issues. And the value of a YSO is that they are trained specifically to work with kids. They come at it with a different perspective than just whoever might respond to a call.*

*I've had experience with YSO officers who can come to school, and then on the days when YSO officers are unavailable, I've had patrol folks. There is a distinct difference between the two and the way they interact with the public. Most importantly, when they interact with my kids, they have a different mindset than the YSOs.*

*I have had a couple of problems with police officers off the street and their interactions with students because they go immediately to a different mindset. But the YSOs are a great group of people and well-trained.*

*I don't know if they go through special training on how to deal with kids, but they definitely figure it out.*

### 5. Contributing to a Positive School Culture

YSOs become integral members of the school community, participating in events, supporting extracurricular activities, and contributing to a positive culture beyond their security role. Their presence at sporting events, assemblies, and school celebrations demonstrates investment in student success and community building. Many YSOs voluntarily participate in school traditions and fundraisers, modeling positive citizenship and reinforcing the message that law enforcement is part of the community fabric rather than separate from it.

*The YSOs that I have worked with are very well trained to deal with students, and so when we have to call them in for some sort of an issue at school, they have a way of working with kids.*

*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.*

*He's really involved. He comes and jokes around with the kids. We're also very lucky because he's bilingual, which has been super awesome. He's really able to connect with every kid.*

*The YSO who works with our school has been here. He played soccer with our kids when we had a staff-student soccer game. He comes and hangs out with the kids at recess.*

*We had an event where you had to pledge money to have ice water dumped on you. He volunteered and earned a lot of money. I think it was for Breast Cancer Awareness Month.*

## 6. Support for School Staff in Difficult Situations

YSOs provide valuable expertise and assistance to teachers and administrators when challenging situations arise. School staff rely on YSOs for consultation, expertise, and support when handling challenging situations that may have legal implications. YSOs provide valuable guidance on issues ranging from suspected abuse to threats, helping staff navigate complex situations while ensuring appropriate procedures are followed. Their availability as a resource for staff creates a collaborative approach to student welfare and school safety that leverages both educational and law enforcement perspectives.

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

*I consult with them if I think that we might have a DHS or a legal issue. There are 1000s of things that they do for us every day. When we do have a threat, which has happened a few times since I've been here, I know that at least the ones that I've worked with have relationships with people in the building and that they're going to do whatever they need to do to make sure that this community is safe.*

*We've talked about various things, not just law enforcement, but how to try and help our kids stay out of those situations.*

*The biggest value has been the quality of people we've had. We've had several since, and this is my fifth year. We've had maybe three or four different ones, but they've all been skilled. [I think he] handles the kids' challenging situations respectfully.*

## 7. Quick Response to Critical Situations

Having YSOs on campus enables immediate response to urgent situations without the delay associated with calling emergency services and waiting for unfamiliar officers to arrive. This rapid response capability is crucial during incidents requiring law enforcement intervention, from locating missing students to addressing threats or managing behavioral crises. Staff emphasize that this timely response often prevents situations from escalating and provides crucial support during emergencies.

*I know that the response is really fast and that they will just keep us safe.*

*I also think that having somebody on campus who can respond that quickly with a firearm, to be honest, I think, needs to happen.*

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

*They also give us their cell numbers. If I've got a suspicious car, I can call them right away. And even though they can't maybe come right over, they can put me in immediate touch with somebody that can help, instead of calling non-emergency and waiting through all that.*

## 8. Destigmatizing Law Enforcement for Students of Color

YSOs help bridge cultural gaps and build trust with communities that may have historically distrusted law enforcement. Through positive, consistent interactions in the school setting, YSOs help students from marginalized communities see beyond stereotypes and develop more nuanced perspectives on law enforcement. Officers who share cultural backgrounds with students or have cultural competency training are particularly effective in this bridge-building role, helping to reduce fear and build trust across demographic divides.

*Officer Dunn is able to come when there's not an issue, and he sees the kids in the hall or he sees the kids that are coming to the office. We've got one student who wanders a lot. Officer Dunn and that student have built a relationship.*

*Our current YSO, right now, has a really good well, I've the last three I've worked with have a really good demeanor and a calm tone. Their voice tone makes a big difference, smiling, shaking hands when they do that, our parents calm way down.*

*So many of our kids relate to our current YSO because he looks like them, he talks like them, and he is in their neighborhood. He comes to school, he comes to lunch with them, he comes and does recess with them, and he just builds this wonderful community that the kids can tell him anything.*

*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 as nervous or afraid of them.*

*I've seen great interactions, even during tough conversations, when we've needed to have a YSO or a police officer come in. Having the YSO that they recognize, I think, makes those conversations easier.*

*In particular, our YSO grew up in the community as a young kid, coming over into the Hispanic community. ~~337~~ he also has insights into that community, culturally, that he can share not just because he's a Hispanic man*

*but because he realizes those interactions and what it feels like to be a young kid dealing with figures of authority and the resources that they may or may not know how to access early on.*

## 9. Prevention and Education Rather than Punishment

YSOs focus on helping students learn from mistakes rather than punishing them. The YSO approach emphasizes prevention, education, and positive development rather than punitive measures, aligning with educational rather than criminal justice goals. Officers focus on helping students learn from mistakes, understand consequences, and make better future choices rather than simply enforcing rules. This orientation toward growth and learning rather than punishment creates opportunities for students to develop more positive relationships with authority and better decision-making skills.

*When you see a police officer nowadays or just in general, you can see a power dynamic, and that's just natural. The YSO needs to build relationships with the students, and positive relationships are not built on punitive progress, like "I'm here to get you." No, I'm here to serve you and help you.*

*This guy is great here. It's my first year, and he is awesome. And I'll be perfectly honest: I have a bias, open bias, against YSOs because I've seen so much negative racial profiling in the last 20 years. I've seen relatively few good YSOs. I'll just be honest, this guy's great. He goes to the kid's house. He's serving them. He's not there to, like, get them or bust them for drugs or this or that, or, like, try and set up a sting, which I've seen.*

*Our current YSO has a really good demeanor. The last three I've worked with have a calm tone. Their voice tone makes a big difference. When they smile and shake hands, our parents calm down.*

## 10. Supporting Students with Special Needs and Challenges

YSOs provide valuable support for vulnerable students, including those with special needs, behavioral challenges, or difficult home situations. Their understanding of these students' unique circumstances allows for more appropriate and effective interventions when issues arise. YSOs often develop particularly meaningful relationships with higher-needs students, creating an additional layer of support that helps these students navigate school more successfully.

*I'm a special education teacher, and I work with highly impacted students, so I feel that when our students can see police officers, maybe in the school building rather than in the community, you know, I think some of our students have a hard time relating to a person.*

*I also believe it's a learning time for the YSOs within the building. So if they encounter anyone in the community [with a disability], you know they could act appropriately or understand how to interact with those people on a daily basis. It's not just in schools, but I think it'll help them as well evolve as you know better police officers in the community.*

*I've had some good ones, and then I've had some that have come in with kind of their own agenda or their idea of what needs to happen in a school. I like YSOs that come in, and they're open to the fact that the school is a little bit different than what they're used to and that they're open to the fact that we work with students more than we have to hold them accountable and not hold accountable, but the consequence, I should say, and when they come in with that approach, we're able to just get a lot more accomplished.*

*I know the YSO that's over at West View, and I know the YSO pretty well. I think he does a couple of our middle schools because they show up when our YSO is not here, and all of them I would go down fighting for all of them to stay because they're all great, like I said, great with kids and building relationships, and they enhance the job that I can do to keep the school safe and to keep the kids kind of they take the stance, and this is an important point they take.*

## 11. Community Connection and Knowledge

YSOs provide a unique bridge between schools and the broader community because they understand both contexts and can share valuable information. They serve as vital bridges between schools and the broader community, bringing valuable neighborhood knowledge and community context into school settings. Their awareness of community dynamics, family situations, and out-of-school influences helps school staff better understand and address student behaviors and needs. This contextual understanding enables more effective intervention and support strategies that consider the whole child rather than just in-school behaviors.

*They know the kids in the community, and they are an asset for us to be able to get a better picture of Who our kids are interacting with and what they're being exposed to, and maybe even participating outside of that may affect the culture here in the school.*

*They have access to information that we don't have, we have access to information, you know, just because we know the kid and we can partner, and we're able to find, we've been able to find students, in my opinion, sooner.*

*Sometimes, he's a conduit for some of that communication of what's going on. Sometimes, he is the keeper of the whole picture to help everybody else kind of see that picture.*

## 12. Helping Families Navigate the Legal System

YSOs provide valuable support when students have interactions with the legal system. When students become involved with the legal system, YSOs provide invaluable guidance to help families understand and navigate unfamiliar processes. They can explain procedures, connect families with appropriate resources, and serve as liaisons between the school, family, and legal system. This support is particularly important for families with limited English proficiency, lack of legal knowledge, or fear of authorities, helping ensure students receive appropriate interventions rather than becoming lost in complex systems.

*I know that our officer has volunteered to come in and do accident reports. I'm a math teacher, and so allowing him to be able to come in and show how math can happen in the real world, or just being able to have him speak with the students, is just another really cool level to recognize the fact of, here's real-life math.*

*We know that we have a YSO who knows them, may know their family members, or may know a little more detail about how the system works for them and where they are in the system while we're trying to support them and their families on the academic and social-emotional sides.*

*The YSO was talking to me at one point, and she said, this student needs more support, and it's not support that you or I can give. We need them to have support from juvenile counselors because they're getting*

themselves into some really dangerous situations in the community.

### 13. Helping With Mental Health Crises

YSOs assist with mental health emergencies and connect students with resources. They play a crucial role in responding to and managing mental health crises in school settings, working alongside counselors and administrators to ensure student safety. Their training in crisis management, combined with their established relationships with students, makes them effective first responders when students experience acute mental health emergencies. YSOs can help facilitate appropriate interventions, including connecting students with mental health resources, while maintaining a supportive rather than punitive approach.

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

*They come at it with an often much different perspective than just whoever might respond to a call. If we just call for someone, and I've had, you know, after hours or things like that, I've sometimes had just whoever happens to be on duty be the one that responded. And the differences can be pretty big.*

*We've had a couple come in. You know that is great, and what they do well is they try to get other YSOs from other schools to come over, which is helpful, but it's just when they're out on training or when they're out on leave or vacation days and things like that. School still happens, and that's when the inconsistency can feel like we're not being supported in the way that we need to.*

### 14. De-escalation of Conflict Between Students

YSOs help resolve conflicts and prevent situations from escalating. YSOs effectively de-escalate conflicts between students, leveraging their training in conflict resolution and their established relationships with the school community. When tensions rise, YSOs can intervene in ways that reduce rather than amplify confrontation, helping students find peaceful resolutions. Their ability to recognize and address potential conflicts before they intensify contributes significantly to maintaining a safe and positive school environment.

*Even at the football games, when the different students are greeting them, it's just really cool to be able to see again how we are all one community. And it does bring in kind of a familial feel to having the officers on campus at the football games and they're able to greet students by name, which could de-escalate things really fast.*

*When they know the kid we can consult. I've just been doing it a long time, and I know how to handle a lot of stuff, so I don't need them as much, but I just need to be able to get a hold of them.*

*When parents can feel like the YSO is there to work with them, next to us, and be willing to develop a relationship or a partnership with them. When our parents feel that, I see the uneasiness go away.*

### 15. Voluntary Basis and Personal Investment

The effectiveness of YSOs is greatly enhanced by the fact that most choose this specific assignment based on a genuine interest in working with young people in educational settings. This voluntary commitment and personal investment translate into officers who are motivated to build positive relationships and support

student success. Staff consistently emphasize that the best YSOs demonstrate authentic care for students and a commitment to the educational mission beyond basic law enforcement duties.

*I can only speak on the officers that I've come in contact with here at Beaverton. They need to be willing to be here, having them assigned would not do well, I don't believe. Because I think your heart really needs to be willing to be part of the community.*

*I think the fact that they are part of it, they're here because they like to be, not because it's, oh, this is your duty. I'm pretty sure they volunteered to be at that level, so they actually genuinely care about students and engage with them.*

*I am a student success coach, but I have had the pleasure of being also an eighth-grade counselor and a math teacher for seventh, sixth, seventh, and eighth grade in the three years that I've been here, and we have a very good relationship with our YSO. Diego is amazing. He comes in and takes time to get to know the kids and then also get to know their connections.*

## 16. Creating Accessibility and Helping Disadvantaged Students

YSOs provide an especially important connection for students who might not otherwise have positive experiences with authority figures. They provide particularly valuable support for disadvantaged students who might otherwise lack positive connections with authority figures or access to resources. For students facing challenges related to poverty, language barriers, or family instability, YSOs can become trusted adults who provide consistency and connection. Their ability to communicate in students' home languages (when bilingual) and understand cultural contexts further enhances their accessibility to diverse student populations.

*It makes a huge difference. And then, in addition to that, he knows all of us as staff, so not all of us, I'd take that back, but you know those of us that tend to work with him more, so the administration counselors, some of those people, our campus supervisor, certainly like he knows us as staff. And so there's just that easy relationship where there's already been trust established.*

*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.*

*You get a really friendly rapport because it's not their job at that moment in time to get students to go to class. Their job is to establish relationships with them. And so they get to recognize the fact of, okay, so even though this person is here as an authority figure, they really just want to know who I am.*

## 17. Improving Communication During Emergencies

During emergencies such as threats, lockdowns, or other critical incidents, YSOs provide essential communication coordination between schools, emergency services, and families. Their understanding of both school procedures and law enforcement protocols allows them to bridge communication gaps that might otherwise impede effective response. This communication role is crucial in ensuring clear, consistent information flow during high-stress situations when miscommunication could have serious consequences.

*At the very beginning of the school year, we had a bomb threat, and somebody threatened to bring a gun, and we had our YSOs here all the time. So many parents said, "Oh, I'm so glad you have that here. I'm so glad that you've got somebody on site."*

*I think God forbid if anything did happen where all of our practice with lockdowns and that kind of stuff. I think having that face that you are looking for, that has a connection, knowing that that would be the person who would be one of the first people there. I think that's key. I think those kids will know who to look for, and that would be beneficial at that point.*

## Reservations about YSOs

Despite the overall positive perception of Youth Service Officers (YSOs) in Beaverton schools, the interviews revealed several concerns and hesitations from staff members. These concerns provide important context for understanding the complex relationships between schools and law enforcement personnel.

### 1. Concerns About Impact on Students of Color and Immigrant Families

Some staff members expressed concern about how police presence might affect students of color and immigrant families who may have had negative experiences with law enforcement or fear deportation. These concerns reflect awareness of broader societal tensions around policing and marginalized communities.

*I think we certainly have people of mix, like immigration status in their families, and with a lot of what we see in the news and all those things there can be some fear around that.*

*Suddenly, we have these deportations happening. And I think that certainly right now we have some families in our community that are very nervous around any kind of an officer. I can't speak to how that feels exactly, but I'm sure that plays a part.*

*I have a bias, an open bias, against YSOs because I've seen so much negative racial profiling in the last 20 years. I've seen relatively few good YSOs.*

### 2. Concerns About Potential Criminalization of Student Behavior

Some staff expressed worry about the risk of normal adolescent behavior being treated as criminal rather than as developmental or educational issues when law enforcement is present in schools. This reflects tension between educational and criminal justice approaches to student behavior.

*I think, like I said, the more liberal Portland types would be leery of someone if they don't know their kids. You wouldn't want someone there if a kid makes a mistake at school; you don't want to cop there just to bust them so they can get into the jail system, which a lot of them are afraid of.*

*I know sometimes people use YSOs for disciplinary action, which I don't know how that would be appropriate. I'm trying to think of where it was where they had physically disciplined the student. And I thought that would be really unnecessary and very odd.*

### 3. Budget and Resource Allocation Concerns

Some staff questioned whether the financial resources allocated to YSOs might be better spent on other educational supports, particularly in times of budget constraints. This reflects broader considerations about prioritization of limited school funding.

*Probably the only other question I would have is, What's the cost to us? When we're looking at budget shortfalls, maybe it's not a significant amount of money, but I remember being at a board meeting once and seeing some numbers. It seemed like enough money that if we're going to be cutting things that impact more kids all the time, then that doesn't seem like a priority.*

*I just say, do we want that, or do we want another teacher? Or do we want another mental health person or whatever.*

*There might be a financial cost, you know. Every year we worry about our budgets, and different things like that.*

### 4. Inconsistent Coverage and Availability

Staff noted frustration with inconsistent YSO availability, particularly when officers are assigned to multiple schools or work hours that don't align with the school schedule. This creates gaps in coverage that can undermine the effectiveness of having YSOs.

*The only concern that's hard, and I don't think there's an answer, is when we need them, we can't get a hold of them, and then I have to rely on non-emergency.*

*Their schedule doesn't fit the middle school schedule either. They're usually off by three, but we go until 4:05, and so situations always happen at the end of the day. Having somebody who can be with us at least until 4:30 is key to their schedule, but it just doesn't match.*

*If anything, give them more time to be here with the schools, to develop more of a relationship, and maybe have them bring back some of those drug and alcohol like DARE that my kids did in school. Maybe some of those programs bring back some of those.*

### 5. Power Dynamics and Authoritarian Approaches

Some staff raised concerns about YSOs who adopt a power-focused or authoritarian approach rather than a relationship-based, educational mindset. This highlights the importance of officer selection and training.

*I've had some good ones, and then I've had some that have come in with kind of their own agenda, or their own idea of what needs to happen in a school.*

*I think when they walk around like they own the place, almost, for lack of better term, you know, it just sets off a bad about just with everyone.*

### 6. Concerns About Uniform and Visual Symbolism

The police uniform itself was mentioned as potentially intimidating or triggering for some students, creating a barrier to relationship-building despite officers' best intentions. This reflects awareness of how visual symbols of authority can affect perception.

*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, you know, in just normal street attire.*

*If you were to lose the whole uniform appeal, maybe he would fit in normally with the rest of us, just kind of wearing normal, business casual work clothes. Maybe he still has a Washington County patch on a sleeve or a chest, but maybe that's just something that might lessen the anxiety that somebody might have if there is one.*

## 7. Lack of Clarity Around YSO Role and Purpose

Some staff mentioned confusion or misconceptions about why YSOs are present in schools, suggesting a need for better communication about their purpose and role. This highlights how incomplete understanding can lead to suspicion or resistance.

*I think the dialogue that we're having is helpful to get you to know those opinions [of staff].*

*I think sometimes parents might not know the reason, or they might think they're there because something bad happened or that this is a bad school. Knowing more about what the role is and why they're at school might help change a little bit that mindset.*

*We did have a parent one time when our officer was here just hanging out with us. It was at the end of the day, and the parent said, "Why is he here?"*

## 8. Variability in YSO Quality and Approach

A recurring concern was the inconsistency in quality and approach among different YSOs, suggesting that the effectiveness of the program depends heavily on individual officers rather than systematic training or expectations.

*You know, I've been very lucky with all my interactions, and I've been very lucky with the places I've worked that's always had really nice cops that seem to really like children. Because, I mean, kids aren't stupid, and they could tell if you don't like them. They can tell when you're annoyed with them, and they can tell if you don't want to be there.*

*Just like any teacher, like if any person in any profession, like if all the kids are saying it and like, it's probably some element of truth to it or not all. But like the majority you talk to, like, if a teacher, which happened to Ida B Wells, if a teacher is on Instagram, I'm talking to students inappropriately on his personal account, and all the kids are saying that, well, you've got to start looking at the teacher.*

*I would be really curious how maybe some of those high school kids feel and some of those kids that are<sup>344</sup> getting disciplined and maybe entering the juvenile justice system, and are we participating in that? I just think*

*that gets a lot more complex, maybe at that age.*

These concerns, while not as prominent as the positive feedback in the interviews, highlight important considerations for implementing and evaluating YSO programs in school settings. They suggest areas where careful attention to selection, training, communication, and program design could address legitimate concerns while preserving the valuable aspects of having YSOs in schools.

## Recommendations

Based on the interview data from Beaverton School District staff, several meaningful and significant recommendations emerge for optimizing the YSO program in the future. These recommendations address both enhancing current strengths and addressing identified concerns.

### 1. Emphasize Relationship-Building Over Enforcement

The most consistent theme across interviews was the importance of YSOs prioritizing relationship-building with students. Future programs should explicitly structure YSO roles to prioritize positive interactions, community building, and student support over enforcement activities.

*I think encouraging them to take the time to have positive interactions with the kids. [The YSO] comes in here and he's passing out Pokemon cards or, you know, stickers, or just shooting the breeze with the kids in the lunchroom on the playground, just to have that positive interaction.*

### 2. Increase YSO Staffing to Ensure Consistent Coverage

Many staff members mentioned the need for more YSOs to ensure better coverage across schools and throughout the full school day, including after-school hours when incidents often occur.

*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.*

*If anything, give them more time to be here with the schools, to develop more relationships.*

### 3. Enhance Equity Training and Cultural Competence

Several respondents highlighted the importance of ensuring YSOs receive comprehensive equity training and develop cultural competence, particularly for working with diverse student populations.

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

*We've been making efforts to bring in more youth service officers who speak more than one language, especially Spanish, in this community. I know there's efforts to bring in youth service officers that are, you know, more bicultural, and certainly we are moving in that direction.*

### 4. Standardize and Communicate Emergency Protocols

Staff emphasized the need for clear, standardized protocols for handling various emergency situations, with consistent implementation across schools.

*Just when it comes to certain threats of shooting and missing students, I would say those two things are the ones that are hardest for me, and I know it can be dependent on the student that you're working with, for sure, but I would just like us to be able to pull it up and then go through it together.*

*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.*

## 5. Improve Parent Education About YSO Role and Purpose

Better communication with parents about the purpose and benefits of having YSOs in schools was frequently mentioned as a way to reduce misunderstandings and build community support.

*Sometimes, parents might not know the reason, or they might think they're there because something bad happened.*

*We actually had our Latino Parent Night, and we invited public safety. And so the families met the YSO. It was nice for the families to know their role here at school.*

## 6. Clarify Expectations and Boundaries with Staff

Clear communication about the YSO role, including their legal obligations and limitations, was identified as important for effective collaboration with school staff.

*Sometimes, we forget they are officers, too, and there are laws.*

## 7. Consider Modifying Uniform or Appearance in Some Contexts

Some suggestions involved reconsidering the traditional police uniform to reduce potential intimidation while maintaining appropriate identification.

*I think the uniform, in our society, has a bad rap. Maybe if they didn't have the uniform, maybe they came in and looked 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.*

## 8. Integrate YSOs into Staff Development and School Community

Creating more opportunities for YSOs to participate in staff development and introduce themselves to the school community was suggested as a way to build stronger integration.

*Maybe we could see them during staff development at the beginning of the year.*

## 9. Create More Educational Programming Opportunities

Several staff members suggested expanding the YSO role to include more educational components such as internet safety, conflict resolution, and substance abuse prevention.

*I was hoping that they could be more incorporated in classrooms talking about topics like drug prevention, you know, Internet safety, conflict resolution, like what that looks like in the outside world compared to what it looks like in the school world.*

*I know teachers are knowledgeable about certain things, but we're not subject matter experts when it comes to crime prevention or maybe like gang affiliation, you know, just different things.*

These recommendations, grounded in the direct experiences and observations of school staff, offer a roadmap for enhancing the effectiveness and community acceptance of YSOs in school settings. They emphasize relationship-building, equity, clear communication, and integration into the educational mission as critical components of successful programs.

## Summary of Sentiment of Staff

Based on the interview data, educators in the Beaverton School District are overwhelmingly supportive of having Youth Service Officers (YSOs) in their schools. While there are some nuanced concerns and suggestions for improvement, the general sentiment is strongly positive.

### Overall Support for YSOs

The vast majority of educators interviewed expressed clear support for the YSO program. Many were emphatic about the value YSOs bring to their schools:

*I would feel, I think I'd feel a little less secure not knowing that we have somebody who knows, knows our community, our culture, and our kids.*

*The only concern that I would have was if we could have more so they would have more time to to be in the buildings.*

*I am very concerned about them not being on campus and they're not here all the time or anything like that.*

The interviews reveal that most educators would actually prefer to have more YSO presence rather than less, with several specifically mentioning that their concerns center around not having enough YSO coverage rather than having too much.

### Educators with Mixed or Nuanced Views

A smaller number of educators expressed more nuanced or mixed opinions, acknowledging both benefits and potential concerns:

*I've had a bias, an open bias, against YSOs, because I've seen so much negative racial profiling in the last 20 years. I've seen relatively few good YSOs. I'll just be honest, this guy's great.*

*I'm also think of some of our families of color, and I also personally have a daughter, a black daughter, and so I know what that can mean for folks. I feel a little conflicted, like I really like them personally, and I do see value, and they certainly are appreciated that they're here. And I wonder, like, do we necessarily need that? I could argue either side.*

These educators still generally support having YSOs but express concerns about implementation, equity considerations, or resource allocation.

## Lack of Opposition to YSOs

Notably, there were virtually no educators in the interview sample who took a clear position against having YSOs in schools. Even those who expressed concerns or identified potential drawbacks still generally supported the program with adjustments rather than advocating for its elimination. One staff member noted hearing others express concerns, but did not personally share them:

*I think there are definitely some staff in place who very strongly feel like we shouldn't have officers, definitely. And there are people I really respect their opinions too. I guess I'm not quite as far on that.*

## Context for Understanding Support

Several factors appear to influence the high level of support among educators:

1. **Positive personal experiences:** Most educators cited specific positive interactions they've witnessed between YSOs and students.
2. **School safety concerns:** In an era of heightened concern about school security, many value having trained law enforcement readily available.
3. **Relationship quality:** The particular YSOs currently serving in Beaverton schools appear to be especially skilled at relationship-building with students.
4. **Voluntary participation:** Several noted that YSOs choose this assignment because they want to work with youth, resulting in better fits for the role.

In summary, while there is a spectrum of opinion with some nuance and recognized areas for improvement, the interview data indicates that Beaverton educators are predominantly supportive of having YSOs in their schools, with many emphasizing their value for safety, student relationships, and community connections.

# Student Voice

In five focus groups including 85 students, the following sentiments are represented:

## Students' Valuing of YSOs

To a great extent, students participating in this study valued YSOs, who they are and what they do. Among the most significant areas of appreciation are the following:

### 1. Enhanced Sense of Safety and Security

In focus groups, students consistently mentioned that YSOs contribute to an overall feeling of safety. One student directly stated that having a YSO "gives off this visual field of safety" and "when you're here with the [officer], you feel safe." Another student explained that "it just makes it feel safer," suggesting that the mere presence of a trained officer provides reassurance.

Students recognized that the YSO serves as a safeguard against potential threats. One student said, "We're trying to prevent [something bad] happening, right?" Another student elaborated on this preventative value: "It's like an incidental thing. We wouldn't realize how much we needed until something bad happens, and then we'd be, Wow, we really need this. It's good to just have on hand."

### 2. Specialized Training and Response Capability

Students appreciated that YSOs have specialized training that teachers and administrators lack. One student explained the difference in emergency response capabilities:

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.

Another student reinforced this point: "Even if you want to have safety stuff, the idea of having someone who's trained and has done it before can be a little bit more comforting. If there was a safety incident, and even though we've done the drills and stuff, it's natural to like panic. [So to] have somebody who has done that and knows it can be a little bit more reassuring."

### 3. Positive Relationship-Building with Law Enforcement

Students valued how having a YSO helped build positive relationships between students and law enforcement. One student noted that the YSO "gives them a chance to see that [police officers] are human and people just like us." Another explained that "for a lot of students, maybe the idea of talking with an [officer] out of school can be scary or intimidating. It's important to have them make connections with the students." The friendliness of the YSO was frequently highlighted as crucial. Students described their YSO as a "sweet guy, very

accessible, very approachable." They spoke positively about his approachability. One said, "When I've interacted with him and talked to him, he has been very nice and friendly."

#### 4. Community Integration and Belonging

Students appreciated that their YSO was specifically chosen for their school, with one student noting that "he actually went to Southridge" (their school). When told that YSOs are "hand-picked for that specific school," students responded positively, with one saying, "I think it definitely contributes to the sense of community and his approachability. And I think he was perfectly selected for our school." This integration into the school community was important. One student commented, "He feels less like a security guard and more like just a person who's around, just a member of our community."

#### 5. The Importance of Officer Demeanor and Approachability

Students placed significant emphasis on the YSO's personal demeanor as critical to their effectiveness. One student explicitly stated that "their demeanor and the way they treat students and their relationships with students might be one of their most important roles in the school, because their job and their uniform and their weapons can be a negative message." This theme was reinforced by another student who said, "His demeanor is integral in his relationship with students," and added, "if he was in the corner, mugging everyone all the time, I would feel a lot differently." The students consistently noted that the approachable nature of their current YSO made a substantial difference in how they perceived him, with one noting that "not just any police officer can be a YSO. I think it has to be a very specific type" who can "appeal to the kids."

#### 6. Shifting Student Perceptions of Law Enforcement

The interviews reveal that the YSO's presence helps reshape some students' perceptions of law enforcement. One student noted that their friendly YSO "can change some people's perspective on police officers and firearms." Another student suggested that "people who maybe do have negative opinions on police officers or firearms are able to see another side of it and how it really can just be used as protection and not like a negative thing."

#### 7. Student Awareness of the YSO's Specialized Training

When informed about the specialized training YSOs receive, students expressed that this information should be more widely shared. One student noted, "I feel like it's not spoken about enough how much training they go through, like how specific they are for our age group and for exactly what they're doing in our school."

## Student Reservations about YSOs

Based on the focus groups, students generally expressed positive attitudes toward YSOs, they did raise several specific concerns:

#### 1. Presence of Firearms in School Environment

Some students expressed discomfort about YSOs carrying firearms. One student directly raised this concern: "Do they have like guns on them? Well, I think that is definitely scary just to have that in the school." This sentiment reflects anxiety about having weapons present in an educational setting, regardless of who carries them.

Another student elaborated on this concern by noting: "It does add a weapon to the building, even if it is in the right hands, which could be a concept that worries people." This suggests an awareness that introducing any weapon into a school environment creates potential risks, even when carried by trained professionals.

## 2. Potential for Intimidation or Triggering Reactions

Students recognized that the presence of uniformed officers might be intimidating or triggering for some of their peers. One student acknowledged, "I can see how that could cause somebody else to get upset or triggered easily because of that."

Another student noted, "For a lot of students, maybe the idea of having an [officer] out of school can be scary or intimidating." This suggests awareness that past negative experiences with law enforcement might affect how some students interact with YSOs.

## 3. Lack of Clarity About the YSO's Role

A significant concern raised by multiple students was confusion about what exactly the YSO is responsible for in the school setting. One student said, "I wish I heard from you guys about what his role is. Because then I would know exactly what falls under his jurisdiction and what doesn't. Because right now I don't really know much of the difference."

Another student reinforced this concern: "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." This student specifically recommended "making sure that everybody knows this is why he's here. This is what he's here for. So then, everybody's on the same page about that."

## 4. Questioning the Necessity of YSOs

Some students questioned whether YSOs were truly necessary given other security measures. One student said, "I can't really think of a situation that we've had, at least here at South ridge where we would need an actual police officer."

Another student suggested that if other security measures were sufficient, a YSO might be redundant: "Just as long as the security is good, then I think it's probably fine. If the security [is] locked doors, and there's no way of an intruder getting in. If harm can't get inside, then does he need to be here? Better to have him here, probably, but either way. But if he's not really needed, that's probably better."

## 5. Concerns About School Entry Points

While not directly related to YSOs themselves, students expressed concerns about general security that relate to the YSO's effectiveness. One student noted: "Sometimes it feels like it's very easy to get into our school, like

someone walking through the front door. It feels like I can walk by with nobody even recognizing my face."

This student further explained that even when doors are locked, "people will still let you in. If they see you knocking on the door, they think they're being friendly, and it might be a vulnerability." This suggests concern that a YSO's effectiveness might be limited by broader security practices within the school.

These concerns, while not overwhelming, indicate that students have a nuanced view of YSOs and recognize potential challenges alongside the benefits they provide.

## Student Recommendations for YSOs

From the focus groups, students offered several thoughtful recommendations for improving the YSO program in the future:

### 1. Clearer Communication About YSO Roles and Responsibilities

The most prominent recommendation was to better communicate the YSO's purpose and jurisdiction. One student said: "I wish I heard from you guys about what his role is. Because then I would know exactly what falls under his jurisdiction and what doesn't. Because right now I don't really know much of the difference." Another student said, "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."

### 2. Prioritize Officers with Strong People Skills and Community Connections

Students emphasized that the selection of officers with the right interpersonal qualities is crucial. One student noted: "Not any, not just any police officer can be a YSO. I think it has to be very specific type" who can "appeal to the kids." They particularly valued officers who could build relationships with students. When told that their YSO was an alumnus of their school, students responded positively, with one saying: "I think it definitely contributes to the sense of community and his approachability. And I think he was perfectly selected for our school."

### 3. Better Awareness of YSO Training and Qualifications

Students suggested more transparency about the specialized training YSOs receive. When informed about this training, one student said, "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." Another student said, "If students knew the differentiation between YSO and other positions of authority in the school have to be beneficial."

### 4. Integration with Other School Safety Measures

Students implied that YSOs should be better integrated with other safety personnel and systems. One student noted the lack of distinction between YSOs and hall monitors: "I do kind of feel like he holds the same, if not less, power than our hall monitors. It just feels like the only difference between them is the uniform." This

suggests a need for clearer delineation of responsibilities between different safety personnel in the school, allowing the YSO to focus on their specialized role.

## 5. Continued Focus on Approachability and School Community Integration

Students strongly recommended that YSOs maintain their approachable demeanor. One student explained that "their demeanor and the way they treat students and their relationships with students might be one of their most important roles in the school." Another student emphasized that YSOs should feel "less like a security guard and more like just a member of our community," suggesting that future officer selection and training should prioritize community integration.

## 6. Consider Student Comfort with Firearms

While not an explicit recommendation, students' discussions about firearms suggests that schools should address concerns about YSOs carrying weapons. Their comments indicate that open discussion about why YSOs carry firearms, along with safety protocols, might help alleviate some students' anxiety.

These recommendations reflect students' desire for YSOs who are approachable community members with clear roles, who can effectively contribute to school safety while building positive relationships with the student body.

# Student Voice

## Combined Summary: Student Feedback on YSO Presence and School Safety

Student feedback was collected during three separate sessions regarding school safety and the role of Youth Service Officers (YSOs). The responses reflect a variety of perspectives across different campuses, student demographics, and school types.

### 1. What Makes Students Feel Safe at School?

- Strong relationships with trusted adults (teachers, counselors, wellness staff)
- Presence of safety roles like YSOs and campus monitors
- Consistent staff engagement and supervision
- Use of security features like intercoms, key card systems, and cameras
- Knowing there are peers and staff they can turn to in times of concern
- Programs that support students at risk (mentorship, counselor check-ins)
- Open communication and normalization of reaching out for help

### 2. Where Do Students Feel Unsafe or Vulnerable?

- Portables and exterior classrooms with easy access
- Unlocked or unsecured front doors
- Limited or no exterior surveillance
- Bathrooms known for illicit activity (e.g., vaping, sex), unclean or lacking privacy
- Parking lots, bus transfer hubs, and overcrowded or unsupervised spaces
- When students experience or witness bias and discrimination
- In environments where it's hard to be vulnerable or ask for help
- When potentially dangerous items can be brought in without detection

### 3. Perceived Benefits of Having a YSO on Campus

- Immediate availability in emergencies
- Deterrent to dangerous behavior
- Visible safety presence (especially near entrances or parking lots)
- Ability to support with emergencies, surveillance footage, and safety follow-up
- Escorting duties at early colleges or large campuses
- Provides a sense of reassurance to both students and parents

### 4. What Makes Students Feel Uneasy About YSOs?

- Presence of weapons (especially guns)
- Intimidating gear and uniforms
- Perceived lack of clarity about their role
- View that their purpose is to “find something bad”
- Distrust, especially from marginalized populations
- Negative portrayals in media and lack of relational presence
- Some students don't notice them at all, suggesting weak relationship-building

### 5. Student Recommendations for Improving YSO Impact and Relationships

- Introduce YSOs at the beginning of the year and during assemblies or advisory
- Explain their role clearly to students (via lessons, teachers, or admin)
- Allow informal, positive engagement opportunities (lunch tables, conversation, celebrations)
- Ensure YSOs are visible and integrated into the school community
- Reduce intimidating presence (e.g., avoid displaying weapons when possible)
- Provide a known, accessible location for students to find and talk with YSOs
- Encourage consistent interaction to build trust and reduce stereotypes
- Clarify reporting pathways — who to go to for what type of issue (YSO, counselor, campus security)

### **Themes Across All Sessions:**

- Visibility and approachability matter: students want to know who YSOs are and trust their presence
- Safety is both physical and emotional: having caring adults and peer support is key
- Relationship-building with YSOs is just as important as their function
- Clear communication and consistency can reduce fear and build connection

This student input offers valuable guidance for shaping safe, welcoming, and well-supported school environments through the effective use of Youth Service Officers.

## Summary of Student Sentiment

The overall balance of evidence demonstrates that students are supportive of having YSOs in school.

1. No student explicitly advocated for removing YSOs from schools.
2. Even students who questioned necessity still expressed preference for having YSOs.
3. The majority of comments reflected positive impressions or explicitly supported having YSOs.
4. Concerns raised were generally about implementation (clarity of role, approach, communication) rather than the fundamental concept of having YSOs.
5. When directly asked by the interviewer about concerns, multiple students responded with "no" or couldn't identify concerns.

In conclusion, while the data shows some nuanced perspectives, the balance of evidence from these student interviews leans decidedly in favor of having YSOs in schools, with students primarily suggesting improvements to the existing program rather than questioning its fundamental value.

# Voice of the Multi-Lingual Parents

During the study, 40 multi-lingual parents were interviewed. The following discussion represents the most significant themes from the interviews.

## Value of YSOs

There are several significant themes regarding why multilingual parents value having Youth Service Officers (YSOs) in schools:

### 1. Enhanced Security and Safety

Many parents express feeling increased comfort and security knowing that YSOs are present on school grounds. They view YSOs as authority figures who can respond quickly to emergencies and prevent dangerous situations. Several parents specifically mentioned that the visible presence of uniformed officers deters negative behaviors and keeps "suspicious visitors away." One parent noted, "I feel much safer knowing they are there," while another stated, "Seeing them in their uniform make me feel safe."

### 2. Prevention of Concerning Behaviors

Parents value YSOs for their role in reducing problematic student behaviors, particularly in middle and high schools where students may be more likely to engage in fights, bullying, or substance use. One parent mentioned that "students show more respect at school because they are there," while another observed that YSOs "put things in order at middle school." Parents believe YSOs' presence encourages students to "make better decisions" and may "prevent shady people to hang around school yard."

### 3. Positive Relationship Building

Several parents appreciate the potential for YSOs to build positive relationships with students. They value officers who make efforts to engage with students, with one parent hoping YSOs can "engage more with students and teachers." Another suggested that "if the officer is a part of staff and every student knows him (her), it is not uncomfortable." Some parents expressed interest in YSOs teaching classes, organizing clubs, or conducting safety seminars to further strengthen these connections.

### 4. Immediate Response to Threats

Parents value having a trained professional on-site who can immediately address safety concerns. One parent shared an anecdote about how "a thief or a stranger entered our School and the officer removed him from the School." Parents appreciate that YSOs are "trained to know how to handle any situation" and can respond promptly to potential threats, with one noting they "can respond quickly in an emergency."

### 5. Providing an Important Educational Role

Some parents value YSOs for their potential educational impact. They appreciate when officers "talk to the students about what will happen if they get involved in good activities" and hope YSOs might "hold some safety seminars" to raise awareness. Parents see value in YSOs teaching students about boundaries, respect for differences, and appropriate behavior, with one parent hoping for conversations about "the importance of attendance."

## 6. Responding to Specific Concerns

While many parents feel elementary schools are relatively safe, they particularly value YSOs in secondary schools where issues like bullying, fights, substance use, and truancy become more prevalent. One parent specifically said, "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."

## 7. Cultural Bridge and Language Support

Some multilingual parents appreciate when YSOs make an effort to communicate in their language, seeing it as an additional layer of support. One parent noted that "when they make an effort to communicate in our language, it can feel like an added layer of protection." This suggests YSOs can serve as cultural bridges for immigrant families who may otherwise feel disconnected from school safety systems.

## 8. Mentorship and Role Modeling

Parents value YSOs as potential mentors and positive role models for students. One parent specifically mentioned appreciating YSOs' "potential to mentor" students. Others expressed that YSOs can demonstrate positive values and show students "how they can be better people," suggesting they see officers as figures who can guide youth toward positive life choices beyond just enforcing rules.

## 9. Parent Communication and Engagement

Several parents mentioned appreciating YSOs who communicate directly with families. One parent noted, "The YSOs talked to the parents, they had a meeting with us and that is a good start." This engagement helps build trust between families and school safety personnel, particularly for immigrant families who may have different experiences with law enforcement in their countries of origin.

## 10. Addressing Community-Specific Concerns

Some parents from different cultural backgrounds expressed that having YSOs helps address fears specific to the American school context. One parent mentioned, "Before moving to the U.S., I was a bit worried after hearing about many incidents in U.S. schools." The presence of YSOs helps alleviate concerns about school violence that may be particularly salient for families who moved to the U.S. from countries with different safety profiles.

## 11. Clarity and Structure in School Environment

Parents value how YSOs contribute to a structured, orderly school environment. Several comments suggest that parents appreciate the clarity of boundaries and expectations that come with having official safety

personnel. As one parent put it, YSOs "represent law and the students, who are about to break the rules might think twice before doing something bad," suggesting they value the behavioral structure that YSOs help maintain.

## 12. Cultural Shift in Perception of Safety

Some responses indicate that while parents might initially feel uncomfortable with law enforcement in schools based on their cultural background, their perception shifts over time. One parent noted, "At first, it felt a bit strange to see police cars at the high school, but living in the U.S., it doesn't seem unusual anymore," suggesting an adaptation to American school safety norms.

## 13. Trust Compared to Home Country Experiences

Some parents specifically contrasted their trust of YSOs in U.S. schools with their experiences in their home countries. One parent said, "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." This suggests that for some immigrant families, the presence of YSOs represents a more trustworthy authority figure than what they experienced in their countries of origin.

## 14. Support for Vulnerable Students

Parents of smaller or more vulnerable students specifically value YSOs as protectors. One parent mentioned, "Especially since my child is smaller than peers, having an adult around to protect the students at school would be very good." This indicates that YSOs are seen as advocates for students who might otherwise be at risk of bullying or intimidation due to physical differences or other vulnerabilities.

## 15. Extended School Perimeter Security

Several parents value YSOs for monitoring areas beyond the immediate school building. Some mentioned concerns about the areas around schools, with one parent specifically noting a desire for "police presence around Meadow Park MS" after observing concerning behavior "around the basketball courts." This suggests parents value YSOs' role in securing not just the school building but the broader campus environment.

## 16. Continuity Across Grade Levels

Some parents value having YSOs present throughout their children's education, seeing benefit in students building relationships with officers from elementary through high school. One parent expressed hope that "students will know that YSOs is presence in school are necessary for safety to all and to build a relationship with them from elementary schools all the way to high schools," suggesting they value the continuity of safety personnel across their children's educational journey.

## 17. Supplement to Home-Based Values

Several parents view YSOs as reinforcing values they teach at home. One parent specifically noted, "The staff do a lot for our children at school, the biggest job and responsibility starts at home," suggesting they see YSOs

as complementary to, rather than replacing, their own role in teaching children about safety, respect, and appropriate behavior.

## 18. Addressing Emergent Social Media Concerns

While not explicitly stated in many responses, some parents allude to concerns about social media-driven behaviors like filming fights or other inappropriate activities. One mentioned students "watch and take photos" during fights, suggesting they value YSOs' potential role in addressing new types of concerning behaviors facilitated by technology and social media that traditional school staff may not be equipped to handle.

# Reservations

## 1. Fear vs. Protection Balance

Some parents worry that YSOs might create an atmosphere of fear rather than genuine safety. One parent expressed this concern: "The balance between protection and control is delicate. Without careful oversight, the presence of YSOs could unintentionally foster an environment of fear rather than one of genuine care and safety." Another parent similarly worried that "If the presence of YSOs continues to evoke fear rather than genuine protection, I worry it could erode trust in the school system."

## 2. Law Enforcement Background Concerns

Some parents expressed uneasiness about the law enforcement background of YSOs potentially overshadowing their supportive role. One parent stated they were "uneasy because their law enforcement background sometimes overshadows the supportive intent," suggesting concerns about how officers' training might affect their approach to student issues.

## 3. Cultural Sensitivity and Targeting Concerns

There are concerns about potential bias and disparate treatment based on cultural background. One parent said, "I'm uneasy because a YSO's approach can mirror the aggressive tactics of traditional police—a reality that has long targeted communities like mine." This suggests fears about discrimination or unequal treatment of students from certain cultural backgrounds.

## 4. Weapons on Campus

Some parents specifically mentioned concerns about YSOs carrying firearms in schools. One parent said, "I don't think YSOs should bring their guns inside, this might cause student to worry, they might think something bad has happened." This indicates discomfort with the visible display of weapons in an educational environment.

## 5. Student Intimidation

Some parents have concern that some students might feel intimidated rather than protected by YSOs. One parent noted, "I am afraid some students might feel more concerned than safe by having the presence of YSOs at school," while another mentioned "I just think schools should be somewhere everyone should feel safe at," implying that YSOs might make some students feel less safe.

## 6. Need for Training and Accountability

Some parents expressed that they would be more comfortable with YSOs if there were clear training standards and accountability measures. One parent stated they "would need to see strict accountability, ongoing cultural sensitivity training, and clear limits on their enforcement role before feeling more supportive." Another mentioned they would feel more at ease "if YSOs were clearly separated from punitive measures through rigorous training and community input on their practices."

## 7. Unfamiliarity with the Concept

Some parents noted they were unfamiliar with the concept of YSOs, particularly those from countries where such roles don't exist. One parent mentioned, "I don't know what YSOs are and their responsibility is at school. We don't have YSOs in my country (Japan)." This unfamiliarity could contribute to uncertainty or hesitation about their value.

## 8. Concerns About Stranger Presence

Some parents worried about YSOs who are unknown to students. One parent stated, "if the officer is a stranger, the students might be scared," suggesting that having YSOs who are familiar and integrated into the school community would be preferable to rotating or unfamiliar officers.

## 9. Concerns About Appropriate Training for School Environment

Some parents express worry about whether YSOs receive specialized training for working specifically in educational environments with children. This is reflected in comments hoping "new staff at schools will be trained by YSOs" and wanting confirmation that officers understand the unique nature of school settings versus regular policing contexts.

## 10. Concern About Inconsistent Implementation

There appears to be concern about inconsistency in how the YSO program is implemented across different schools. Some parents mention not seeing YSOs at their children's schools at all ("I have never seen YSOs at my child's school"), while others indicate regular interaction, suggesting uneven distribution of resources that might create disparities in safety support.

## 11. Concerns About Over-reliance on YSOs

Some parents implicitly worry about schools potentially using YSOs as a substitute for other necessary supports. Comments like hoping the YSO presence will "not intimidate the students" suggest concern that schools might over-rely on authority figures rather than developing comprehensive support systems for students.

## 12. Worries About Communication Barriers

For multilingual families specifically, there appears to be concern about potential communication barriers between YSOs and non-English-speaking students or parents. The appreciation expressed when YSOs "make an effort to communicate in our language" suggests an underlying worry about language barriers affecting the effectiveness of YSOs in supporting diverse student populations.

## 13. Concerns About Creating Dependency on Law Enforcement

Some responses suggest worry that relying on YSOs might create an unhealthy dependency on law enforcement for handling school issues. One parent noted that "if we have YSOs in my child's school, I hope their presence promote safety," implying concern that their role might extend beyond appropriate boundaries.

## 14. Fears About Reinforcing Negative Topics

One parent mentioned concern about YSOs potentially reinforcing negative themes: "It seems to me that the school should also reinforce the theme of 'killing people' as video games do, sometimes children talk about killing easily and it should not be normalized." This suggests worry about how safety discussions led by YSOs might inadvertently normalize violence rather than promoting positive behavior.

# Recommendations

## 1. Enhance Community Engagement and Relationship Building

Parents strongly recommend that YSOs build deeper relationships with students and families. Several parents suggested that YSOs should "talk to the students" regularly, "establish a relationship," and "meet with the students." One parent specifically appreciated that "YSOs talked to the parents, they had a meeting with us and that is a good start," suggesting the desire for ongoing engagement. Parents value when YSOs are familiar faces rather than strangers, with one noting that "if the officer is a part of staff and every student knows him (her), it is not uncomfortable."

## 2. Provide Educational Programs and Safety Seminars

Parents recommend that YSOs take on more educational roles. Several suggested that officers should "hold some safety seminars" and "teach classes or organized clubs for students." One parent specifically mentioned wanting YSOs to help students "learn more advocacy for how to sit boundaries, respect other people differences and how to keep their hands to themselves." Parents see value in YSOs contributing to safety education, with one hoping "the school district can strengthen safety education, especially for middle school students."

## 3. Ensure Cultural Sensitivity and Language Accessibility

Parents recommend improving cultural competence and language accessibility among YSOs. Some parents<sup>361</sup> specifically mentioned the need for "ongoing cultural sensitivity training" and appreciation when officers "make

an effort to communicate in our language." This suggests YSOs should receive training that helps them work effectively with diverse student populations and develop communication strategies that reach all families, regardless of their primary language.

#### 4. Focus on Secondary Schools

Several parents specifically recommend prioritizing YSO presence in middle and high schools rather than elementary schools. One parent said, "I think at the elementary level, school staff are doing their best to keep all kids safe, elementary students rarely have fights with severe injuries or bullying. I am happy to know that we will have YSOs at secondary level schools." This suggests strategic deployment of YSOs where they're perceived to be most needed.

#### 5. Increase Visibility in Problem Areas

Parents recommend that YSOs increase their visibility in specific areas where problems occur. One parent specifically requested "police presence around Meadow Park MS" after observing concerning behavior "around the basketball courts." Others mentioned wanting YSOs to "patrol the campus more frequently" and monitor areas like back entrances where "strange people have approached students."

#### 6. Establish Clear Boundaries and Accountability

Parents recommend creating clear guidelines for YSO roles and responsibilities. Some parents wanted to see "strict accountability" and "clear limits on their enforcement role." This suggests a desire for transparency about what YSOs can and cannot do, how they interact with students, and what oversight mechanisms exist to ensure they're fulfilling their supportive role appropriately.

#### 7. Address Specific Behavioral Concerns

Parents recommend that YSOs focus on particular behavioral issues that concern them. These include bullying ("draw the line for students to stop the bullying"), drug use (concerns about "e-cigarettes and other drugs available"), attendance issues ("talk to the teenagers about the importance of attendance"), and fighting ("some male students have been fighting at school, and no one intervenes").

#### 8. Balance Authority with Approachability

Parents recommend that YSOs find the right balance between representing authority and being approachable to students. One parent specifically praised a female officer at their child's school who is "very kind" and has befriended their child. This suggests parents value YSOs who can maintain order while still building positive, supportive relationships with students.

#### 9. Integrate YSOs Throughout Educational Journey

Parents recommend creating continuity in YSO relationships across grade levels. One parent specifically hoped "students will know that YSOs presence in school are necessary for safety to all and to build a relationship with them from elementary schools all the way to high schools." This suggests a desire for a consistent YSO program that allows students to build familiarity with officers throughout their educational experience.

## 10. Provide Mental Health Support Collaboration

Parents recommend YSOs work closely with mental health resources. One parent specifically mentioned that school staff should "closely monitor students' mental health issues," suggesting YSOs should collaborate with counselors and mental health professionals rather than working in isolation. Another parent wished "there were an adult (counselor or teacher) at school whom my child could talk to about feeling safe," indicating a desire for integrated support systems.

## 11. Ensure Proportional and Appropriate Interventions

Parents recommend ensuring YSOs respond to situations with appropriate levels of intervention. Comments about wanting YSOs "clearly separated from punitive measures" suggest parents want officers who understand the difference between educational discipline and law enforcement, using their authority proportionally to the situation.

## 12. Increase Parent Communication About the YSO Program

Several parents mentioned not knowing what YSOs are or what they do, suggesting a need for better communication about the program. Comments like "This is the first time I've heard of YSO" and "I didn't know there was a program called YSO" indicate that schools should better inform parents about the purpose, role, and benefits of having YSOs on campus.

## 13. Address Campus Security Gaps

Parents recommend YSOs help address specific security vulnerabilities they've identified. One parent worried about an "open campus" high school where "teenagers gets to leave any time they want," while another was concerned about a school with "no fence and anyone can gets in." These comments suggest parents want YSOs to help implement comprehensive security measures beyond just their presence.

## 14. Train School Staff in YSO Best Practices

Parents recommend cross-training between YSOs and regular school staff. One parent specifically hoped "new staff at schools will be trained by YSOs to have an idea on how to make safety priority," suggesting YSOs should share their expertise with teachers and other personnel to create a more cohesive safety approach.

## 15. Maintain Program Despite Opposition

Some parents specifically recommend continuing the YSO program despite potential controversy. One parent directly stated, "I hope the school district can continue this practice and not be influenced by those who oppose it," suggesting awareness of debates about school resource officers and a desire to preserve the program they see as beneficial.

## 16. Involve YSOs in Anti-Bullying Initiatives

Parents specifically recommend involving YSOs in addressing bullying concerns. One parent mentioned wanting YSOs present at meetings about bullying to "draw the line for students to stop the bullying," suggesting they<sup>363</sup>

see officers as potential allies in creating clearer consequences for bullying behavior.

## Summary of Sentiment Toward YSOs

Based on an analysis of the interview data, the evidence predominantly supports having YSOs in schools, though with important nuances and qualifications.

The majority of parents expressed comfort and appreciation for having YSOs in schools. Many statements directly support this sentiment:

*"I love seeing YSOs present at school, it puts things in order at middle school."*

*"I love seeing YSOs at my children's schools. Seeing them in their uniforms makes me feel safe."*

*"I feel very comfortable that YSOs are present at schools."*

*"Nothing makes me uncomfortable with YSO in school."*

*"I feel much safer knowing they are there."*

Multiple parents specifically requested more YSO presence, with comments like "Would help to have on in Jacob Wismer" and "I think there needs to be police presence around Meadow Park MS."

Even among parents who expressed concerns, many still supported having YSOs but wanted improvements in implementation rather than removal of the program. These parents often used conditional language:

*"I would need to see strict accountability, ongoing cultural sensitivity training, and clear limits on their enforcement role before feeling more supportive."*

*"I would feel more at ease if YSOs were clearly separated from punitive measures through rigorous training and community input on their practices."*

Only a very small minority of responses suggested strong opposition to YSOs. The concerns expressed were significant but generally focused on improving rather than eliminating the YSO program. Some parents specifically advocated for continuing the program despite opposition, with one directly stating, "I hope the school district can continue this practice and not be influenced by those who oppose it."

The data reveals that most multilingual parents value having YSOs in schools while also wanting thoughtful implementation that respects cultural differences, focuses on relationship-building, and maintains appropriate boundaries. The evidence suggests parents favor keeping and enhancing the YSO program rather than removing it, particularly at the middle and high school levels.

# Voice of Peer School Districts

Representatives from three peer school districts were interviewed as part of this study. Seven individuals in leadership positions at North Clackamas, Tigard-Tualatin, and Salem-Keizer participated in providing perspectives about YSOs (at times, called SROs).

## Value of YSOs in Peer Educational Districts

### 1. Relationship Building with Students and Community

The interviews consistently emphasize how SROs develop meaningful relationships with students, which creates trust and understanding that wouldn't exist with regular patrol officers.

*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.*

*A regular patrol officer responding to the school looks much differently than going through the criminal justice process.*

### 2. Enhanced Safety Response and Expertise

SROs provide specialized knowledge during emergencies and can coordinate effectively between schools and law enforcement.

*Last week, we had an incident where there was SWAT coming to an apartment complex that was like two blocks away from one of our schools. And had there not been an SRO that I could communicate with to try to help manage how we're going to release students at that school, it just would have been [difficult].*

*I couldn't imagine doing my job effectively without knowing I had an SRO in the building, whether taking weapons off of kids, dangerous situations, having an SRO, knowing that I had somebody close by, made me feel a lot better about being able to deal with dangerous situations.*

### 3. Diversion from Criminal Justice System

SROs often help keep students out of the criminal justice system by using their discretion and understanding of the school context.

*We've had situations where, if we didn't have an SRO in our schools, the outcome would have been catastrophic. It would have been, it would have ended poorly from even from a political standpoint of how something could have been handled.*

*How it's kept kids out of the system, how things could have blown up, and it was resolved at the lowest level, with accountability, but yet, it was relational.*

### 4. Educational Value Beyond Security

SROs contribute to education by teaching in classrooms and providing specialized knowledge about law and safety.

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

*Our SROs also go into classrooms and teach. They have built such a relationship with our staff that staff invite them in depending where they're at, whether it's a social studies class or some other class.*

## 5. Investigative Expertise and Support

SROs provide critical investigative knowledge that school administrators often lack.

*What you'll miss [if you don't have YSOs] is the investigative piece. Serious crime taking place on your campus, even minor crime sometimes where you're like, hey, "Can you help me? Can you help me walk through this?"*

*We are, removing the houseless from our campuses, interrupting domestics that occur in our parking lot, things like that. We had to come up with some more professional training for them.*

## 6. Essential Communication Bridge Between Schools and Law Enforcement

SROs serve as translators between the educational and law enforcement cultures, facilitating better outcomes.

*We are playing a little bit of that conduit or translation between the two entities [of law-enforcement and schools].*

These strengths collectively show how SROs/YSOs provide multifaceted value to school districts beyond just security presence, serving as educators, mentors, and creating a bridge between law enforcement and educational institutions.

# Keys to YSO Effectiveness

Based on the interview data, several factors are helping Youth Service Officers (YSOs)/School Resource Officers (SROs) be effective in their roles.

## 1. Clear Role Definition and Expectations

Establishing well-defined roles and responsibilities helps YSOs focus on appropriate tasks.

*We sat down and we really started talking about the expectations. We wanted that position to be more than just a cop sitting in the building waiting for something to happen.*

*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.*

## 2. Strong Communication Structures

Regular communication between school administrators and law enforcement agencies creates better understanding and alignment.

*We're widening or expanding on that day-to-day communication so that we can understand and hear their concerns.*

*We are having meetings. We are the bridge between the police and sheriff's departments that we partner with. And we're also having internal meetings with our school leaders, school superintendents and secondary leadership.*

## 3. Intentional Selection of Officers

Not all officers are suited for the school environment, so careful selection is crucial.

*It takes a special person to be an SRO. You wouldn't want anyone to be in that role. When there's an opportunity for a transition, it is the district, it's the police department, it's the community. It's a lot of folks. We just don't pick the next [person]. [Not everyone] might not have the right skill set personality to fit in and work with our students.*

## 4. Training in Cultural Responsiveness

Specialized training helps YSOs better understand and respond to diverse student populations.

*That process was grueling, but the end result was a new contract with our city partners around some different expectations around cultural responsiveness, our SROs being more engaged in some trainings in our schools.*

## 5. Continuity and Longevity in Position

Allowing officers to remain in schools for extended periods builds relationships and institutional knowledge.

*I think our SROs have some continuity too. [Our YSO] has a 10-year contract. So we know that we're going to have him in that role for a long time.*

## 6. Community Integration

YSOs who are part of the community they serve develop stronger connections.

*[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.*

*They're coaches within our schools or within our systems and our youth organizations. So they are here for our community and it shows.*

## 7. Active Debriefing After Incidents

Conducting thorough reviews after incidents helps improve responses and understanding.

*When we do have a major incident at one of our buildings, we always have a debrief with the folks that were involved, making sure that we think that we're getting folks to be open and honest.*

## 8. Visibility and Engagement in School Life

YSOs who actively participate in school activities build trust with students.

*You can find [YSOs] at the door greeting kids. Just watch our SROs interact with the kids. The younger kids come up to them asking for whether it stickers or they're kind of the rock star.*

These elements collectively create an environment where YSOs can effectively serve as both safety resources and positive influences in the school community.

## Possible Alternatives to YSOs

Based on the interview data, several alternatives to having Youth Service Officers (YSOs) in schools were discussed. Here are the key alternatives mentioned in the interviews:

### 1. Expanded Internal Security Teams

Without YSOs, there would be a need to implement an expanded internal security team.

*We've seen a little bit of what the struggle Portland public's experiencing with their lack of SROs there. They've had to take a different approach and really expanded what I'll call their internal or private security teams.*

*Since that time [of discontinuing SROs], we have spent the last five years, restructuring that program. I'm going to need to boost my security numbers.*

### 2. Restructured Campus Safety Staffing

Without YSOs, districts increase their campus safety personnel to offset the loss of SROs.

*I think we were about 40 campus safety. We restructured the entire thing so we now have a manager, four field coordinators, and then we're now running like 60 or 62 campus safety across the secondary systems.*

### 3. Contracted Detectives Instead of Full SRO Program

Without YSOs, districts maintain some law enforcement presence by contracting specific detective positions rather than a full SRO program.

*I was allowed to keep two contracts, and so I have two detectives from the Kaiser police department. We pay for 100% for two detectives.*

## 4. Administrators Taking on Law Enforcement Liaison Roles

Without SROs, school administrators often have to take on liaison duties with law enforcement.

*What we're seeing is our assistant principal and dean of students are having to try to step into the role of law enforcement, obviously not their area of expertise.*

*Essentially, I do a lot of [coordinating]. I have a lot of really good relationships, but even that is starting to change with retirements.*

## 5. District-level Point Person for Law Enforcement

Creating a specialized position at the district level to coordinate with various law enforcement agencies:

*You'll have to have someone internally who understands the revised statutes.*

## 6. Designated Department Liaisons

Establishing specific contact points with different law enforcement agencies.

*Now we have liaisons at every department. We have people that we can call directly.*

## 7. Mobile Patrol Teams for Elementary Schools

Creating specialized mobile teams to serve elementary schools that wouldn't normally have full-time security.

*We did not have a mechanism to send anybody. We didn't have any cars to help the elementary schools. That was born of the field coordinator model. They have marked cars and amber lights and all that stuff. And they are the ones who, during the daytime, support our elementary schools.*

The interviews consistently emphasized that these alternatives required significant restructuring, additional funding, and several years to implement effectively. The contribution of interviewees suggest that it took "probably about three years" to get things "working functionally well" after the transition away from SROs.

# Recommendations for BSD Regarding YSOs

Based on the interviews, these are the specific recommendations offered for the Beaverton School Board as they consider decisions about their Youth Service Officer program:

## 1. Maintain the YSO Program With Clear Expectations

The overwhelming recommendation across all interviewees was to maintain the YSO/SRO program:

*I would say, for me, it's an absolute recommendation of yes. I've experienced it as a building principal... just all the benefits that it brings.*

*I wouldn't want my son or daughter going to a school without an SRO.*

*I almost would say, it's a disservice to the school community for families and students to not have SROs.*

## 2. Develop Clear Accountability Structures

If maintaining YSOs, develop clear expectations and reporting mechanisms.

*[The YSO director's] ability as a certified police officer to go in and actually develop a set of board protocols or board standards that they want to see out of the SROs, and then a quarterly report coming back on that, arrest statistics, demographics, you know, seriousness of crime, things like that.*

## 3. Focus on Building a True Partnership

Rather than viewing YSOs as vendors, cultivate a genuine partnership approach.

*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.*

## 4. Establish Clear Communication Structures

Create formal channels for ongoing dialogue between schools and law enforcement.

*[It's important to have] clear roles and responsibilities and accountable communication structures.*

## 5. If Transitioning Away, Prepare for Significant Changes

If the board decides to remove YSOs, they should be prepared for substantial restructuring.

*If this is the route you guys go, of course I'll help with whatever I can. We'll be there to support. But you will have a whole new pathway. You'll need to have budgeted funds to offset whatever.*

*You'll need additional. Our behaviors changed after COVID. I can't tell you if that has anything to do with a lack of presence of SROs in schools or not. I can just tell you that kids are different than they were pre pandemic, and our schools are not the same places, which is why we have weapons detectors sitting in our buildings.*

## 6. Address Community Concerns Through Education and Outreach

For addressing community concerns, focus on education and relationship-building.

*I think that it's an ongoing process, but just continue with community outreach and community meetings, just putting our face out there.*

## 7. Consider the Practical Investigative Benefits of YSOs

Remind the board of the practical investigative value that YSOs bring.

*The biggest thing is that the one-to-one ability to...work through investigations, talk to investigations, receive investigative information from law enforcement sources.*

## 8. Address Cultural Responsiveness Concerns Directly

If cultural concerns are driving the discussion, address them directly with training and accountability.

*The end result was a new contract with our city partners around some different expectations around cultural responsiveness. Our SROs are more engaged in some trainings in our schools, and then some community outreach that we currently do.*

The consistent message across all interviews is that while YSO programs can be improved and refined, removing them entirely would create significant gaps in school safety, student support, and law enforcement relationships that would be challenging and costly to replace with alternative approaches.

# Youth Service Officer (YSO) Gap Analysis

## Executive Summary

The Beaverton School District conducted a comprehensive gap analysis of the Youth Resource Officer (YSO) program at the Superintendent's Leadership meeting on January 9, 2025. This analysis, incorporating survey input from all building leaders (administrators, assistant administrators, and district-level leaders), examined YSOs' current value and impact on school safety, student well-being, and community relations. **Overall, the findings indicate strong support for the YSO program's continuation**, citing numerous benefits to safety and student support while identifying improvement areas to enhance its effectiveness and community trust.

Key highlights include:

- **Critical Role in Safety:** An overwhelming majority of school leaders view YSOs as essential partners in maintaining school safety. YSOs contribute to quick emergency response, threat prevention, and law enforcement coordination, which many believe cannot be readily replaced by alternative services. Leaders nearly unanimously opposed any removal of the YSO program, warning of slower response times for schools without a dedicated resource, this would also cause an increased risk in its absence, to include an increase potentially in arrests if patrol officers respond to schools based on a lack of available time.
- **Positive Impact on Students and Community:** YSOs are valued for building relationships and serving as mentors and problem-solvers for youth. When implemented well, YSO programs can foster a sense of security on campus and divert at-risk students from the justice system through early intervention and referral to mental health

resources, such as Washington County Mental Health Response Team (MHRT) support services. Effective programs have been linked to reductions in campus violence and even community juvenile crime, as seen in case studies (e.g., a 59% decrease in juvenile arrests in one community that emphasized prevention and mental health partnerships). [ocde.us](https://www.oecd.org/)

**Recommendations:** Based on these findings, this report recommends that the School Board **maintain and strengthen the YSO program** rather than eliminate it. Specific actions include the continuation of enhancing YSO training and role definitions, expanding preventive programs and mental health services, improving community engagement and oversight, and regularly evaluating program outcomes. By addressing identified gaps, the district can maximize the positive impact of YSOs on safety and student well-being while fostering trust across the school community. The detailed report below provides the complete analysis, supporting data, and recommended next steps for the Board’s consideration.

## Introduction

School safety and student well-being are top priorities for the Beaverton School District. In pursuit of these goals, the district has long partnered with local law enforcement through the School Resource Officer program – recently rebranded as the Youth Resource Officer (YSO) program – placing specially trained officers in schools. The YSOs serve multiple roles on campus: they respond to immediate security threats, build relationships with students, and act as liaisons between schools, families, and law enforcement. As of 2023, the district’s school resource officer program had been in place for nearly 30 years adapting over time to changing community expectations and safety challenges (Miller, 2023).

In the wake of nationwide discussions about policing in schools, including racial justice considerations and calls for more significant mental health support, the Beaverton School Board has sought to ensure that the YSO program effectively serves all students. In 2021, an independent consultant report (SeeChange) was commissioned to review the program. That report found strong support for having officers in schools among parents (71%) and staff (66%) but lower support and awareness among students (only 43% of students in favor). It recommended clarifying the officers' roles, expanding mental health resources, and improving training and oversight. In response, the district enacted some changes – for example, renaming SROs to YSOs and drafting a more detailed intergovernmental agreement (IGA) outlining officer duties and required training. These steps addressed community concerns while preserving the safety benefits officers can provide on campus.

Given the ongoing importance and public interest in this issue, the Beaverton School District convened a Leadership Meeting on January 9, 2025, to conduct a **gap analysis** of the YSO program. This process gathered input from all building leaders – including principals, assistant principals, and district administrators – to evaluate how well the current YSO program meets our schools' needs and where gaps or opportunities for improvement exist. This report presents the results of that gap analysis. It is intended to inform the School Board's decisions by providing a research-driven, data-informed assessment of YSOs' value, their impact on school safety and climate, and recommendations for the program's future.

## **Methodology of the Gap Analysis**

**Approach:** The gap analysis was conducted through a structured survey and collaborative discussion involving the district's building and district-level leadership. The survey was administered in early January and included quantitative and qualitative items. Leaders were

asked to rate several statements about YSO effectiveness on a scale from 1 (Strongly Disagree) to 10 (Strongly Agree), rank the priority of various services YSOs provide, and respond to open-ended questions about strengths, concerns, and hypothetical scenarios (such as the removal of the YSO program). Approximately 120 leaders responded, representing perspectives from elementary, middle, and high schools to include options programs, and district departments.

**Data Collection:** The survey questions were designed to capture a comprehensive view of the YSO program's role. Key areas of inquiry included:

- **Current Services and Value:** What services do YSOs provide for student safety, building safety, and information sharing? What supports do YSOs offer that leaders value most? Leaders could list multiple services or examples in these categories, providing a broad inventory of YSO contributions. They were also asked to describe the YSO's role in a single word to distill the essence of how they see these officers (for example, "mentor," "protector," "critical," etc.).
- **Perceptions of Program Effectiveness:** Leaders rated statements about the necessity of YSOs for student safety, the impact of removing the program on student well-being, and whether alternative resources could effectively replace YSOs. These rating questions gauged the overall level of agreement or concern regarding YSO's effectiveness and potential trade-offs.
- **Impacts of Continuation vs Removal:** Open-ended prompts asked leaders to reflect on how their school would be impacted if the YSO program remained in place versus if it were removed. This helped surface anticipated outcomes, benefits, or challenges under each scenario, revealing beliefs about the program's importance.
- **Concerns and Additional Thoughts:** Lastly, respondents could share any additional thoughts, including concerns or suggestions, about the YSO program.

On Jan 9. Leaders engaged in dialogue to clarify their input and highlight priority issues. The combination of survey data and group discussion forms the basis of this analysis.

**Analysis:** The qualitative responses were analyzed for common themes and notable viewpoints. Frequently mentioned items were categorized (e.g., types of safety services provided by YSOs shared concerns about the program) to identify strengths and gaps. Quantitative ratings were summarized (e.g., calculating the percentage of leaders who agreed or disagreed with key statements) to provide an overall sense of the leadership's stance. In addition, the priority ranking of YSO services was aggregated to see which functions were deemed most critical across the district. Finally, these internal findings were compared against best practices and research findings from external sources to form data-driven conclusions and recommendations.

This gap analysis uses a mixed-methods approach—combining survey metrics with narrative feedback and external research—to ensure a thorough and balanced assessment of the YSO program's current state and areas for improvement. The following sections detail the key findings, interpret the data in a broader research context, and offer recommendations for the School Board's consideration.

## **Key Findings from the Survey and Gap**

### **Analysis**

The input from administrators provides a clear picture of how YSOs are functioning in schools, what is working well, and where there are concerns or unmet needs. Below is a summary of the

major themes that emerged from the leaders' survey responses, divided into **strengths** of the YSO program and **concerns/gaps** that need attention:

## Strengths and Contributions of YSOs

**Wide Range of Safety Services:** Administrators reported that YSOs contribute to many aspects of student and campus safety. Leaders listed services such as:

- **Student Welfare Checks and Support:** YSOs conduct wellness checks on students (e.g., home visits or check-ins for students facing challenges) and assist with issues like **child welfare concerns** or reports of abuse. They often partner with school counselors or social workers to ensure the safety of at-risk students.
- **Threat Assessment and Emergency Response:** YSOs play a key role on school threat assessment teams (often referred to as STAT) by evaluating potential threats (including social media) and helping develop safety plans. YSOs provide an immediate on-site law enforcement response in urgent situations like a weapon on campus, an intruder, or a credible violent threat. Administrators highly value this rapid response capability, noting that **having a trained officer on campus can dramatically reduce emergency response times** – a potentially life-saving difference. Leaders warned that without YSOs, “our safety response would slow *WAAAAY* down,” putting students and staff at risk during critical incidents.
- **Law Enforcement Expertise for School Issues:** YSOs handle or assist with criminal matters on campus or involving students. Common examples include investigating **weapons or drug possession, assaults or fights, thefts, stalking or harassment incidents, and SafeOregon tip investigations** (SafeOregon is the statewide school safety tip line). By addressing these issues, YSOs help keep campuses secure and

follow up on serious disciplinary incidents. They also conduct **legal investigations (e.g., child abuse/neglect interviews or Title IX sexual assault investigations)** in collaboration with school administration, ensuring proper procedures are followed. Administrators see this as a crucial support; school staff alone may not have the training or authority to handle such cases effectively.

- **Visible Presence and Deterrence:** Many leaders cited the **positive presence** of YSOs on campus as a strength. YSOs patrol school property (including parking lots and nearby areas), help with traffic safety during busy drop-off and pick-up times, and attend major school events like athletic games, dances, and graduations. Their visibility can deter outsiders from attempting to trespass or commit crimes at school. It also helps remind students to behave safely (for instance, driving cautiously in school zones). One respondent described the YSO's presence as lending "calm, relationships, and [a] proactive **presence**," which reassures the school community.
- **Information Sharing and Prevention Programs:** Beyond reacting to incidents, YSOs contribute to preventive education and communication. Leaders noted that YSOs give presentations on safety topics (aligned with the new IGA, which calls for officer presentations on health and safety). They also share relevant information with schools – for example, providing briefings at staff meetings or school board meetings on community safety trends, contributing to newsletters, and updating administrators about local law enforcement concerns that could affect schools. This information flow helps schools stay ahead of potential issues and coordinate prevention efforts.

**Relationship-Building and Student Support:** Another strong theme was the **mentor and support role** that YSOs play. In the survey, when asked to describe YSOs in one word, leaders responded with terms like "mentor," "supporter," "guide," "protector," and "peacekeeper." This reflects that YSOs are not seen solely as enforcers but as partners in educating and caring for

students. Many administrators shared anecdotes of YSOs forming trusting relationships with students, especially those who may be struggling. For example, an officer providing a student with guidance, de-escalating a conflict, or even something as simple as offering encouragement and “hugs” was mentioned as highly valued.

These relationships can have tangible benefits for student well-being. Students with positive connections to a YSO may feel more comfortable reporting concerns (like bullying or threats) and more confident that adults at school are looking out for them. Several leaders highlighted that their YSO “knows our kids and our community,” implying that officers often become an integrated part of the school family. Research supports this relational approach: **when SROs/YSOs build trust with students and staff, it can contribute to a stronger sense of safety and a more positive school climate.** Indeed, national data show that a well-trained school officer’s presence can improve safety perceptions among students, teachers, and administrators. However, those perceptions can vary among different student groups (discussed further under concerns).

**Critical Incident Management and Expertise:** School leaders overwhelmingly appreciated having an on-site expert to consult for safety issues. Respondents mentioned that YSOs provide **credibility and reassurance** to the community when difficult situations arise. For instance, if there is a threat rumor or a lockdown, having a YSO involved helps communicate to parents that the school is responding thoroughly. One administrator wrote that the YSO’s authoritative presence is “not a hammer but gives us backbone,” meaning the officer’s involvement can deter misbehavior and give the school team confidence in handling crises. Additionally, YSOs often serve as advisors in emergency planning (such as drills and protocols) and as key members of crisis response teams for the district. This partnership ensures that the response is coordinated and swift in worst-case scenarios – from school shootings to natural disasters. Leaders felt this partnership is **essential for the proactive safety work** that keeps schools safe day-to-day.

**Community Liaison and Trust Building:** The YSO program also bridges the school district and the broader community. YSOs coordinate with local police and sheriff's offices, simplifying communications when outside help is needed. Some YSOs engage in community-building activities, like joining school events (one leader gave the example of an officer playing in a staff vs. students soccer game). These actions humanize the officers and foster positive interactions between youth and law enforcement. Administrators value how YSOs can **increase community trust in schools** – for instance, when families see officers and educators working together positively, it reinforces that both entities are united in keeping children safe. In some cases, YSOs even assist families directly: one respondent noted that when parents have a child-related issue and call the school, the YSO can help address it (such as by conducting a welfare check or advising on a legal matter). This kind of responsiveness strengthens family-school relationships.

The survey revealed that **school and district leaders view YSOs as indispensable contributors to a safe and supportive learning environment.** From preventing and responding to safety threats, mentoring students, and reinforcing positive behavior to bridging school and community efforts, the YSO program's strengths are multifaceted. These strengths align with best practices identified in the literature, which suggest that a well-implemented school-based officer program can help **prevent violence, connect at-risk youth with services, and create a secure school climate.** The following section will address the other side of the analysis – the identified concerns and gaps – to ensure a complete understanding of where the program can improve.

## **Concerns and Gaps Identified**

While support for the YSO program was high, leaders did not hesitate to point out concerns and areas where the program could improve. The gap analysis highlighted several key issues:

**1. Uneven Student Perceptions and Relationships:** A recurring concern is that not all students benefit from having police officers on campus. **Some students – particularly students of color or those from communities with historical mistrust of law enforcement – may feel less safe or comfortable with an officer present.** Administrators acknowledged that, despite many positive relationships, a segment of the student population views YSOs with apprehension or fear. For example, one leader noted, *“our families are still not comfortable seeing [officers] in schools”*, indicating that an officer’s presence can be intimidating rather than reassuring for some. Broader data back this gap in perception: surveys have found that while a majority of students might feel safer with SROs, Black and Latino students are much less likely to share that feeling, often due to personal or community experiences with policing. If not addressed, these feelings can undermine the sense of safety and well-being the program will enhance.

To bridge this gap, leaders suggested that YSOs need to engage in more deliberate **relationship-building activities**, especially with students inclined to distrust them. At the elementary level, this could mean more informal interactions (reading to younger students, participating in recess or school clubs) so that children see the officer as a friendly helper. In secondary schools, YSOs might collaborate with student leadership groups or clubs (like Black Student Union or Gay-Straight Alliance) to listen to student concerns and demonstrate allyship. Building these connections can slowly change perceptions and ensure that *all* students, regardless of background, feel the YSO is there to protect and support them, not to police them punitively.

**2. Need for Clear Role Definition – “Law Enforcement vs. School Discipline”:** Many administrators stressed that YSOs should focus on **safety and crime prevention**, not routine disciplinary actions. There was a consensus that YSOs **should not be involved in minor school rule violations** (like dress code issues or minor classroom misbehavior) that can be handled by school staff. This aligns with widely accepted best practice: even at the federal level, experts agree it’s “not good for [police] to be getting involved in minor disciplinary matters.” The concern here is two-fold. First, involving YSOs in minor issues could unnecessarily criminalize student behavior – potentially contributing to a “school-to-prison pipeline” where students receive law enforcement contact or records for what are essentially school discipline issues. Second, it could stretch YSOs thin and detract from their ability to respond to real safety threats.

The gap analysis found that while our current YSO program generally understands these boundaries, there is **room for more explicit guidelines**. Leaders want **clear criteria on when to call in the YSO**. For instance, some districts use formal agreements or code-of-conduct matrices to delineate when an incident *must* involve law enforcement (e.g., a weapon, a credible violent threat, drug distribution) versus when it should be handled administratively. Ensuring our district policy and training materials reinforce these distinctions will help school staff and YSOs stay in their appropriate lanes. During the Jan 9 meeting, it was discussed that updating the district’s memorandum of understanding or IGA with law enforcement, if needed, could be a step to nail down these role definitions even further. This clarity will reduce confusion and prevent “mission creep,” where officers might inadvertently assume roles outside their purview.

**3. Proactive vs. Reactive Services:** A notable gap identified is the desire for the YSO program to be more **proactive in prevention and education**. Several leaders commented that much of the YSO’s time is spent reacting to issues or “putting out fires.” While their reactive work (responding to threats and investigating incidents) is critical, administrators see untapped potential for YSOs to get ahead of problems. For example, one respondent wrote, “*It is working*

as a response. *Need more preventive [work].*” Another mentioned wanting more opportunities for YSOs to connect with students in non-crisis situations so that intervention can happen **before** an issue escalates (especially at the elementary level, where early positive intervention can pay dividends later).

The gap analysis suggests expanding YSO involvement in **preventive initiatives**: this could include delivering safety workshops (on topics like digital citizenship to prevent cyberbullying and online threats or substance abuse prevention), collaborating with counselors on restorative practices, or identifying at-risk students who might benefit from mentorship *before* they make harmful choices. By having YSOs spend a portion of their schedule on such proactive outreach, the program can shift from being only a “reactive force” to an integral part of the school’s preventative safety net. Leaders believe this will reduce incidents and improve the reputation of YSOs as caring resources, not just enforcers.

**4. Resource Limitations – Coverage and Support Staff:** Another gap area is ensuring adequate resources to meet the safety needs of all schools. Some administrators expressed concern that **there are insufficient YSOs to cover every need**. In a large district, a limited number of officers must split time among multiple campuses or respond to incidents across town, which can lead to delays for some schools. *“We need more SROs,”* one leader plainly stated, suggesting that increasing the number of officers (or their hours in schools) could enhance security and support. While adding officers is ultimately a budgetary and staffing decision involving our law enforcement partners, the feedback indicates schools feel the demand for the current YSO team is very high. For instance, if one YSO is involved in an investigation at a high school, an elementary school might temporarily be without nearby officer support.

In addition to officer coverage, leaders emphasized the importance of **supporting roles like counselors, psychologists, and social workers** who work alongside YSOs. The survey comments echoed the SeeChange report's recommendation that expanding mental and behavioral health services is critical. **YSOs are most effective when they are part of a broader support network rather than the sole responders to student crises.** Suppose a student is experiencing a mental health crisis, for example. In that case, an ideal scenario might involve both the YSO (to ensure immediate safety if the student is a danger to self or others) and a school counselor or crisis worker (to de-escalate and provide psychological support). Leaders worry that if mental health staffing is insufficient, YSOs may end up handling situations that require counseling expertise – which is not the optimal approach and could lead to adverse outcomes. Thus, one gap is the need for continued investment in *complementary personnel and programs* so that YSOs can be used appropriately and effectively. The YSO program's success is intertwined with the strength of the district's student services.

**5. Training and Consistency:** Finally, the analysis identified gaps related to how officers are trained and how consistently the program is implemented across different schools. The district works with multiple law enforcement agencies (e.g., Beaverton Police, Washington County Sheriff's Office), and historically, each officer's approach might differ based on their background or training. Some leaders noted variations – for instance, one comment suggested a wish that *“[Washington County] was more like Beaverton police,”* implying that the style or protocols might not be uniform. This indicates a **need for standardized training and expectations** for all YSOs, regardless of their agency. The new IGA draft already moves in this direction by outlining specific training requirements (such as training in adolescent development, de-escalation, and bias awareness). The gap analysis strongly supports these requirements, highlighting that **ongoing professional development** is needed so that YSOs are equipped to fulfill their role as quasi-educators and mentors in addition to law enforcers. Regular joint training with school

administrators could also improve understanding on both sides (officers and principals learning to work together under shared guidelines).

Furthermore, **data collection and oversight** were mentioned as areas for improvement. To ensure the program meets its goals and does not inadvertently cause harm, the district should track the number of incidents involving YSO intervention, types of incidents, outcomes (e.g., referrals to counseling vs. citations or arrests), and feedback from students and parents. The Beaverton Human Rights Advisory Commission and other community stakeholders have called for more transparency and reporting on YSO activities. Consistent data will allow the School Board and district leadership to monitor the program's impact (for example, ensuring no disproportionate disciplinary impacts on certain student groups and that positive interventions are increasing). This kind of oversight mechanism is currently in a gap, as was noted by community members who feel prior recommendations haven't been fully implemented.

In conclusion, the concerns and gaps identified do not negate the strengths of the YSO program, but they do illustrate important **areas for growth**. Addressing these concerns – improving student relations, clarifying roles, bolstering prevention, ensuring adequate resources, and strengthening training and accountability – will be critical to evolving the YSO program to its best possible version. The following section will integrate these findings with data-driven analysis from research and other districts' experiences to further elucidate the effectiveness of YSOs and inform potential solutions.

## **Data-Driven Analysis: Effectiveness of YSOs and Best Practices**

Reviewing what research says about school resource officers (or youth resource officers) and how similar programs have fared elsewhere is essential to place the Beaverton findings in context. **The effectiveness of YSOs can be measured in multiple ways** – their impact on harder safety outcomes (like crime or violence in schools), softer outcomes (like students’ feelings of safety and well-being), and school-community relations. Studies over the past decade show **mixed results**, highlighting that outcomes largely depend on how the program is implemented. Below is a summary of relevant data and case studies:

### **Impact on School Safety (Crime and Violence):**

- **Preventing Violence and Crime:** There is evidence that the presence of school-based officers can *reduce certain types of school violence and deter criminal behavior*. For example, a recent [RAND](#) review of research found that having an SRO on campus was associated with **increased detection of weapons and drug offenses and a decrease in some violent incidents**... In other words, officers can catch problems that might otherwise go unnoticed and intervene in potentially dangerous situations, thereby keeping weapons or drugs out of schools and reducing fights or assaults. Similarly, a study of North Carolina schools found that adding SROs led to fewer instances of severe violence (like fights and attacks) in schools. These findings support what our administrators have expressed anecdotally – that YSOs make schools safer by handling high-risk situations quickly and effectively.
- **Limitations and Unintended Consequences:** However, [research](#) also cautions that an officer’s presence may inadvertently lead to more student offenses being handled by law enforcement that school officials might have dealt with informally. Multiple studies have shown that schools with officers report higher **suspensions, expulsions, and arrests** for student misbehavior. Importantly, this doesn’t necessarily mean the school became less safe; it could mean that misbehavior that used to be addressed with school

discipline (like a fight resulting in suspension) might now involve a disorderly conduct charge or referral to juvenile justice. This dynamic has raised concerns about the **“school-to-prison pipeline,”** where student misconduct results in criminal records. Our YSO survey reflects awareness of this issue, so leaders are keen to keep YSOs focused only on actual safety threats. The goal is to harness the safety benefits of YSOs while **minimizing law enforcement involvement in routine discipline,** thereby avoiding unnecessary criminalization of youth.

- **Disproportionality:** A consistent [research](#) finding is that **students of color are more likely to be affected by harsh discipline and arrests in schools with officers.**

Factors contributing to this may include implicit bias or systemic issues; regardless, it's a critical point for equity. If YSO programs are not managed carefully, they could exacerbate racial disparities in discipline. Thus, best practice calls for robust training in cultural competency and bias, clear policies to guard against differential treatment and regular data review by race/ethnicity. The SeeChange report and community feedback in Beaverton also flagged this, which is why improvements in training and oversight are part of our recommendations.

### **Impact on Students' Feelings of Safety and Well-being:**

- **Feeling Safer vs. Feeling Anxious:** Students and staff often report feeling safer when a trusted officer is present on campus, especially in the wake of high-profile school violence incidents. A 2020 [analysis](#) of national data noted that **a majority of students do feel safer with police in schools,** and teachers and administrators also often appreciate the added security. This aligns with the sentiment of our district's leaders and many parents who support YSOs. The psychological reassurance of having an officer can reduce anxiety about potential threats. In contrast, some students, as discussed, feel *less safe* – either because they personally fear the police or because the presence

of an officer reminds them of violence (a paradox where the solution reminds them of the problem). For instance, in Beaverton’s 2022 [survey](#), less than half of students supported having officers, with many undecided or against. Nationwide, Black students, in particular report lower levels of comfort; this discrepancy can impact their sense of belonging at school.

- **Building Trust and Support:** The research suggests that the key to positive student well-being outcomes is how well officers integrate into the school culture. When YSOs take on roles as **educators and informal counselors**, not just enforcers, students are more likely to view them as supportive adults rather than adversaries. The U.S. Department of Justice and the National Association of School Resource Officers promote a “triad” model where SROs serve as **law enforcers, e**
- **ducators, and mentors.** Effective YSOs teach or co-teach lessons (on legal issues and safety, or even serve as guest speakers in history or government classes) and counsel students (listening to their concerns, giving advice, and steering them to help). When students have positive interactions, their overall stress can be reduced, knowing they have another caring adult to turn to. Some qualitative [studies](#) have found that in schools where officers prioritized relationship-building, students described them as “another counselor” or a trustworthy mentor rather than a scary cop. Our local data provided examples: e.g., a student who might have been headed for trouble but was guided by a YSO onto a better path or an incident where a YSO’s rapport with a student helped peacefully defuse a potentially dangerous conflict. These outcomes are more challenging to measure but central to student well-being.
- **Mental Health and Diversion Programs:** One of the most promising areas linking YSOs to student well-being is when they participate in diversion and intervention programs. The Cambridge, MA “Safety Net” Collaborative is a notable case. In this model, YSOs work in tandem with mental health professionals and youth counselors to

identify youths at risk of entering the juvenile justice system and intervene early. Cambridge [reported](#) a **59% drop in juvenile arrests for criminal offenses** after implementing this collaborative YSO approach, indicating that many students who would have been arrested were diverted to supportive programs instead. Additionally, a [study](#) of the Cambridge Safety Net program showed improved access to mental health services for youth who went through diversion (e.g., increased use of outpatient counseling). This evidence underscores that YSOs can be leveraged to **connect students with help rather than punishment**, if structured correctly. Beaverton's YSOs already partake in some multidisciplinary teams (like threat assessment teams that include counselors and administrators), but expanding formal diversion partnerships (for example, with county juvenile services or community agencies) could similarly benefit student well-being here.

#### **Impact on Community Relations:**

- **Stakeholder Support:** Police presence in schools has been a contentious topic in many communities. However, surveys in Beaverton and elsewhere indicate that parents and school staff **strongly support SRO/YSO programs**. In contrast, community activists and some students call for reforms. Our district's commissioned [survey](#) found roughly 70% of parents in favor. National [polls](#) likewise often show parents favor having an officer for protection in the era of school shootings. This support is usually rooted in fear of extreme violence and a desire for a quick response. At the same time, civil rights organizations and some student groups urge limiting or removing police from schools to invest in counseling instead. The gap analysis meeting acknowledged these community tensions. For the School Board, maintaining community trust means listening to both sides: those who feel assured by YSOs and those who feel anxious. A data-driven

approach would communicate transparently about what YSOs do, how they contribute to safety, and what safeguards are in place to prevent adverse outcomes.

- **Officer-Youth Relationships and Public Perception:** When YSOs succeed in building positive relationships with students, it can have ripple effects in the community. Students who have had mentorship from an officer may share those positive experiences with their families, helping to break down stereotypes or fears about police. Over time, this can improve police-community relations beyond the school walls. For example, if a student trusts the YSO at school, that trust might extend to law enforcement, potentially leading to better cooperation or communication in the neighborhood. There are documented “success stories,” often highlighted by organizations like [NASRO](#), where an SRO’s actions (such as peacefully resolving a dangerous situation with a student in crisis) not only averted harm but also **built goodwill** in the community. Conversely, adverse incidents (such as an officer using aggressive tactics on a student) can spark community outrage and erode trust. The data here is mainly anecdotal, but it reinforces that the **selection and training of YSOs is crucial** – the right officer can become a beloved figure in the community, whereas the wrong approach can cause controversy.
- **Training and Oversight Practices:** Best practices from various districts and consensus reports emphasize a few strategies to maximize positive impact:
  - **Careful Selection of Officers:** [Agencies](#) should assign officers who want to work with youth and have the right temperament (patient, compassionate, and culturally sensitive). These officers should be vetted in collaboration with the school district.
  - **Specialized [Training](#):** Officers need training in adolescent psychology, de-escalation techniques, restorative justice, and anti-bias principles. For instance, training on disabilities (like how to approach a student with autism, as

highlighted in a local case where an incident led to an unintended juvenile record) can prevent missteps.

- **Defined Roles & MOUs:** A formal agreement (MOU/IGA) that defines the scope of the YSO's duties helps manage expectations. For example, Beaverton's proposed IGA specifies that officers will respond mainly to extreme violence and give safety presentations. As recommended by national frameworks, clear policies guide when schools should involve YSOs and when not. This structure protects student rights and focuses the officers on appropriate tasks.
- **Data Collection & Continuous Improvement:** Successful programs establish metrics (e.g., response times, incident outcomes, student/parent satisfaction) and review them regularly. If data show disparities or issues, they adjust practices. Community advisory councils or task forces can also provide oversight and feedback.

In evaluating the **effectiveness of YSOs**, it becomes apparent that **the program's value is maximized when it adheres to best practices and is coupled with other support systems.**

YSOs are not a standalone solution for all safety concerns but a vital component of a holistic school safety strategy. Research and case studies suggest that when YSO programs are well-designed – with the right people, training, and focus on prevention – they can indeed simultaneously improve safety outcomes and student well-being. In contrast, poorly implemented programs (with unclear roles or inadequate training) risk doing more harm than good.

The findings from our district's gap analysis align with these lessons. Our leaders' insights echo what the data shows: YSOs are highly beneficial for handling serious safety matters and can positively influence students, but we must address issues of perception, role creep, and

resource balance to avoid pitfalls. The final section of this report will translate these conclusions into actionable recommendations for the School Board.

## Recommendations for the School Board

Based on the combined insights from the Beaverton leadership survey and broader research, this report recommends a series of actions to strengthen the YSO program and address the identified gaps. The overarching goal is to **maintain the valuable safety benefits of YSOs while improving the program's equity, transparency, and alignment with student well-being goals**. Below are the key recommendations:

### 1. Continue and Affirm the YSO Program with Reforms:

The School Board should affirm its commitment to keeping YSOs in schools, as the gap analysis indicates that removal would create significant safety and response gaps. However, this continuation must go hand-in-hand with reforms. The Board should formally adopt a stance recognizing **YSOs as essential to student safety** (consistent with the ~95% of leaders who agreed) and simultaneously commit to implementing changes that address concerns (community relations, role clarity, etc.). This balanced message will reassure staff and parents that safety remains a priority while acknowledging student and community voices calling for improvement.

### 2. Strengthen the YSO Role Definition and Policies:

Work with district administration and law enforcement partners to **clarify the role of YSOs in writing**, possibly via an updated Intergovernmental Agreement or Board policy. The policy should explicitly state that YSOs are on campus to handle serious safety and law violations (threats of violence, weapons, significant criminal acts) and **not to administer school**

**discipline for minor infractions.** It should outline clear **criteria for when school staff should request YSO involvement**, including life-threatening emergencies, urgent safety threats, or criminal conduct that poses harm. For non-emergency situations, establish protocols (e.g., consultation with an administrator first) to ensure appropriate calling in the YSO. By solidifying these guidelines, staff, and officers will have a shared understanding, reducing the chance of overreach. Communicate these boundaries to all school personnel (perhaps through training or a memo), so teachers and front-office staff also know when it is or isn't appropriate to involve the YSO. This recommendation aligns with best practices and will help prevent the escalation of minor issues to law enforcement matters.

### **3. Invest in Targeted Training and Professional Development:**

The Board should ensure funding and support for comprehensive **training for all YSOs and the administrators who work with them.** Training topics should include de-escalation techniques, adolescent development, trauma-informed approaches, cultural competency and implicit bias, disability awareness, and restorative justice practices. Such training will equip YSOs to be effective in school and address the concern that some student groups feel targeted or misunderstood. We recommend joint workshops where YSOs and school administrators train together on scenarios to build teamwork and clarify roles in practice. Additionally, training should be ongoing (annual refreshers) rather than one-time. The Board can direct the Superintendent to collaborate with local law enforcement agencies to verify that assigned YSOs meet these training standards (and make it part of the MOU that only officers who have completed specific school-based training can be assigned). This step is crucial to implement the spirit of the recommendations from both our leaders and the 2022 consultant report, ensuring officers know to act as mentors and educators, not just enforcers.

### **4. Enhance Preventive and Educational Programming:**

Shift the YSO program toward a more proactive stance by formalizing YSO involvement in

**prevention programs.** The Board could encourage the development of a yearly plan for YSOs that includes a set number of preventive activities per month (for example, teaching safety classes, running a student crime prevention club, or organizing informational assemblies). YSOs could partner with health teachers or counselors to address topics like bullying, mental health awareness, substance abuse, and digital safety. Moreover, establish **regular relationship-building opportunities:** YSOs should be introduced to students at the start of the year (e.g., at grade-level meetings) with an emphasis on their supportive role and encouraged to engage in informal positive interactions (having lunch with students, attending school games in a supportive capacity, etc.). These efforts will help students see YSOs as approachable and caring. The Board might allocate resources or time for YSOs to receive training in delivering such programs (some may not naturally know how to “teach” a class, so training via NASRO or similar organizations on the SRO triad model could help). The district can address the gap in the program’s feeling too reactive by making prevention a core part of the YSO’s job. The success of this recommendation can be measured by tracking activities (e.g., number of presentations given, students reached) and perhaps surveying students annually on their perceptions of safety and the YSOs.

##### **5. Expand Mental Health and Counseling Support (Integrated Approach):**

As part of the safety and well-being strategy, the Board should continue increasing investment in mental health professionals in schools and ensure YSOs work with them. This means having sufficient counselors, school psychologists, and social workers so that when incidents involving mental health or social issues arise, *those* experts are available to lead the response with YSO backup as needed. One actionable step is to create **multidisciplinary teams** at each secondary school (if not already in place) consisting of the YSO, a counselor, an administrator, and a social worker who meet regularly to review at-risk students or situations. This echoes the Cambridge Safety Net model, aiming to intervene early and connect youth with services instead

of the justice system. The Board could advocate for county support in this integrated approach – for example, asking the county mental health department to dedicate a liaison to work with our YSOs for high-risk cases. By bolstering mental health resources, the district ensures YSOs are not the only resource to handle complex student needs, thereby reducing the burden on officers and likely leading to better student outcomes (since underlying issues like trauma or illness are addressed). In budget terms, this might mean funding additional counseling positions or reallocating some safety budget to training joint intervention teams. The payoff is a more holistic safety net that addresses the root causes of student crises, not just the symptoms.

#### **6. Increase YSO Program Transparency and Accountability:**

To maintain public trust, the Board should implement a framework for **regularly reviewing YSO program data and community feedback**. We recommend that the Superintendent provide an **annual YSO Program Report** to the School Board (and make it public), which could include number of incidents YSOs responded to (categorized by type), number of arrests or law enforcement actions taken on campus, number of preventative activities completed, results of any student/parent/staff surveys about the program, and training updates. Additionally, data should be disaggregated by student demographics to monitor equity. This transparency will show the community that the district is carefully tracking the program's impact – for example, if the data show low arrests and mostly preventative interactions, that can counter the narrative that YSOs are criminalizing schoolchildren. Conversely, if any concerning trends appear, they can be addressed promptly with policy or practice adjustments.

The Board might also consider forming a **stakeholder advisory group** or leveraging existing committees (such as a School Safety Committee or the Beaverton Safe Schools Alliance if one exists) to review the YSO program and suggest improvements periodically. This group could include school administrators, a teacher, a parent, a student, a representative from the police, and perhaps a member of the Human Rights Advisory Commission. Such a group would

provide diverse perspectives and keep lines of communication open, further building community trust. The district demonstrates accountability by instituting oversight and feedback loops, which is particularly important given prior community concerns that recommendations were not fully acted upon.

### **7. Ensure Adequate YSO Staffing and Equitable Coverage:**

Finally, in partnership with law enforcement, the Board should evaluate whether the current number of YSOs and their deployment is sufficient. If certain schools or regions have less coverage (for instance, if many elementary schools share one YSO), consider negotiating for additional officer support or reassigning resources to high-need areas. This might involve budgeting for additional contract hours or finding creative solutions like having rotating “on-call” YSO support for smaller schools. The survey feedback suggests that principals desire more presence; thus, incremental increases (like an officer visiting each elementary school weekly rather than bi-weekly) could make a difference in visibility and response. Any expansion should be weighed against budget and the ability to maintain quality (it is better to have fewer well-trained officers than many without proper training). However, if the district invests more in safety personnel, adding YSO capacity is one option to consider alongside other measures (like security technology or more campus supervisors). An analysis of incident data can inform this decision – if certain schools have frequent safety incidents, they may justify a dedicated YSO. The Board’s support in advocating for these resources with city/county partners will be necessary, since ultimately, police agencies assign the officers.

By implementing these recommendations, the School Board can help evolve the YSO program into a model of best practice. The focus is on **maximizing safety and positive student relationships while minimizing risks of over-policing or inequity. Many of these steps (clear roles, training, prevention, oversight) are interlocking pieces—together, they ensure that YSOs are used in the right ways and supported by the right systems.**

# Conclusion and Next Steps

The gap analysis conducted with our building and district leaders underscores a clear message: **Youth Resource Officers are a valuable asset to the Beaverton School District when adequately utilized.** The program has strong support among those who work most closely with it – our principals and administrators – who witness daily the contributions YSOs make to keeping our schools safe and our students supported. From quick emergency responses that may prevent tragedies to the mentorship and kindness officers show students, the YSO program’s benefits to safety, student well-being, and community rapport are significant. These findings align with broader evidence that well-implemented school officer programs can enhance safety and even reduce serious incidents on campus.

However, the analysis also illuminated critical areas where the program should improve. Concerns about student perceptions, the importance of focusing on serious threats (and not minor discipline), and the need for more prevention and coordination with mental health resources are all areas that the district must address moving forward. These are not insurmountable challenges; on the contrary, they represent an opportunity to refine the YSO program to embody the best of what such a partnership can offer. By adopting the recommendations in this report, the School Board can ensure that our YSO program keeps pace with community expectations and national best practices, thereby **filling the gaps identified and strengthening the program’s overall effectiveness.**

## Next Steps:

Following the acceptance of this report, the following steps would be:

1. **Board Deliberation and Policy Direction:** The School Board should discuss these findings and determine policy directives (e.g., instruct the Superintendent to renegotiate

the YSO agreement with specific provisions or update district policy on police involvement in schools). A Board resolution affirming support for YSOs and the expectation of the outlined reforms could be a powerful way to codify the district's direction.

2. **Implementation Plan:** The Superintendent's Office, in collaboration with relevant departments (Student Services, Safety, and School Leadership) and law enforcement partners, should develop a concrete implementation plan for the recommendations. This plan should include timelines – for instance, “By Fall 2025, all YSOs will have completed enhanced training modules; by Spring 2026, data tracking systems will be in place for quarterly reports,” etc. It should also assign responsibilities (who will organize training, who will draft the MOU changes, etc.).
3. **Stakeholder Communication:** As changes are rolled out, communicate with stakeholders. Inform students, staff, and parents about the evolving YSO program. Emphasize the positive changes: more safety education, clarity that officers are there for protection, not punishment, increased transparency, etc. This communication can improve community buy-in and alleviate concerns. For example, if a segment of the community is worried about policing in schools, showing that the district is implementing measures like bias training, clear role limits, and oversight may help build trust that the program is being handled responsibly.
4. **Monitoring and Feedback:** Establish the recommended oversight mechanisms promptly. If an advisory group or committee is to be involved, identify members and set meeting schedules. Ensure the first annual (or biannual) YSO program report is scheduled – perhaps the first could be an update to the Board at the end of the next school year to report progress on these changes and any early data on outcomes.
5. **Continuous Improvement:** Treat the YSO program as a dynamic part of the district's approach to safety. Regularly incorporate new research findings or community feedback.

For instance, if new state guidelines on SROs are issued or if data shows a need to adjust strategies, be ready to do so. The Board might request a more comprehensive program review every few years to ensure it remains aligned with district values and goals.

In closing, the safety and well-being of students is a collective responsibility. YSOs, when integrated thoughtfully into our schools, are a critical component of that responsibility – **they are not a panacea. Still, they are a force multiplier** for a safe educational environment. By approving the recommendations in this report and supporting their implementation, the School Board will be taking proactive steps to ensure that every student in Beaverton School District can learn in a setting that is not only physically safe but also welcoming and supportive. The data and voices from our leadership team strongly suggest that this balanced approach – sustaining the YSO program with strategic improvements – is the right path forward. We strive for a model where YSOs are seen by all as **guardians and mentors** in our schools, helping every child to feel safe, valued, and able to thrive.

The Board’s guidance and oversight will be crucial in this process. With clear direction and continued collaboration between the district, law enforcement, and the community, Beaverton can set a positive example of how to ensure school safety to uplift student well-being and public trust.

## Appendix A

**Table 1:**

**Top Services Provided by YSOs for Student Safety**

<b>Rank</b>	<b>Service Provided</b>
1	Wellness checks on students
2	Home visits
3	Access to weapons investigations
4	Social media threat investigations
5	Family support interventions

**Table 2:**

**Descriptive Roles of YSOs (Summarized)**

<b>Frequency</b>	<b>Descriptor</b>
High	Mentor, Supporter, Partner
Moderate	Critical, Protector, Guide
Low	Enforcer, Counselor

**Table 3:**

**Services Provided by YSOs for Building and Community Safety**

<b>Rank</b>	<b>Service Provided</b>
1	Campus intruder response
2	Traffic patrol and supervision
3	Safe Oregon tip line support
4	Hate/bias crimes investigation
5	Visible presence during events

**Table 4:**

### Most Valued Supports from YSOs

Rank	Type of Support
1	Partnership in ensuring safety
2	Credibility and reassurance
3	Emotional support to students (e.g., comfort, reassurance)
4	Administrative support (crisis management assistance)
5	Authoritative yet non-threatening presence

**Table 5:**

### Potential Impact of Removing YSOs (Leader Responses)

Frequency	Potential Impacts
High	Decreased emergency response speed
High	Negative impact on the emotional well-being of students
Moderate	Reduced proactive safety measures
Moderate	Increased use of personnel not adequately trained for crisis
Low	Uncertainty regarding district liability

**ITEM FOR FUTURE ACTION****SERVICE AREA BOUNDARY ADJUSTMENT****SUMMARY**

A small twelve parcel residential subdivision is being developed within the service boundary of Portland Public Schools (PPS). These twelve parcels are isolated from PPS campuses, which would require significant transportation requirements if students attended PPS schools. The developer, new property owners, and Portland Public Schools have asked Beaverton School District to adjust the service boundary to allow the twelve parcels to be located in the BSD service boundary.

**BACKGROUND**

In 2014, the state of Oregon took the extraordinary step to move the Multnomah and Washington County boundary to facilitate the development of an area in the Bonny Slope neighborhood that was brought into the Urban Growth Boundary in 2002. At the same time, the state moved the special service district boundaries to support the future new development. These special service districts included Clean Water Services and Tualatin Valley Water District. For reasons that are not clear, the state did not move the school district boundary in 2014.

In 2019, Washington County approved a 37-parcel land division, called Timber Ridge Estates, in which twelve of the parcels were located in the Portland Public Schools boundary and 25 parcels were located in the Beaverton School District boundary. This did not become known until the new property owners attempted to register their children in Beaverton School District schools, at which time the impacted property owners were informed that they resided within the PPS service boundary.

In fall 2024, the developer of the subdivision approached both BSD and PPS to determine if there was a solution that both districts could offer to resolve the issue facing the neighborhood. PPS undertook a study to determine how it would serve students living in this development. The location of the residential development would make transportation difficult, and given its proximity to the Beaverton School District, changing the district boundary to follow the county boundary lines would better serve the families in this area. BSD determined that sufficient capacity exists at Bonny Slope Elementary School, Tumwater Middle School, and Sunset High School to accommodate the potential number of students that could be generated from the twelve parcels. Consistent with Board Policy JCA, BSD and PPS staff have been in communication to coordinate the potential for a service area boundary change between the two districts.

**RECOMMENDATION**

The superintendent recommends the board delegate authority to the superintendent or designee to coordinate and cooperate with the Portland Public Schools staff to facilitate the adjustment of the service boundary whereby twelve residential parcels are added to the Beaverton School District service boundary.

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## **SCHOOL BOARD RESOLUTION**

Approving a School District Boundary Change between Beaverton School District and Portland Public Schools.

### **Recitals**

WHEREAS, in 2014, the State of Oregon moved the jurisdictional boundaries between Multnomah County and Washington County to facilitate the development of an area in the Bonny Slope neighborhood that was brought into the Urban Growth Boundary in 2002.

WHEREAS, the jurisdictional boundary change was necessitated because the necessary infrastructure and local service providers to facilitate the development of the area was located within Washington County.

WHEREAS, there were no homes in this area although most of the surrounding area was within the Beaverton School District boundary.

WHEREAS, in 2019 Washington County approved a 37-parcel land division, called Timber Ridge Estates, in which 12 of the parcels were located in the Portland Public Schools boundary and 25 parcels located in the Beaverton School District boundary.

WHEREAS, in 2023 development of the new residential development commenced including the 12 new homes which are located within the PPS district boundary in Washington County.

WHEREAS, Portland Public Schools studied the ability to serve students living in the 12 subject parcels and concluded that a service boundary change with Beaverton School District would better serve the families in this area.

WHEREAS, Beaverton School District staff have determined that sufficient capacity exists at Bonny Slope Elementary School, Tumwater Middle School, and Sunset High School to accommodate the potential number of students that could be generated from the 12 parcels.

WHEREAS, consistent with Board Policy JCA, Beaverton School District and Portland Public Schools staff have been in communication to coordinate the potential for a service area boundary change between the two districts.

WHEREAS, upon approval of both the Beaverton School District and Portland Public Schools board, the Portland Public School Superintendent will file petitions with the Multnomah County and Washington County boundary boards requesting a change to the PPS boundary line to follow the county boundary line.

NOW THEREFORE, the Beaverton School District Board delegates authority to the Superintendent or their designee to coordinate and cooperate with the Portland Public Schools staff to facilitate the adjustment of the service boundary whereby 12 residential parcels are added to the Beaverton School District service boundary.

Adopted by by Board this \_\_\_\_\_ day of \_\_\_\_\_ 2025.

Signed by the Board chair this \_\_\_\_\_ day of \_\_\_\_\_ 2025.

SIGNED:

\_\_\_\_\_  
Dr. Karen Pérez, Board Chair

\_\_\_\_\_  
Dr. Gustavo Balderas, Superintendent

# JCA - Interdistrict Boundary Review/Adjustment

*Code: JCA*

*Readopted: 5/14/18*

*Adopted: 6/13/16*

*Orig. Code(s): JCA*

The district may, from time to time, review all or subsections of its district service boundary in relationship to neighboring school district boundaries.

District-initiated reviews are governed by Oregon Revised Statute (ORS) Chapter 330. This policy in no way is intended to govern or control any internal school attendance boundary reviews and/or changes.

Review will involve discussions and collaboration with other school districts adjoining the area under consideration. Any adjustments to the district's boundary should be agreed upon by all impacted school districts and their respective school boards. The respective school boards shall jointly agree to objectives for the boundary review and potential adjustment prior to commencing with the review.

The district will participate in these conversations in a joint and collaborative way, when possible including representation from the board and superintendent of each district impacted. Further, the district will seek out public feedback and comment, particularly from those that would be directly impacted from a proposed boundary adjustment.

END OF POLICY

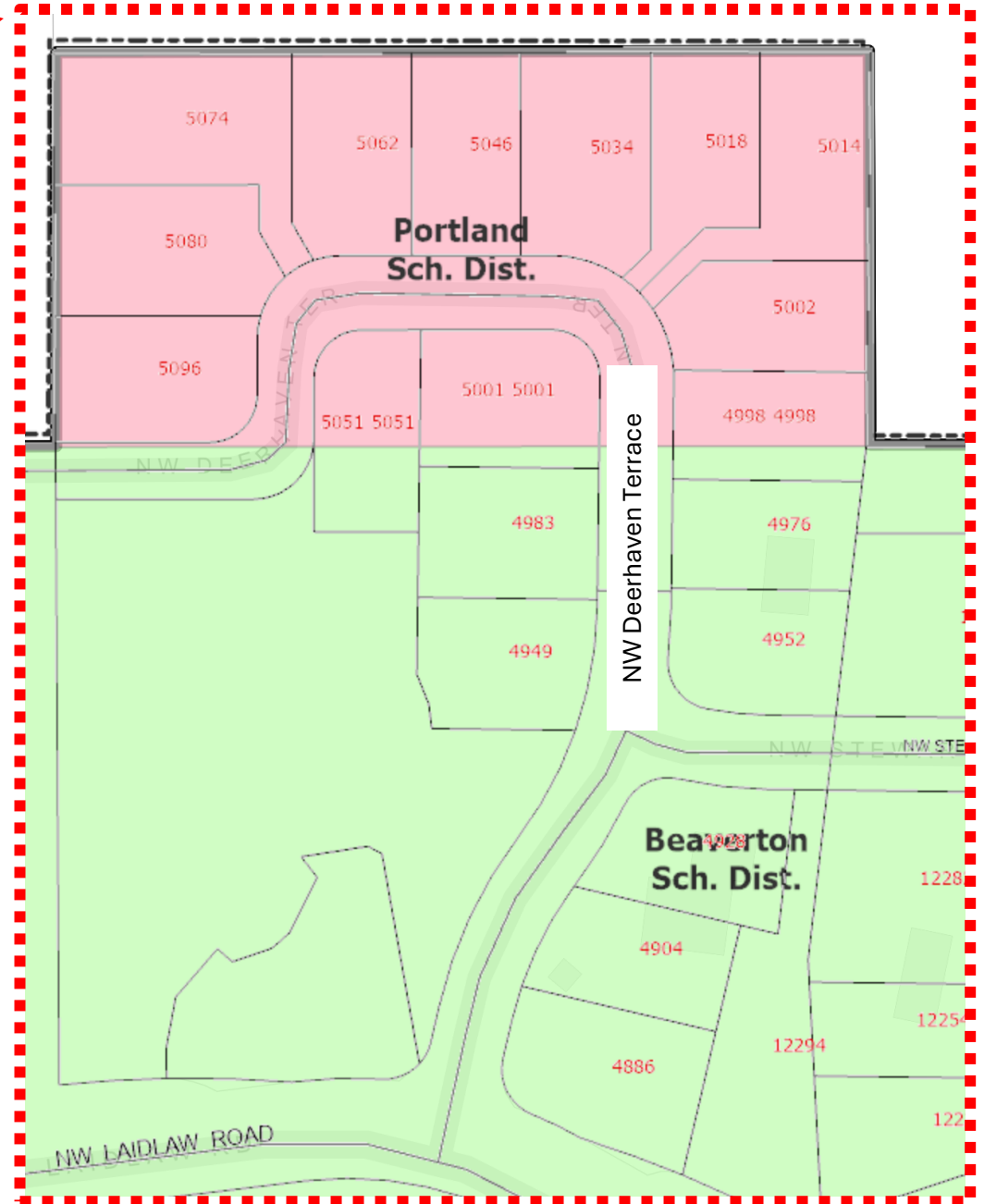
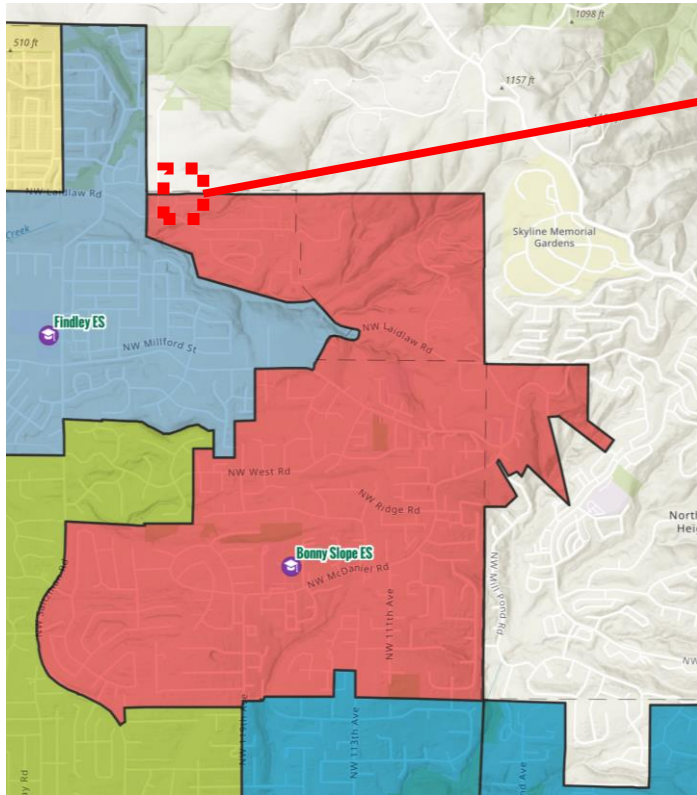
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## **Legal Reference(s):**

[\*\*ORS 330\*\*](#).080 to - 330.107

[\*\*ORS 332\*\*](#).107

# Timber Ridge: NW Deerhaven Terrace – PPS & BSD IDT Agreement



## Lots within PPS that will be granted IDT to BSD (Bonny Slope / Tumwater / Sunset)

1. 5001 NW Deerhaven Terrace (lot is split, will treat as remaining in PPS) 1N122CB06900
2. 5051 NW Deerhaven Terrace (lot is split, will treat as remaining in PPS) 1N122CB06800
3. 4998 NW Deerhaven Terrace (lot is split, will treat as remaining in PPS) 1N122CB05800
4. 5002 NW Deerhaven Terrace 1N122CB05900
5. 5014 NW Deerhaven Terrace 1N122CB06000
6. 5018 NW Deerhaven Terrace 1N122CB06100
7. 5034 NW Deerhaven Terrace 1N122CB06200
8. 5046 NW Deerhaven Terrace 1N122CB06300
9. 5062 NW Deerhaven Terrace 1N122CB06400
10. 5074 NW Deerhaven Terrace 1N122CB06500
11. 5080 NW Deerhaven Terrace 1N122CB06600
12. 5096 NW Deerhaven Terrace 1N122CB06700

**ITEM FOR ACTION AT A FUTURE MEETING****NWRESD BOARD ELECTION****SUMMARY**

The Northwest Regional Education Service District Board of Directors Zone 4 position's term will expire on June 30, 2025. Vacancies of NWRESD numbered zone positions are filled through election by the component district boards in that zone. NWRESD has completed the application process for candidates and received one application from Michelle Graham, the incumbent.

**BACKGROUND**

Vacancies on the NWRESD board in numbered zone positions are filled through election by the component district boards in that zone. NWRESD has divided its four-county region into five zones of approximately equal population. From each of these zones, each school district board has one vote to determine who will represent that zone on the NWRESD board. The NWRESD board has four additional appointed positions representing community populations.

Beaverton School District is represented by Zone 4 (northern part of district including Westview and Sunset High School attendance areas) and Zone 5 (southern part of district including Aloha, Beaverton, Mountainview and Southridge High School attendance areas). Zone 4 spans several districts and all participate in electing candidates to the position. In Zone 5, Beaverton is the only component district and the only vote in this election process.

The term of the board member in the Zone 4 position will expire on June 30, 2025. The person elected to fill the Zone 4 position will serve from July 1, 2025 to June 30, 2029. NWRESD completed the application process and one candidate applied for election: the incumbent, Michelle Graham.

**RECOMMENDATION**

This is presented for initial consideration. The board will take action at its next meeting on June 2 to decide whether to vote for the candidate for the NWRESD Zone 4 seat.

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**ITEM FOR ACTION AT A FUTURE MEETING****CONSIDER PROPOSED REVISIONS TO BOARD POLICIES GCBDD, IKF****SUMMARY**

Revisions are recommended to update school board policies GCBDD and IKF. Changes were generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and/or regulations and best practices, and integrated and recommended by staff. Most of the proposed changes are necessary to align district policy to changes in the law.

**POLICY DRAFT KEY**

<u>Blue Underlined</u>	Recommended language additions or changes
<del>Red Strikethrough</del>	Removed outdated language
<i>Black Italicized</i>	Existing language moved within policy

**BACKGROUND****GCBDD - Sick Time - NEW**

The district proposes adopting this recommended policy from OSBA which aligns with Oregon law providing that the district as an employer must provide sick time to all employees as defined in ORS 653.601. The provision and use of sick time for most employees is governed by the district's agreements with its employee associations. This policy would not alter the provisions articulated in those agreements; it would establish sick time provisions to apply only where not otherwise specified in an applicable employee agreement.

**IKF - Graduation Requirements - REVISED**

This update adds language to align with changes in state law regarding new graduation requirements including personal financial education and higher education and career path skills, reflect the change in Oregon high school completion options to eliminate the alternative certificate and provide a certificate of attendance, and include the new provision to waive certain diploma requirements for students who complete a full International Baccalaureate diploma or career-related program.

**RECOMMENDATION**

The proposed revisions to these policies are presented for initial consideration and will come before the board for approval at its next meeting:

- Adoption of board policy GCBDD
- Revisions to board policy IKF

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## Graduation Requirements\*\*

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The board establishes graduation requirements for awarding of a high school diploma, a modified diploma, ~~or~~ an extended diploma, and requirements for awarding of a certificate of attendance, and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. ~~A foster child~~ In foster care<sup>1</sup>;
2. Experiencing houselessness<sup>2</sup> ~~Homeless~~;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; ~~or~~
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; ~~or~~
7. Enrolled in an approved recovery school under ORS 336.680<sup>3</sup>.

For any student identified above, the district shall accept any credits earned by the student in an accredited educational program<sup>4</sup>, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

### Diploma

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<sup>1</sup> ~~As~~ "Foster child" is defined in ORS 30.297.

<sup>2</sup> See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

<sup>4</sup> "Educational program in this state" means an educational program that is provided by a school district, public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 323.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits<sup>5</sup> which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts<sup>6</sup> (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (~~shall include which includes a minimum of 0.5 credits in of U.S. civics credit<sup>7</sup>~~ in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for U.S. and world history, geography, and economics and financial literacy<sup>8</sup> (including personal finance));
5. One-half credit of higher education and career path skills<sup>9</sup>;
6. One-half credit of personal financial education<sup>10</sup>;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in world languages<sup>11</sup>, career technical education or the arts (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student’s personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

Alternatively, in accordance with OAR 581-022-2000, a student will be considered to have satisfied the credit requirements for a high school diploma if they complete a minimum of 24 credits that include:

1. All the requirements for an International Baccalaureate Diploma Program or an International Baccalaureate Career-Related Program, as described by the International Baccalaureate Organization;
2. One-half credit of higher education and career path skills<sup>9</sup>; and
3. One-half credit of personal financial education<sup>10</sup>.

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<sup>5</sup> If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following lists. ~~However, if the district provides an education as described in ORS 336.585 or 336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.~~

<sup>6</sup> “Language arts” includes reading, writing and other communications in any language, including English.

<sup>7</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

<sup>8</sup> This requirement is replaced with one-half credit of personal finance education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

<sup>9</sup> Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>10</sup> Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>11</sup> “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

To receive a diploma, in addition to credit requirements outlined in ~~OAR 581-022-2000~~ [above](#), a student must<sup>12</sup>:

1. [Demonstrate proficiency in the Essential Skills of reading, writing and applying mathematics in a variety of settings<sup>12</sup>](#);
2. Develop an education plan and build an education profile;
3. Demonstrate extended application [of standards](#) through a collection of evidence ([or include evidence in existing collection\(s\)](#)); and
4. Participate in career-related learning experiences.

### Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic [content](#) standards adopted by the State Board of Education for a [high school](#) diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. [The student H](#)has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. [The student H](#)has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits, [with at least 13 of those credits to](#) ~~which shall~~ include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (must include a minimum of 0.5 credits in civics in addition to history, geography and economics (~~including personal finance~~));
5. [One-half credit in personal financial education<sup>13</sup>](#);
6. [One-half credit in higher education and career path skills<sup>13</sup>](#);
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

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<sup>12</sup> ~~The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021). The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.~~

<sup>13</sup> [This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.](#)

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. [Demonstrate a proficiency in the Essential Skills of reading, writing and applying mathematics in a variety of settings<sup>14</sup>](#);
2. Develop an education plan and build an education profile; and
3. [Demonstrate extended application of standards through a collection of evidence \(or include evidence in existing collection\(s\)\).](#)

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in [the achievement level](#) ~~learning expectations~~, construct, or ~~content that is to be measured, grade-level standard, or~~ measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. [The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment](#);
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified ~~Smarter-Balanced~~ [statewide](#) assessment.

A student's school team [\(which must include an adult student, parent/guardian of the student\)](#) shall decide ~~that if~~ a student ~~will should~~ work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

~~Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma:~~

[For students with a documented history as described above, the district shall annually provide their parents or guardians, beginning no later than grade 5 or upon establishment of the documented history, with:](#)

1. [Information regarding the availability and requirements for a high school diploma, modified diploma, and extended diploma; and](#)
2. [A written disclosure stating that students awarded a certificate of attendance:](#)

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<sup>14</sup> [The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.](#)

- a. [Will not be counted as high school graduates in state or district reporting; and](#)
- b. [May not represent that they have received a high school diploma on applications for employment, military service, financial aid, post-secondary education, or for any other official purpose.](#)

## **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a [high school](#) diploma while receiving [reasonable](#) modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than ~~six~~ [6](#) credits in a self-contained special education classroom, and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics and a minimum of 0.5 credits in civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language.
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

[For students with a documented history as described above, the district shall annually provide their parents or guardians, beginning no later than grade five or upon establishment of the documented history, with:](#)

1. [Information regarding the availability and requirements for a high school diploma, modified diploma, and extended diploma; and](#)
2. [A written disclosure stating that students awarded a certificate of attendance:](#)
  - a. [Will not be counted as high school graduates in state or district reporting; and](#)
  - b. [May not represent that they have received a high school diploma on applications for employment, military service, financial aid, post-secondary education, or for any other official purpose.](#)

## **Certificate of Attendance**

[A certificate of attendance may be awarded to students who meet all of the following criteria:](#)

1. [Maintain regular, full-time attendance for at least four years, beginning in grade nine;](#)
2. [Do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma; and](#)
3. [Have a documented history of being unable to maintain grade-level achievement despite appropriate modifications and accommodations.](#)

"Documented history" means evidence in the student's cumulative record and education plans demonstrating the inability, over time, to maintain grade-level performance with appropriate modifications and accommodations.

For students with a documented history as described above, the district shall annually provide their parents or guardians, beginning no later than grade 5 or upon establishment of the documented history, with:

1. Information regarding the availability and requirements for a high school diploma, modified diploma, and extended diploma; and
2. A written disclosure stating that students awarded a certificate of attendance:
  - a. Will not be counted as high school graduates in state or district reporting; and
  - b. May not represent that they have received a high school diploma on applications for employment, military service, financial aid, post-secondary education, or for any other official purpose.

~~Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.~~

### **Alternative Certificates**

~~Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.~~

### **Other District Responsibilities**

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve a high school diploma, a modified diploma, and extended diploma, or an alternative certificate at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student ~~the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student~~ who has the documented history listed under the ~~above~~ modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason that student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district ~~shall~~ must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance in the later of four years after starting ~~the ninth~~ grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy complete the requirements for a modified diploma; or an extended diploma ~~or an alternative certificate~~ in less than four years but not less than three years. To satisfy the requirements for a modified diploma; or an extended diploma ~~or an alternative certificate~~ in less than ~~four~~ 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy

of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or ~~an alternative certificate~~ [a certificate of attendance](#) shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or [a certificate of attendance](#) ~~an alternative certificate~~ shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. ~~and w~~When added together, [the district will](#) provide a total number of hours of instruction and services [to the student that](#) equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school. [The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.](#)

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, [a certificate of attendance](#) ~~an alternative certificate~~ or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or [certificate of attendance](#) ~~alternative certificate~~ is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

~~The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>15</sup> and submitting the form to the district.~~

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

~~The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.~~

**END OF POLICY**

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### Legal Reference(s)

<sup>15</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)  
[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

Test Administration Manual, published by the Oregon Department of Education.

*Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*, published by the OREGON DEPARTMENT OF EDUCATION.

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## Sick Time\*

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In accordance with Oregon law , the district shall provide sick time to all employees as defined in ORS 653.601. The provision and use of sick time for most employees is governed by the district's agreements with its employee associations. The following provisions shall apply unless otherwise specified in the pertinent collective bargaining agreement, statement of benefits, contract or other agreement.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district and are eligible to use sick time beginning on the 91st calendar day of employment with the district and may use sick time as it is accrued.

Eligible employees shall accrue paid sick time at the rate of one hour of paid sick time for every 30 hours the employee works, up to 40 hours of paid sick time per year. Up to 40 hours of accrued sick time may be used per fiscal year. Up to 40 hours of unused sick time may be carried over to the subsequent year.

Sick time shall be taken in hourly increments. Sick time may be used for the employee's or a family member's mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with qualifying Family Medical Leave (FMLA), Paid Family and Medical Leave Insurance (PFMLI) or Oregon Family Leave (OFLA). Sick time may also be used in the event of a public health emergency or for leave to address domestic violence, harassment, sexual assault, bias, or stalking under ORS 659A.272.

The appropriate use of sick time as provided by state law may not lead to or result in an adverse employment action against the employee. The district may discipline an employee for violating workplace policies and procedures related to the use of sick time.

The district reserves the right to require<sup>1</sup> verification or certification in accordance with law of the need for the sick time, including a medical verification or certification paid for by the district. If an employee fails to provide verification or certification or fails to provide other evidence as required by the district, the employee shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA, PFMLI or OFLA leave, sick time leave and qualifying FMLA, PFMLI or OFLA leave may run concurrently.

When the reason for sick time is consistent with ORS 332.507, sick time leave and leave pursuant to ORS 332.507 may run concurrently.

If the reason for sick time is a foreseeable absence, the district requires an employee to provide advance notice of the intention to use sick time 10 days prior to when the requested sick time is to begin or as soon as otherwise practicable. When an employee uses sick time for a foreseeable absence, the employee shall take reasonable

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<sup>1</sup> In the case of need for leave under ORS 659A.272, the district may not require the verification or certification to explain the nature of the illness or details related to the domestic violence, sexual assault, harassment, bias or stalking which necessitates the use of sick time. 417

effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, inservice training, mandatory meetings). Substitute employees may not accept a daily assignment for a day they anticipate needing to take sick time.

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district at least 24 hours in advance or, when circumstances prevent the employee from providing notice as required, as soon as practicable.

The district shall establish a standard process to track sick time for eligible employees.

END OF POLICY

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Legal Reference(s):

[ORS 332.507](#)

[ORS 342.545](#)

[ORS 342.610](#)

[ORS 659A.150 - 659A.186](#)

[OAR 839-007-0020 - 0065](#)

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).