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AGENDA

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I. CALL MEETING TO ORDER	6:30 - 6:35 p.m.	
II. <b>Community Survey Analysis</b>	6:35 - 7:20 p.m.	2
ECONorthwest		
III. <b>Roles &amp; Responsibilities of Campus Supervisors and SRO's</b>	7:20 - 8:05 p.m.	22
Rick Puente, Beaverton Police Department, Washington County Sheriff's Office, Hillsboro Police Department		
IV. <b>Community Voices</b>	8:05 - 8:50 p.m.	
Pat McCreery		
V. <b>ADJOURNMENT</b>	8:50 p.m.	
Becky Tymchuk		
VI. PUBLIC PARTICIPATION		53

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

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

# Beaverton School District SRO Experience Survey

**ECON**orthwest  
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# Scope of Work

Beaverton School District distributed an online survey to capture experiences with School Resource Officers (SROs). The survey was administered July 23rd to August 4<sup>th</sup>, 2020. About 2,500 students, parents, and teachers responded to the survey.

The survey included two questions:

1. Have you or your student(s) had any personal experiences — whether positive or negative — with School Resource Officers (SROs) on the campus of a Beaverton school? Please feel free to share.
2. What would you like our School Board to know or what questions do you have about School Resource Officers (SROs) in Beaverton schools?

Based on the responses, ECONorthwest was asked to explore:

- Were most personal experiences with SROs positive or negative?
- Do most respondents agree or disagree that SROs should be in schools?

ECONorthwest's analysis consisted of two components designed to provide the most value given the resources available for the project:

- A computer-based sentiment analysis of all responses provided a high-level understanding of respondents' tone. This allowed us to answer questions such as: Were respondents generally positive about SRO's?
- A manual review of all non-English responses (~30 responses) and a randomly selected 20% sample of all responses provided a more detailed understanding of how students have interacted with SROs and allowed us to identify common themes in how respondents feel about SROs.

# Key Findings

The majority of respondents appeared to have positive opinions about the SRO's

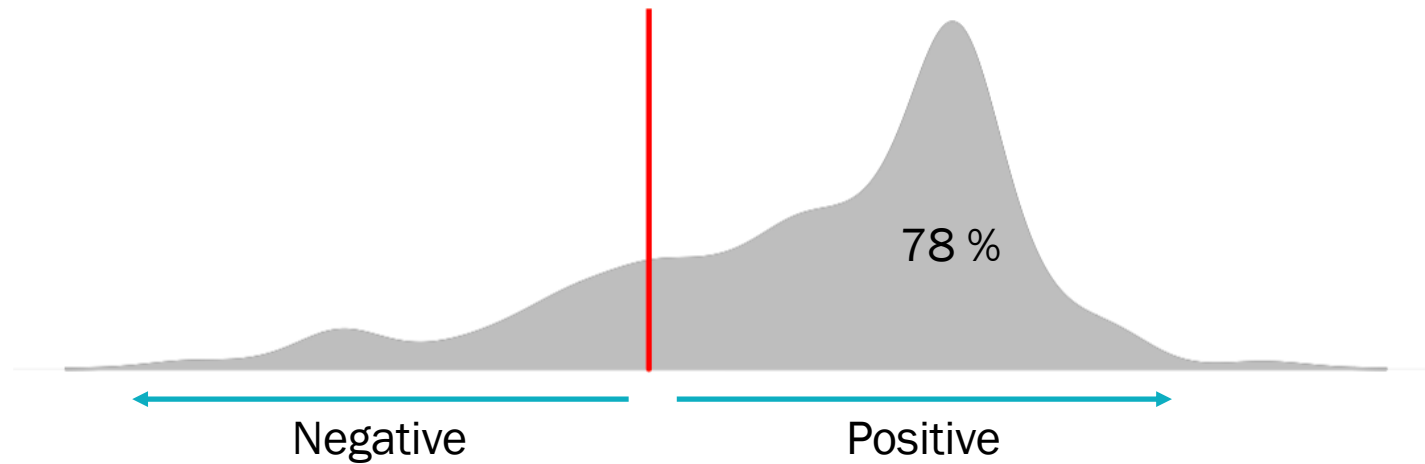
- Though not specifically asked, most respondents appeared to favor retaining the SRO program in the Beaverton School District
- Positive opinions related to school safety, discipline, and anti-bullying efforts

While many respondents expressed positive views, many parents and students also expressed concerns with the program

- Specifically, concerns about the negative impact on BIPOC students.
- These respondents also proposed to add additional screening and communication training, along with combining SROs with counselors.

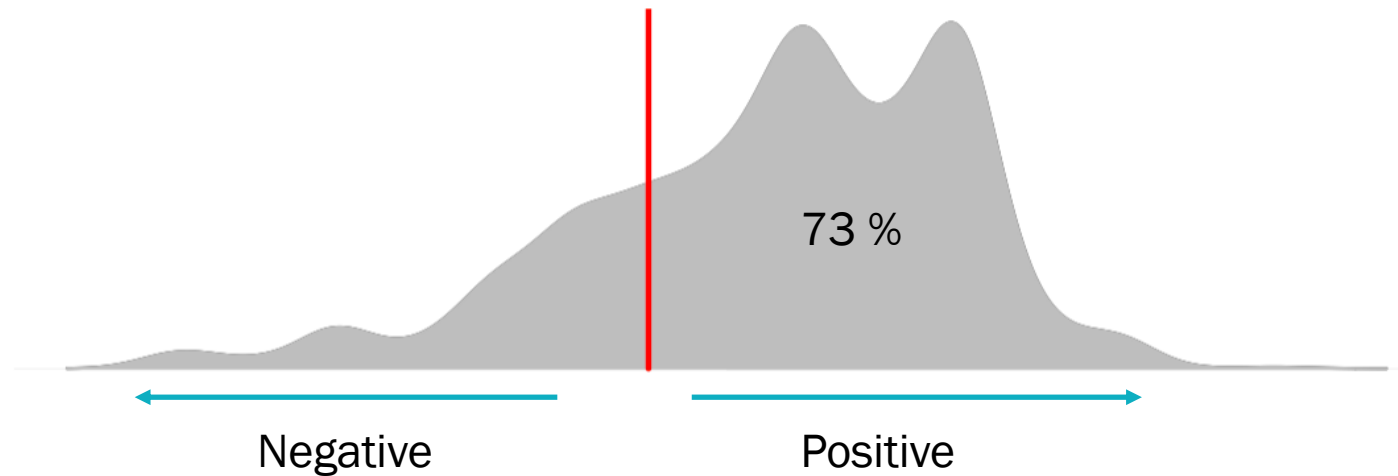
# Sentiment Valuation: Question 1

When respondents were asked about their experience with SROs, a large majority of respondents reported positive sentiments.



# Sentiment Valuation: Question 2

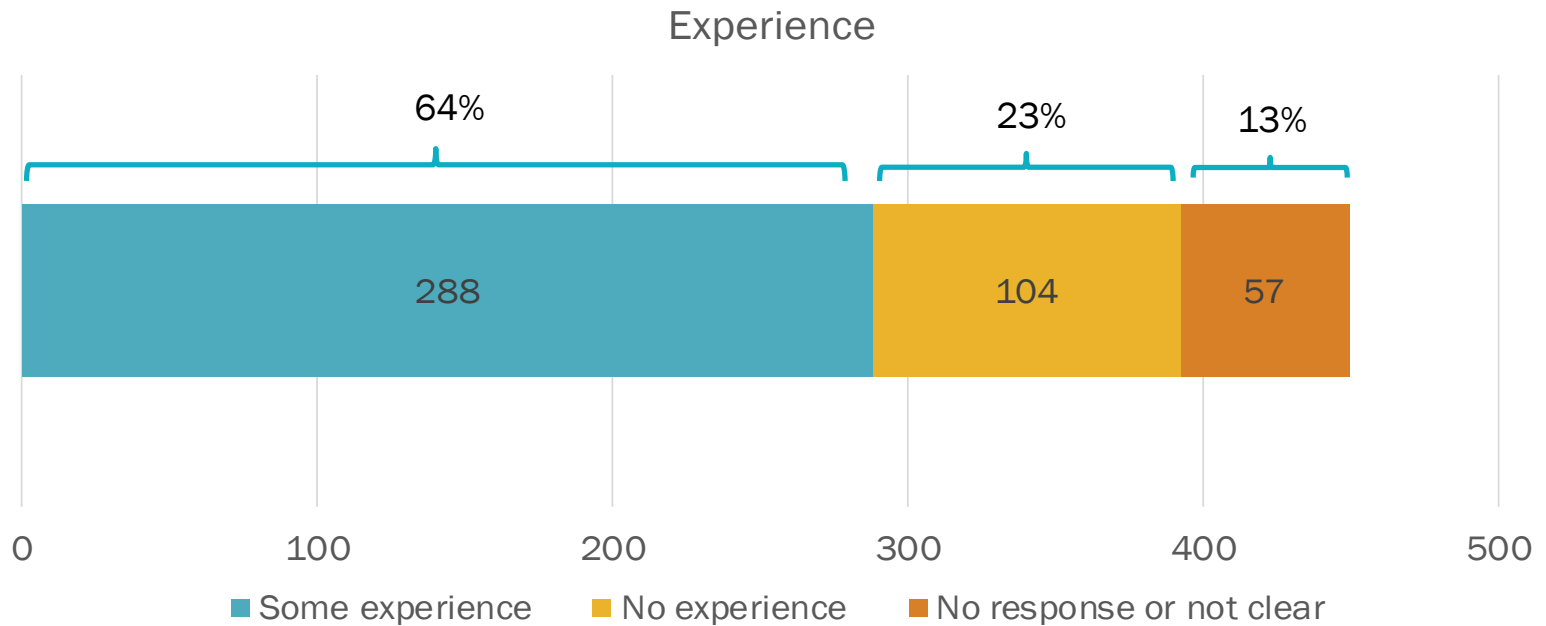
When respondents were asked about what they would like the School Board know, positive sentiment is more often detected in the sampled survey responses.





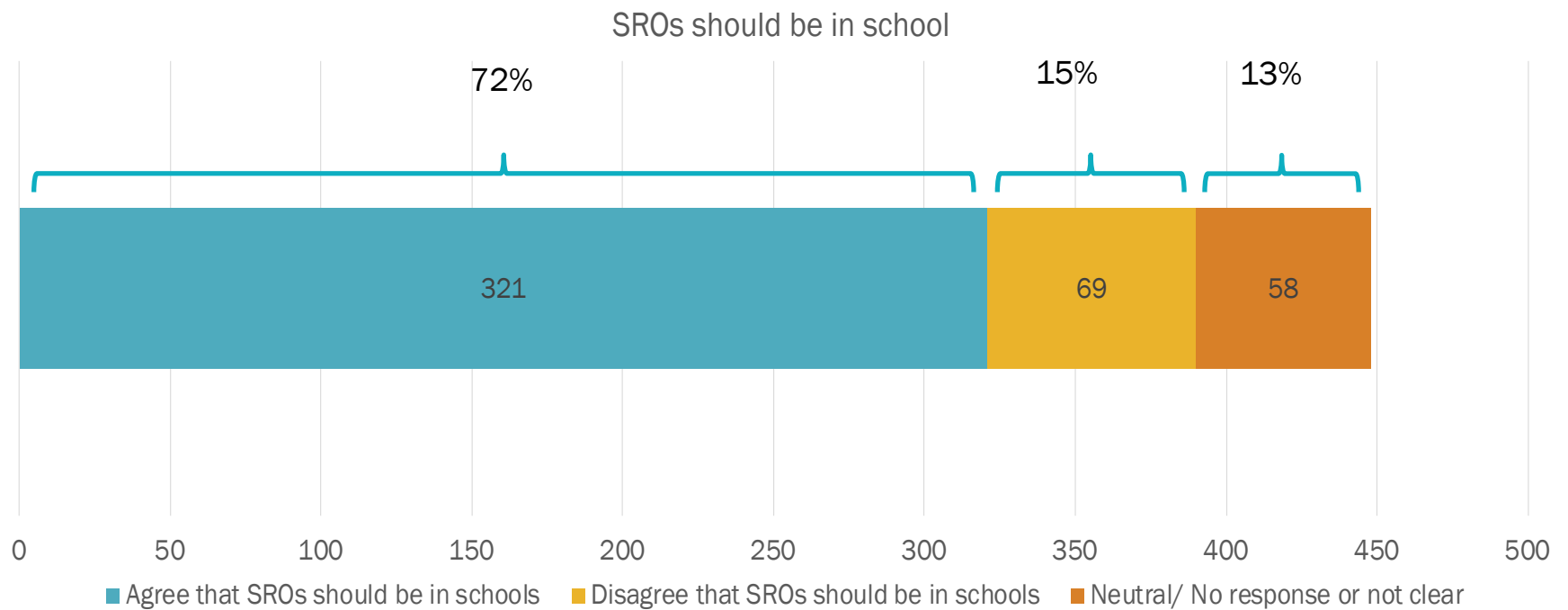
# Survey: Personal experience

64 percent of respondents reported having personal experiences with SROs.



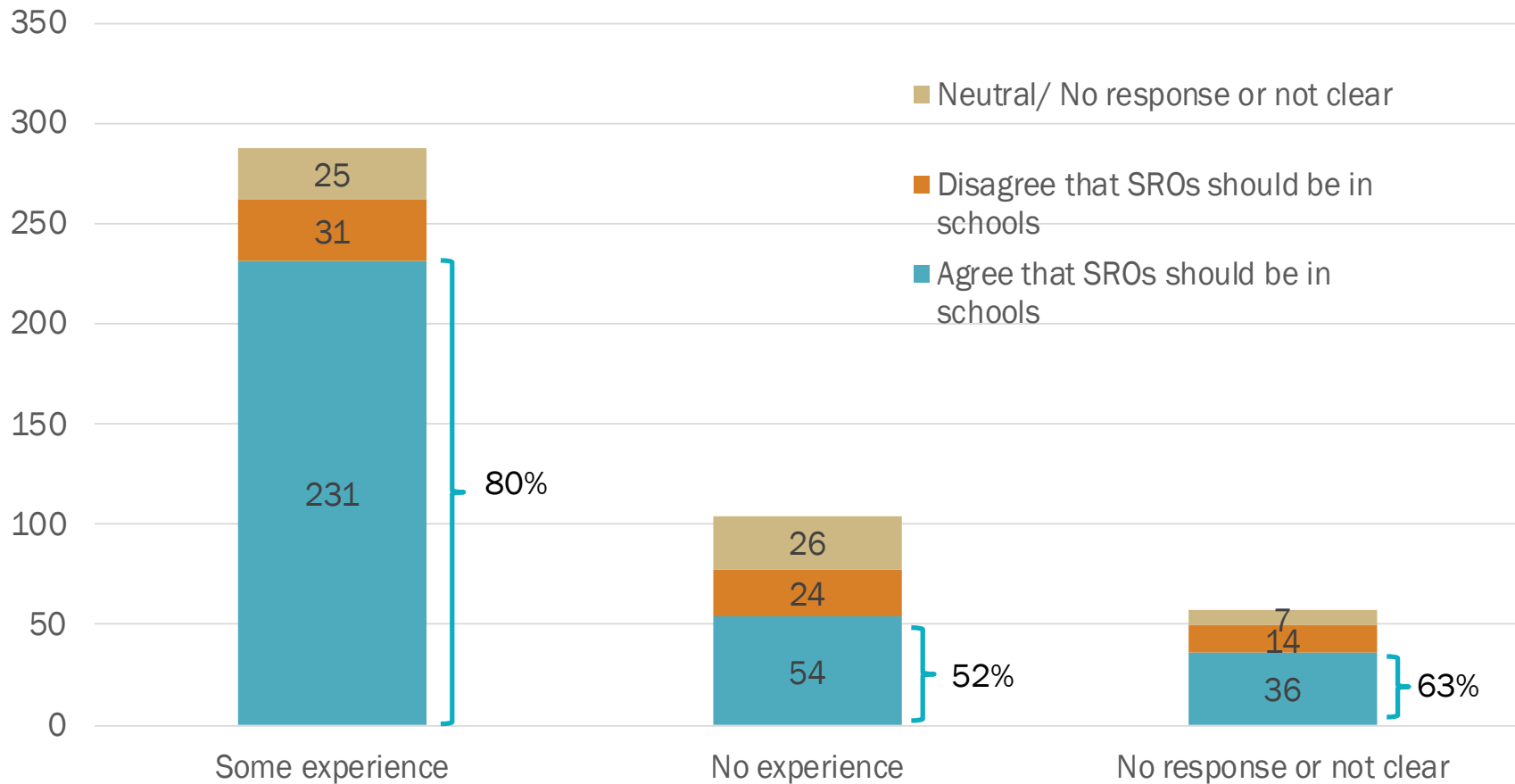
# Survey: SROs

72 percent of respondents believe that SROs should be in schools.



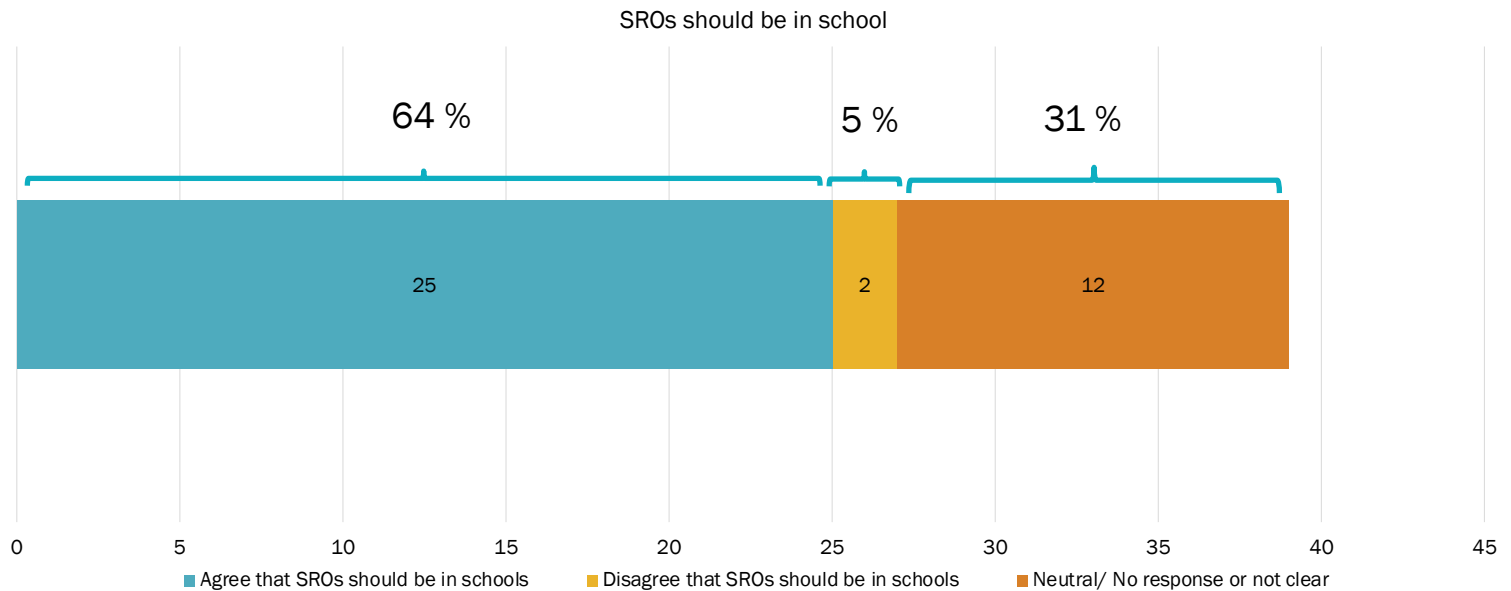
# Survey: Personal experience & SROs

Regardless people's experience with SROs, most people think that SROs should be in schools.



# Non-English Responses

39 of the responses were from non-English surveys. A smaller share, but still the majority, of these respondents think that SROs should be in school (64% versus 72% for the full 20% sample).



Negative: “...There is little interaction with the students. They are not very friendly and that creates fear...”

Positive: “...I feel much more secured to send my child to school knowing our schools are supported by local police and each school is under their watch during operation hours...”

# Common Themes

We identified the following common themes in responses of positive and negative experience. Although the fewer respondents reported negative experiences, the reported experiences were more varied.

Positive Experience with SROs	Negative Experience with SROs
Anti-bully	Discrimination toward minority students
Anti-drug	Induce fear
Role model to students	Ineffective
School safety	Gun presence
Share responsibilities	Lack of diversity in SROs,
Positive interaction with law enforcement	Lack of screening/ training
	Overstepping

# Conclusion

- **Key finding:** Overall, most respondents prefer to have SROs in the schools, although many people have concerns about the negative impact on BIPOC students.
- **Some respondents wanted to know more about the program:** How much money is spent on SROs? What exactly are SROs' duties? What kind of screening/training do SROs receive? Could funds devoted to SROs be better spent on other programs (support, counseling,...)?
- **Others had suggestions:** The School Board should listen to BIPOC communities and enact their recommendations; increase the diversity of SROs; create a hybrid model that incorporates counseling and social services to support students; ask respondents explicitly about their race, ethnicity, gender, sexuality, language in surveys of this type.

# ECONorthwest

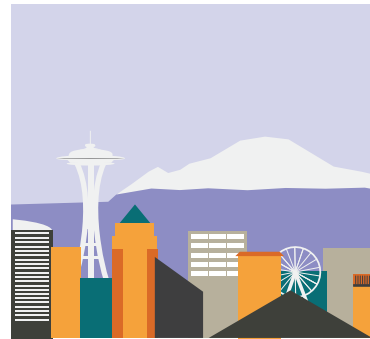
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Eugene



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Seattle



Boise

# Appendix: Positive Experience with SROs

## Anti-bully

“...They provide a stable source of authority and guidance for students subjected to bullying, drugs, peer pressure, etc.”

## Anti-drug

“...I would like a police officer or Sherriff to be at school all the time and take care of drug sales students.”

## School safety

“...while there have been no violent assaults at any campuses, would you prefer to wait in dispatch to send out a police officer, if not defended, or have someone everyone knows and trusts already on site to respond?...”

## Share responsibilities

“...It is terrifying to know that your child (with special needs) has wandered off school property and is missing, but having the resource officer available to help us was reassuring...”

## Role model to students

“...(SROs) teach students what their right and responsibility to become a better citizen...”

## Positive interaction with law enforcement

“...Many of our foster children came to us afraid of the police, and getting to meet friendly, kind and caring officers has been essential to help them overcome their fears...”

# Appendix: Negative Experience with SROs

## Discrimination toward minority students

“...It’s resoundingly negative for my students of color(past and present). 20/30 students referred to law enforcement were students of color...”

## Induce fear

“...it is undeniable that the SROs presence after the lockdown was distressing to my student and did not make them feel safe...”

## Ineffective

“...feel as if the SROs abilities are limited and very specific to their field. Too limited and too specific to be effective...”

## Gun presence

“...I don't mind that there is a dedicated SRO for assistance though I do not feel SROs are needed for each campus. I also do not think they should be armed with firearms...”

## Lack of diversity in SROs

“...Our staff and student population is predominately white, this data is likely to NOT center BIPOC voices and likely not represent the data you can easily find that there is NO BENEFIT to SROs in schools...”

## Lack of Screening/ Training

“...The disposition and temperament of the office should be evaluated during the screening process...”

## Overstepping

“...SRO's should have a very limited role in schools - to keep schools safe from school shootings or other violence, to help investigate allegations of abuse (which should not be handled by an SRO but rather a trained specialist)...”

# Appendix: Questions

Redistribute funding - “Could the monies dedicated to SRO's be better served in other areas of support...counseling, etc.?”

Screening/ training - “What is your process for choosing an officer to be a School Resource officer? Will we consider including anti-racist training?”

SROs cost - “How costly is it to obtain an SRO at each school?”

SROs duty - “I would like to know what functions officers perform on District campuses.”

Past incidents - “Have there been incidents where SRO's have treated students, staff or parents unfairly?”

# Appendix: Suggestions

Communication with BIPOC students - “...School Board should listen to BIPOC students and families and follow their lead / enact their recommendations.”

Counselling - “...a hybrid model would be a nice compromise - many of these kids are in need of trauma counseling, social services, etc...”

Demographics - “How can you not have a question on this survey that explicitly gives folks the opportunity to include their racial/ethnic identity, the languages they speak, their gender, their sexuality?...”

SROs diversity - “...need more diversity in the SROs assigned to schools. I have always seen white SROs..”

Training - “The SROs are NOT the problem. Poor training and lack of resources are...”

# Appendix: Method

- Data cleaning
  - remove white space, punctuation, common words
  - replace contraction, common abbreviation, number, and symbol
- Join data with AFINN sentiment lexicon (AFINN sentiment lexicon is a list of English terms manually rated for valence with an integer between -5 (negative) and +5 (positive))
- Flag all the sentiment vocabulary and calculate the mean sentiment valuation for each response.

# Appendix: Accuracy and Response Rate

- About 6 percent of total respondents choose to only answer question 1; another 6 percent choose to only answer question 2.
- The overall agreement between the sentiment analysis (positive/negative) and manual review (should SROs be in schools?) is over 70 percent with a confident interval of about +/-4 percentage points.

	Non response count	Non response ratio
Q1	130	5.8%
Q2	129	5.8%

	Manual Classification			Total
	Agree	Disagree	Neutral/ NA	
Positive	272	28	26	326
Negative	45	39	26	110
Neutral/ NA	5	2	6	13
<b>Total</b>	<b>322</b>	<b>69</b>	<b>58</b>	<b>449</b>

Accuracy	84%	57%	10%
Total accuracy	71%		

\*Note:

Neutral responses are usually responses that make suggestions or post questions, for example “No Please make sure officers are trained in mental health.”  
N/A is where respondents left the question empty.



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## SCHOOL RESOURCE OFFICERS & THE BEAVERTON SCHOOL DISTRICT 2020-2021 SCHOOL YEAR

### SCHOOL RESOURCE OFFICERS SITUATION:

For the past several years the Beaverton School District has partnered with our local law enforcement agencies to provide services, support and security for all Beaverton School District students, staff and its' community. These partnerships are part of an agreement through collaborative MOU's by all parties.

### LAW ENFORMCENT PARTNERS:

The Beaverton School District is serviced by 3 separate law enforcement agencies who provide School Resource Officers to our district to include the Beaverton Police Department, Washington County Sheriff's Department and the Hillsboro Police Department. The Beaverton Police Department provides 6 School Resource Officers and an SRO Sergeant (Sgt. Kevin McDonald). Washington County Sheriff's Department provides 3 School Resource Deputies with a designated SRO Sergeant (Sgt. Chad Martin). The Hillsboro Police Department provides 1 School Resource Officer and has a designated SRO Sergeant (Sgt. Leland Gilbert). These positions have been financially funded by the police agencies themselves with no cost to the district until recently. This amounts to a total of 10 School Resource Officers and 3 SRO supervisors.

### FINANCIAL IMPACT:

In January 2020, the district made a decision to financially invest in a School Resource Officer position at the Capital Center Complex. This position is staffed by the Hillsboro Police Department. Recently the school district had to fulfill a COPS grant agreement which requires the district to financially cover the SRO position for a period of 3 years upon expiration of the grant. The grant position covers 1 School Resource Officer position provided by the Beaverton Police Department and assigned to Mountainside High School. The COPS Grant expired in September 2020, at which time, the district started to make the full financial investment into this position. The total cost of the other School Resource Officer positions are covered by the agencies themselves. This roughly amounts to a cost savings to the district of approximately \$1.5 million dollars. This does not include the financial coverage for the 3 supervisors.

### SRO TRAINING:

School Resource Officers that serve in this specialty position are provided basic SRO training (40 hours), Advanced SRO Training (24 Hours) by the National Association of School Resource Officers (NASRO). Oregon SRO's are also provided annual training through the Oregon School Resource Officers Association (OSROA) School Safety Training Conference. The Safety Conference covers current school safety trends to include, but not limited to, School Law, Juvenile Law, Child Abuse, Human Sex Trafficking, Bullying Recognition and Prevention, Social Media and School Safety, Roles of the SRO, Teen Suicide, Mental Health and many more. As trends continue to evolve, so does the need for further SRO training.

## **SRO STATISTICS:**

In the past several years the Office of Public Safety has not received any major concerns or complaints about the School Resource Officers or their interactions between our students and/or staff. Recent concerns have questioned the statistical interactions of our School Resource Officers and our BIPOC students. The Beaverton Police Department and Washington County Sheriff's Office have provided updated statistics to provide clarity and transparency regarding the stated concerns. (Refer to The SRO Final Report). There are no statistics for Hillsboro Police Department as the position officially began In January 2020, a month and half prior to COVID, thus there are no significant statistics to provide at this time.

## **RECOMMENDATION:**

It is recommended that the School Board accept this report as background information of the role and partnerships with the Beaverton Police Department, Washington County Sheriff's Office and the Hillsboro Police Department. Representatives of all agencies are present and available to answer questions and clarify any specific information.

# Beaverton School District SRO Report

## SECTION 1: OVERVIEW

The majority of Beaverton School District (BSD) schools are served by two local law enforcement agencies, the Beaverton Police Department and the Washington County Sheriff's Office. One school (BASE) is served by the Hillsboro Police Department. The following is an overview of the District's evolving relationships with Beaverton Police Department (BPD) and Washington County Sheriff's Office (WCSO).

### **Beaverton Police Department**

Over the last 40 years, Beaverton Police Department (BPD) has had a partnership with BSD. The partnership has continued to evolve as the needs of our community have changed. BPD has recognized the value of connecting with the community it serves, as evidenced by its partnership with BSD. BPD School Resource Officer Team has fully embraced and implemented BSD's pillars of success in its daily duties:

- We Innovate
- We Expect Excellence
- We Embrace Equity
- We Collaborate

In the early years, the partnership between BPD and BSD consisted simply of teaching bicycle and general safety, as chronicled in the 1977 BPD annual report. During this time, Officer Neal Loper and Officer Vic Napoli (BPD Traffic Unit) taught bicycle safety to students.

In the mid 1990s, the concept of community-oriented policing became fully embraced and implemented within BPD. Officers continued to be more involved in BSD through teaching safety and drug awareness classes.

On September 1, 1995, in an effort to further community-oriented policing, BPD and BSD formalized their long-standing relationship. This was the beginning of the Drug Abuse Resistance Education (D.A.R.E.) program. In the early stages of this partnership, D.A.R.E. officers were assigned to schools to talk about various issues such as drugs, bullying and safety. During the 1995-1996 school year, there were four officers assigned to BSD, and these positions were funded by the City of Beaverton. The terms "D.A.R.E. officer" and "school resource officer" (SRO) began to be used interchangeably.



*D.A.R.E., March 1994*



*Officer Dan at Vose Elementary, late 1990s*



In 1996, the SRO team also implemented the Gang Resistance Education and Training (G.R.E.A.T.) program.

In 1999, the role of SROs changed more dramatically in the aftermath of the Columbine High School shooting in Colorado. This tragedy and many others that followed highlighted a need to create a safe school climate.

### **Washington County Sheriff's Office (WCSO)**

Washington County Sheriff's Office (WCSO) has enjoyed a close working relationship with BPD and BSD. The long-standing partnership provides dedicated police services to schools operating in the unincorporated areas of the county. Like BPD, these services have evolved from the D.A.R..E program to the current program. The overall goal always has been to ensure a safe and inclusive environment for all.

### **Daily functions of School Resource Officer (SRO)**

In the City of Beaverton, BPD provides seven SROs and one SRO sergeant to serve BSD, the third largest school district in Oregon. In addition, these services are extended to two large private schools and 66 smaller private schools in the area.

The WCSO's SRO team provides services to 23 BSD schools in unincorporated Washington County and three private schools.

On any given school day, SRO duties include:

- Monitor school radio for situations in the school
- Monitor police radio and respond to serious calls anywhere in the city
- Answer questions from students, staff and parents
- Take reports regarding child abuse, theft, harassment, drugs/alcohol, trespassing, weapons possession, sex trafficking/prostitution, hit and runs, and suspicious persons and threats (either in person or via social media)
- Provide classroom instruction
- Patrol school campus to make sure students are safe
- Attend safety meetings

## Functions within schools vs. outside of school

Although data are not readily, BPD estimates that 95% of an SRO's time is spent either at a school or working in a school-related capacity such as attending meetings or completing investigations. The remainder of the time is typically spent responding to calls nearby a school.

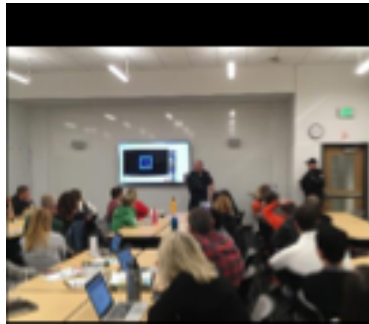
## SECTION 2: SCHOOL SAFETY

### Program development & involvement

In Beaverton, the concern for student safety has been paramount. SROs have spent countless hours working with the approximately 5,000 staff members of BSD to implement safety procedures, known as the Standard Response Protocol. This training has included numerous presentations to all levels of staff including principals, teachers, custodians and bus drivers.



Tabletop exercises



Ofc. VanCleve teaching Mountainside staff



Ofc. Dan Cotton talking to Conestoga MS, 2018

SROs also have taken an active role in working with BSD students in regards to their personal safety. This collaboration has included meetings about what is important to students and what messaging would be most helpful to the student body. As a result, students have created several videos produced in collaboration with the SRO team.

- [PSA with student leaders](#), 2016
- [Safety video](#), 2015
- [PSA with student leaders](#), 2016

In addition to classroom and day-to-day interactions, BPD SROs have conducted a Student Academy almost every year for the last ten years. (The 2019-2020 school year was the only exception, due to COVID-19.) This Student Academy is similar to [BPD Community Academy](#). In the Student Academy, students interact with BPD officers, asking critical questions on a range of topics including use of force, police tactics and the law. The Student Academy is available to all high school students in Beaverton.



*Student Academy*

*Summer Academy*

*Student Academy*

During summer break, the SRO team also provides a Summer Academy. The week-long Summer Academy is open to all Beaverton-area high school students. It is designed for students who are interested in law enforcement careers and provides hands-on experiences. Students have the opportunity to learn about basic police operations and various assignments within law enforcement such as detectives, crime scene investigators and traffic officers.

### **Ongoing efforts**

Both BPD and WCSO are charged with overseeing and/or involved in the following efforts to ensure the well-being of students and staff:

- Develop and continually refine of the parent reunification process with BSD, Tualatin Hills Parks and Recreation District (THPRD), Beaverton Community Emergency Response Team (CERT) and Tualatin Valley Fire and Rescue (TVF&R)
- Participate in Applied Suicide Intervention Skills Training (ASIST)
- Facilitate of Student Threat Assessment Team (STAT)
- Facilitate of school lock-in and lock-out drills
- Conduct evacuation school drills
- Participate in Safe Routes to School Program
- Participate in Safe Routes Committee of Washington County (BPD only)
- Patrol high schools sporting events to ensure security and safety
- Participate in [Oregon Task Force on School Safety](#) (BPD only )
- Facilitate training of 2,000 BSD employees in the Standard Response Protocol and Parent Reunification Protocol (BPD only)
- Teach active threat awareness to students and staff
- Participate in Drug Impairment Training for Educational Professionals (DITEP)
- Participate in underage drinking enforcement/education

### **Student safety assessments**

One of the ongoing functions of a modern-day SRO is the mitigation of threats. Over the past few years, there has been a significant increase in the number of threats made via social media; threats also are made via notes and in person. These threats are sometimes vague in nature; other times, they include students bringing weapons to school. SROs are a vital link between

BSD and Washington County Mental Health, Washington County Juvenile Department, Oregon Department of Human Services and the Sexual Assault Resource Center. These partnerships allow a safety assessment to be made of the student making the threat. The goal of the safety assessment is to lead the student away from violence. This community wrap-around concept has proven to be very valuable in BSD.

*Classroom damaged by a student*



*Intervention of a student making threats*



*Weapon seized from a middle school student*



*Weapon seized from a high school student*

During the 2018-2019 school year, there were a total of 166 Student Safety Assessments, 15 of which were considered a “Level II” assessment. Level II assessments are threats in which a person has taken steps towards committing an act of violence.

### **Campus Supervisors**

BSD currently employs a total of 26 Campus Supervisors. Campus Supervisors are Public Safety Department employees, assigned to specific schools. Campus Supervisors are supervised by the Public Safety Director with on-site supervision provided by the School Administrator or designated Assistant School Administrator (with a few exceptions, primarily at the middle school level.)

Campus Supervisors are primarily assigned to high schools and middle schools. The current middle schools with Campus Supervisors are Cedar Park, Highland Park, Meadow Park, Mountainview and Five Oaks. The middle schools without a Campus Supervisors are Whitford, Stoller and Conestoga. All high schools have Campus Supervisors.

All Campus Supervisors are trained and certified to meet State of Oregon Private Security Professional Standards through the Department of Public Safety Standards and Training

(DPSST). Campus Supervisors also are trained in Safety Care and certified in First Aid/CPR.

The Public Safety Department has worked to enhance the visibility of Campus Supervisors at schools to ensure a safe educational environment.

Roles and responsibilities include:

- Ensure the safety and security of students, staff and school property
- Serve as a visible resource inside and outside of the school buildings
- Provide tangible support to school administrators in addressing safety concerns or risks
- Observe and report on suspicious behaviors or concerns noted while patrolling school campus and grounds
- Respond and support first responders in emergency situations

Benefits of Campus Supervisors:

- Trained to address emergency situations
- Constantly mobile on campus, patrolling school buildings and properties
- Have strong relationships with students, cultivated during passing time, lunch and other school-related events (Currently, many Campus Supervisors are coaches for different school-sponsored sports programs.)
- Knowledgeable regarding school buildings and emergency operational procedures.
- Familiar with alarm systems, surveillance cameras and location of emergency resources (AEDs, first aid kits, fire extinguishers)
- Experience low turnover, which provides a constant and stable resource for many students throughout their middle and high years
- Provide additional staffing support to school administrators and teachers for special events/activities

### **SECTION 3: SOCIAL SERVICE REFERRAL & DIVERSIONARY PROGRAMMING**

#### **2018-19 Student Safety and Intervention Data**

1. Student Threat Assessments (STAT)
2. Suicide Prevention
3. Sexual Incident Responses (SIRP)
4. Social Work Referrals
5. Flight Team Responses

**Social Service Referrals**

	Elementary	Middle	High	Options	Total
Suicide Screens	158	171	169	83	578
STAT	65	61	30	10	166
STAT Level 2	4	3	6	2	15
SIRP	102	60	39	21	222
SW Referrals	569	277	382	131	1359
Flight Team Responses	6	1	5	2	14

*Data provided by the Beaverton School District June 2020.*

This numbers were generated by BSD. The BPD SRO team does not generally record this data; however, all SROs work with school social workers when issues arise. This wrap-around team concept is embraced by the SRO team as it has been vital in connecting students who are struggling with homelessness, food insecurity, mental health emergencies and other issues that affect student success. SROs care about the students they serve. Connecting with students who are struggling is a priority for the SRO team, and it wants every possible avenue utilized to see students succeed.

**Beaverton Youth Peer Court**

In 1996, the BPD SRO team developed and implemented the Beaverton Youth Peer Court. This program is revolutionary in how it addresses juveniles committing low-level crimes and violations. Put simply, the Beaverton Youth Peer Court is a diversionary program with restorative justice concepts, handling about 52 cases per year. Refer to the [BPD webpage](#) for more information about the Beaverton Youth Peer Court.

**Cases Accepted in Peer Court**

- ORS#                      Offense
- 162.375                    Initiating a False Report
- 162.385                    Giving False Info to a Police Officer
- 163.195                    Recklessly Endangering Another Person
- 164.043                    Theft III
- 164.045                    Theft II
- 164.140                    Criminal Possession of a Rented/Leased Property
- 164.245                    Criminal Trespass II
- 164.272                    Unlawful Entry into a Motor Vehicle
- 164.335                    Reckless Burning (Req. a referral to & evaluation by the local F.D.)
- 164.345                    Criminal Mischief III
- 164.354                    Criminal Mischief II
- 164.805                    Offensive Littering
- 165.805                    Misrepresentation of Age by a Minor
- 166.025                    Disorderly Conduct II
- 166.065                    Harassment

166.090	Telephonic Harassment
166.095	Misconduct with Emergency Phone Calls
167.785	Possession of Tobacco Products or Inhalants
419C.680	Curfew Violation
471.430	Minor in Possession of Alcohol
475.904	Delivery of a Controlled Substance within 1,000 ft of a school
475B.316	Minor in Possession of Marijuana
807.570	Failure to Carry and/or Display a Driver's License
814.485	Failure to Wear Protective Headgear
City Code 5.08.260	Unlawful Use of a Replica Firearm

The only reason a student would not be accepted into Peer Court when referred is if the student had a previous offense or if the offense did not meet the cases accepted as stated above. Decisions regarding types of cases accepted are made by the Washington County Juvenile Department.

A database is kept on all previous and current cases, broken down by offense but not race; the citation does record the race. A note of a family's primary language is usually made to ensure an interpreter can be provided, if necessary, but that is only after the coordinator contacts the family.

**Student discipline vs. law enforcement intervention**

Cited from the IGA with BSD:

“Discipline for School Violations. If an SRO encounters a school code violation in his or her assigned school, the SRO shall notify school officials of the violation and the school officials shall mete out discipline for the violation. Unless the school code violation also involves criminal conduct, SROs are not responsible for disciplining a student.”

**SECTION 4: RECRUITMENT/TRAINING AND SUPPORT**

**Beaverton Police Department**

BPD provides ongoing training yearly for trauma-informed care, anti-bias/anti-racism and sexual harassment, in addition to many other types of training. The trainings encompasses many topics which may not be reflected in the title of the training. For instance, Crisis Intervention Training (CIT) covers mental health, trauma-informed care and bias/cultural awareness. The public may access a [database](#) of all trainings for all SROs within the department.

The following individuals are currently assigned to support the SRO program in BSD:

- McDonald DPSST #29286
- Schapp DPSST #51076
- Potter DPSST #43540
- Bewersdorff DPSST #37726

Cline DPSST #49964  
Haugen DPSST #46972

### **Washington County Sheriff's Office**

WCSO provides training to various staff in the following topics: Diversity, Equity and Inclusion (DEI); Crisis Intervention Training; and Bias/Cultural Awareness.

The following are deputies that have been assigned to schools as SROs for the past four years:

2016	McCreary, Greener, Haley and Griffin
2017	Griffin, Haley, Curry, Leach, Greener
2018	Greener, Curry, Haley, Leach
2019	Curry, Haley, Leach, McNeilly

WCSO SROs also are selected for specialized training related to their school duties. The public can reference the [DPSST training database](#) for specific classes taken by WCSO SROs.

### **Requirements for becoming a School Resource Officer**

**Beaverton Police Department:** Candidates have a thorough background investigation completed by the department as well as medical and physiological exams before being hired as a police officer. Most SROs have been police officers for a lengthy amount of time prior to accepting a position on the SRO team. The average BPD SRO has 16 years of police work experience.

BPD requires a minimum amount of four years as a police officer to apply to the SRO program. Officers then are required to submit a letter of interest and resume. From there, SRO candidates have peer and supervisor reviews. Then SRO candidates are interviewed by a panel consisting of the supervisor of the SRO team, lieutenant in charge of the division and an administrator from BSD.

- See attachment 1 (2020 Beaverton Police Department School Resource Officer Process)
- See attachment 2 (School Resource Officer, Beaverton Police – SRO)

**Washington County Sheriff's Office:** Candidates have a thorough background investigation completed by WCDSO as well as medical and physiological exams to be hired as a deputy.

WCSO requires a minimum of three years as a police officer to apply to the SRO team. The selection process continues to evolve; however, it routinely includes a letter of interest, peer review, review of evaluations and a panel interview including representation from the school district.

## Oversight, structure & evaluation of School Resource Officers

**Beaverton Police Department:** Oversight and evaluations are performed by the direct supervisor with input from the various BSD administrators (executive administrators, school administrators and assistant school administrators). Supervisors include:

- Sergeant Kevin McDonald [kmcdonald@beavertonoregon.gov](mailto:kmcdonald@beavertonoregon.gov) 971-253-9693
- Lieutenant Neil Stellingwerf [nstellingwerf@beavertonoregon.gov](mailto:nstellingwerf@beavertonoregon.gov) 971-253-9658
- Captain Mike Smith [msmith@beavertonoregon.gov](mailto:msmith@beavertonoregon.gov) 503-793-2717

**Washington County Sheriff's Office:** SROs are supervised by the SRO lieutenant, sergeant and on occasion, patrol sergeants. Supervisors document performance approximately every 60 days in an evaluation program known as Compass Checks. Supervisors include:

- Lieutenant Chris Schweigert [Chris\\_Schweigert@co.washington.or.us](mailto:Chris_Schweigert@co.washington.or.us)
- Sergeant Chad Martin [Chad\\_Martin@co.washington.or.us](mailto:Chad_Martin@co.washington.or.us)

### How can a student, parent or community member make a complaint against an SRO?

Complaints should be directed to supervisory staff of SROs. If there is a service complaint, the supervisor will contact the person making the complaint. Minor, sustained service complaints may result in field-course correction and/or verbal or written counseling. Complaints of misconduct or gross misconduct are forwarded to the Professional Standards Division for investigation. Findings are made at the command level. Sustained complaints will result in progressive discipline to include written warning, written reprimand, suspension or termination. Employees are granted due process and any economic discipline must be supported by just cause standards. Depending on the seriousness of the allegation, conflict of interest or other circumstances, investigations may be conducted by outside agencies and may include review by the Washington County District Attorney's Office for matters subject to Brady disclosure (1963 U.S. Supreme Court case Brady v. Maryland).

### Who is responsible for ensuring that all complaints of law enforcement misconduct are thoroughly investigated?

**Beaverton Police Department:** The Chief of Police is responsible for ensuring that all complaints of law enforcement conduct are thoroughly investigated. The department is obligated by federal criminal and civil laws, as well as its accreditation standards, to investigate allegations of police misconduct. BPD Professional Standards and Training Division is staffed by a lieutenant, two sergeants and professional staff with duties that include managing professional standards investigations and records, conducting internal investigations, facilitating incident reviews, managing background investigations, conducting hiring processes, and the facilitation and record keeping of both recruit training and in-service continuing education, training and certification.

**Washington County Sheriff's Office:** The elected Sheriff is ultimately responsible for all complaints. The Sheriff has created a Professional Standards Unit (PSU) that is staffed by a commander, lieutenant and two sergeants.

### **How does BSD work to prevent law enforcement misconduct?**

The strong relationship that the BSD Public Safety Department has built with law enforcement has resulted in clearer communication and clearer understanding of District expectations and policies as they pertain to students and staff. These strong relationships increase accountability at the individual level, because the relationships are not just built between two organizations but between real people.

Each school administration is actively involved with SROs. This involvement is intentional to ensure that both the District and law enforcement agency work within their appropriate jurisdictions. SROs will not actively engage in a discipline matter at the school level unless there is a suspected legal offense.

Both organizations also work together on training regarding issues that impact response and interactions with BSD students and staff.

- Weekly check-ins with members of both organizations
- Regularly scheduled meetings with District administration
- Support and supervision of SROs when they are in school buildings

Recently, there was an interaction between the building administration and law enforcement in regards to the response to a medical emergency. There was a lack of understanding by BSD school administrators on the role that law enforcement plays in situations of that nature. As a result, there was a verbal exchange between the building administrators and the SRO. In that case, Deputy Superintendent Carl Mead was notified and appropriate follow-up was conducted to ensure understanding of all roles.

### **Previous history of complaints**

Neither BSD nor the general public have access to disciplinary records of SROs. Any disciplinary action of an officer is a personnel matter and is handled internally by BPD or WSCO, similar to BSD's practices when addressing personnel matters.

## **SECTION 5: COST TO PROVIDE SRO SERVICES IN BSD SCHOOLS**

From the inception of BPD SRO program in 1995, the City of Beaverton has funded the SRO program exclusively. When BSD added Mountainside High School in 2016, BPD obtained a grant for a seventh SRO position. Under the grant, BPD covered the majority of the cost for the SRO position. In September 2019, BSD took over all the costs of the seventh SRO.

- Beaverton Police Department contribution
  - 7 SRO's = \$1,186,831 (Cost per SRO \$169,547 averaged Bewersdorff, Schapp and Potter. Includes benefits, OT, vacation and incentive pay for 12 months)\*
    - 1 SRO Sergeant = \$186,088
    - 1 Community Services Lieutenant (20%) = \$41,597
  - \*Total Costs encumbered by BPD = \$1,414,516
  - BSD Cost: \$161,000 toward salary and \$9,938.20 toward extended pay for athletic events
- Washington County Sheriff contribution
  - 1 SRO Sergeant (Supervisor), Sgt. Chad Martin
  - 2 SRO Deputies: Deputy Jacob McNeilly, Deputy Dylan Leach, Deputy Scott Haley = \$371,454
  - BSD Cost: \$0
- Hillsboro Police Department contribution
  - HPD is a new partner in our SRO support. Services began with Hillsboro in January and were suspended in March due to COVID-19.
  - BSD Cost: \$37,000

## SECTION 6: DATA

This report includes statistical data from BPD and WCSO from 2015-2019. The data requested by BSD covers arrests/referrals as well as calls for service. Most notable are the arrest/referral data from 2015-2019. In the four-year period, **96% of the arrests/referrals were generated either by staff, students, parents or the community**. The remaining 4% were generated by SROs.

For clarification, arrests/referrals can include violation offenses such as Minor in Possession of Alcohol or Marijuana as well as crimes such as theft. Also, arrest data broken down by race may include the same person being arrested for different offenses during a school year.

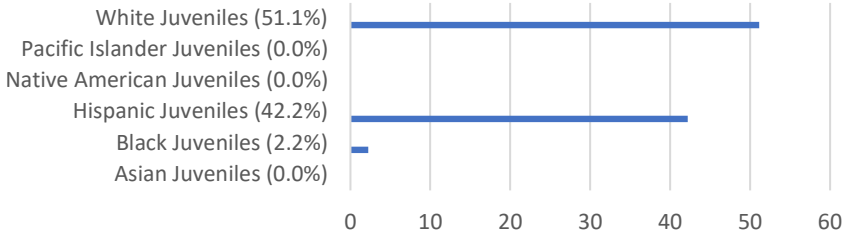
## DEMOGRAPHIC DATA FOR CITY OF BEAVERTON/METRO/BEAVERTON SCHOOL DISTRICT

Demographic Data Beaverton/Metro/BSD										
	2016 Beaverton	2010 Census Portland Metro Demographics			2017/2018 BSD Demographics	2018/2019 BSD Demographics	2019/2020 BSD Demographics			
White	70.3%		76.3%		48.0%		47.0%		46.0%	White
African American	2.9%		2.9%		3.0%		3.0%		3.0%	African American
Native American	0.7%		0.9%		1.0%		0.5%		0.5%	Native American
Asian	11.9%		5.7%		16.0%		16.0%		17.0%	Asian
Pacific Islander	0.5%		0.5%		1.0%		1.0%		1.0%	Pacific Islander
Hispanic	17.1%		10.9%		25.0%		25.0%		25.0%	Hispanic
Other/Multiracial	8.8%		4.9%		8.0%		8.0%		8.0%	Other/Multiracial
<b>Notes</b>										
Percentages will not equal 100% due to multiple reported race										
<b>BSD Student Population</b>										
Elementary	18,611									
Middle School	9,721									
High School	12,502									
<a href="https://www.beavertonoregon.gov/DocumentCenter/View/5133/Demographics-and-Income-Profile?b">https://www.beavertonoregon.gov/DocumentCenter/View/5133/Demographics-and-Income-Profile?b</a> <span style="float: right;">Beaverton Demograp</span>										
<a href="https://resources.finalsite.net/images/v1581032017/beavertonk12orus/qursf6gwkk6sollralfo/Fall1920EthnicityPercentagesbySchool_a">https://resources.finalsite.net/images/v1581032017/beavertonk12orus/qursf6gwkk6sollralfo/Fall1920EthnicityPercentagesbySchool_a</a> <span style="float: right;">BSD Demographic Data</span>										
<a href="https://en.wikipedia.org/wiki/Portland_metroplit">https://en.wikipedia.org/wiki/Portland_metroplit</a> <span style="float: right;">Portland Metro Demographic Data</span>										

### Beaverton Police Department

<b>2016-17 School Year Arrest Data</b>  Source: BPD	Hispanic Male Juveniles	Hispanic Female Juveniles	White Male Juveniles	White Female Juveniles	Black Male Juveniles	Black Female Juveniles	Pacific Islander Male Juveniles	Pacific Islander Female Juveniles	Asian Male Juveniles	Asian Female Juveniles	Native American Male Juveniles	Hispanic Male Adult	White Male Adult	Black Male Adult	Total
	Dispatched Calls for Service	3		3									1		
Admin/Referrals	14		13	4		1					2		1		35
SRO Initiated	1			1											2
Reported by Students	1														1
Total Charge Referral	18	0	17	5	0	1	0	0	0	0	2	1	1	0	45
Percentage	40%	0%	37.8%	11.1%	0%	2.2%	0%	0%	0%	0%	4.4%				

### 2016-17 Charge Referrals by Race

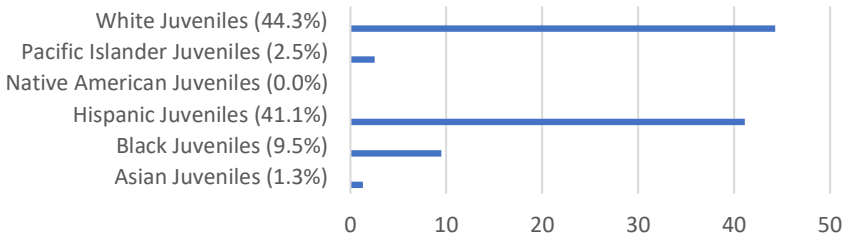


### 2017-18 School Year Arrest Data

Source: BPD

	Hispanic Male Juveniles	Hispanic Female Juveniles	White Male Juveniles	White Female Juveniles	Black Male Juveniles	Black Female Juveniles	Pacific Islander Male Juveniles	Pacific Islander Female Juveniles	Asian Male Juveniles	Asian Female Juveniles	Native American Male Juveniles	Hispanic Male Adult	White Male Adult	Black Male Adult	Total
Dispatched Calls for Service	11	11	6	2	3						2	1	1		37
Admin/Referrals	28	10	44	11	9		4		2			1	4	2	115
SRO Initiated	2			1	1							1			5
Reported by Students				1											1
Total Charge Referral	41	21	51	14	13	0	4	0	2	0	2	3	5	2	158
Percentage	25.9%	13.3%	32.3%	8.9%	8.2%	0%	2.5%	0%	1.3%	0%	1.3%				

### 2017-18 Charge Referrals by Race



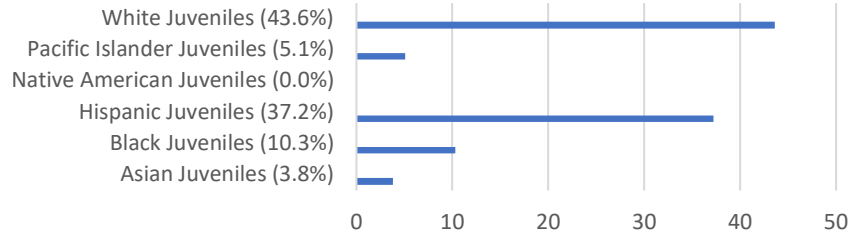
### 2018-19 School Year Arrest Data

Source: BPD

	Hispanic Male Juveniles	Hispanic Female Juveniles	White Male Juveniles	White Female Juveniles	Black Male Juveniles	Black Female Juveniles	Pacific Islander Male Juveniles	Pacific Islander Female Juveniles	Asian Male Juveniles	Asian Female Juveniles	Hispanic Male Adult	Total
Dispatched Calls for Service	9	1	3	1	1							15
Admin/Referrals	11	6	23	7	6		4		2			59
SRO Initiated	1									1		2

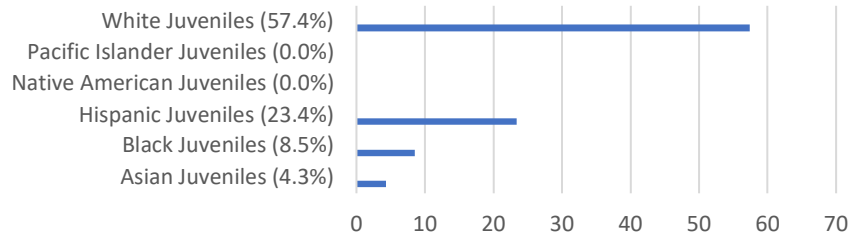
Reported by Students					1							1
Total Charge Referral	21	7	26	8	8	0	4	0	2	1	1	78
Percentage	26.9%	9%	33.3%	10.3%	10.3%	0%	5.1%	0%	2.6%	1.3%		

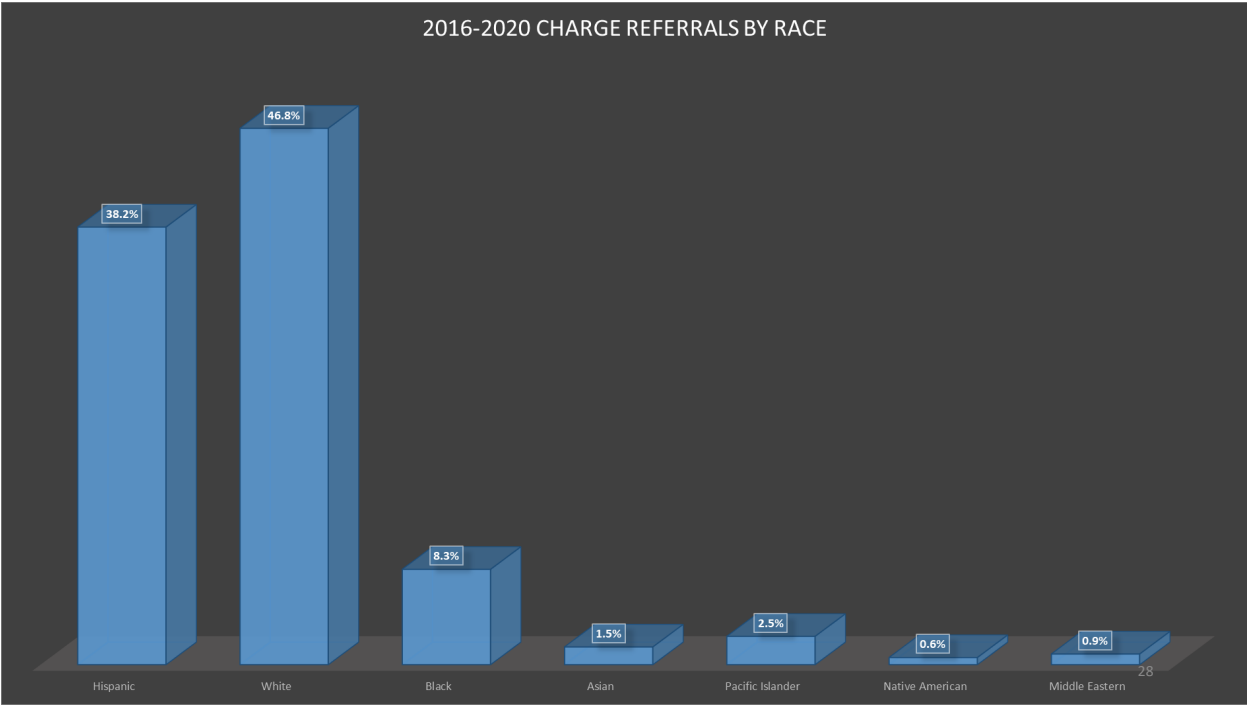
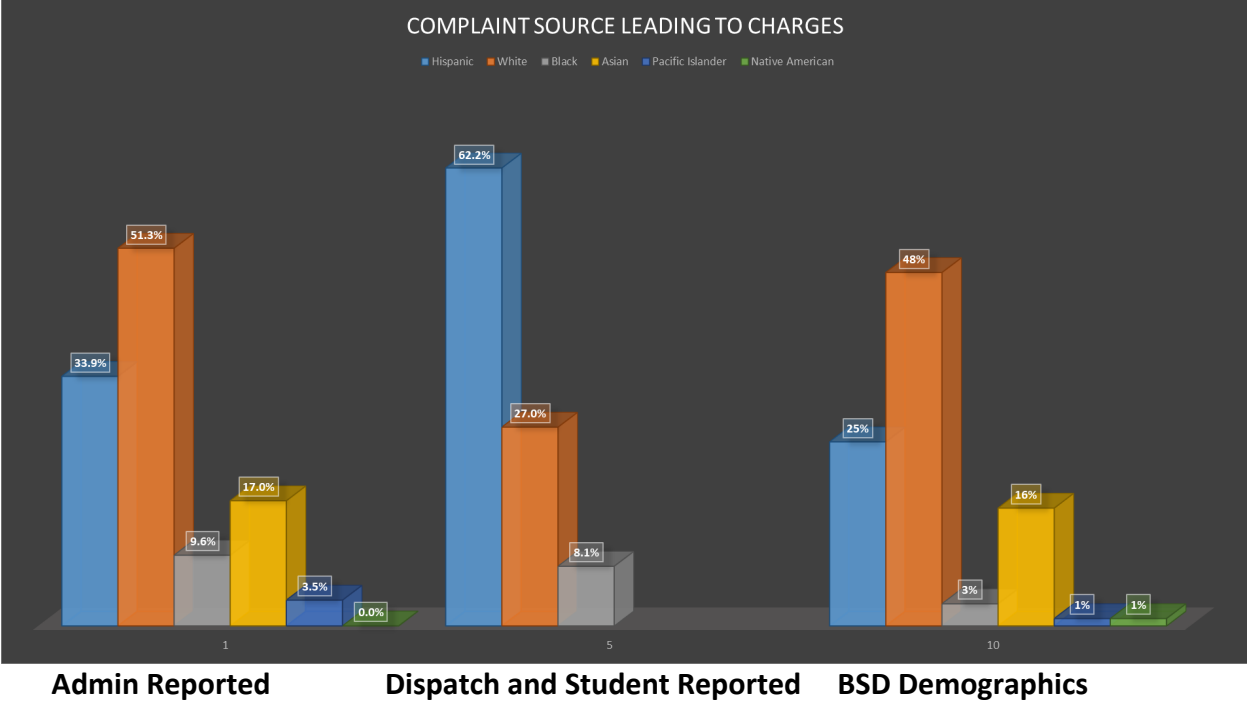
### 2018-19 Charge Referrals by Race

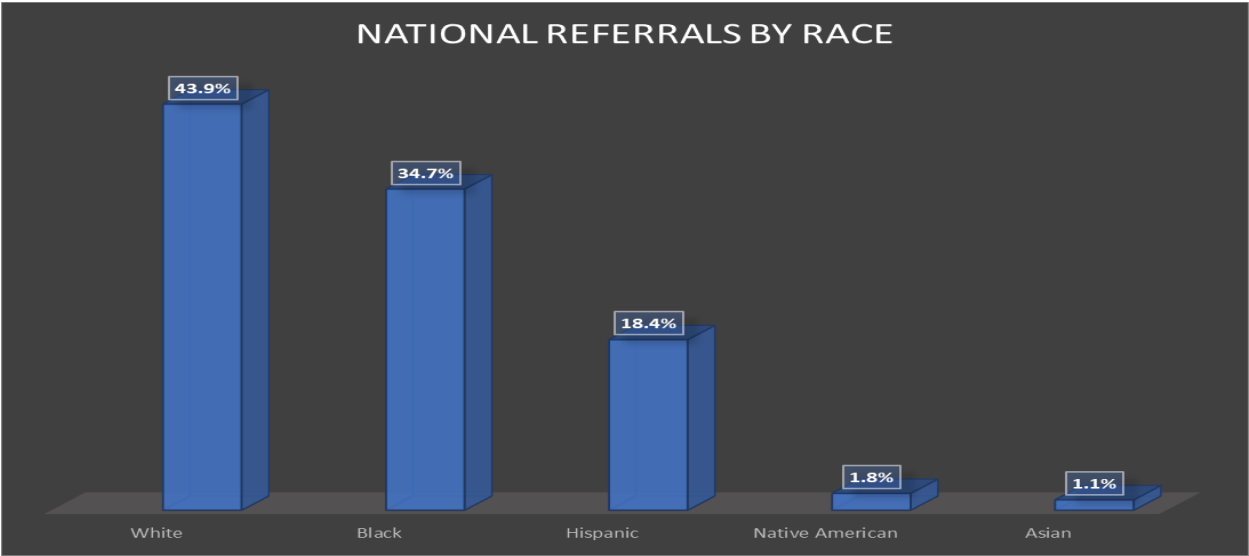
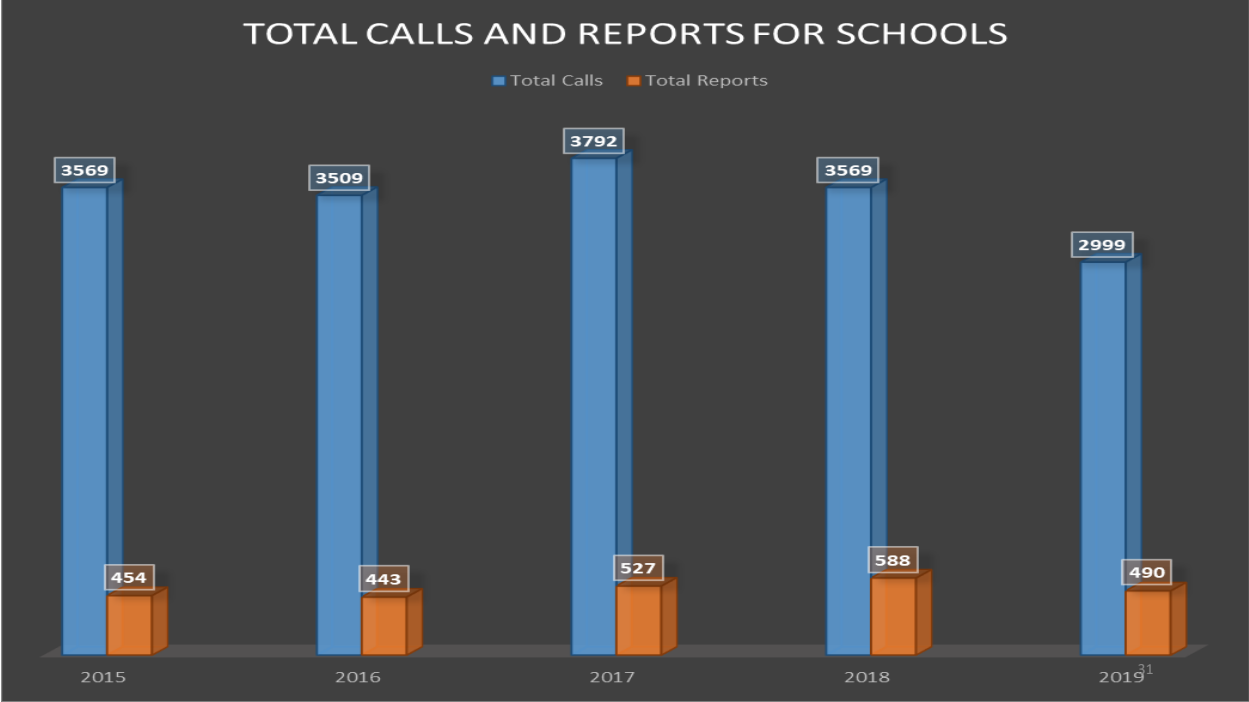


2019-20 School Year Arrest Data Source: BPD	Hispanic Male Juveniles	Hispanic Female Juveniles	White Male Juveniles	White Female Juveniles	Black Male Juveniles	Black Female Juveniles	Pacific Islander Male Juveniles	Pacific Islander Female Juveniles	Asian Male Juveniles	Asian Female Juveniles	Middle Eastern Male Juveniles	Hispanic Male Adult	White Male Adult	Asian Male Adult	Black Male Adult	Total
	Dispatched Calls for Service			5												
Admin/Referrals	9	2	13	6	2	1			1		3			1	1	39
SRO Initiated			1	1									2			3
Reported by Students																0
Total Charge Referral	18	0	17	5	0	1	0	0	0	0	2	1	1	1	0	47
Percentage	19.1%	4.3%	40.4%	12.8%	4.3%	2.1%	0%	0%	2.1%	0%	6.4%					

### 2019-20 Charge Referrals by Race





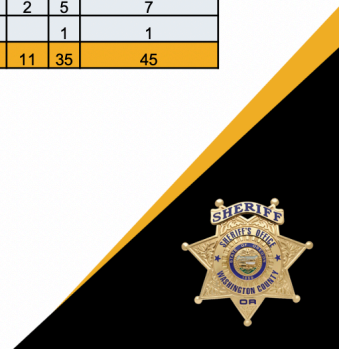


# Reported Arrests (RMS) by School Year

Arrests by Officer/School	School Year				Grand Total
	2016-2017	2017-2018	2018-2019	2019-2020	
<b>HALEY (17)</b>					
Aloha HS		1			1
Westview HS	9	5	1	1	16
<b>MCNEILLY (13)</b>					
Meadow Park			1	3	4
Mt. View			3	2	5
Springville				1	1
Stoller			2	1	3
<b>LEACH (12)</b>					
Aloha HS			4	6	10
Aloha Huber				1	1
Stoller		1			1
<b>GRIFFIN (2)</b>					
Aloha HS				1	1
Westview		1			1
<b>GREENER (1)</b>					
Aloha HS		1			1
<b>Grand Total</b>	<b>9</b>	<b>9</b>	<b>11</b>	<b>16</b>	<b>45</b>

Arrests by School	School Year				Grand Total
	2016-2017	2017-2018	2018-2019	2019-2020	
Westview	9	6	1	1	17
Aloha HS		2	4	7	13
Mt. View			3	2	5
Meadow Park			1	3	4
Stoller		1	2	1	4
Springville				1	1
Aloha Huber				1	1
<b>Grand Total</b>	<b>9</b>	<b>9</b>	<b>11</b>	<b>16</b>	<b>45</b>

Arrests by Race & Gender	F	M	Grand Total
White	6	10	16
Hispanic	2	11	13
Black	1	7	8
Asian	2	5	7
Pacific Islander/Native Hawaiian		1	1
<b>Grand Total</b>	<b>11</b>	<b>35</b>	<b>45</b>



**The overall picture:**

Arrest Charge	Count
POH	11
MIP MARIJUANA	6
ASSAULT	5
HARASSMENT	3
MIP TOBACCO	3
THEFT II	2
JUVENILE WARRANT	2
MIP ALCOHOL	2
PCS SCHED IV DRUG	2
THEFT III	1
THEFT	1
SEX ABUSE	1
THEFT I	1

TRESPASS	1
CRIM TRESPASS II	1
AGG ASSAULT	1
ROBBERY	1
ARSON	1
PCS COCAINE	1
Grand Total	46

Of the Assault, only **one** was noted to be a student assaulting a teacher—the others were student/student.

**The sorted breakdown:**

Charge	Count
Assaults	6
Arson	1
Trespass	2
Harassment	3
Juv. Dept. Warrants	2
MIP Citations	11
Drugs	3
POH	11
Robbery	1
Sex Abuse	1
Thefts	5
Grand Total	46

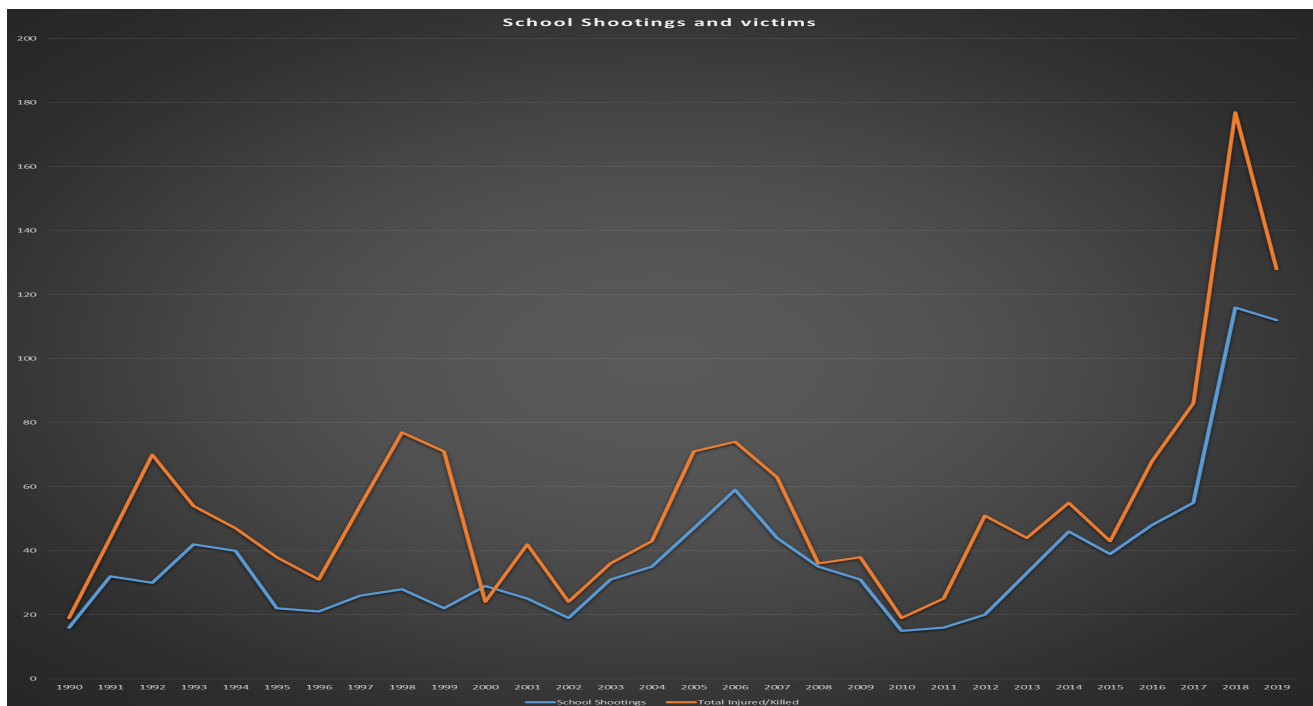
## National Percentage of petitioned cases adjudicated delinquent, resulting in probation

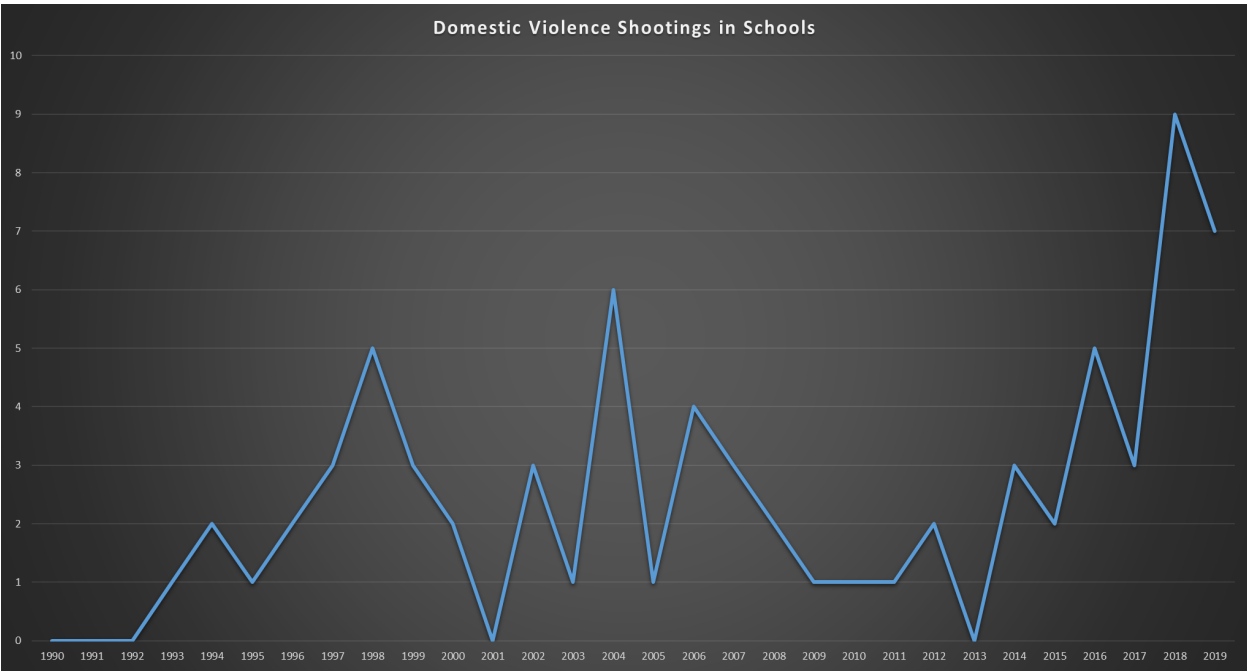
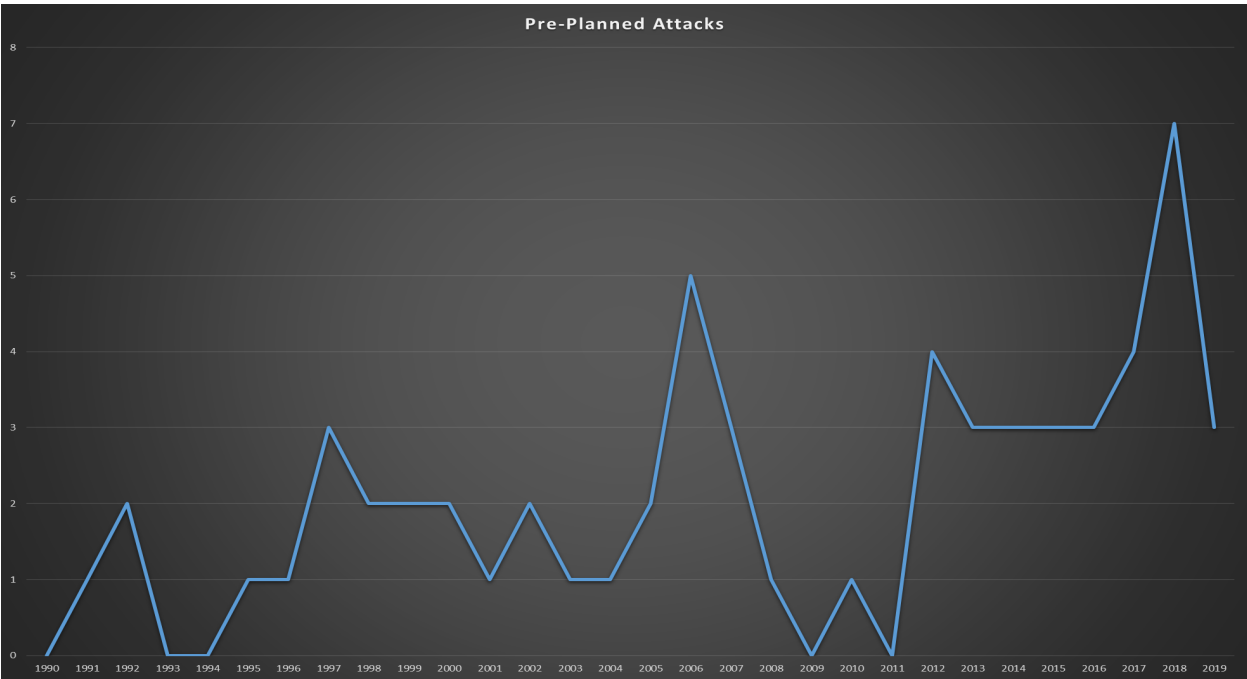
Most Serious Offense	American Indian				Asian
	White	Black	Hispanic	American Indian	
<b>2018</b>					
Delinquency	65%	61%	64%	62%	75%
Person	68%	60%	63%	63%	78%
Property	66%	62%	65%	62%	77%
Drugs	73%	68%	74%	65%	N/A
Public Order	57%	58%	60%	61%	73%
<b>2005</b>					
Delinquency	64%	61%	64%	66%	67%
Person	66%	63%	65%	68%	66%
Property	66%	63%	66%	67%	69%
Drugs	72%	63%	70%	75%	66%
Public Order	57%	57%	60%	59%	65%

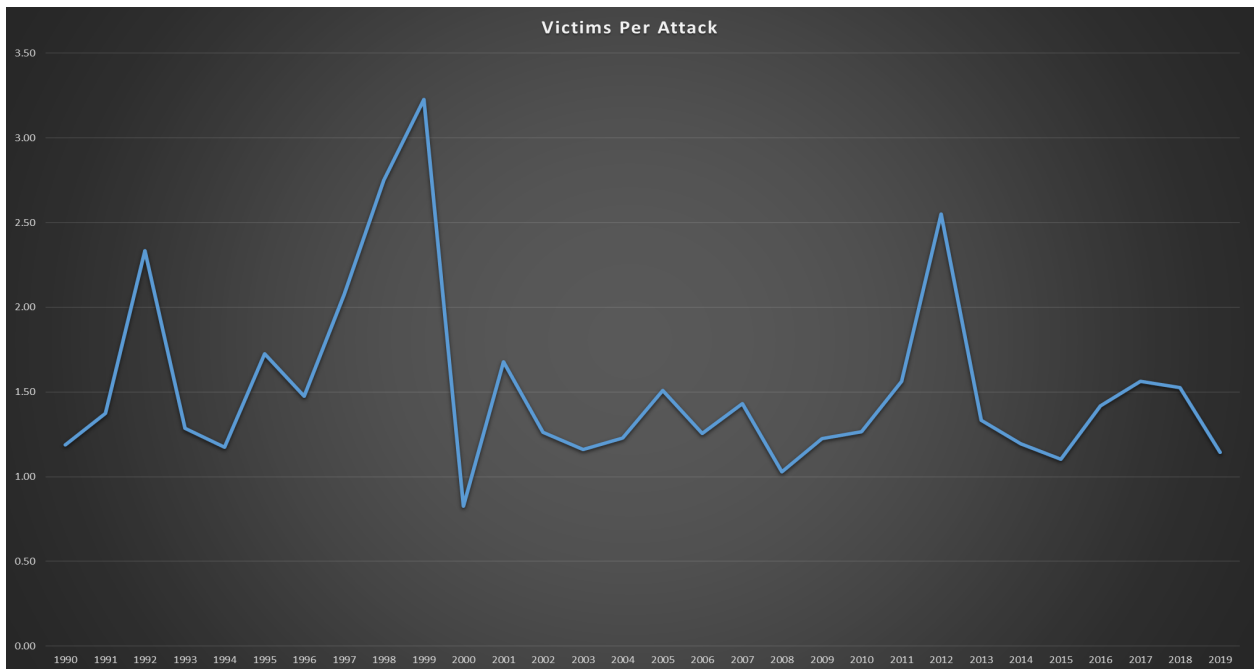
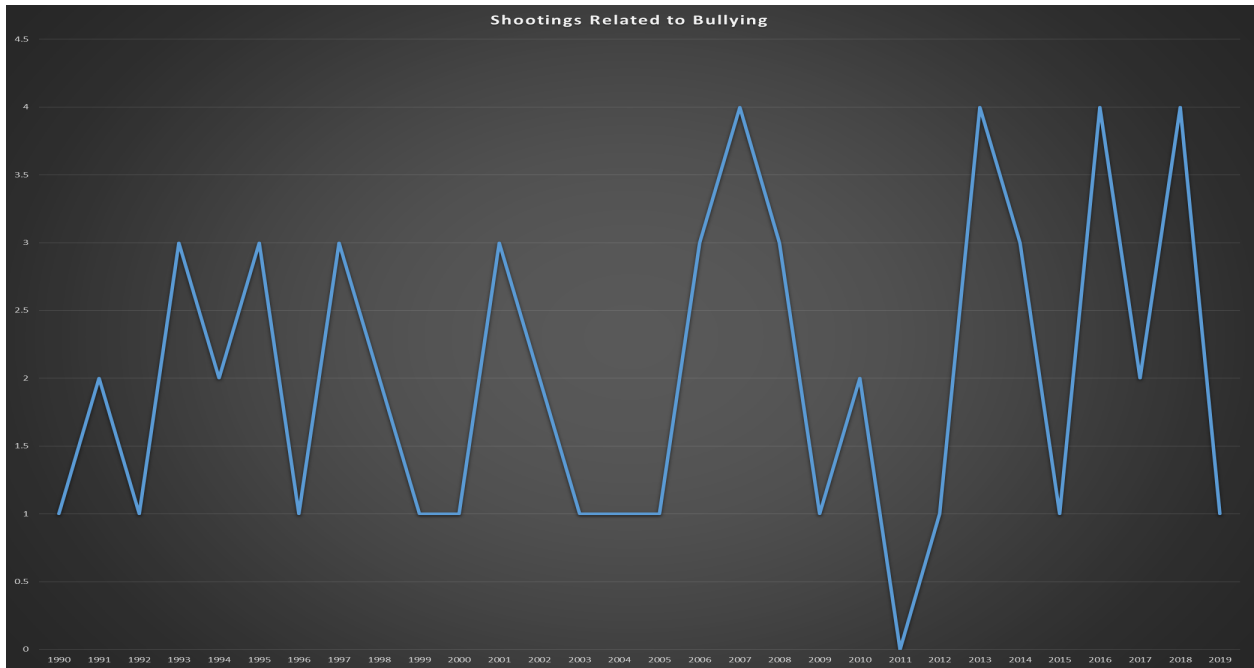
34

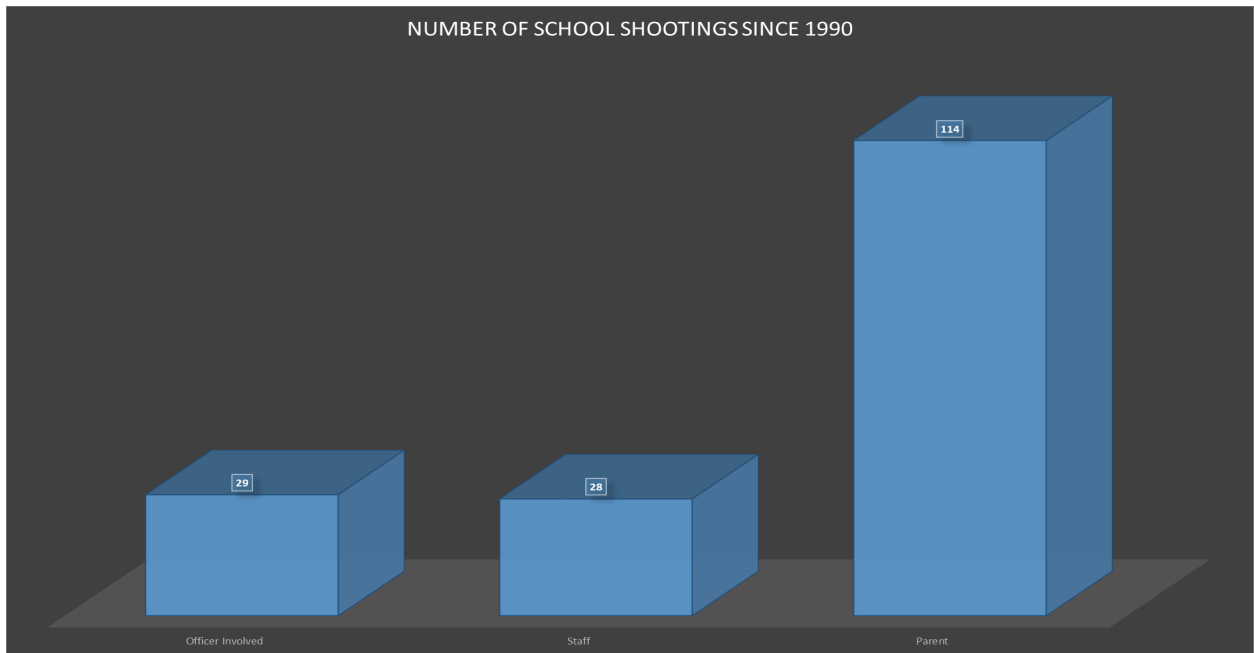
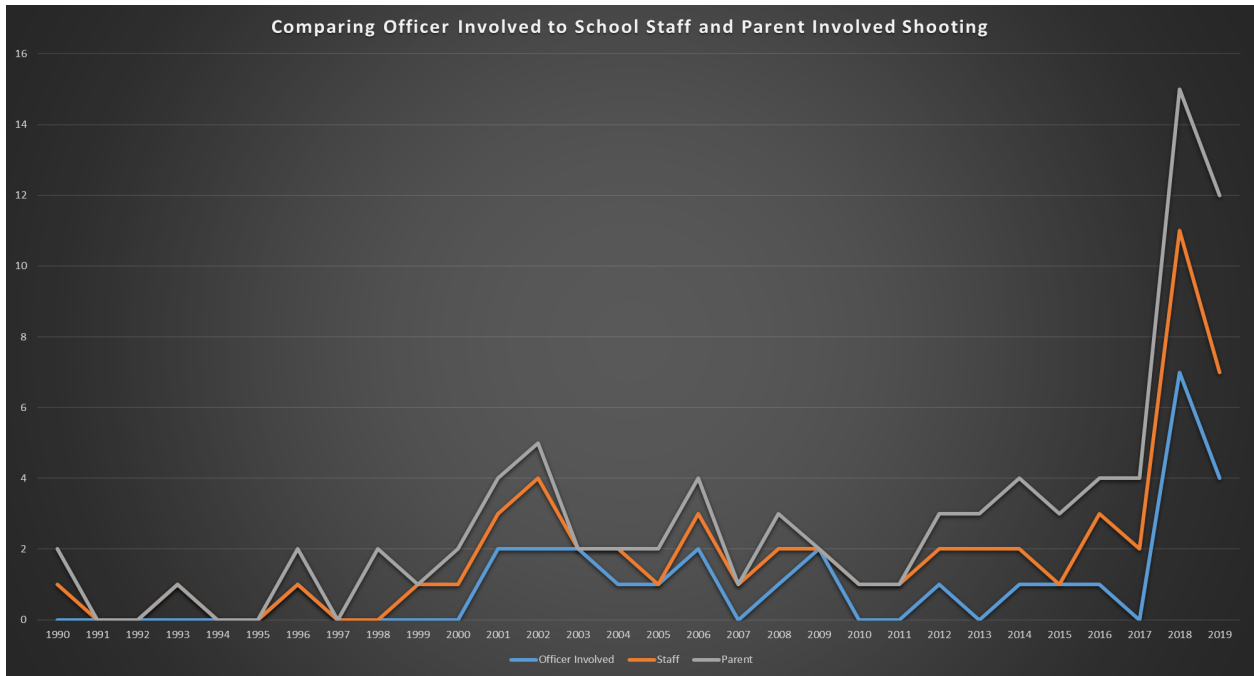
### School Shooting Data 1990-2019

The K-12 school shooting database documents each and every instance a gun is brandished, is fired, or a bullet hits school property for any reason, regardless of the number of victims, time of day, or day of week. Updated daily. <https://www.chds.us/ssdb/>









## Additional Articles and Media

<https://pamplinmedia.com/bvt/15-news/391466-281980-the-last-of-the-beat-cops>

[https://www.kptv.com/westview-high-school-parents-rush-to-pick-up-students-after/video\\_08c87b5b-7b23-5d52-8ba5-4ed92c4d9f71.html](https://www.kptv.com/westview-high-school-parents-rush-to-pick-up-students-after/video_08c87b5b-7b23-5d52-8ba5-4ed92c4d9f71.html)

<https://katu.com/news/local/police-place-extra-patrols-at-beaverton-schools-after-district-receives-threat>

<https://www.usatoday.com/story/news/local/2015/10/12/southridge-principal-alerts-parents-online-threat/73827580/>

<https://www.koin.com/archives/beaverton-police-train-teens-at-summer-academy/>

## 2020 Beaverton Police Department School Resource Officer Process

### Part 1 – LETTER OF INTEREST (30 points possible)

- Each applicant will complete a Letter of Interest and Resume (see next page for instructions). A Letter of Interest and Resume must be submitted each time you apply. To be considered, the letter of interest and resume must be turned in to Professional Standards by 4:00 PM on May 27, 2019.
- **Submission must be in electronic form.** You can email [nstellingwerf@beavertonoregon.gov](mailto:nstellingwerf@beavertonoregon.gov) with your submission and/or questions regarding the process.
- In addition to your submission, evaluations and any disciplinary events in the last three years will be evaluated towards the appropriate categories. Disciplinary events are defined by policy and Association contract as an oral reprimand, written reprimand, demotion, and/or suspension.
- The resume should outline each applicant's meeting of the minimum requirements for the position and is pass/fail.

### Part 2 – SUPERVISOR/PEER REVIEW (20 points possible)

- Each applicant will be evaluated by each of the Sergeants and Lieutenants on the core values and overall performance. Each applicant will also be graded by their peers on the core principles plus teamwork. The peer review will be anonymous.
- The applicant's final score for this portion will be the total of points earned based on the ratings received from both the supervisors and peers.

### Part 3 – PANEL INTERVIEW (50 points possible)

- Applicants should be prepared to discuss and answer interview questions relevant to the position.
- The applicant's final score for this portion of the screening process will be the average of all evaluator

### Letter of Interest Instructions

Past and current School Resource personnel within the Beaverton Police Department (SRO's, Sergeants, and Lieutenants) were asked to provide what they believed to be the top core principles of a successful School Resource Officer. The result was the list of core principles shown below along with descriptions of each.

Each applicant's letter of interest should provide detailed experience in each of the core principles. You will be evaluated on your level of skills and abilities described in each category. It is recommended that each applicant's description of skills and abilities apply to the category you are writing about. Each category should **be about 250 words**.

The descriptors below are a guideline for areas in which you may have experience. It is not necessary to provide examples of each descriptor within the category, but be thorough. There is no one right or wrong answer. Your response will be evaluated on its **content and relevance** to each category and position you are applying for. Unless otherwise noted, please feel free to connect the core principles to your experience both inside and outside of law enforcement.

### **1. Self-Motivated:**

An SRO must be a self-starter, be able to manage their case load, identify problems along with potential solutions, and make critical decisions with little direction. Please describe how you have demonstrated the core principle of self-motivation.

### **2. Organized/Detail Oriented:**

*The SRO position requires an officer who can remain organized and is detail oriented. Individual SRO's, as well as the whole team, can be pulled in several different directions. The best laid plan for your day will often times be derailed by something or someone. Please explain how you remain organized and attentive to detail in your current assignment and how you plan to remain organized as an SRO if selected.*

### **3. Ability to Instruct and Communicate:**

**A successful SRO must have the ability to communicate orally and in written word with the team, other officers, school district staff, and parents. An SRO must also be able to communicate the information in a manner that is easily understood, with minimal preparation time, and in a public or group setting. Please explain how you have demonstrated the ability to successfully communicate information and provide instruction, both orally and written, specifically with regards to public speaking.**

### **4. Team Player:**

**Having the ability to network and build relationships within a small team is critical to being a successful SRO. An SRO must be able to work well with other SRO's, school district personnel, and multi-disciplinary teams. A successful candidate must want to be part of a team where the greater good is more important than the individual team members. Discussion, debate, and conflict must also be managed in a professional manner as an SRO navigates their day. Please explain your involvement on a successful team and how your role added to its success. Please include examples of when you were faced with differing opinions on how to successfully solve a problem and how you managed that debate or conflict.**

**5. Strong desire to lead/coach/mentor youth:**

**An SRO must have a desire to listen to, teach, mentor, and be a role model for youth of all ages. Please explain how you have lead, coached, and mentored youth and how that experience effected your level of satisfaction in a job and/or in your personal life.**

## SCHOOL RESOURCE OFFICER (SRO)

Officers in this assignment are responsible for law enforcement and prevention activities within the city's schools. These activities include providing classroom instruction on various topics, focusing on curriculum already in place at the schools. School resource officers may be called upon to work as regular uniform police officers during those times when schools are not in session.

It is recommended that persons interested in this assignment develop communications and counseling skills and abilities; have a high degree of interest in working with children; have the dynamics to take charge in various situations; be able to develop and present lesson plans; be able to interact well with students, parents, and school staff; and serve as a positive role model for young people.

It is recommended that officers wishing to pursue this assignment also focus on expanding their knowledge relative to juveniles, family and social situations, not limited to those criminal in nature.

### Experience

Four years experience as a police officer, to include two years with this department, or a lateral police officer with five (5) years previous experience as a police officer who has successfully completed the probationary period.

### Training

Must have or be eligible to receive the DPSST Intermediate certificate.

### Education

Recommended two years college level work.

### Assignment Period

Retention of this assignment will be based upon operational need, performance, promotion or mutual agreement to separate. The maximum duration of this assignment will be 4 years. Upon notice of the end of the 4 year assignment period the incumbent officer may request, in writing, a maximum of 2 additional 1 year extensions.

Written requests for extensions shall be addressed to the lieutenant responsible for the operation of the unit and will be due within 7 calendar days of receiving notice of the end of the assignment period(s).

## SCHOOL RESOURCE OFFICER (continued)

### Selection Process

Candidates will be evaluated by a selection committee made up of a captain, lieutenant and sergeant. The process will consist of two phases:

- Phase I will be a Supervisor Recommendation Survey which will be completed by all BPD sergeants except the sergeant who serves on the selection committee.

In order to move to Phase II in the selection process, candidates must receive positive recommendations from 70% of the sergeants who respond to the survey.

- Phase II will consist of a review and evaluation of the candidate's letter of interest, resume, and personnel file, including previous evaluations, discipline, awards, commendations and assignments, and may consist of a candidate interview before the selection committee.

Selection committee recommendations will be submitted to the Chief of Police for final approval. The Chief of Police reserves the right to make the final selection.

### Testing Dates

Administered when the assignment becomes available.

### Special Requirements

Must be willing to work a flexible schedule.

**Note: Length of service for eligibility purposes will be computed in relation to the closing date of this posting. The Chief of Police may amend or waive this qualification requirement, when necessary, to ensure available candidates for this position.**

Chief of Police RadaCrushan Date 11/20/2019



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## PUBLIC COMMENTS

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for November 16, 2020 will be conducted online.

Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, November 12, 2020 through 12:00 p.m. on Monday, November 16, 2020. Comments received are below.

Greg Goloborodko – Parent - What is the current status of removing all SRO's from within our schools?

Evelyn Shoop – Parent - I would like to Board to carefully consider the student voices put forward by Beaverton Families for Equity in the recording that was shared. Also please thoughtfully reflect on whether student well-being and equity are being considered as the core metrics in whether to keep the SRO program. Thank you so much for your work!

Ian Kit Nicolas - Community Member - All public schools in Beaverton should be committed to having police-free environments. There is too much of a lack of accountability with our police force. Until public funds are reappropriated from the police and the police themselves are committed to community service and empathy rather than the illegal and immoral use of force as a form of immediate punishment onto any "suspects", people, including students and especially students of color, will feel endangered by those who supposedly "protect and serve".

Mark Flynn – Parent - I DO NOT feel comfortable with the presence of police staff on campus. Cops do not make my child feel safe or comfortable. We would like to see this contract terminated and the district/city invest in mental health professionals and support staff instead. Let the police go back to their jobs in the city and not in our schools.

Rachel Phan – Student - My name is Rachel Phan. I am a former BSD student. I attended Elmonica Elementary School and Health and Science Middle School. I lived in Beaverton all my life and moved to Chicago at 17 where I now work as an accountant. I am writing to advocate for Police Free Schools. I was afforded a great education which helped me stay safe, out of trouble, and fed as a child. Unfortunately, I know some classmates that are now incarcerated. The odds were stacked against them. Black and brown children and differently abled children are more likely to receive traumatic intervention from school resource officers than other students. When these interventions occur, they disproportionately negatively affect the futures of vulnerable students. I plead you to consider research on the effectiveness of school resource officers and ask you to remove them from schools. I ask that BSD play their part in dismantling the school to prison pipeline. I have faith in BSD, and hope to see this change for students.

Erin Weaver – Parent - We can't say that Black Lives Matter & have resource officers, AKA police, in our schools. Police officers directly participate in a racist & corrupt system. Police have never been about

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protecting human life. Police forces were created to capture runaway enslaved persons who were considered stolen property. The police system can now be seen as a symbol of fear & hate. If the intention of having armed guards in schools is student safety, what is the impact to our students of color? What messages are we saying when students have to learn in a building with modern day slave catchers? How are we SHOWING their lives matter through our actions & not just in words? We can't say Black Lives Matter & continue education as usual. It's time to take bold & brave action; to show we care about the emotional, mental & physical safety of our students and families; to put the money spent policing students back into teaching students; to create schools that cultivate a love of learning not fear.

Maggie - Community Member - As an alumna of the Beaverton School District, I strongly advocate for police-free schools. Why should students go to schools with police officers, but not librarians? Or art teachers? Or school psychologists? Having police in schools has a direct, negative impact on the well-being of all students, especially Black, Indigenous and other students of color. BIPOC students face disciplinary action so much more frequently than their white peers, and that is in large part to the inherent racism that is deeply ingrained in our policing systems. You have the power to do something about that. Schools should be a place where all students are given the opportunity to feel safe, and that is not the case for so many BIPOC students. Take the resources that pay for police presence in school buildings and invest in things that will improve the lives and educational experiences of your students.

Mariah Waite-Callaway - Community Member - The discussion of the future of SROs needs to be centered around those who are disproportionately impacted by their presence, which are BIPOC students. It's concerning to see that the police and sheriff departments are leading this conversation, which will of course be biased in their favor. BIPOC and poor students are currently subjected to a school-to-prison pipeline, which is facilitated by the presence of SROs. Though their goals state that they want to prioritize mental health needs, this issue is better addressed by mental health professionals. A badge and a gun inherently escalate situations of crisis and are not the solution that our students need to succeed.

Brian Decker – Parent - "As a Vose parent, I urge you to reinvest SRO resources toward other needs instead. The SRO Report you receive today shows that BPD and WCSO arrested 63 people last school year, and all but 4 were children. SROs disproportionately arrest Beaverton's Black and Hispanic students. BPD arrests Hispanic children at more than 50% above their portion of the student population and Black children at nearly three times their percent of the population. For WCSO deputies, 18% of their arrests came from the merely 3% of the student population that is Black.

Over a quarter of WCSO's arrests of students are for possession of alcohol, tobacco, marijuana, or Xanax. Handcuffing children in mental health crises accounts for 24%. In a school without a police presence, stealing might get a student detention; in a school with an SRO, that student's much more likely to get a juvenile delinquency case and a start on the school-to-prison pipeline.

No data supports the idea that SROs make schools safer."

Maggie Myers - Community Member - "I'm writing to oppose any further funding or expansion of the SRO program in BSD and to urge you to discontinue the SRO program. Having police presence in our schools is expensive (\$1,822,970 in the 2019-2020 school year) unnecessary and it disproportionately affects students of color, who are arrested and monitored at rates much higher than their white peers. Additionally, several BSD students of color submitted testimony to city council over the summer detailing their experiences being profiled and harassed by SROs and how this negatively impacted their feelings of trust and safety within their schools. Continuing to create an environment which criminalizes and assumes the worst of our kids is wrong, especially when our schools are in desperate need of

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essential services such as full-time nurses and counselors. Please discontinue this program and reinvest its funding into things that help our students and prevent harm instead of causing it.

Jenny Bevacqua – Parent - "I would like to see an evidence-based analysis of the benefits and harms of School Resource Officers (SROs). What clear benefits do they offer and what harms do they offer? I am aware that the head of the BSD SROs last year had a 'Blue Lives Matter' sign on his office door. This is \*disturbing\* for hopefully obvious reasons. Even if this man now hides this 'Blue Lives Matter' sign, his attitude is unlikely to change.

Please publish an evidence-based analysis of the benefits and harms of SROs -- and THEN, involve the community in decision-making about the role of these people in BSD.

Also would highly recommend consideration of Restorative Justice practices in lieu of punishment.

Resources include:

1. Juvenile Justice & The Adolescent Brain (Harvard Medical School, <https://clbb.mgh.harvard.edu/juvenilejustice/> )
2. <http://circleupdoc.com/> (documentary)
3. The neuroscience of restorative justice (Ted Talk by Dan Reisel) "

Jodi Monroy - Community Member - As a parent to 4 biracial kids in BSD, active within immigrant and refugee communities, I am disappointed that BSD leadership does not take action with regards to removing SROs from BSD schools. The inaction of leadership shows that decisions are not made using the BSD equity lens. In this conversation, not all voices should be considered equally. Decisions should prioritize those at risk for school to prison pipeline and not perpetuate the idea that the perceived safety of privileged families outweigh creating "s safe, inclusive and affirming for historically underserved students and their families". Additionally, since the SRO budget is shared with the City of Beaverton, please take the time to collaborate with the City Council and Mayor, who contracted with a consultant experienced in DEI and community conversations. Results and recommendations can be found here: <https://www.beavertonoregon.gov/beheard>

Syed Qasim – Parent - Our Schools should be safe for ALL students. What this safety looks like for all students may be different, it is important to take into account the role of an SRO and how it is perceived by some segments of our student population and the impact it has on them. Being equitable means being sound and fair to all!

Nadia Hasan – Parent - As a former teacher and current parent in Beaverton schools, I am gravely concerned about the presence of SRO officers. As the Civil Rights Data Collection data shows, in 2015, of the 30 students who were referred to police, 20 of them were students of color. That is disproportionate data demonstrating that we are already contributing to the school to prison pipeline. We must remove SROs immediately to undo the harm that these officers are causing to our students, specifically BIPOC students. BFE and Sunrise Beaverton partnered to gather student testimony that was presented to the city of Beaverton -- the testimony was abundantly clear: SROs make students feel unsafe. We cannot rationalize the safety of some students for others. When students feel unsafe with police in our buildings, we must work to immediately remove them. As for public safety, there are alternative ways to ensure our schools and students are safe. Thank you, Nadia Hasan

Jill M - Community Member - Please consider using these funds for social services support for students.

Dan Bowman - Community Member - BSD should not use School Resource Officers in their schools. These salaries should be put toward mental health professionals in every school.

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Elaine Nelson - Community Member - As a retired elementary teacher, parent of two children who attended Beaverton SD schools K-12, and regular volunteer at my granddaughter's Beaverton SD school, I oppose funding for School Resource Officers (SROs) in the Beaverton School District. I think that funding more counselors in the schools would serve students needs more effectively.

Kevin Munes - Community Member - The Washington County Sheriff's Office is littered with white supremacy and drowning in scandals. Get them the heck out of our schools.

Amy Johnson - Community Member - "I am the parent of a child who will go to the BSD. I want the district to REMOVE ALL SROs from schools and stop renewing contracts with law enforcement agencies. Police do not prevent violence in our schools they create an unsafe learning environment for BIPOC students.

Law enforcement's report tonight will show you:

The BPD and WCSO arrested 63 people last school year, and all but 4 were children. SROs disproportionately arrest Beaverton's Black and Hispanic students. BPD arrests Hispanic children at more than 50% above their portion of the student population and Black children at nearly three times their percent of the population. For WCSO deputies, 18% of their arrests came from the merely 3% of the student population that is Black.

This is what BSD Students say:

[https://drive.google.com/file/d/1CR23xkQebBlpzBPZPH7wGcWuuhtITtIY/view?fbclid=IwAR1VmiSnNLrTCHQ1bexR4882CchzV9-KKaBKxemVO8BGOcDbPp\\_tX6sqU\\_s&pli=1](https://drive.google.com/file/d/1CR23xkQebBlpzBPZPH7wGcWuuhtITtIY/view?fbclid=IwAR1VmiSnNLrTCHQ1bexR4882CchzV9-KKaBKxemVO8BGOcDbPp_tX6sqU_s&pli=1)

Cops out of schools. PS Allison Tivnon worked for ECONortwest. Optics?"

Katherine Watkins – Staff - "If the bipoc community is saying ouch, then why would you proceed with a meeting to debate the pain? We know the history of police and BIPOC for the past 150 years. We know of the school to prison pipeline. What is there to debate?

What message do we receive when Portland takes care of this way before Beaverton? If we want to set the tone, send the message to our kids we hear and care, then we will join in the direction of Portland and other schools to ensure we are not left behind in reducing trauma for our students who are pain.

We BIPOC have felt ignored by our colleagues, our principals, our superintendent and our schoolboard. Will this prove to be another performative meeting to check a box or is this a meeting to prove to the forever waiting BIPOC community that we are finally heard and respected for what we need to function successfully at beaverton school district? "

Sara Schmitt – Staff - "BSD's commitment to education equity is rooted in creating safe, welcoming and inclusive learning environments. This evaluation of the role and presence of SROs in BSD requires us to have a broader conversation about the definition of "safety" in our schools. This is also an opportunity to engage in a process that views community members as partners, not merely data points.

Please continue this process alongside educators and the students and families that our education system and law enforcement agencies have historically marginalized. Please reflect on the equity lens question, "Whose voice is and isn't represented in this decision?" and make a decision with the BSD community, not for the BSD community. "

Wlnsvey E Campos - Community Member - "I work in Beaverton, and am Representative-elect for OR-HD 28. Schools should be spaces for learning, personal advancement, goal setting, for setbacks and false starts. It's essential students can do this in a forgiving environment.

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Studies tell us law enforcement in schools don't enhance protection of students. Instead, it raises anxiety, increases needless interactions between police and marginalized communities, and increases the likelihood that students are referred to law enforcement more often for non-serious crimes. Hyper-criminalization of students shouldn't be the policy of BSD.

Consider the punitive, deliberate profiling and policing of students. Does the presence of SROs on campus justify the expense to taxpayers or demonstrably increase safety of students, staff, community members on campus? Is their presence worth the trauma of students?

It's my opinion, and is indicated by student testimony gathered by BFE and Sunrise Beaverton, that it isn't. Respectfully."

Mika Nichols – Parent - I have 2 kids that are in Beaverton School District Schools. I just want to make sure you all know that I understand you are getting a lot of pressure to get kids back iton schools. But I am completely against this until it is safe for the kids and the teachers as well. I know a lot of ventilation systems need to be upgraded and a lot more sanitizing needs to be put into effect in order for it to feel safe to have kids back in school. Please consider this. Thank you very much for your time.

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