



## Beaverton School Board Work Session

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, April 22, 2025 5:45 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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### I. OPEN MEETING

A. Call to Order

B. Attendance

### II. Youth Service Officers Program

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### III. CLOSE MEETING

A. Adjourn

**WORK SESSION – ITEM FOR ACTION AT A FUTURE MEETING  
YOUTH SERVICE OFFICERS PROGRAM****SUMMARY**

The district has had a long history of partnering with law enforcement to provide specialized services to BSD schools. The current contract is expiring at the end of this school year and the board will vote to decide if the program will continue. District staff was tasked with gathering information regarding the Youth Service Officers program as outlined during the December 10, 2024 board meeting.

**BACKGROUND**

Information has been gathered in a variety of ways including surveys (students, staff, parents/guardians), group interviews (students and parents/guardians), individual interviews (administrators, staff, families), and peer school district interviews. Nearly 16,000 people participated in providing feedback on the Youth Service Officers Program. This data will be presented to the board.

**RECOMMENDATION**

Information will be presented to the board for consideration. The board will be asked to give direction regarding the program at its next meeting on May 13.

**Belong. Believe. Achieve.**

# BSD YSO Process

## Information and Data Gathering

April 22, 2025

# Agenda

01

Process Review

02

Data

03

BSD Administrator Gap Analysis

04

Critical Roles to Promote Safety

05

Alternative Models

06

Costs of Program

07

Cost Avoided Savings

08

Program Recommendations

09

Next Steps

4

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

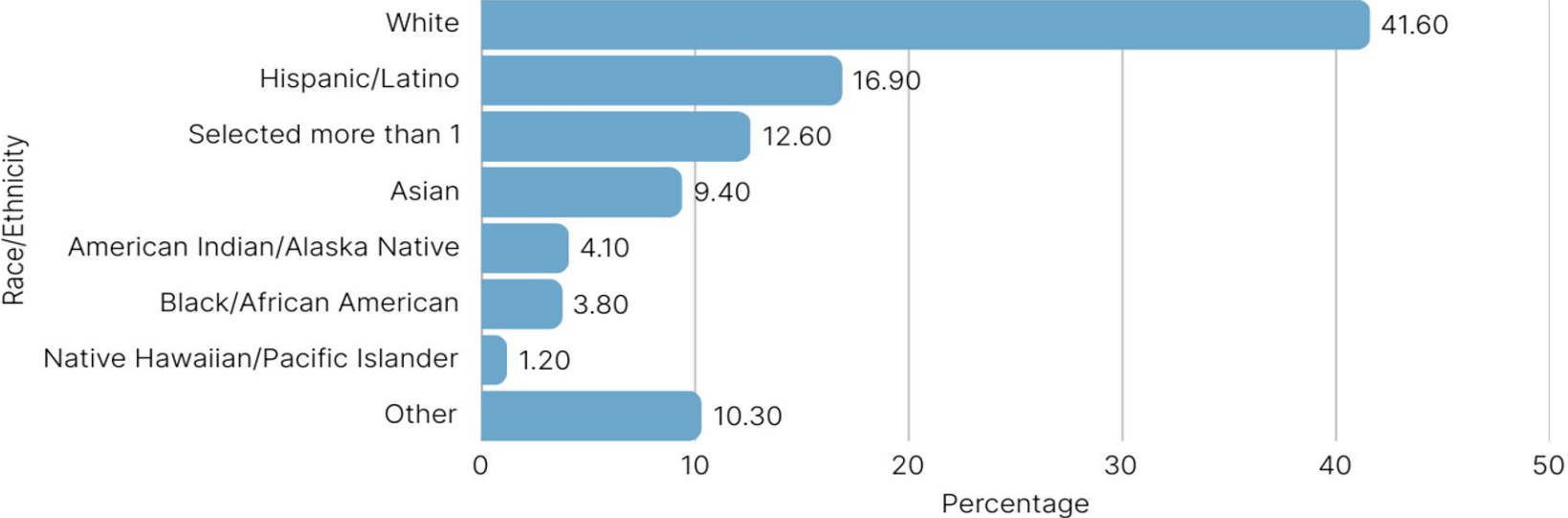
- **Students:** 5 focus groups (85 students)
- **Staff:** 26
- **Administrators:** 8
- **Parents (multilingual, special education):** 45 (the majority were multilingual and some special education parents)
- **Peers (North Clackamas, Salem-Keizer, Tigard-Tualatin):** 7

# What We Learned

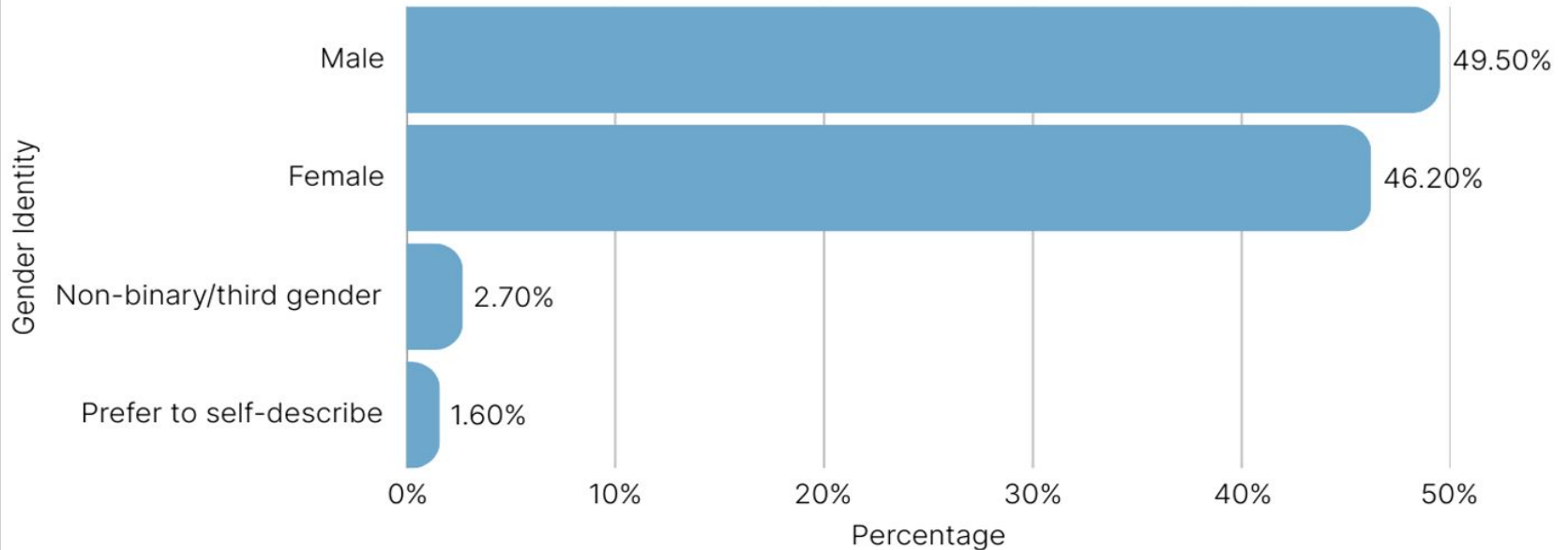
1. Support for YSOs is overwhelming and consistent in every demographic represented in the study
  - Elementary School 24% for YSOs 4% against
  - Middle School 22% for YSOs 3% against
  - High School 25% for YSOs 4% against
  - Parents/Guardians 73% for YSOs 10% against
  - School staff 75% for YSOs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

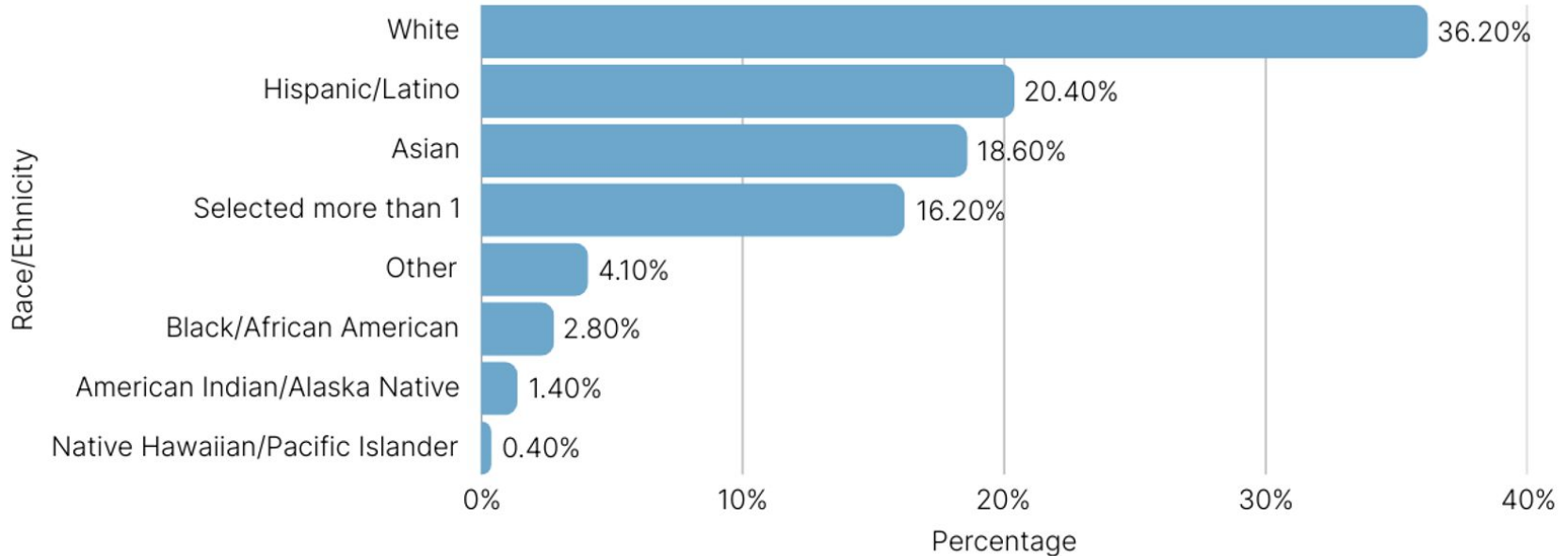
# Race/Ethnicity Distribution of Elementary School Respondents (n=3,667)



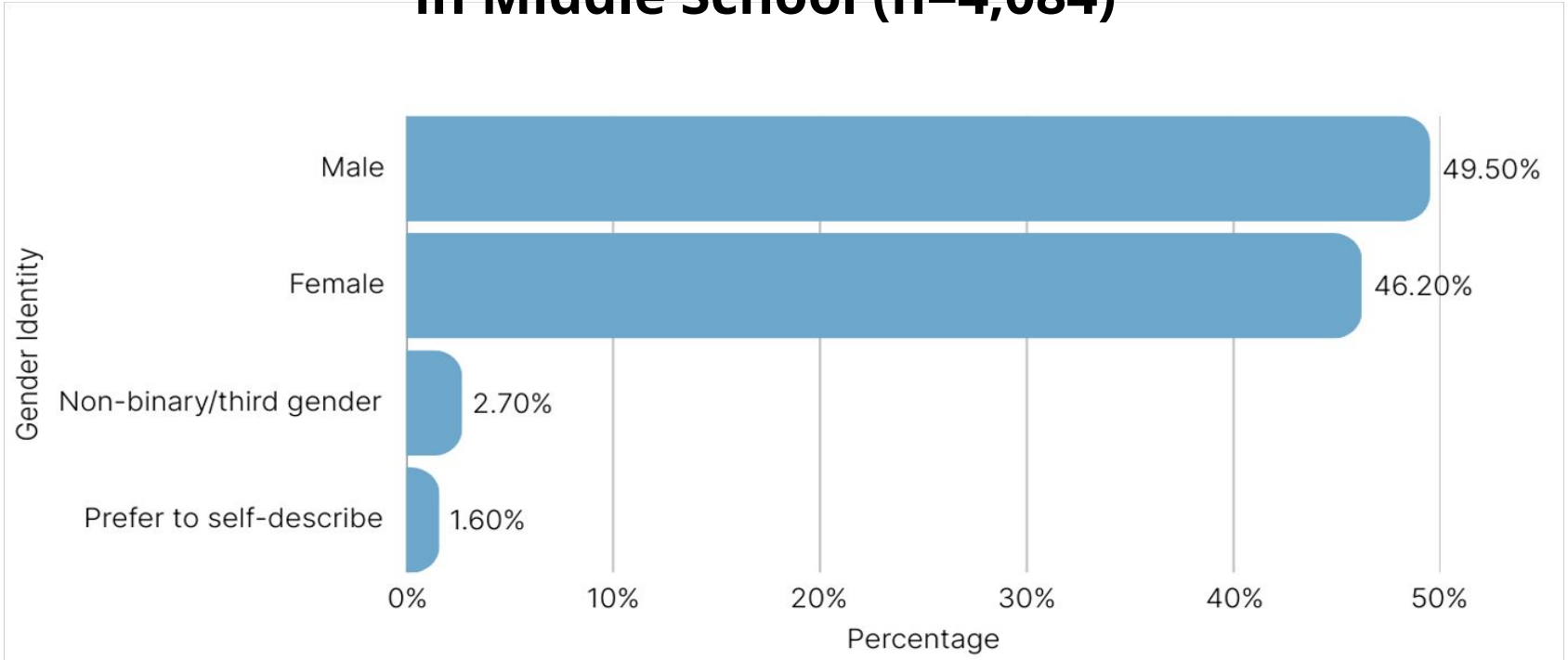
# Gender Identification Distribution in Elementary School



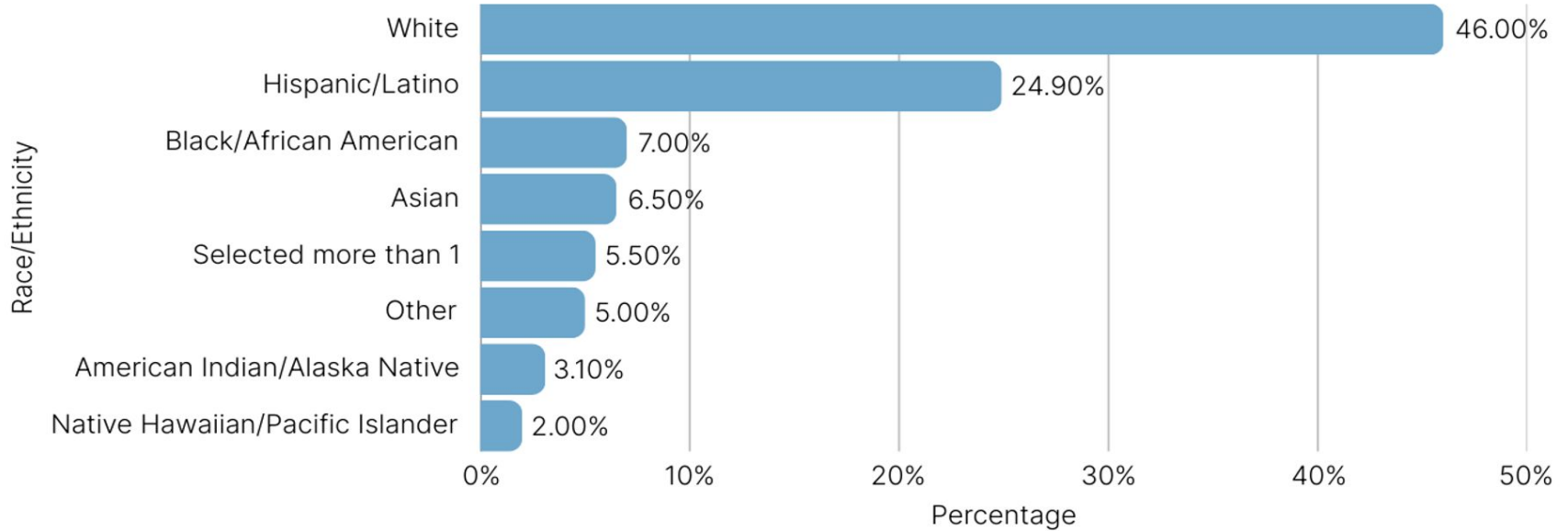
# Race/Ethnicity Distribution (n=4,063) of Middle School Respondents



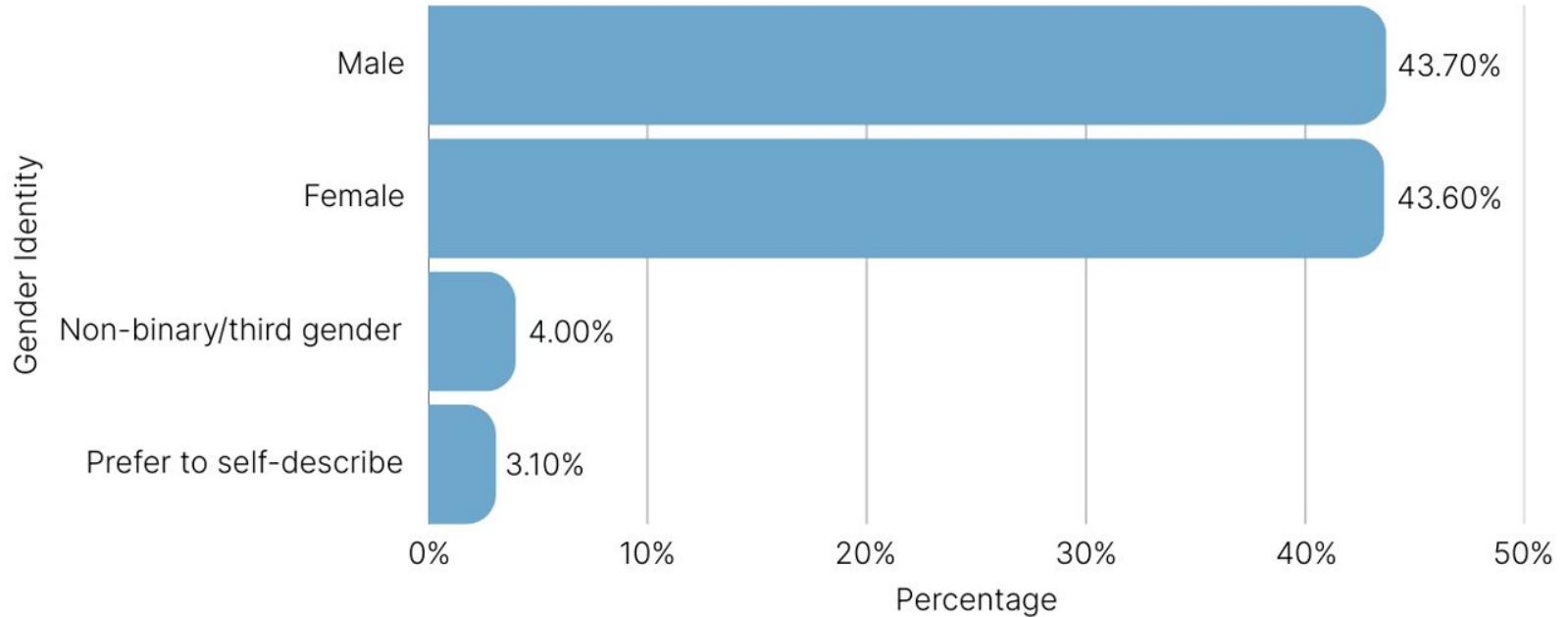
# Gender Identification Distribution in Middle School (n=4,084)



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

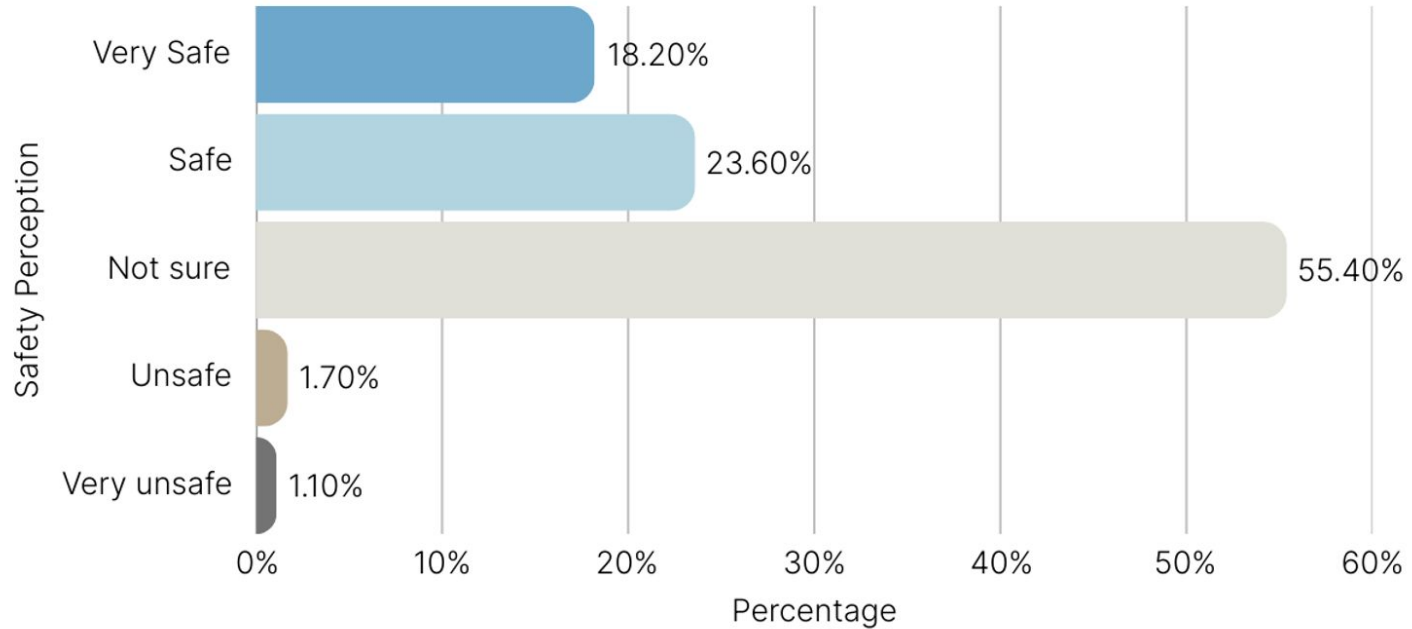


# Gender Identification Distribution in High School (n=2,352)

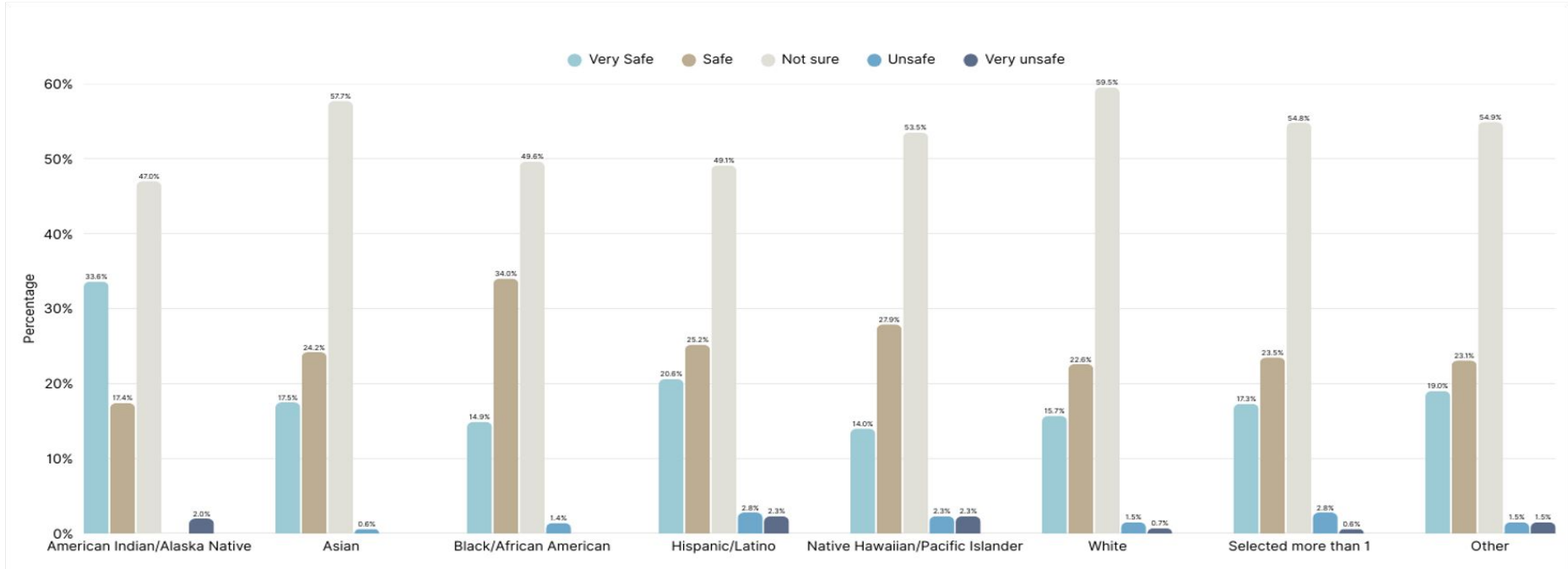


# Student Experience of Safety

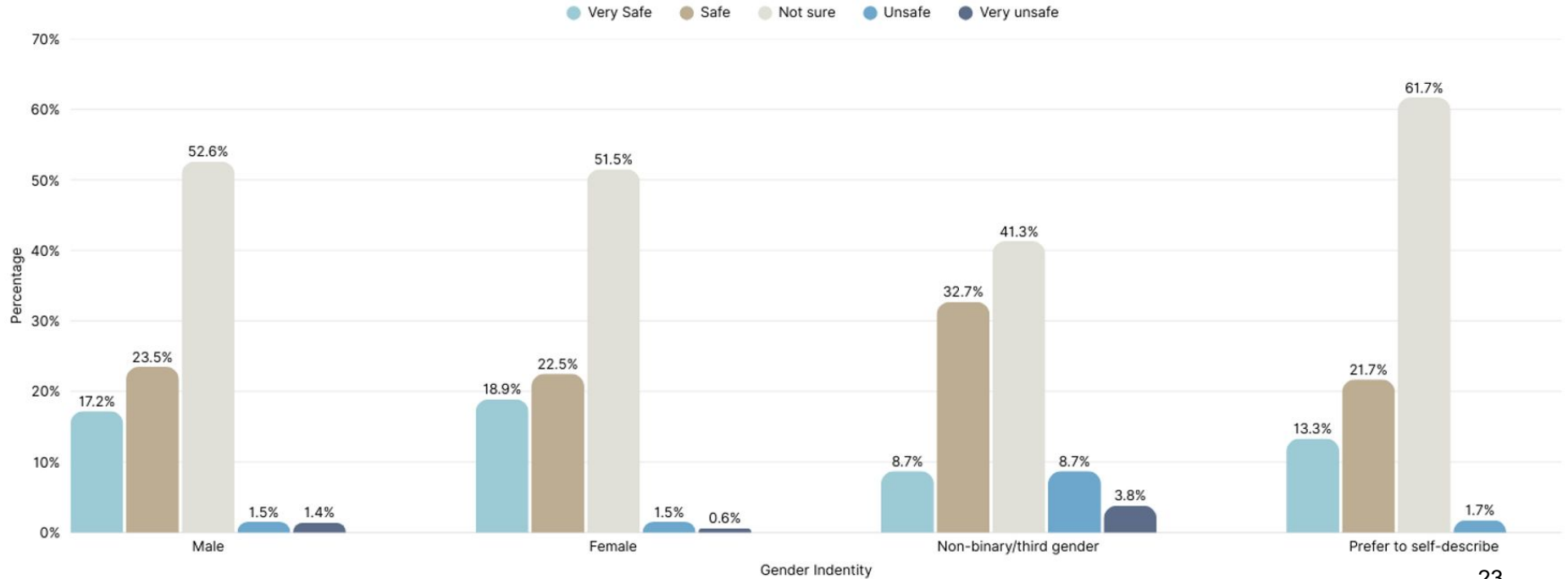
# Elementary Student Safety Perceptions (n=3,880)



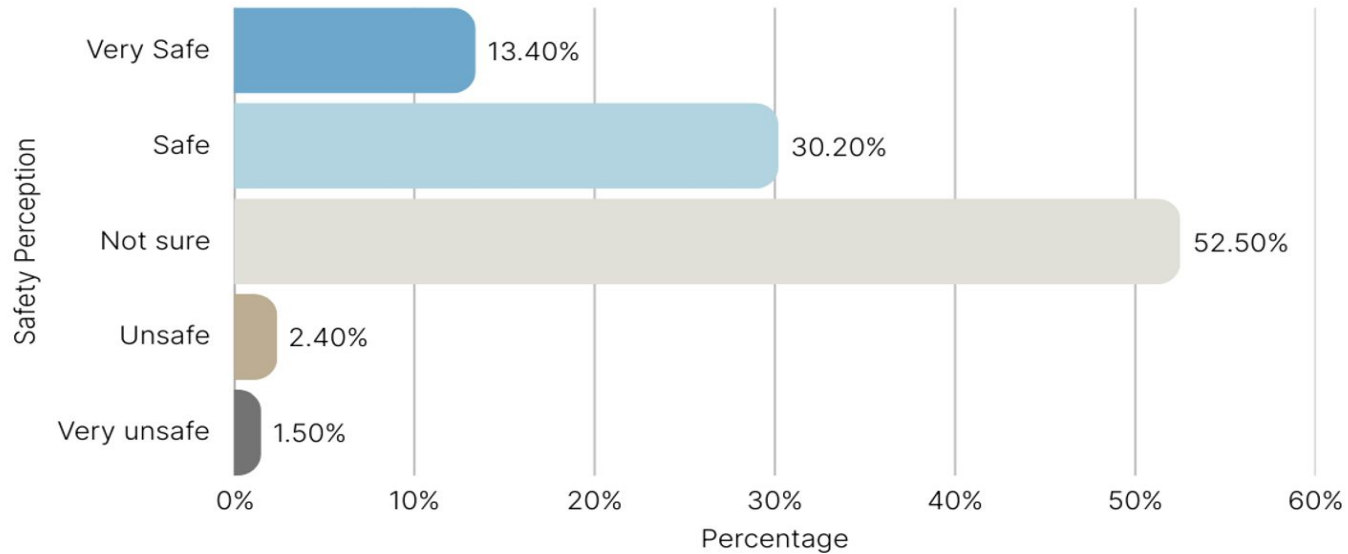
# Elementary Safety Perceptions by Race/Ethnicity (n=3,622)



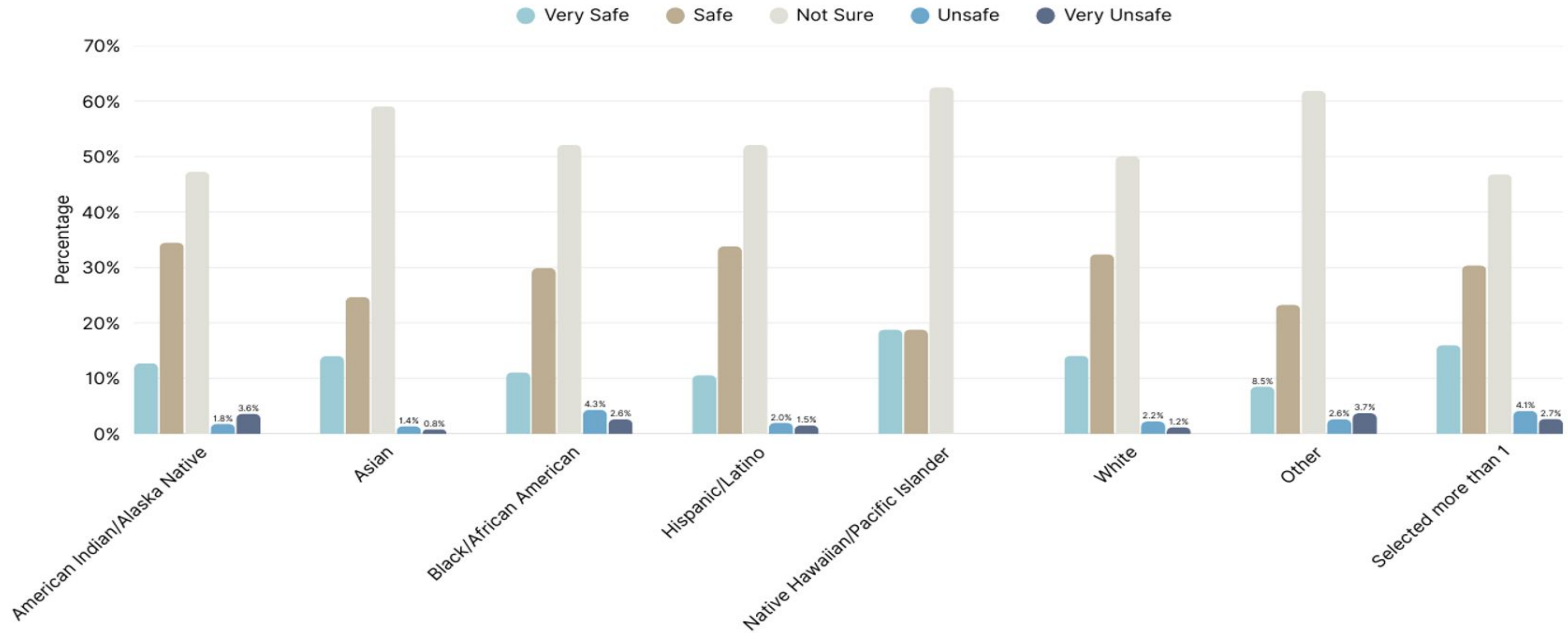
# Elementary Safety Perceptions by Gender Identity (n=3,851)



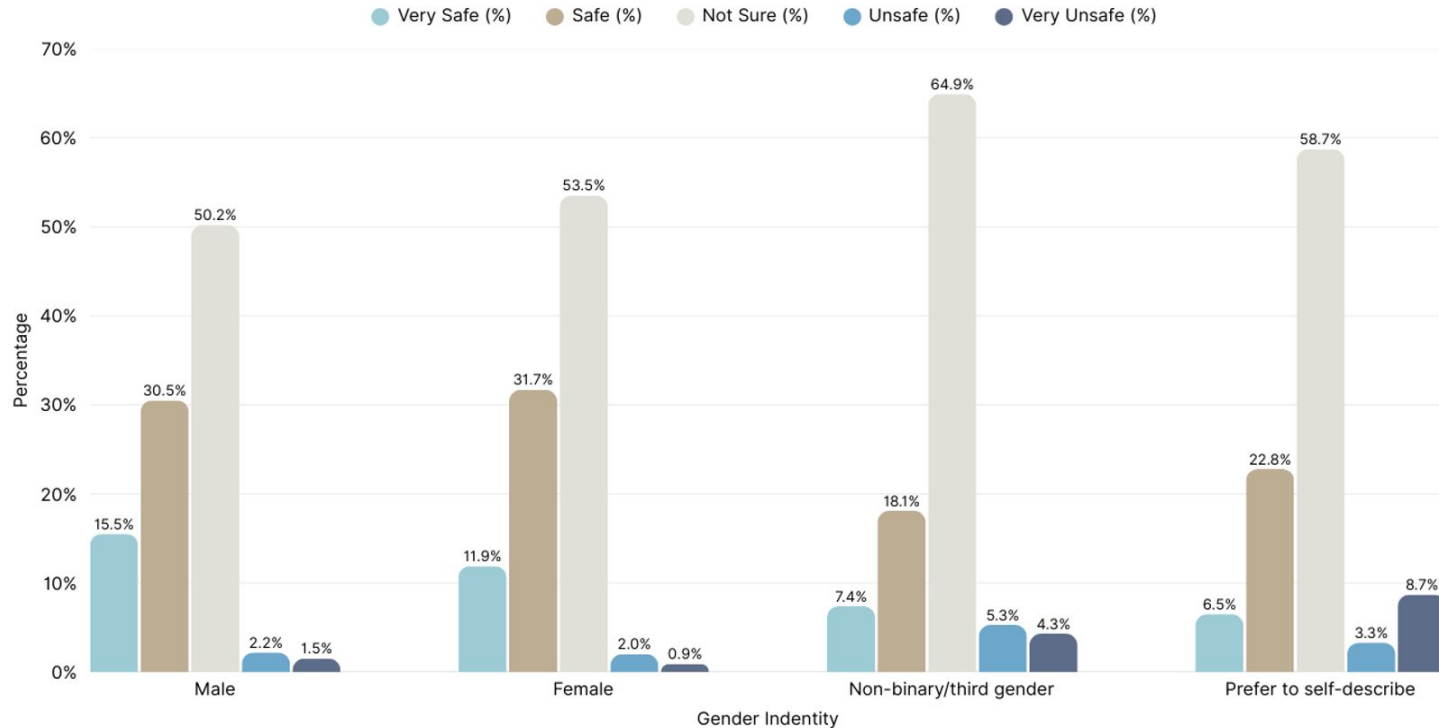
# Middle School Student Safety Perceptions (n=4,201)



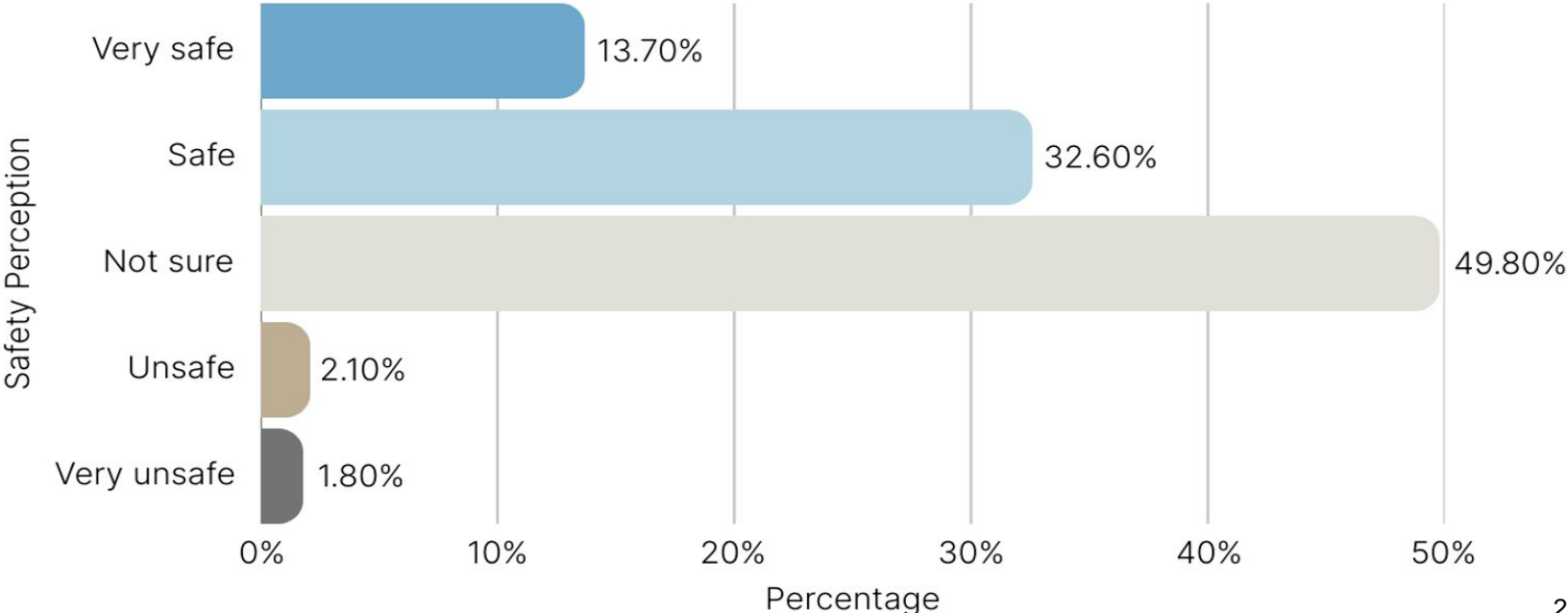
# Middle School Safety Perceptions by Race/Ethnicity (n=4,050)



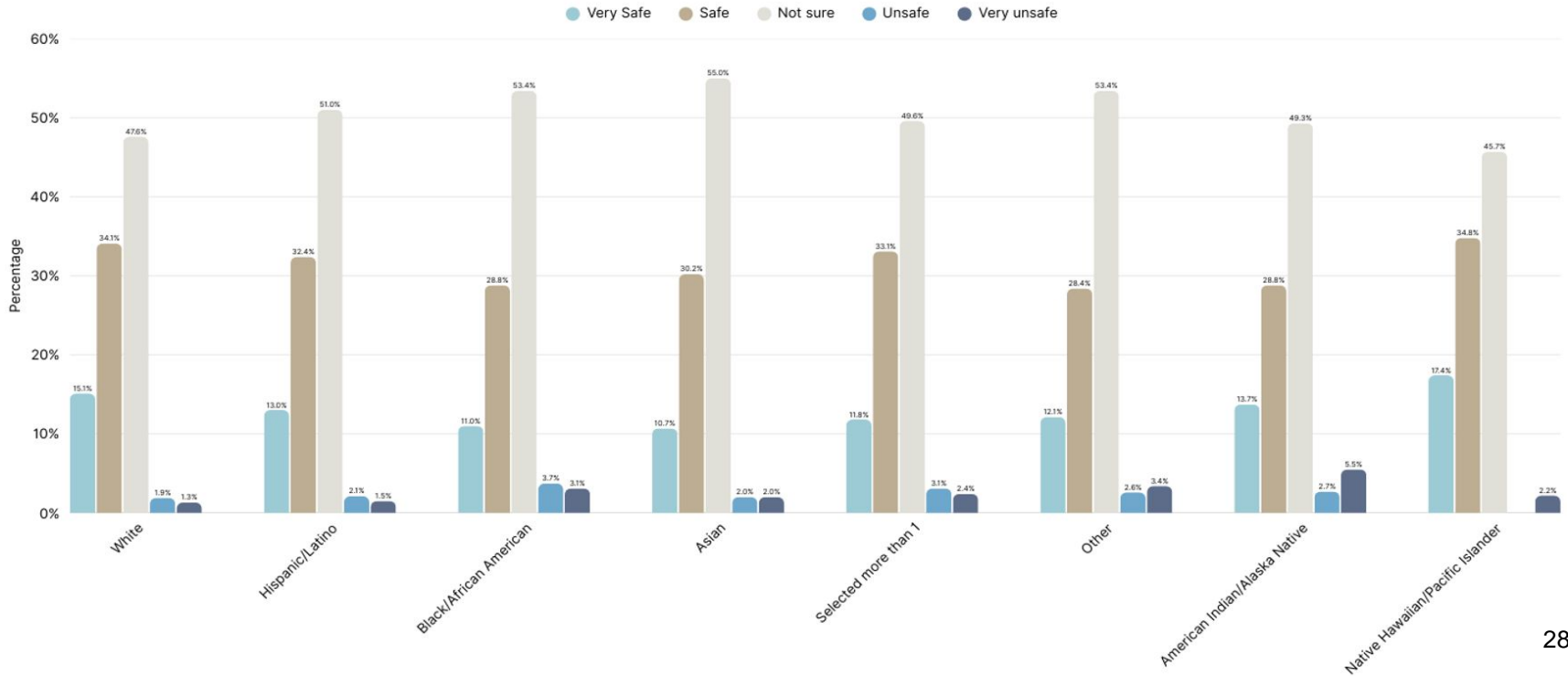
# Middle School Safety Perception by Gender (n=3,976)



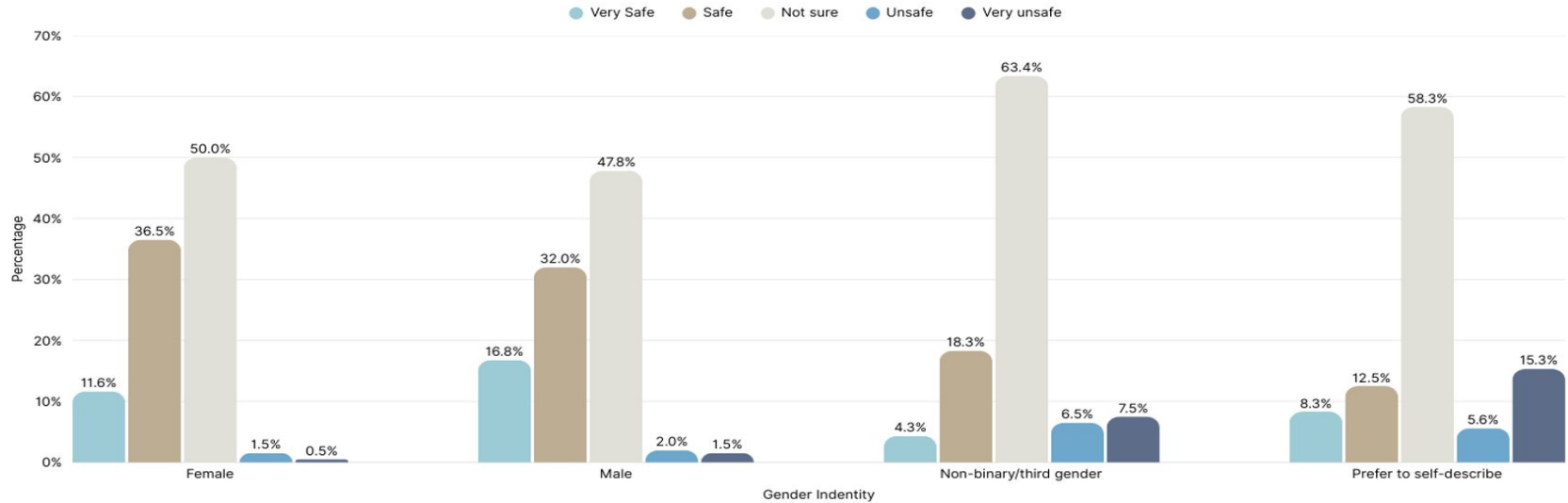
# High School Student Safety Perceptions (n=2,335)



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

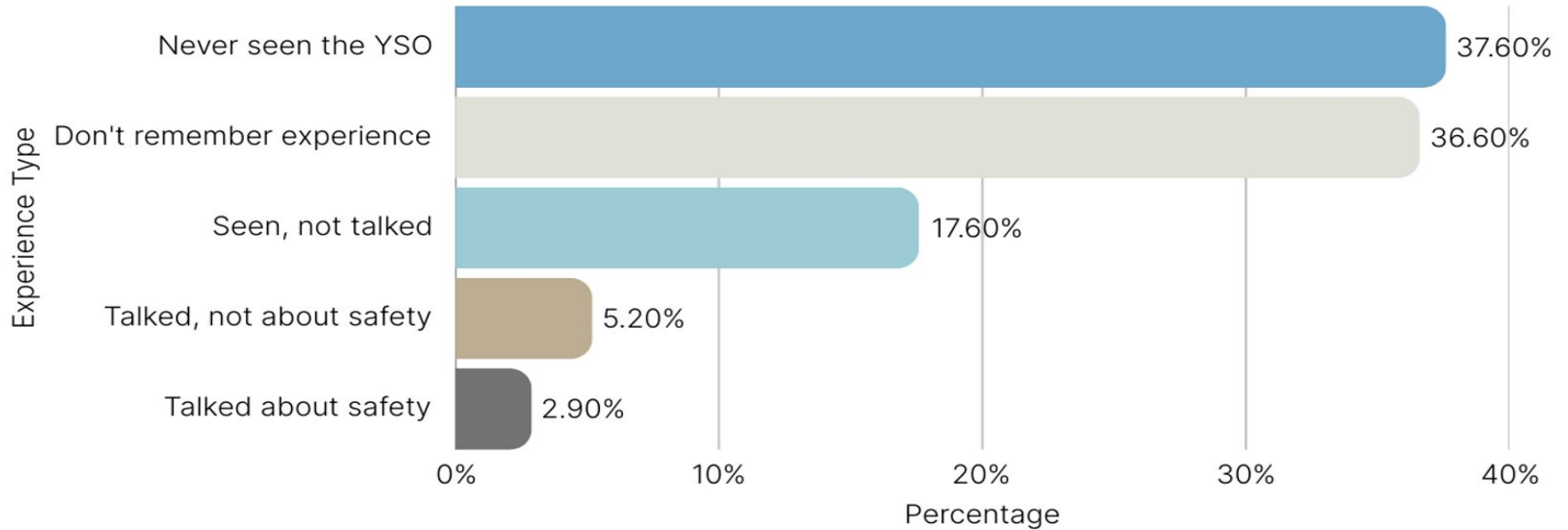


# High School Safety Perception by Gender (n=2,207)

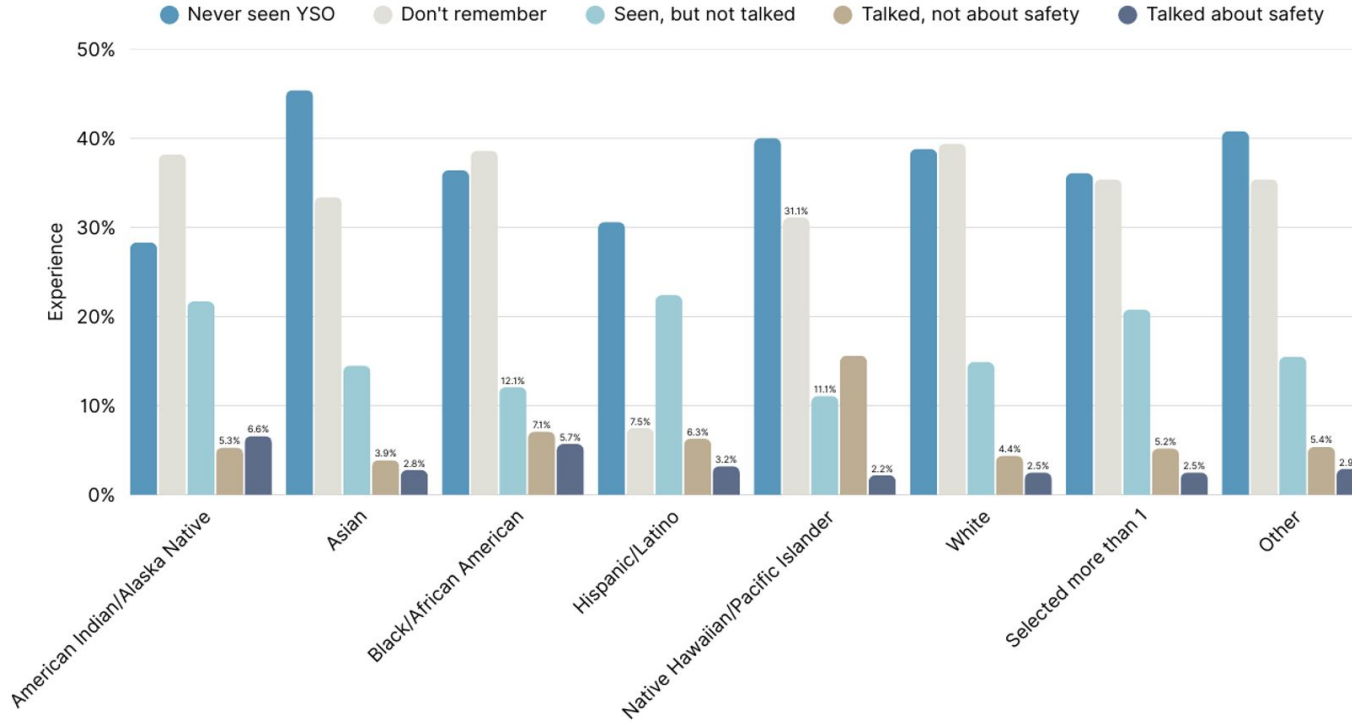


# Student Experience of YSOs

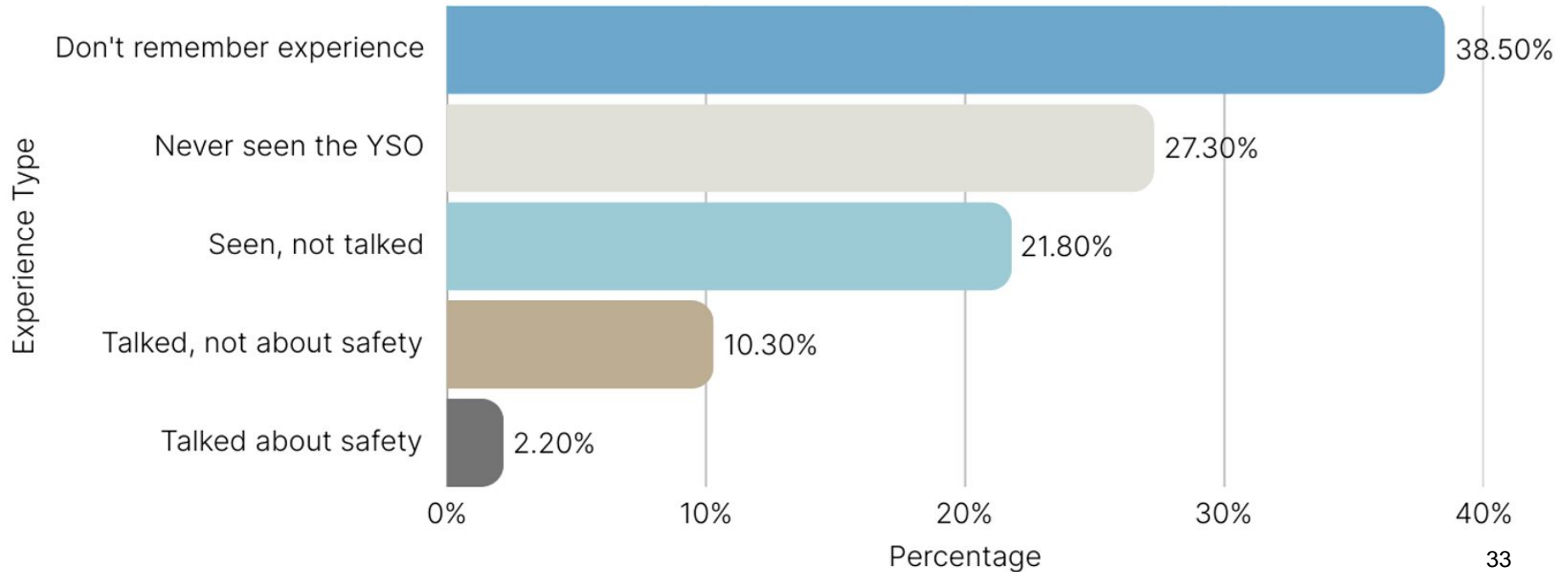
# Elementary Student YSO Experiences (n=3,925)



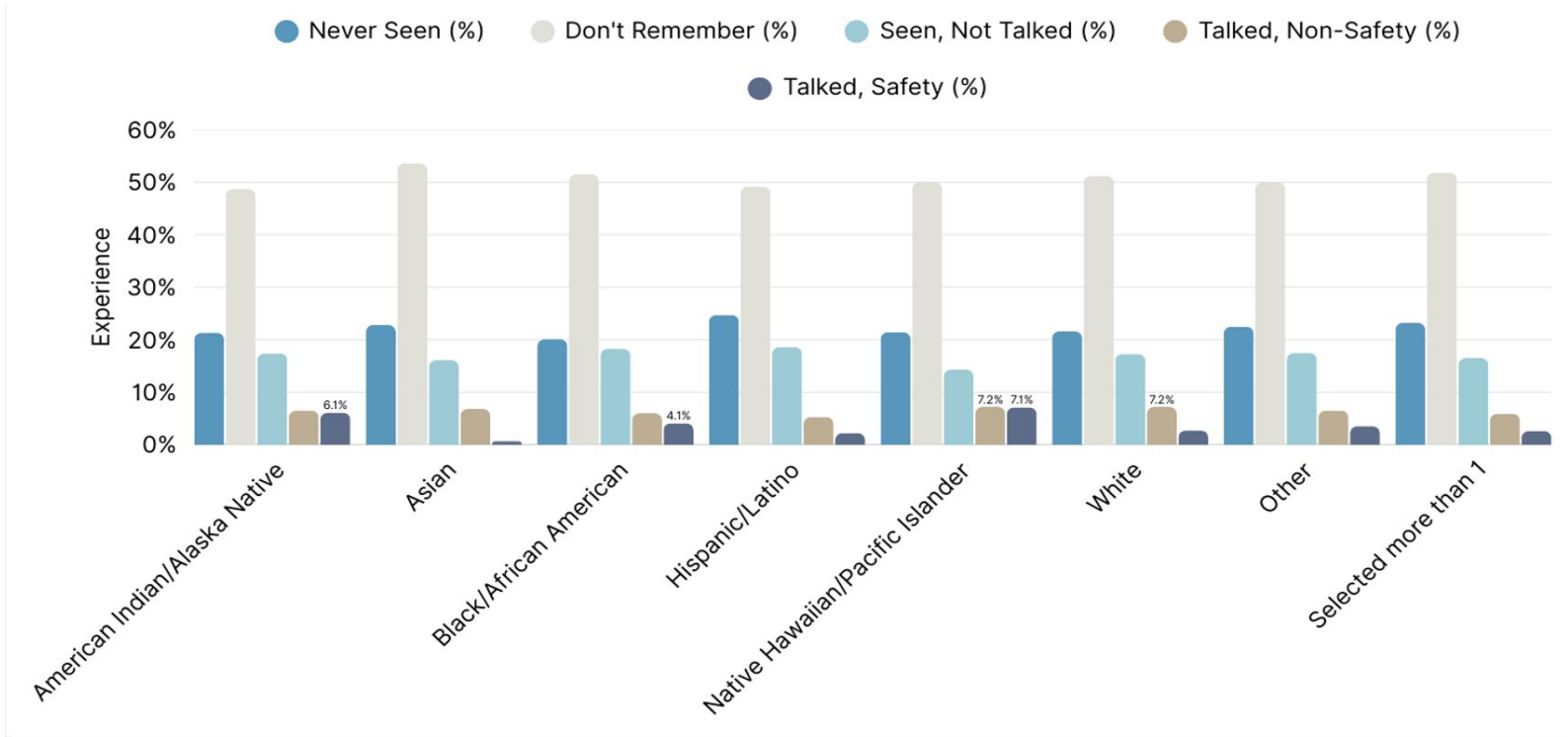
# Elementary Student YSO Experience by Race/Ethnicity (n=3,667)



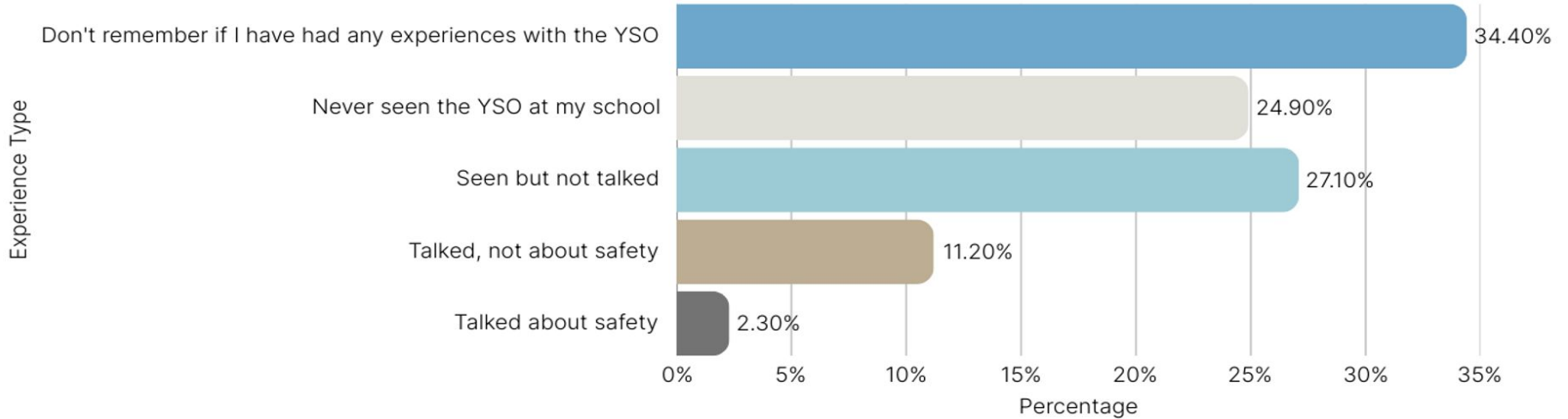
# Middle School Student YSO Experiences (n=4,205)



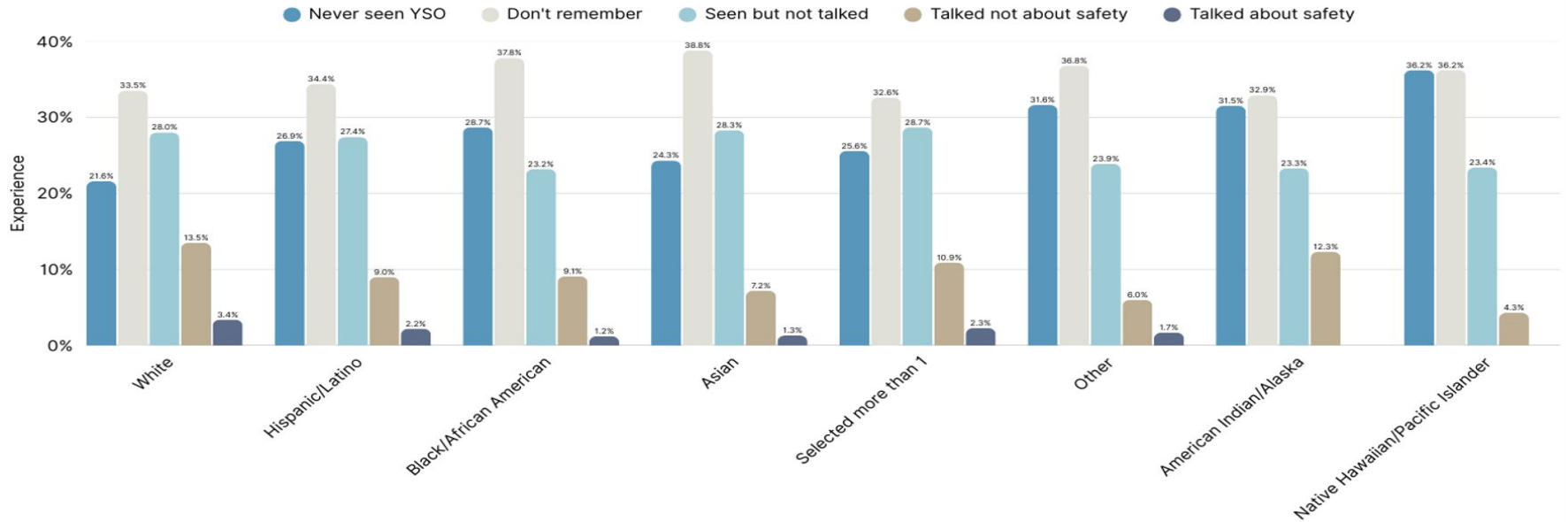
# Middle School Experience by Race/Ethnicity (n=4,053)



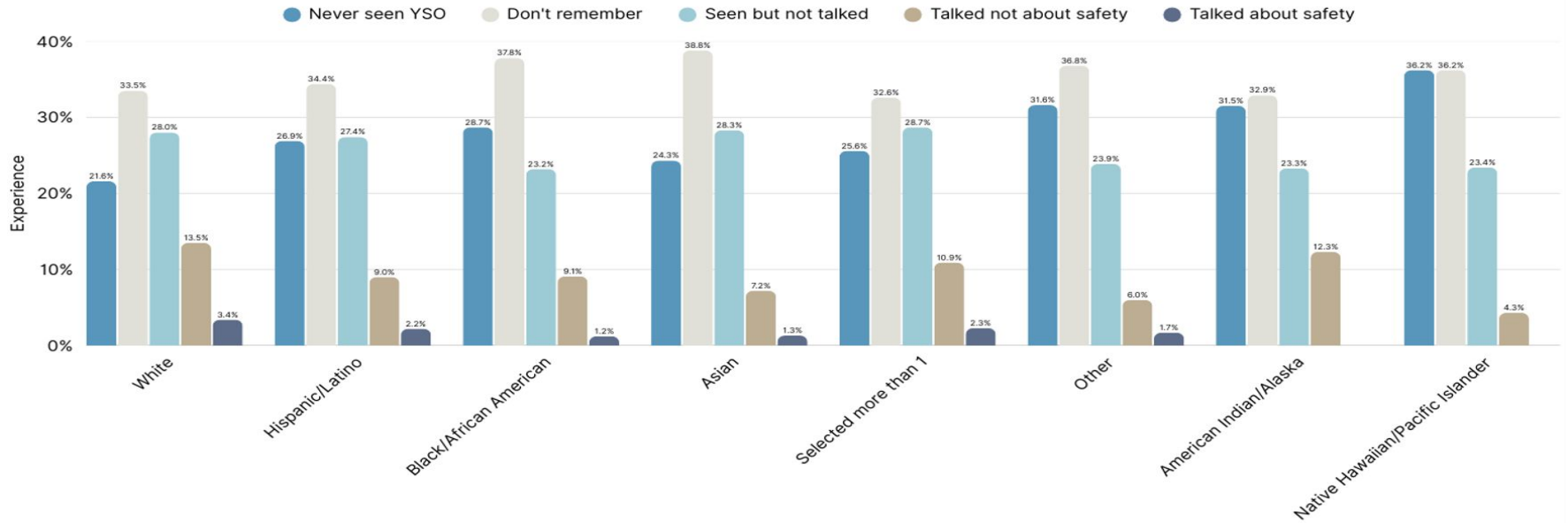
# High School Student YSO Experiences (n=2,351)



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

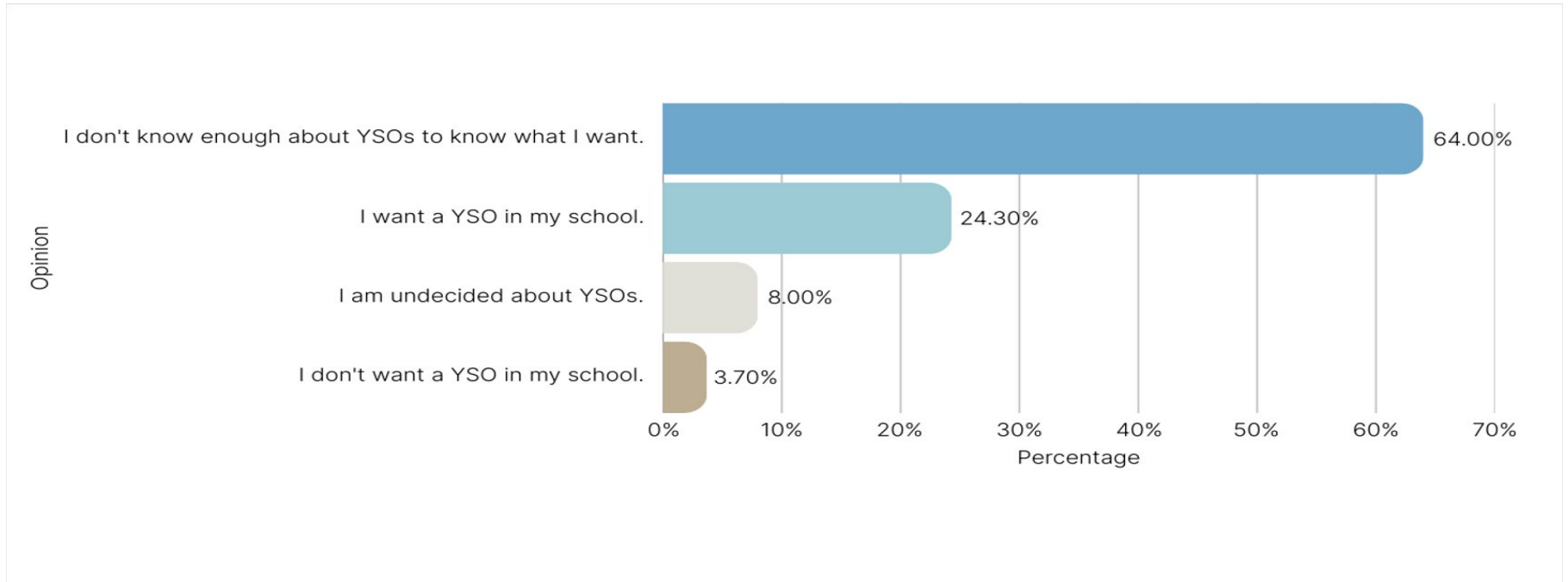


# High School Student YSO Experience by Race/Ethnicity (n=2,351)

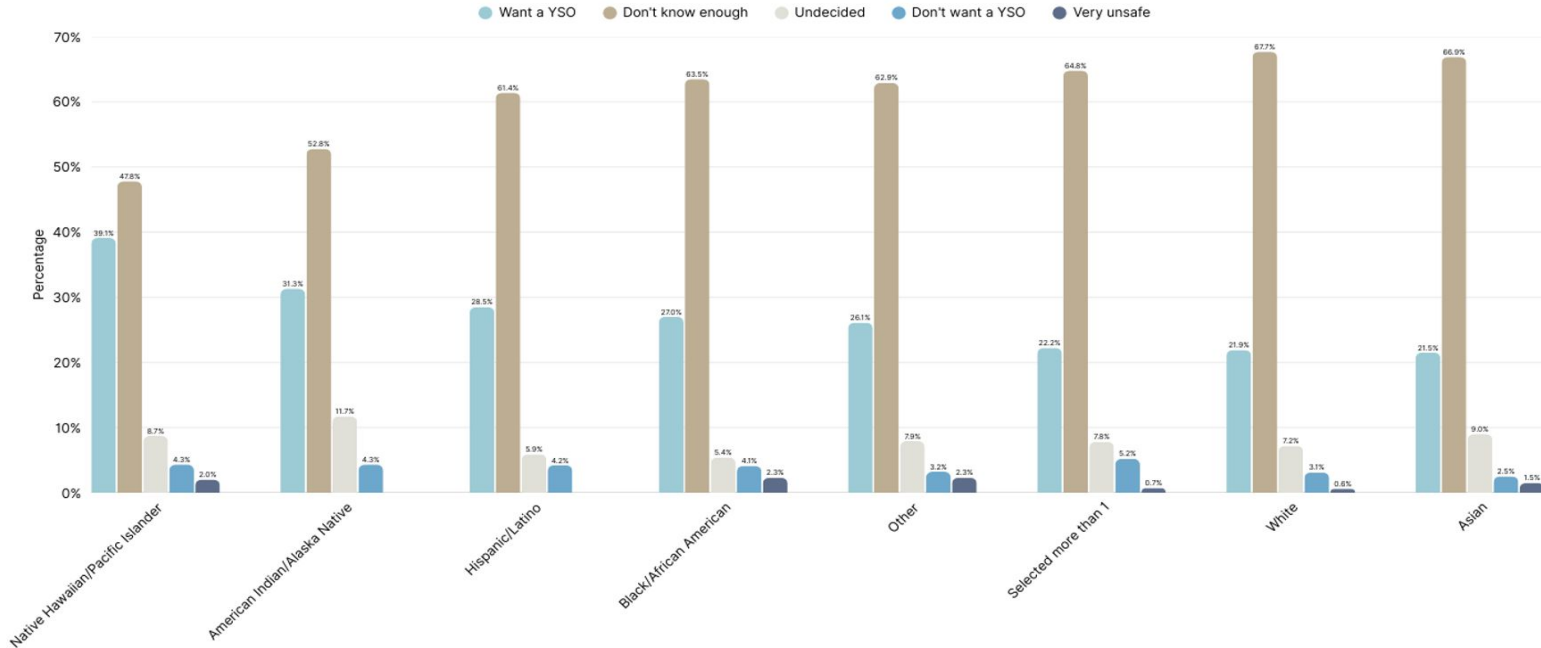


# Student Perceptions of YSOs

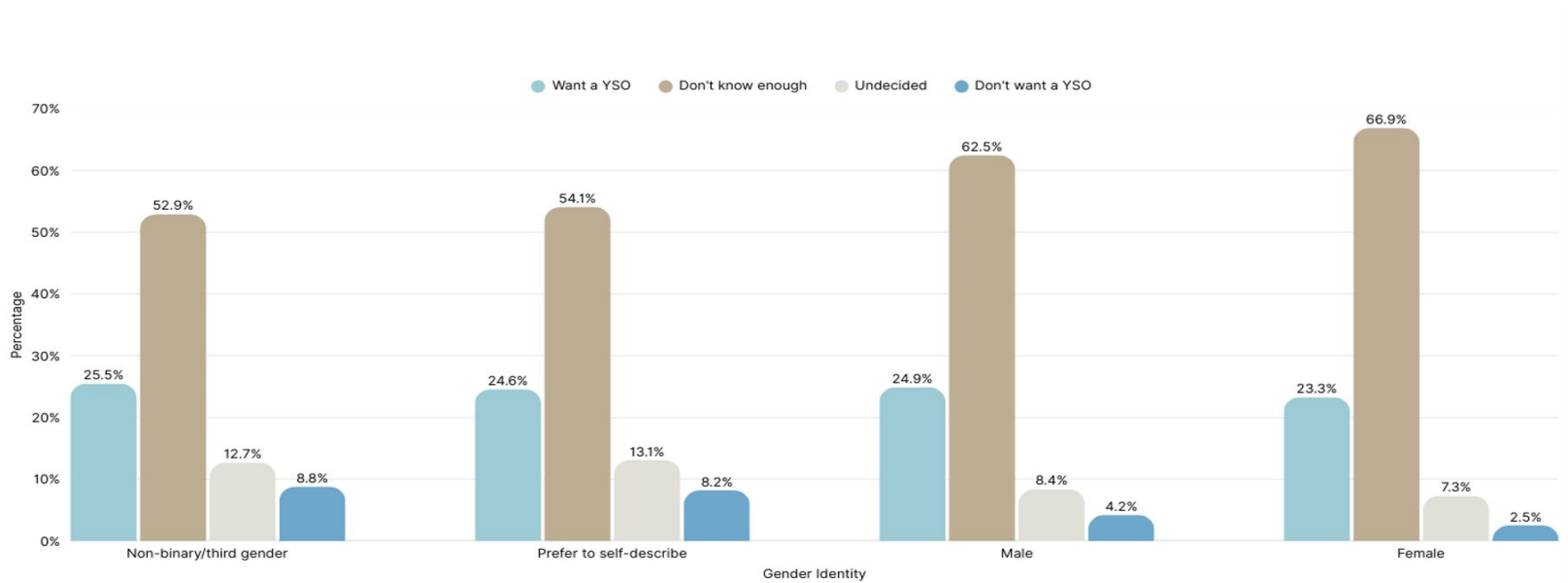
# Elementary Student Opinions About YSOs (n=3,859)



# 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)

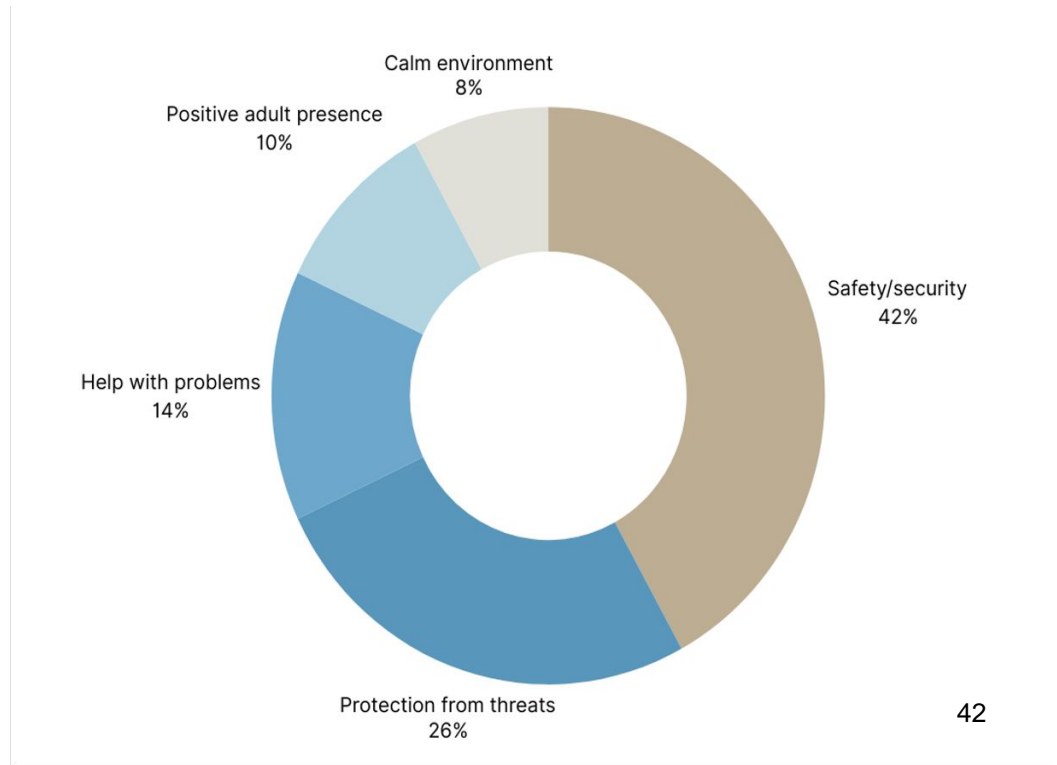
**42% - Safety/security**

**26% - Protection from threats**

**14% - Help with problems**

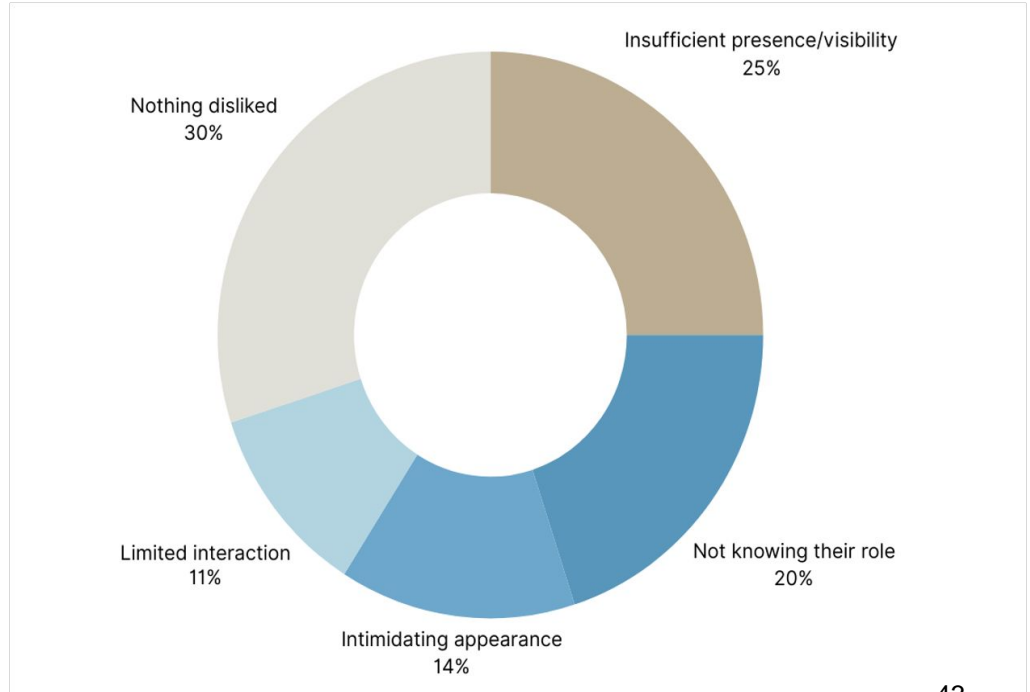
**10% - Positive adult presence**

**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)

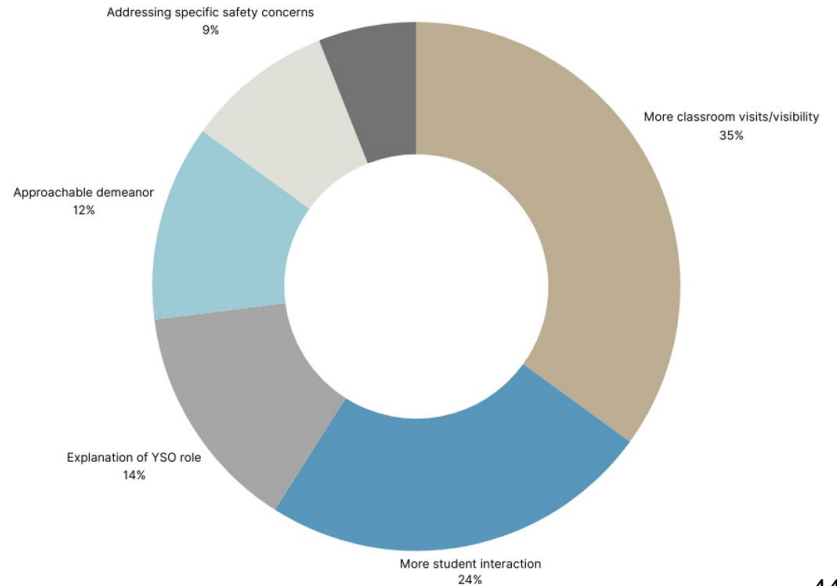
**35% - More classroom visits/visibility**

**24% - More student interaction**

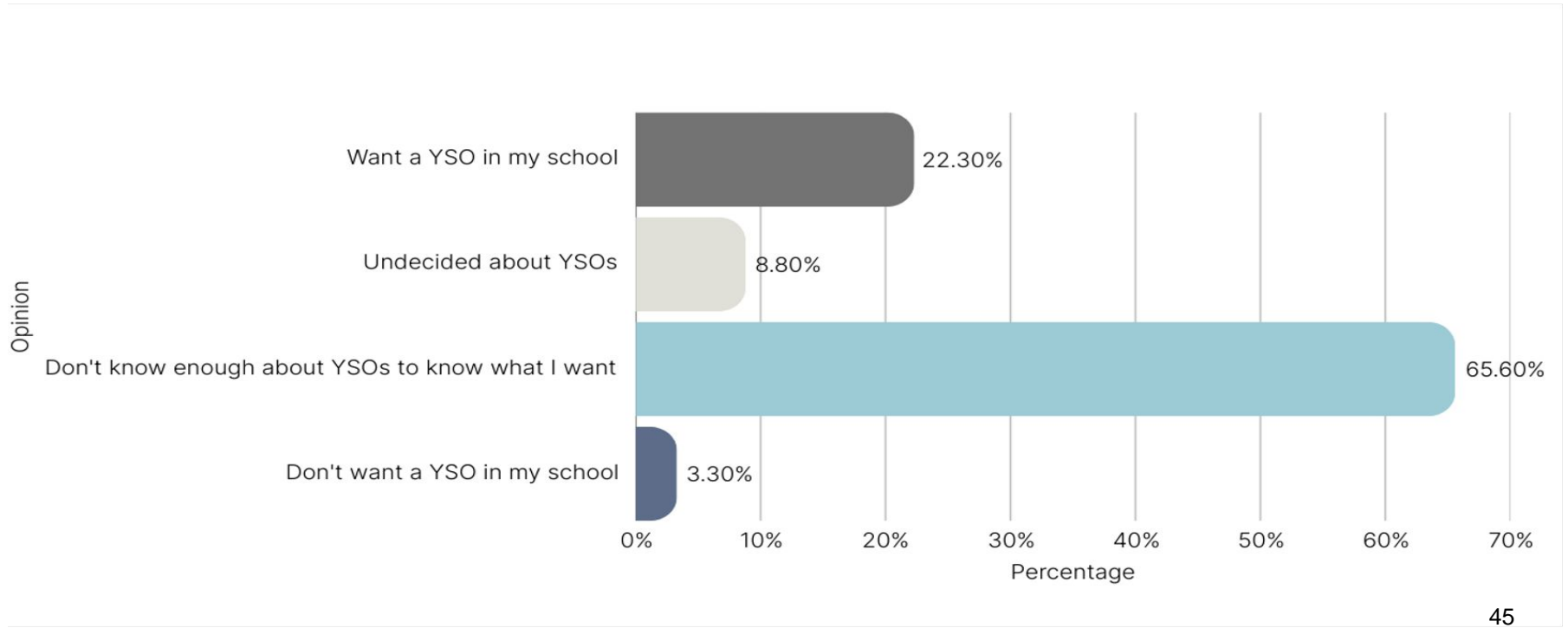
**14% - Explanation of YSO role**

**12% - Approachable demeanor**

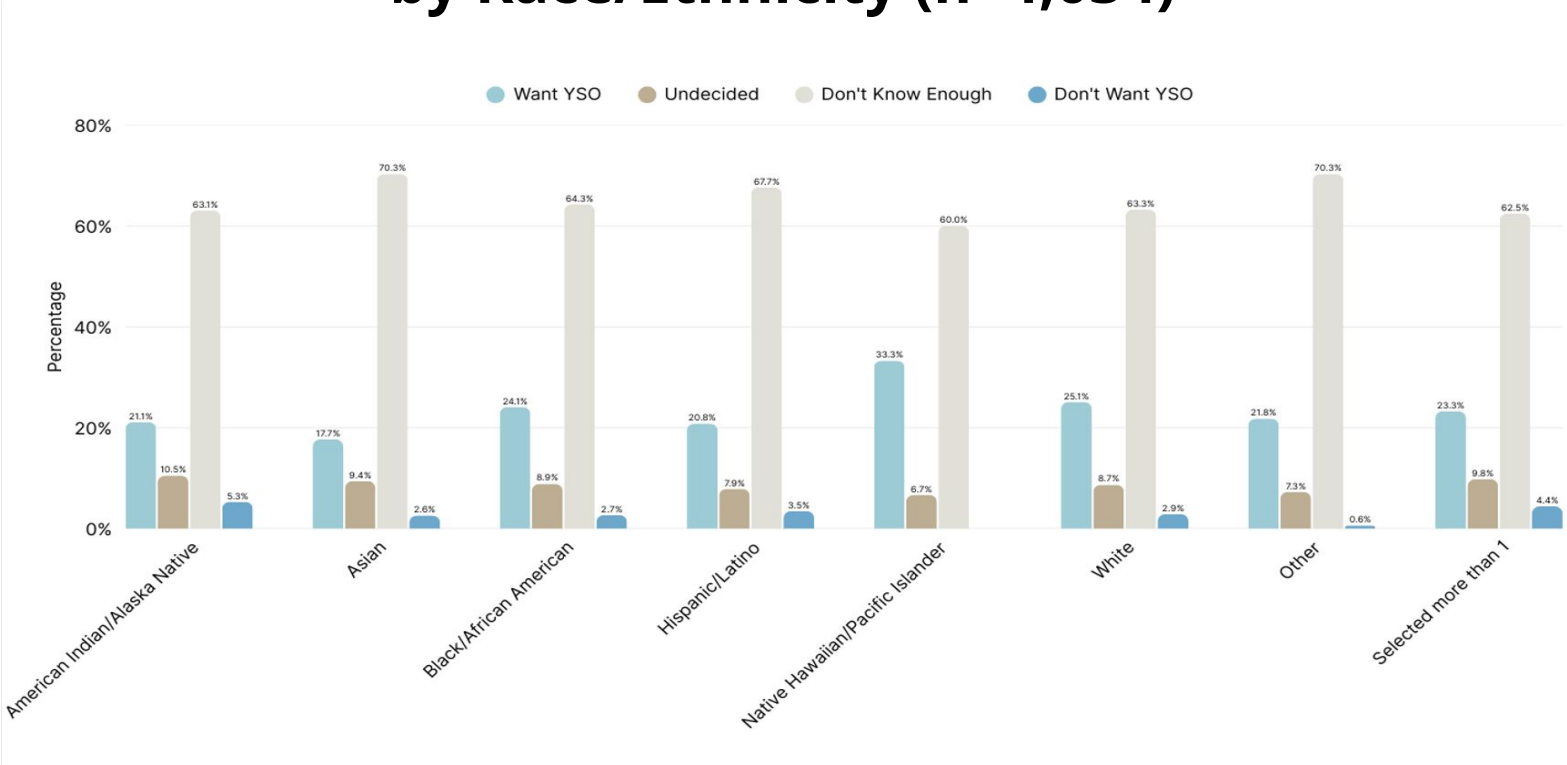
**9% - Addressing specific safety concerns**



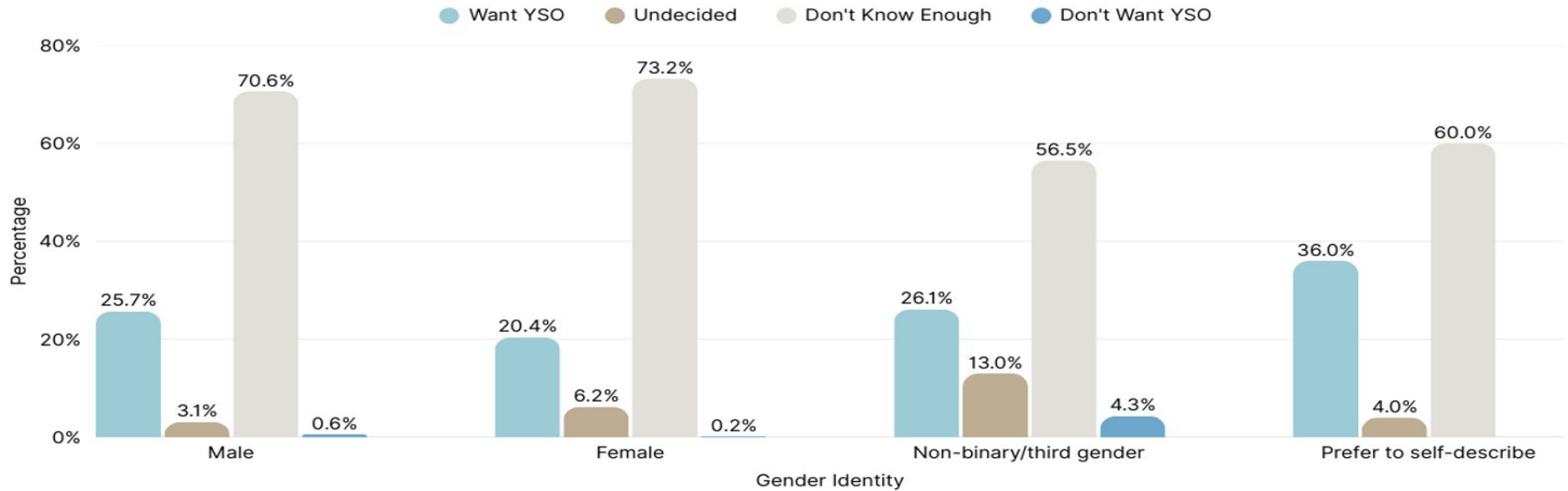
# Middle School Student Opinions About YSOs (n=4,188)



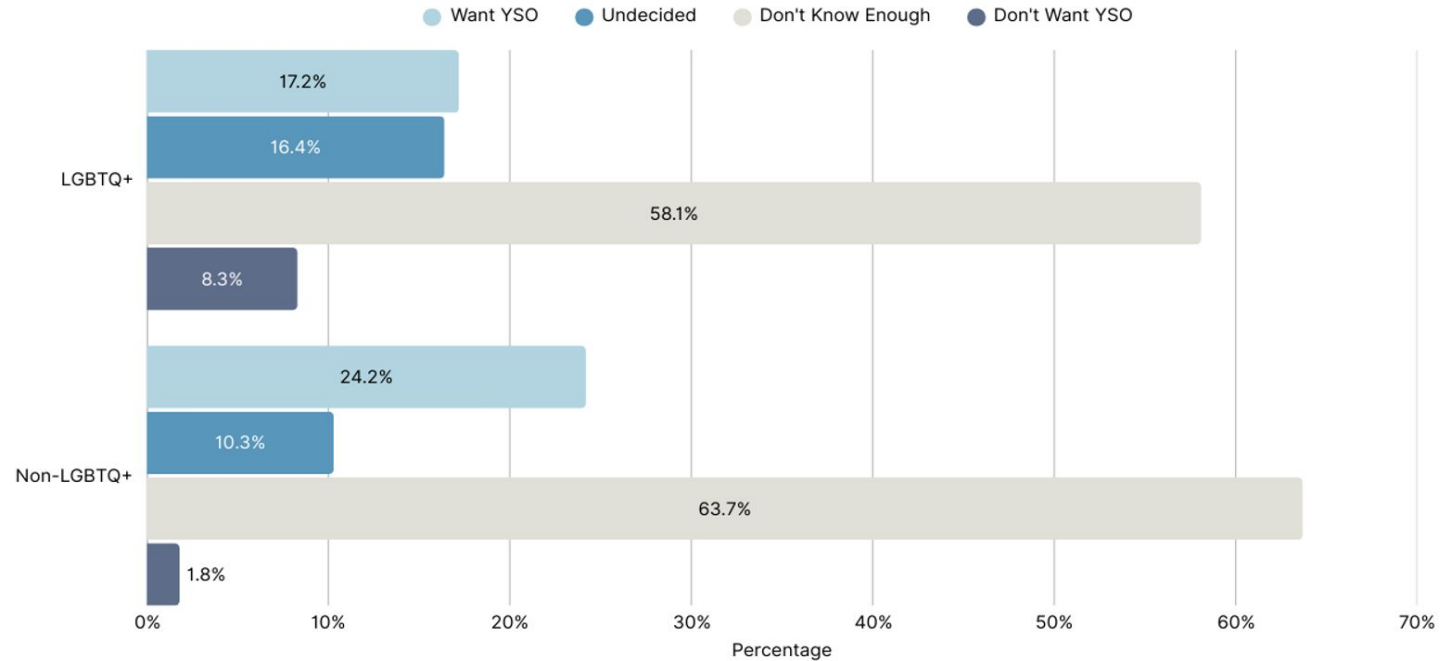
# Middle School Opinions by Race/Ethnicity (n=4,034)



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

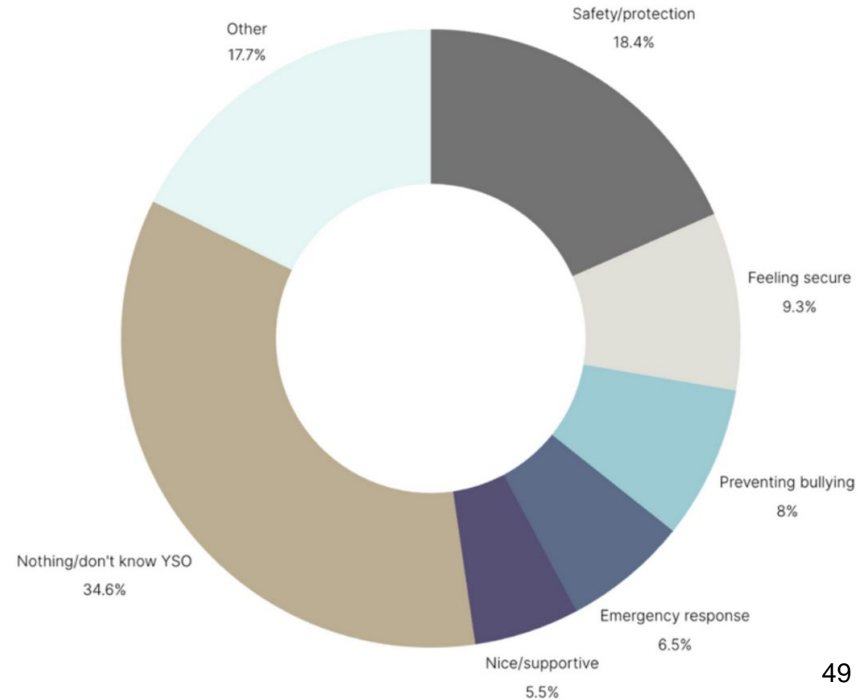


# Middle School Opinions by LGBTQ+ Identity (n=4,075)



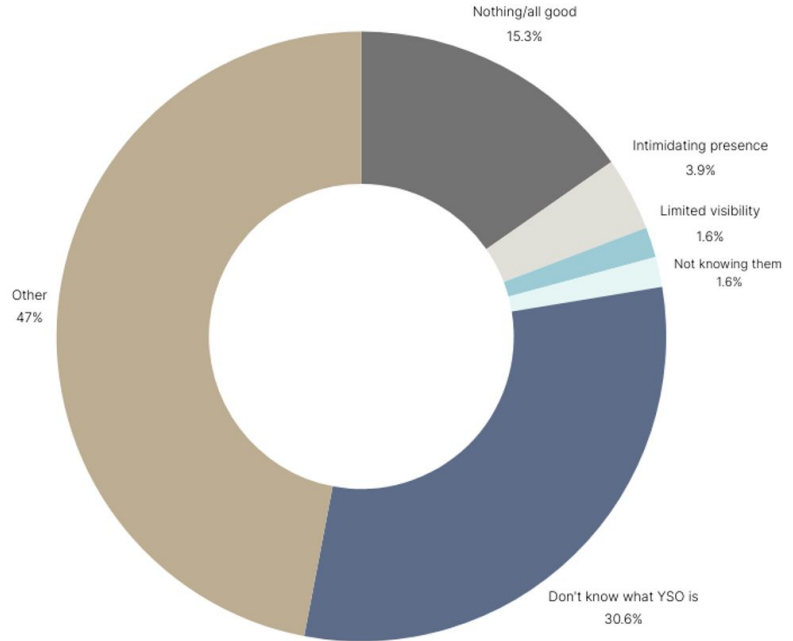
# What Middle School Students Like About YSOs (n=837)

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



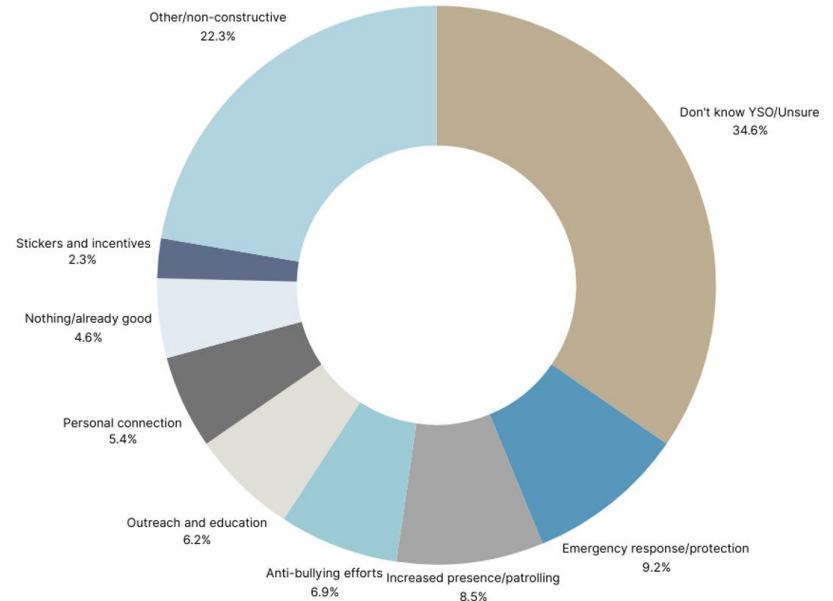
# What Middle School Students Dislike About YSOs (n=661)

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



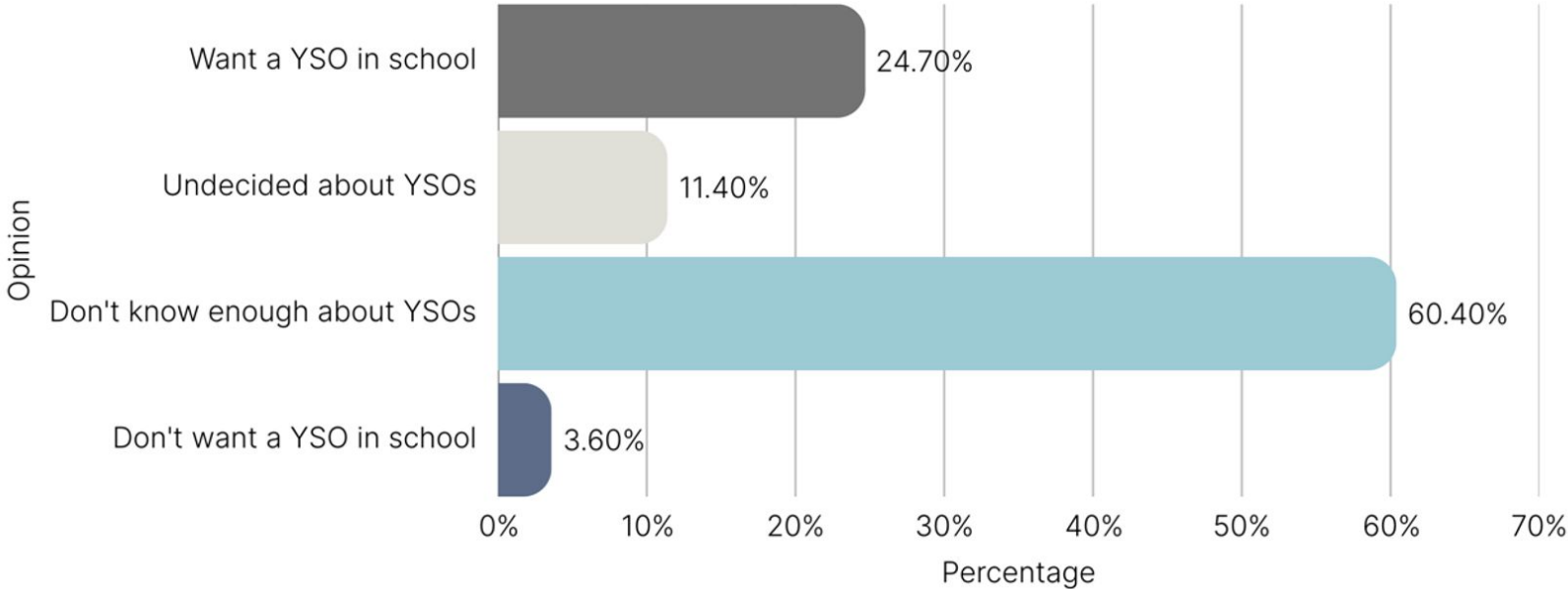
# How YSOs Could Make Middle School Students Feel Safer (n=650)

**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**

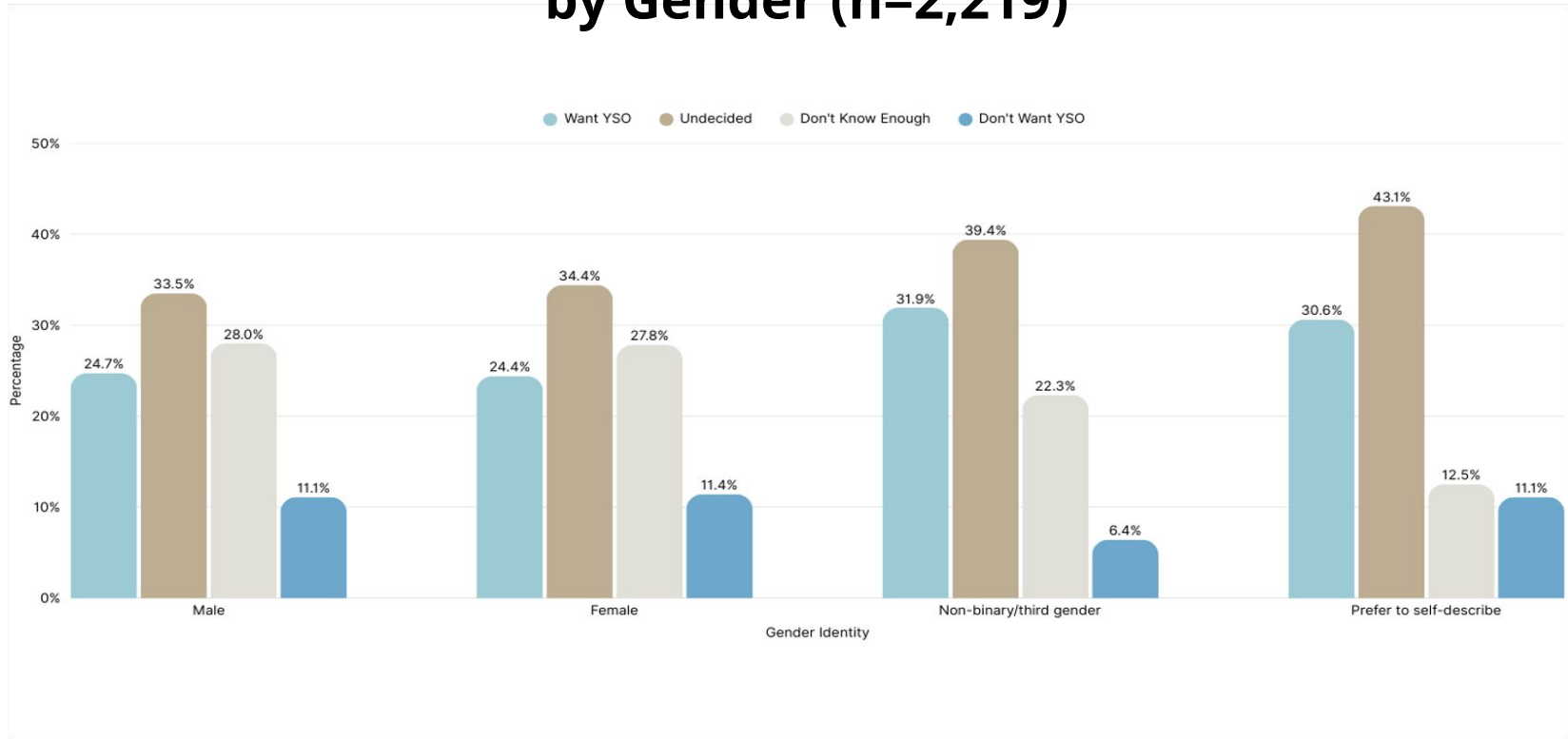


# High School Student Opinions About YSOs (n=2,331)

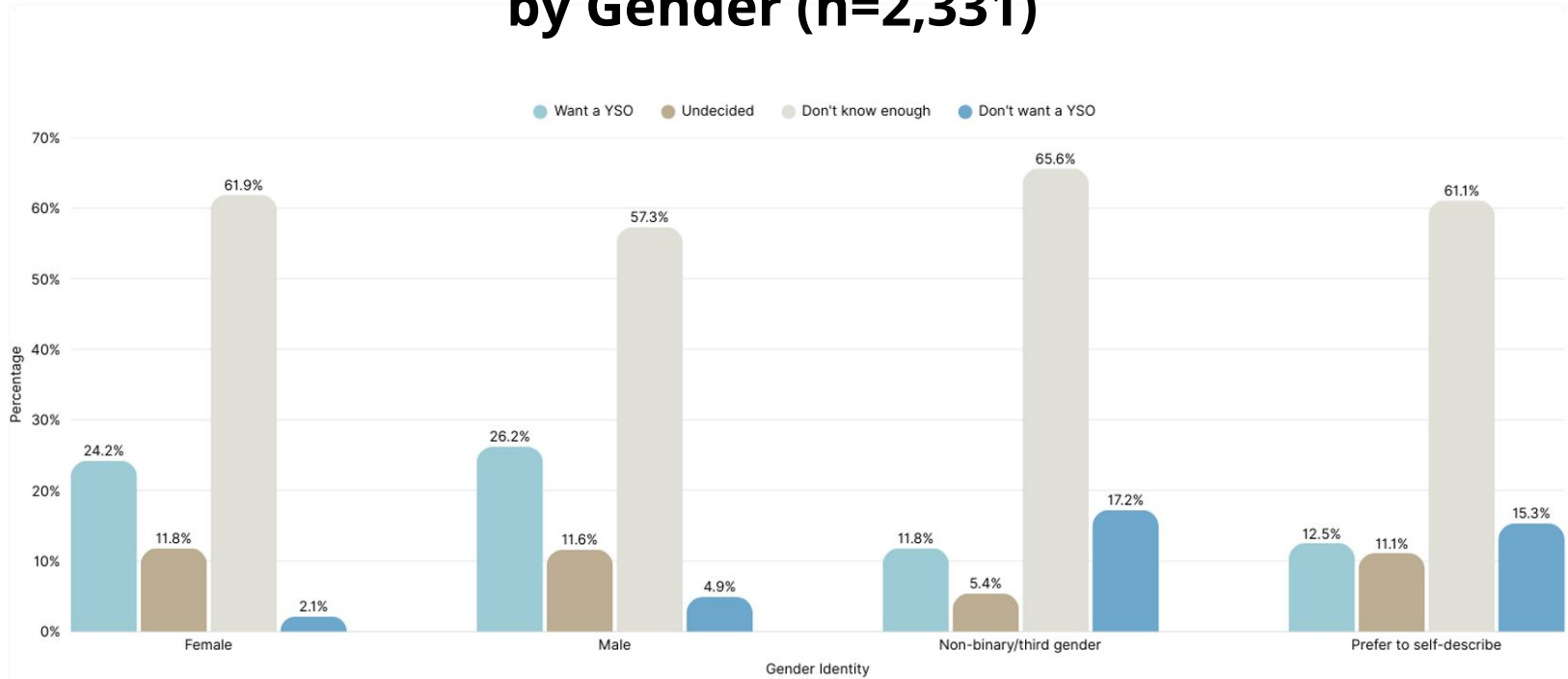
Figure 37: High School Student Opinions About YSOs (n=2,331)



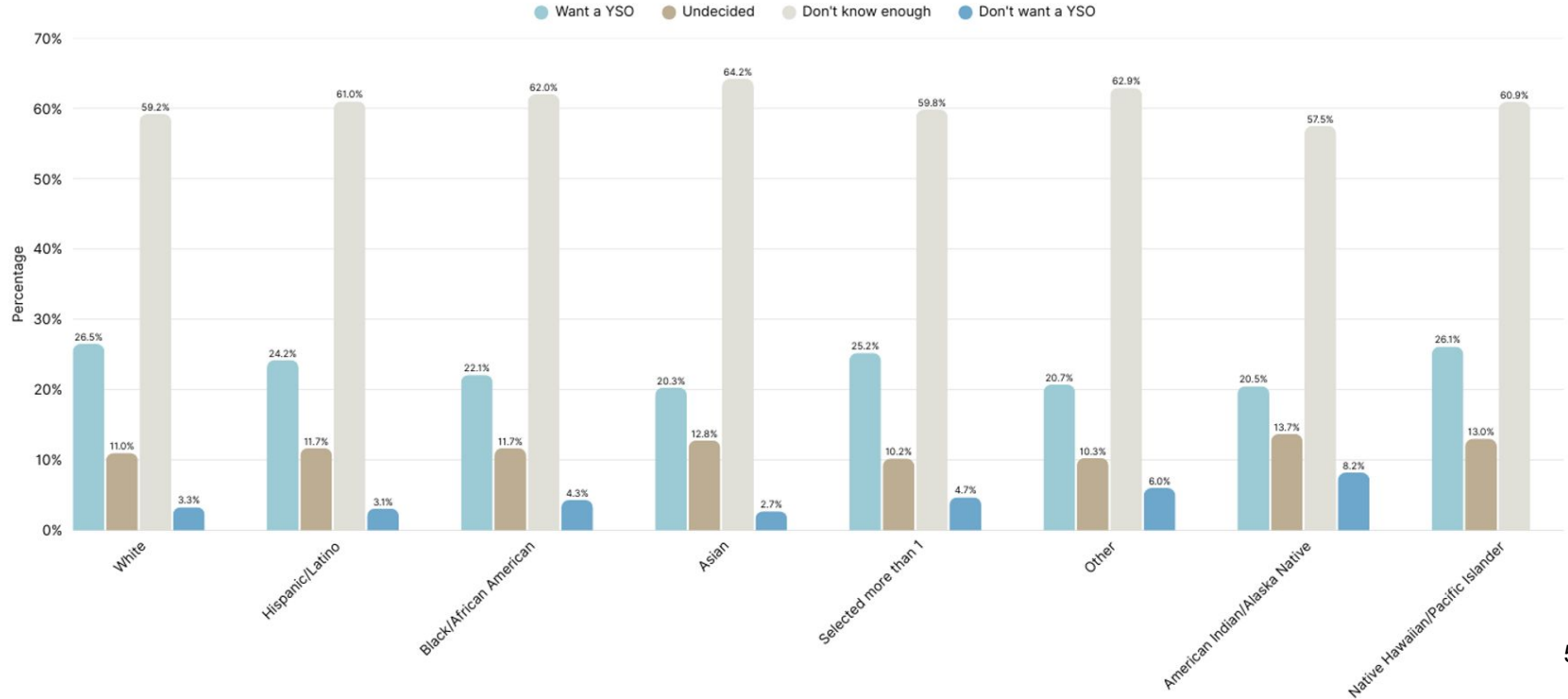
# High School Student YSO Experience by Gender (n=2,219)



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

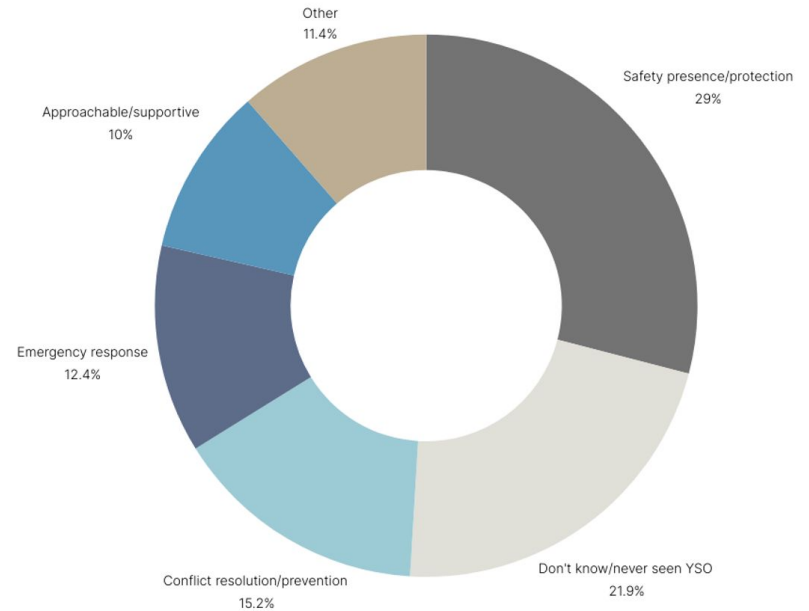


# High School Student Opinion Distribution by Race/Ethnicity (n=2,207)



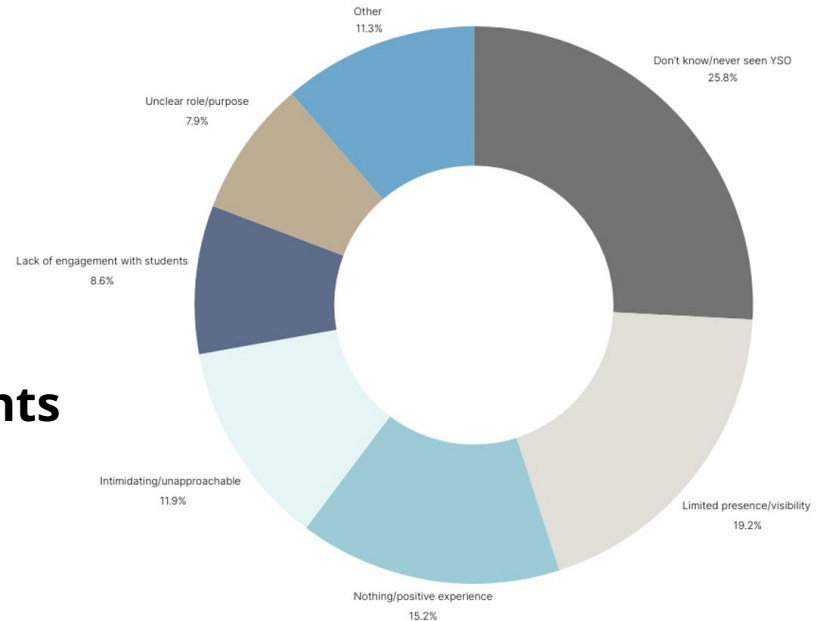
# What High School Students Like About YSOs (n=210)

- 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)

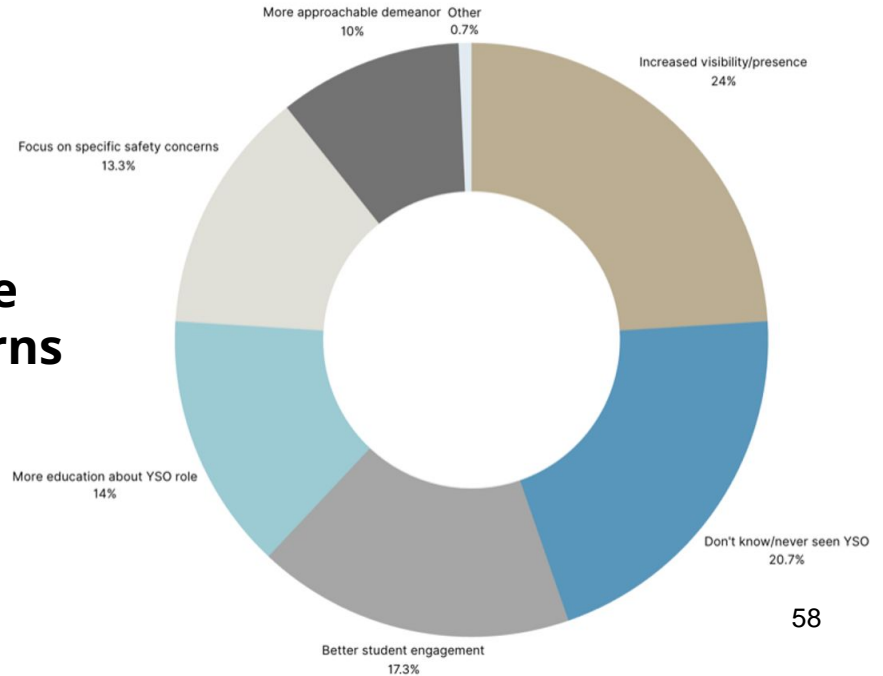
**26% - Don't know/never seen YSO**  
**19% - Limited presence/visibility**  
**15% - Nothing/positive experience**  
**12% - Intimidating/unapproachable**  
**9% - Lack of engagement with students**



# 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."*

60

# 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

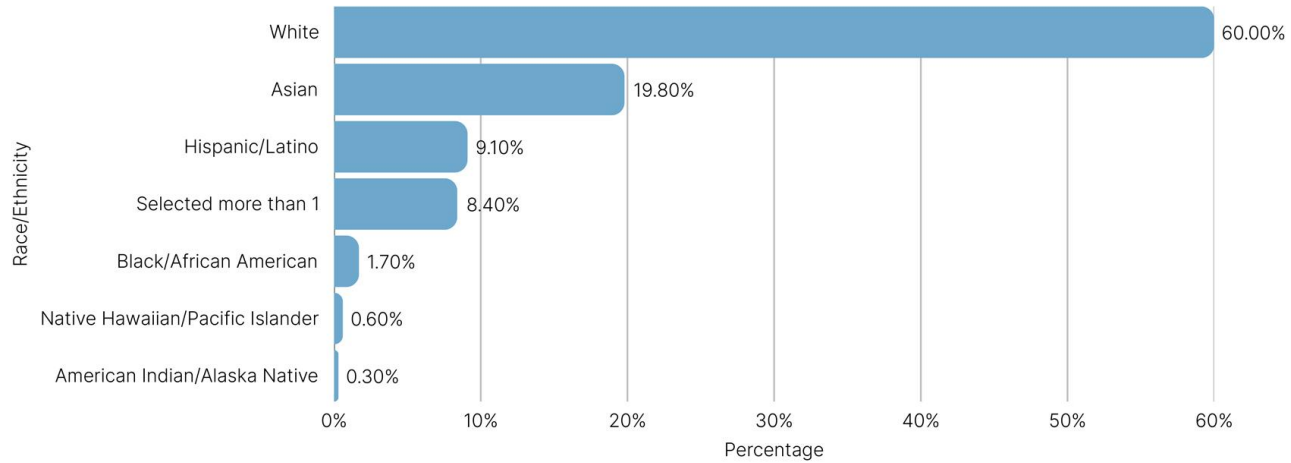
1. Clearer communication about YSO roles and responsibilities
2. Prioritize officers with strong people skills and community connections
3. Better awareness of YSO training and qualifications
4. Integration with other school safety measures
5. Continued focus on approachability and school community integration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

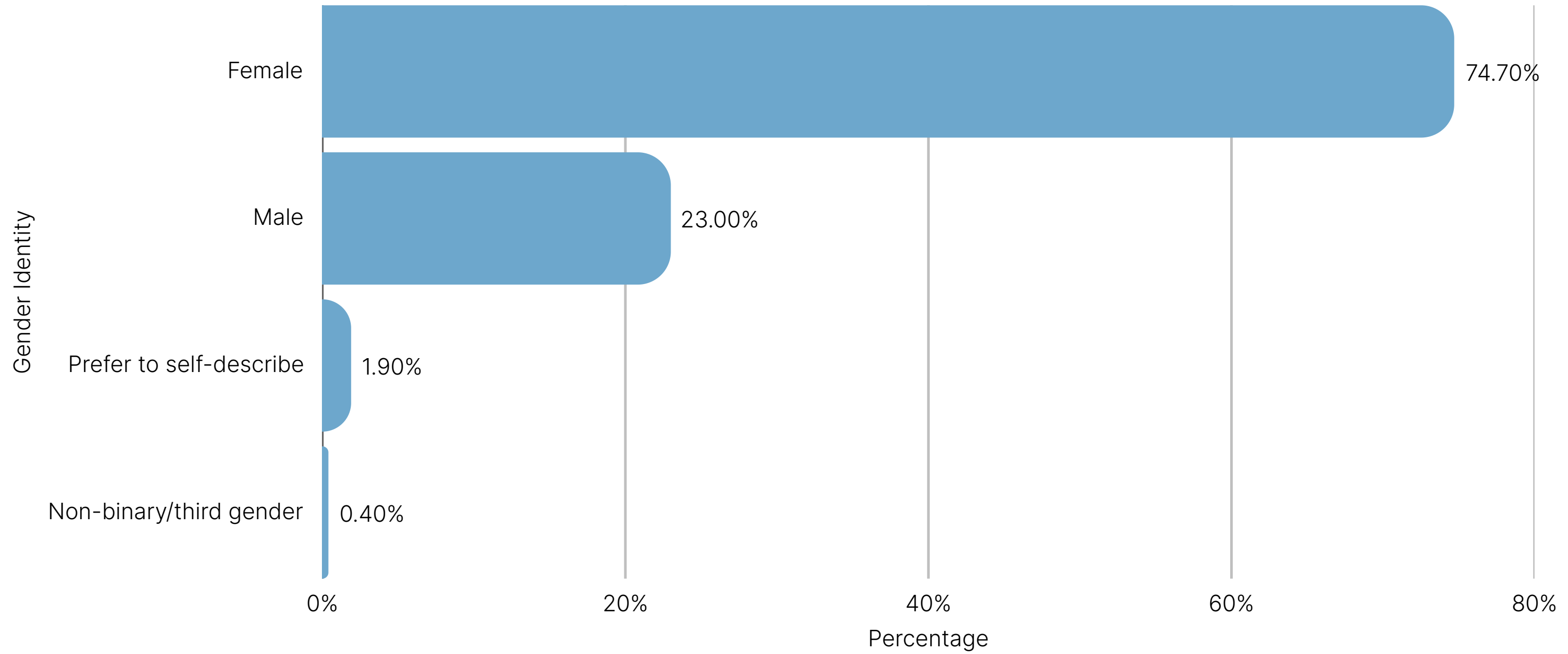
*"I feel like it's not spoken about enough how much training they go through and how specific they are for our age group and for exactly what they're doing in our school."*

# Parents/Guardians - Who participated in the survey?

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

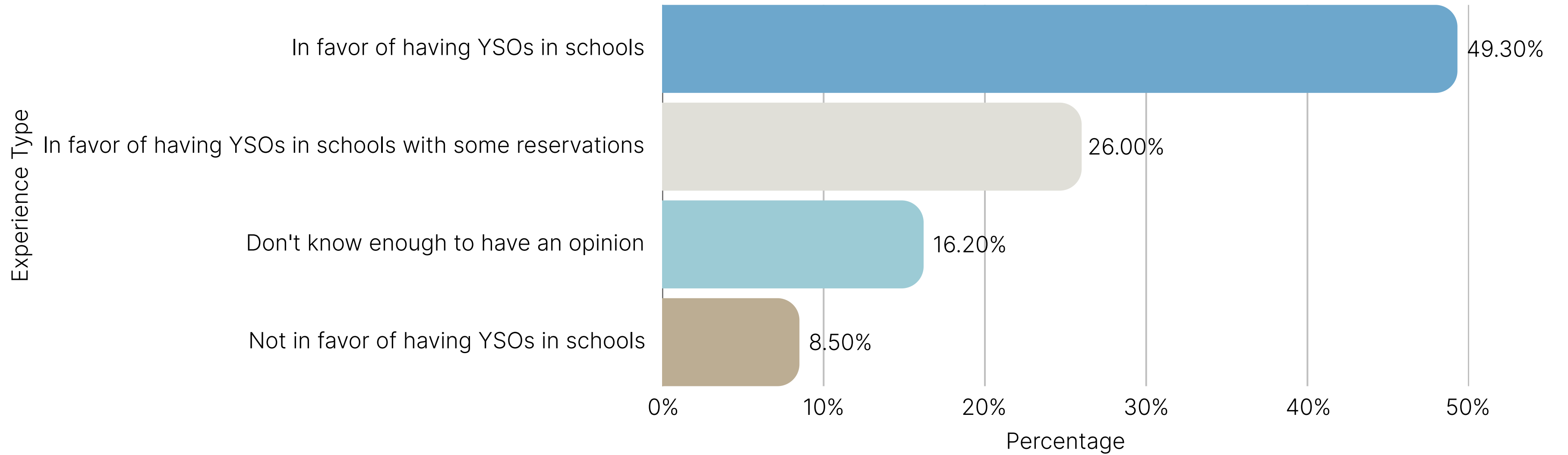


### Gender Identity Distribution of Parent/Guardian Respondents (n=3,283)

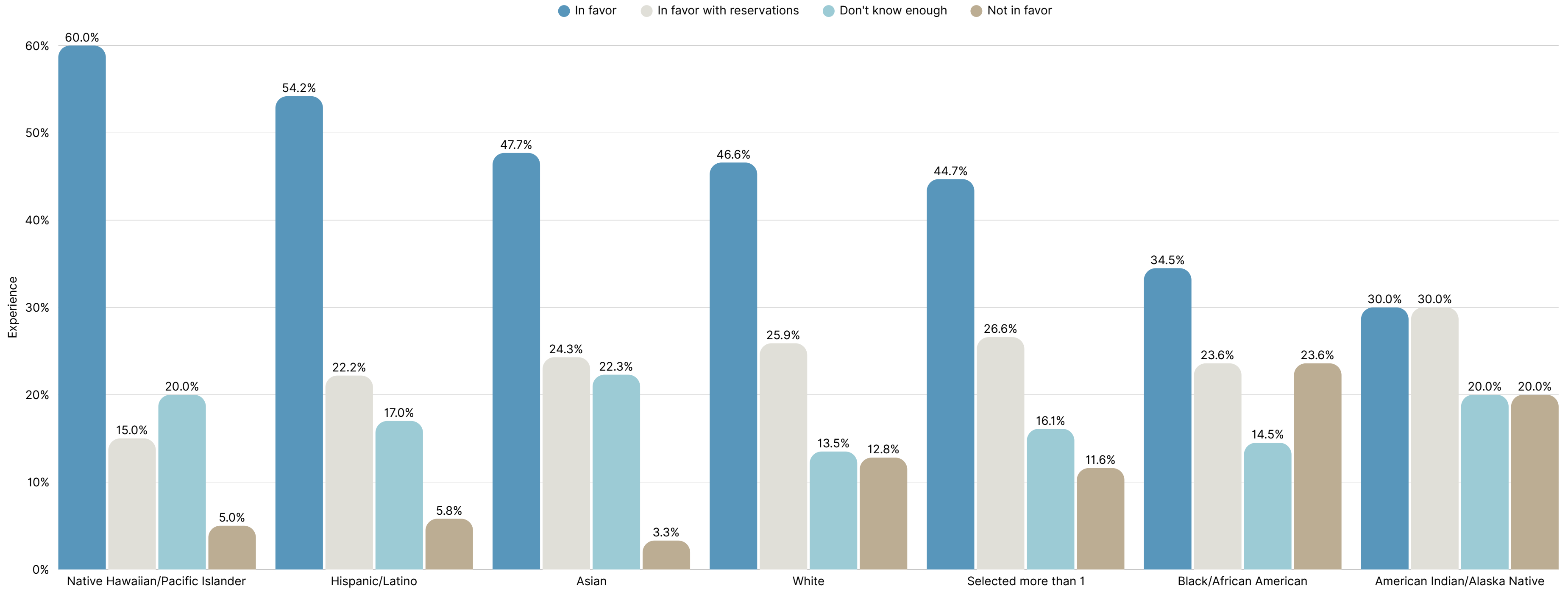


# Perceptions of YSOs

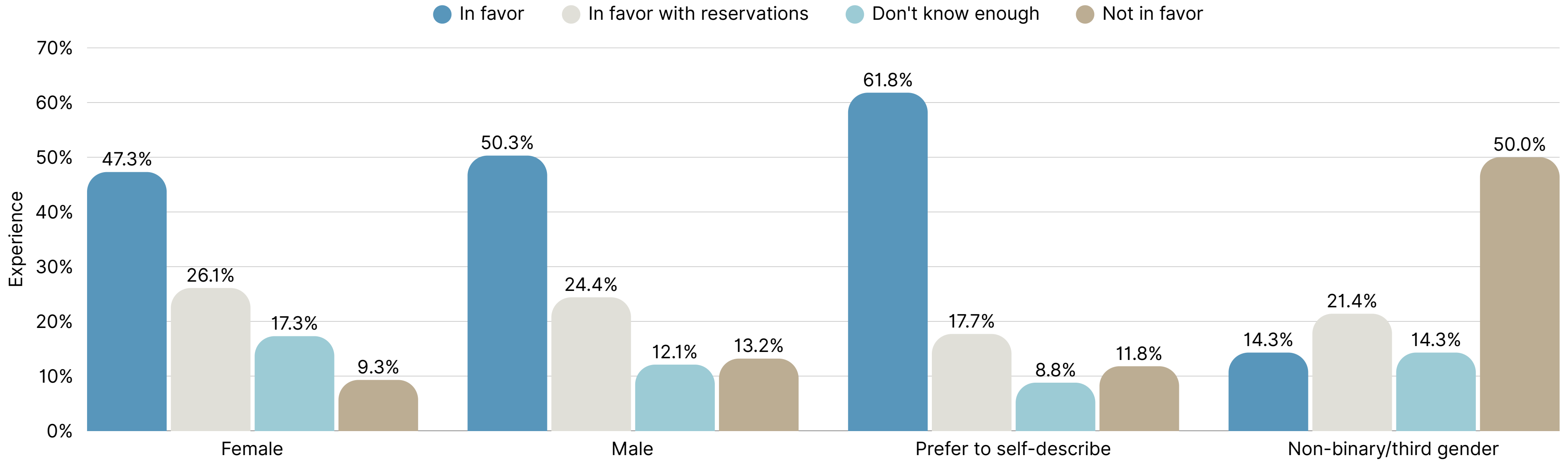
### Parent/Guardian YSO Preferences (n=3,246)



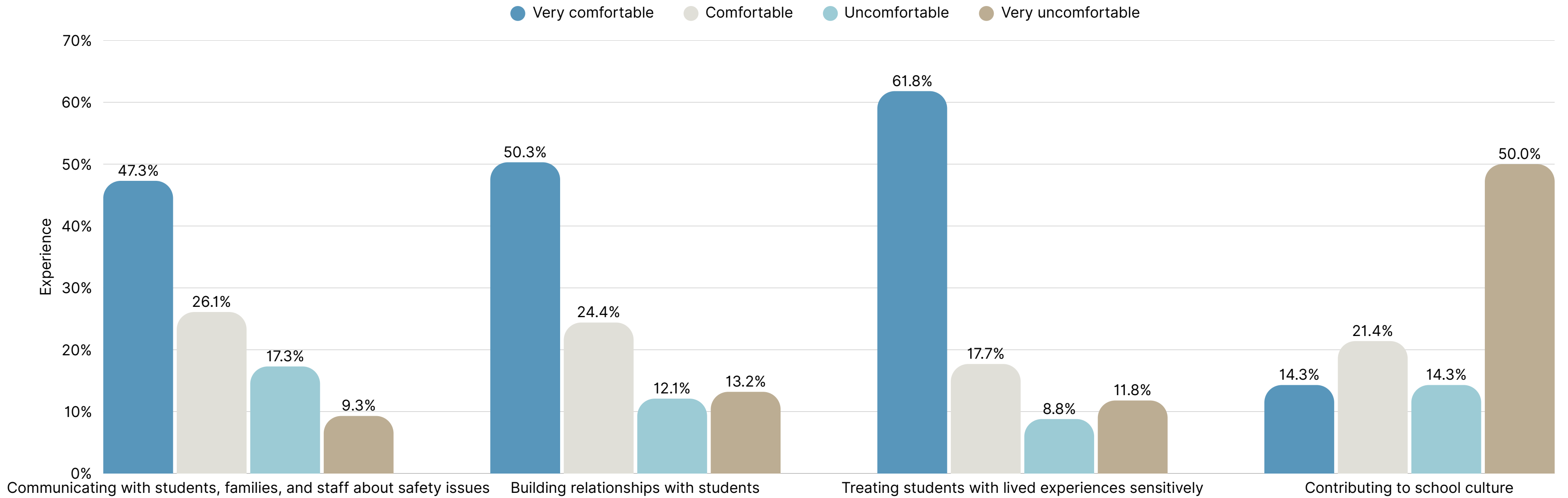
## Parent/Guardian YSO Preferences by Race/Ethnicity (n=3,217)



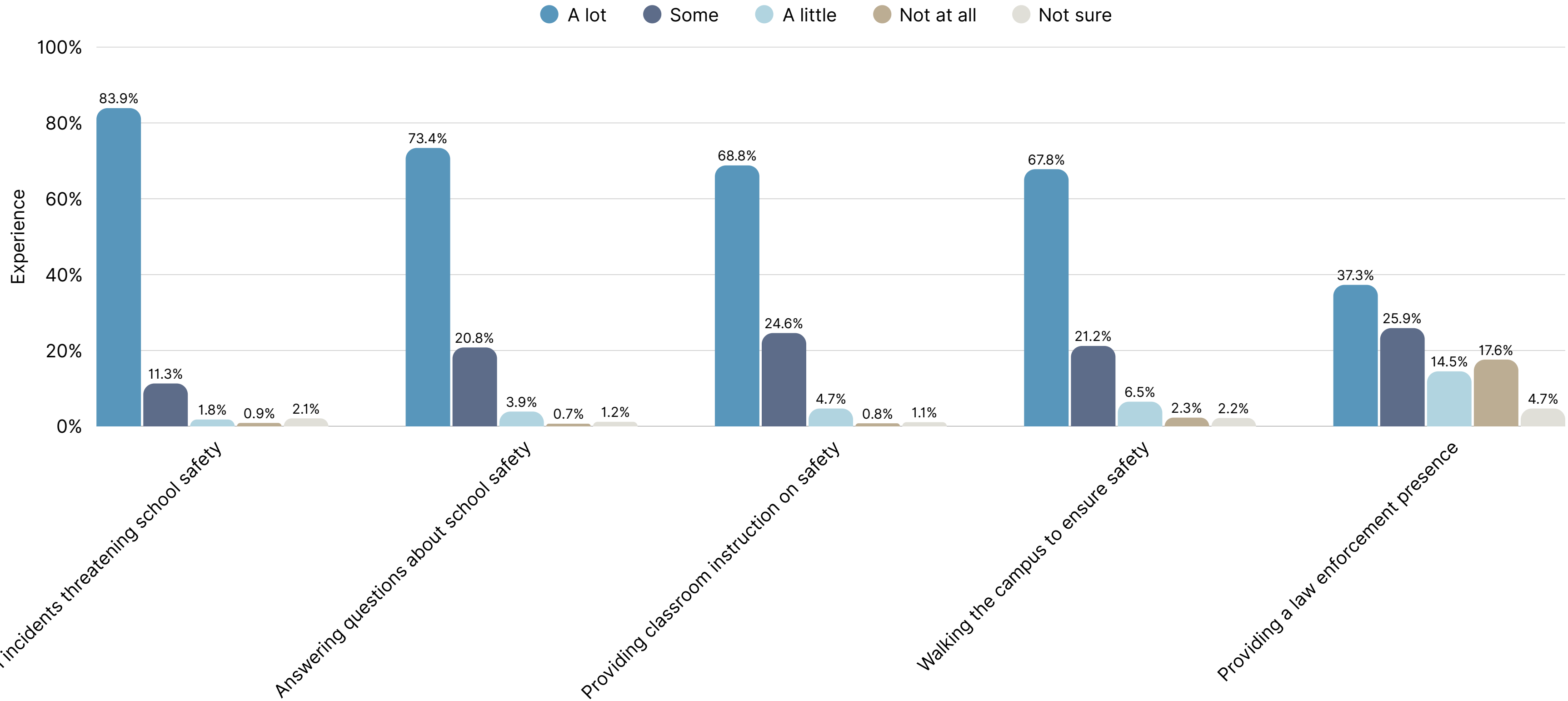
### Parent/Guardian YSO Preferences by Gender (n=3,282)



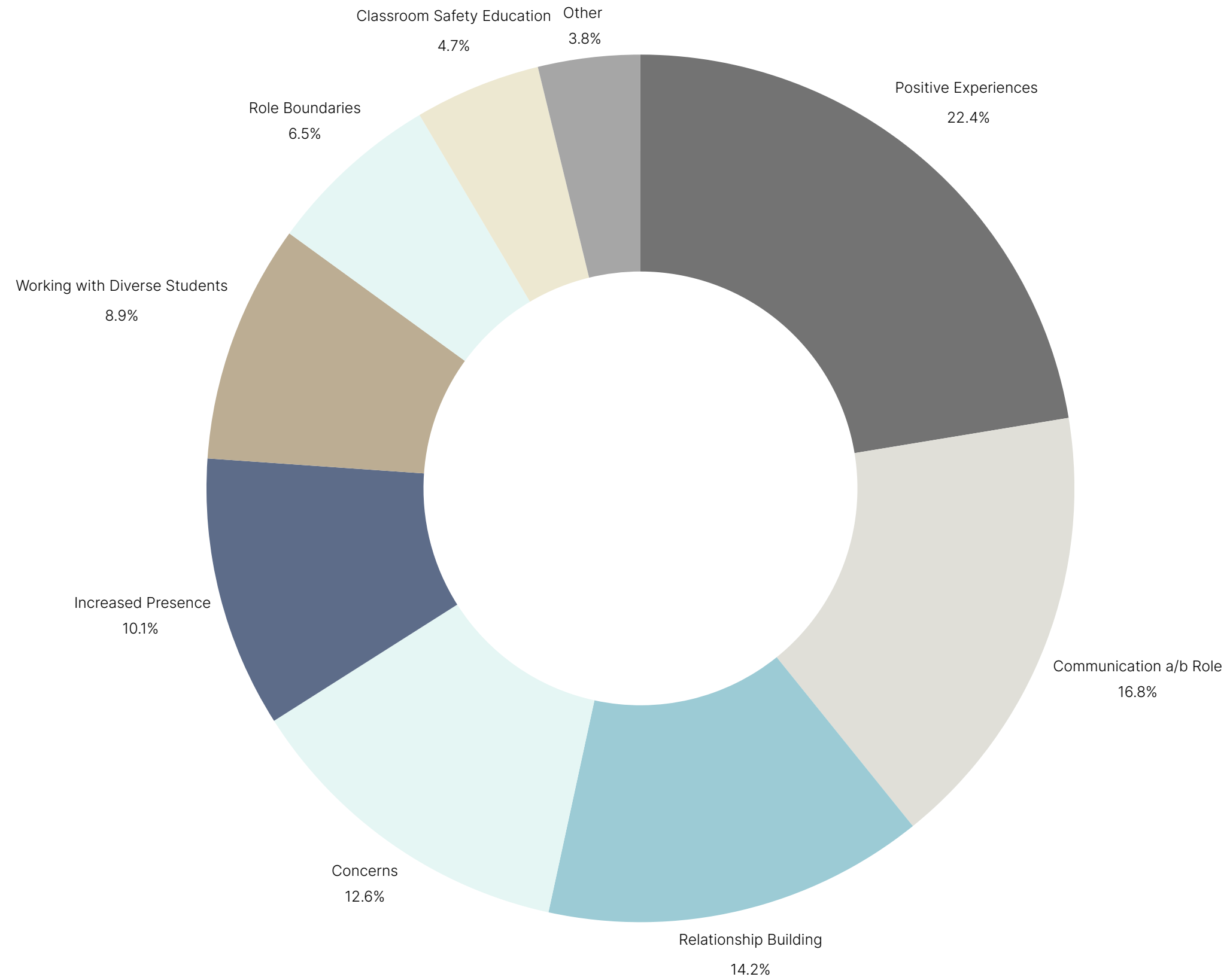
# Parent Comfort with YSO Activities (n=3,251)



## 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.***

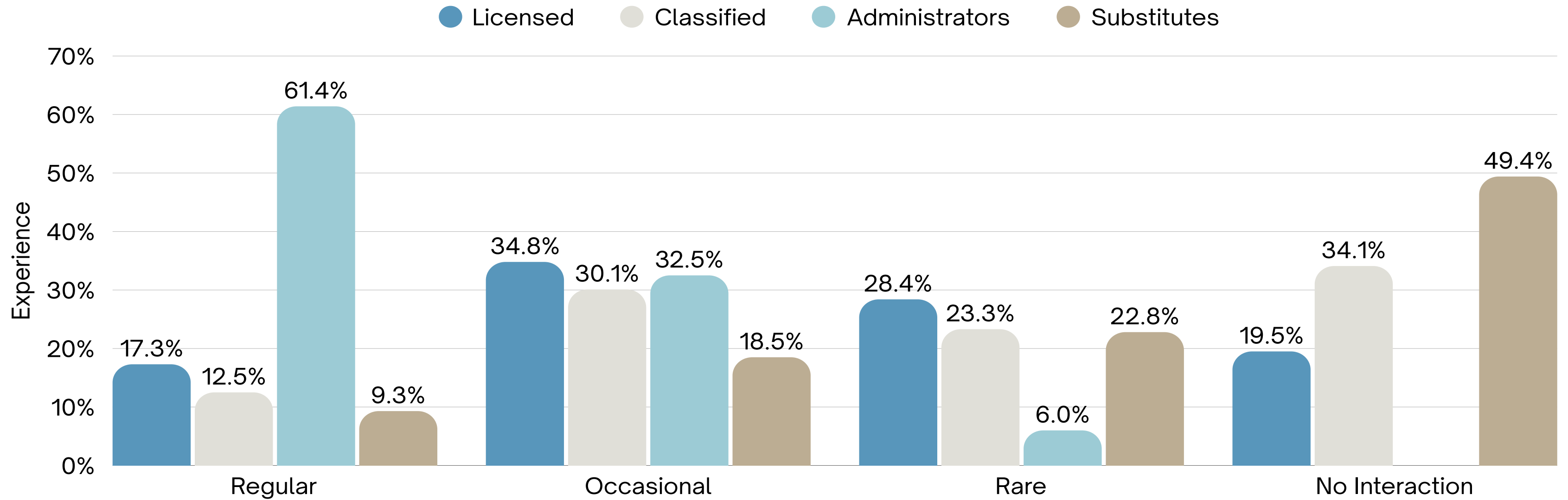
***New staff at schools will be trained by YSOs to have an idea on how to make safety priority.***

***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.***

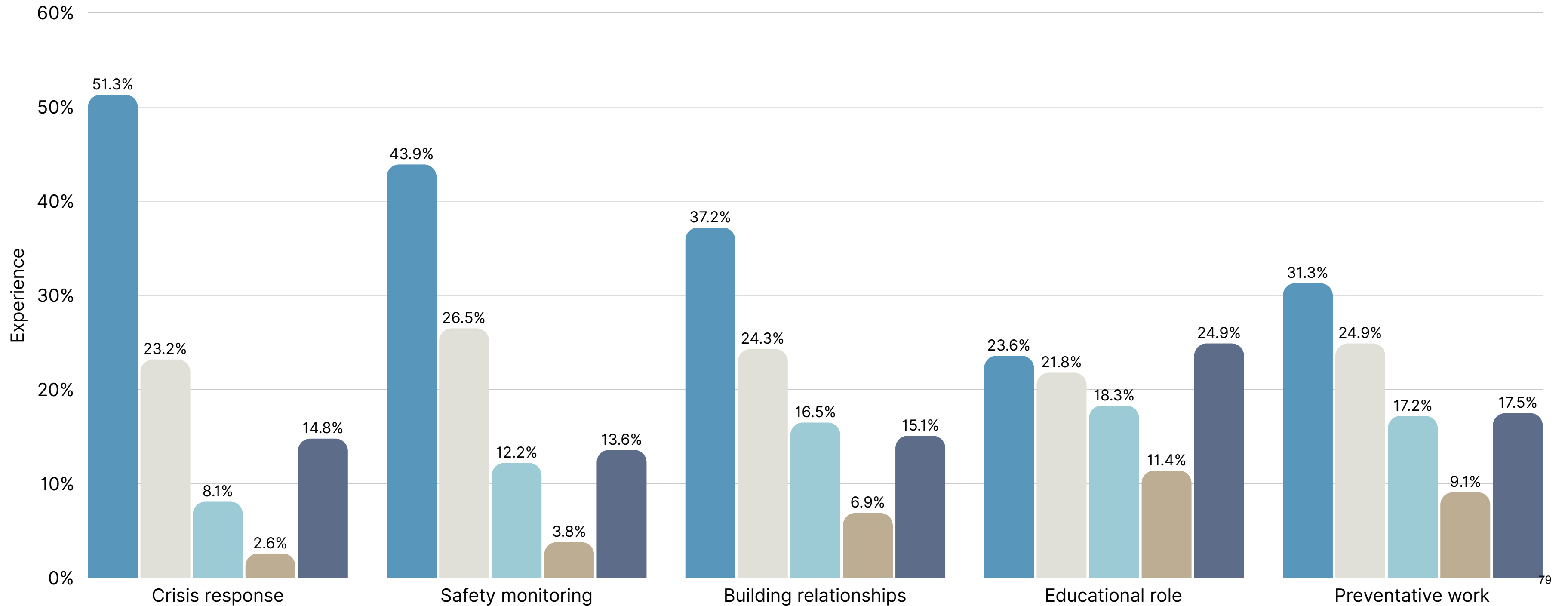
Staff

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



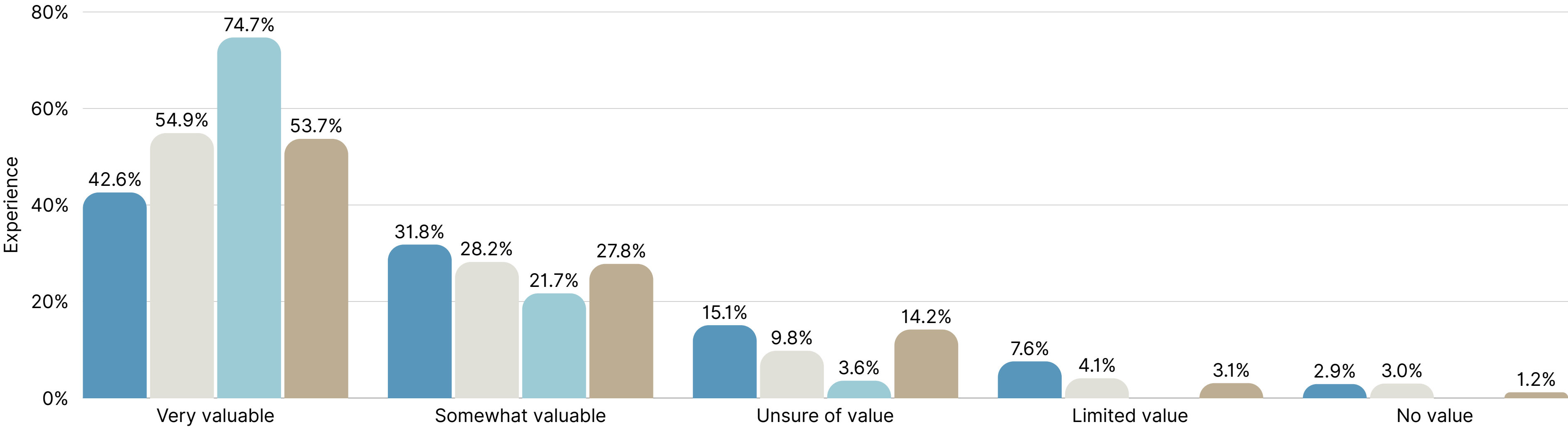
## Staff Assessment of YSO Effectiveness in Various Roles (n=1,749)

Very Effective   Effective   Somewhat Effective   Not Effective   Don't Know

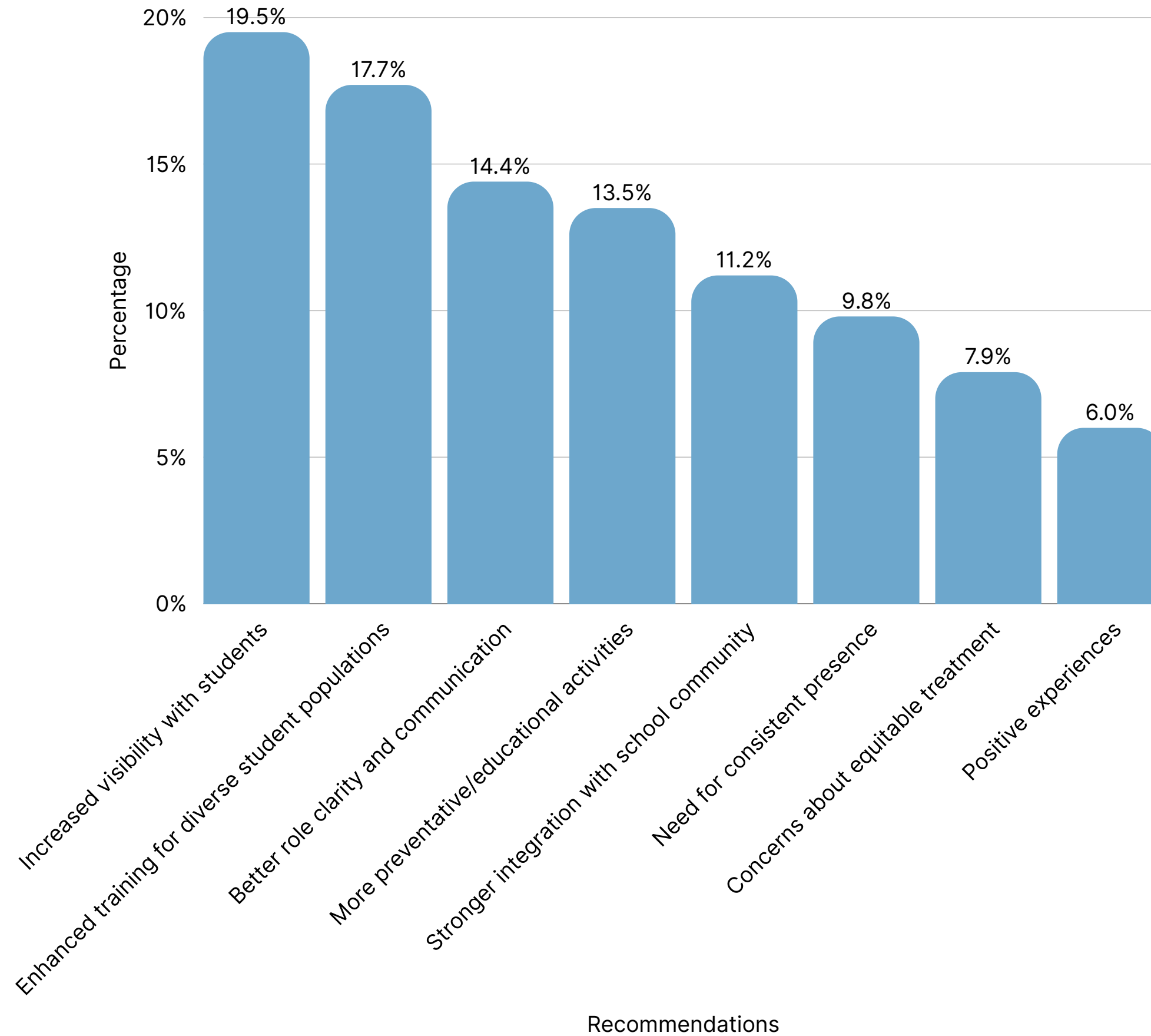


### Staff Assessment of YSO Value (n=1,749)

● Licensed    ● Classified    ● Administrators    ● Substitutes



## Staff Recommendations for YSO Program Enhancement (n=215)



# Interview Results from 21 Staff Members

# Staff - Value of YSOs

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

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

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

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

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

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

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

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

# Staff - Recommendations

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

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

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

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

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

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

# Interview Results from 8 Administrators

# Administrators - Value of YSOs

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

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

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

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

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

# Administrators - Concerns

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

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

# Administrators - Recommendations

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

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

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

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

# Interview Results from Three Peer School Districts

# Peers - Value of YSOs

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

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

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

# Peers - Keys to YSO Effectiveness

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

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

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

# Peers - Recommendations

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


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


03


# **BSD Administrator Gap Analysis**

# Charting the Course

January 9, 2025 at BSD District  
Leadership Meeting

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

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

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

# BSD Administrator Gap Analysis

## Strengths & Importance

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

## Stakeholder Concerns if Program Reduced/Removed

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

# BSD Administrator Gap Analysis

## Areas for Improvement

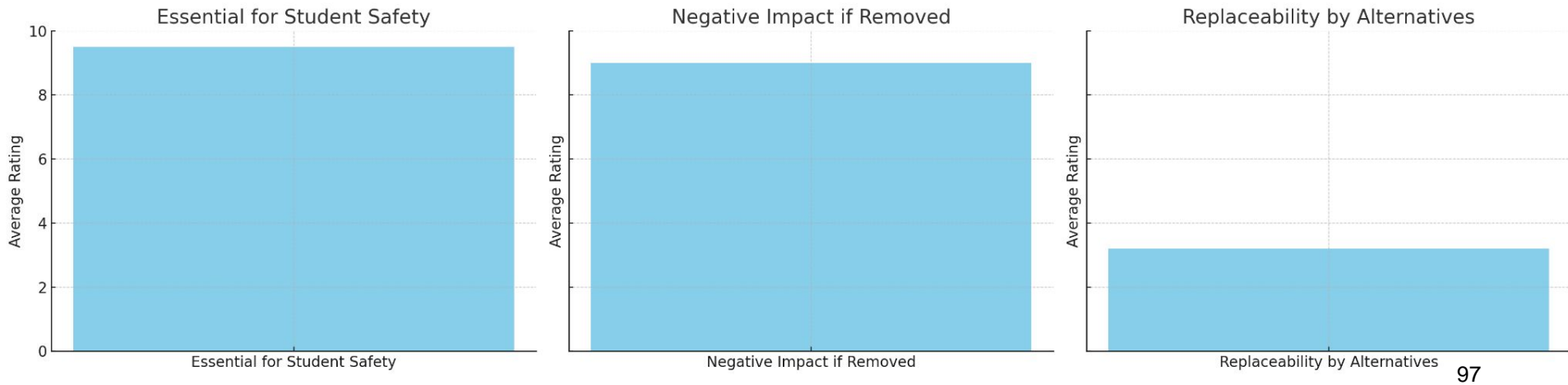
- Clarify YSO roles and responsibilities
- Expand mental health supports
- Strengthen accountability and reporting

## Conclusion

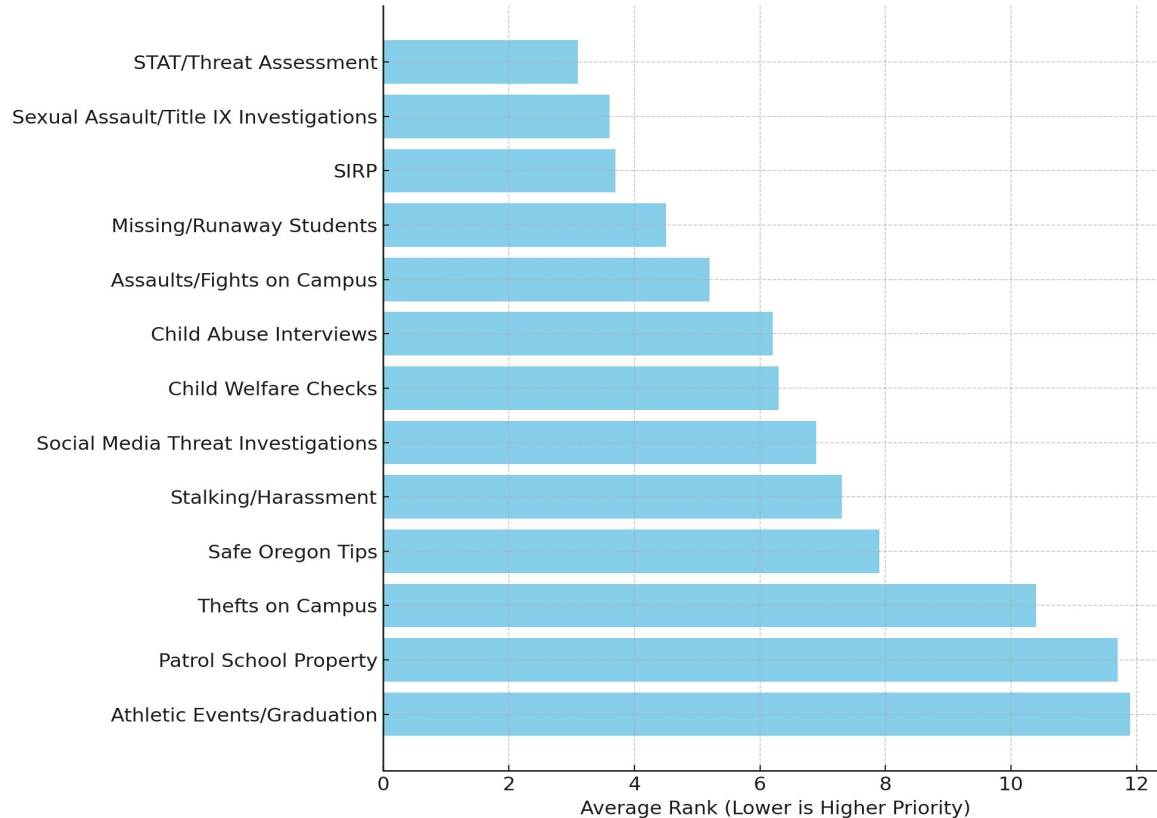
- Broad stakeholder support for keeping and enhancing the program
- Recommendations provided for better alignment with district goals

# YSO Program Evaluation - Gap Analysis

## YSO Program Evaluation Categories (Scale: 1 to 10)



# Average Priority Ranking of YSO Services



04

# Critical Roles to Promote Safety

# YSO Critical Roles to Promote Safety

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

# 05 **Alternative Models**

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

## Summary of School Safety Advocate: School Based Model

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

### District Annual Costs

\$2,700,760

### Staffing

- 2 Public Safety Managers
- 11 School Safety Advocates

# Minneapolis Public Schools: 29,205 students, 97 schools

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

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

### District Annual Costs

\$3,104,632

### Staffing

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

# 06 Program Costs

# Current Costs of YSO Program for BSD

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

# 09 **Next Steps**

- Review Presentation Data
- Board Vote May 13

# 10 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

---

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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## 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)

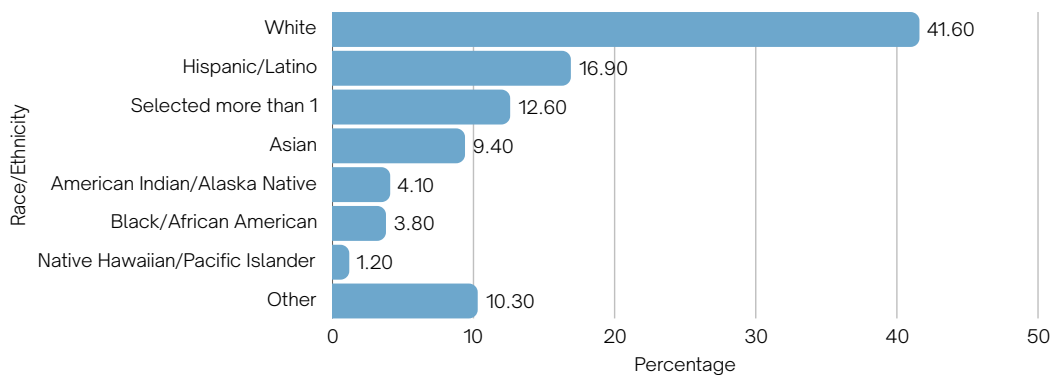
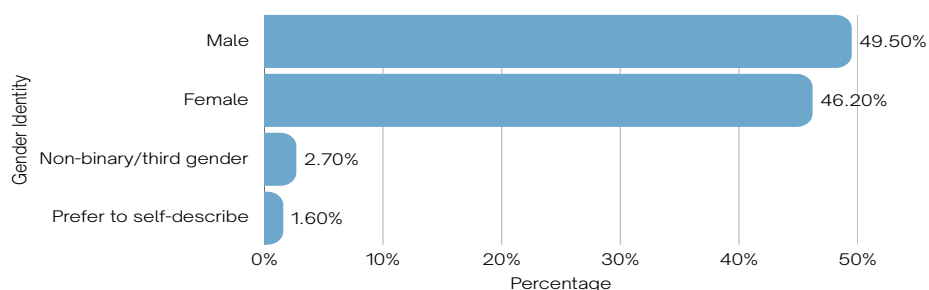
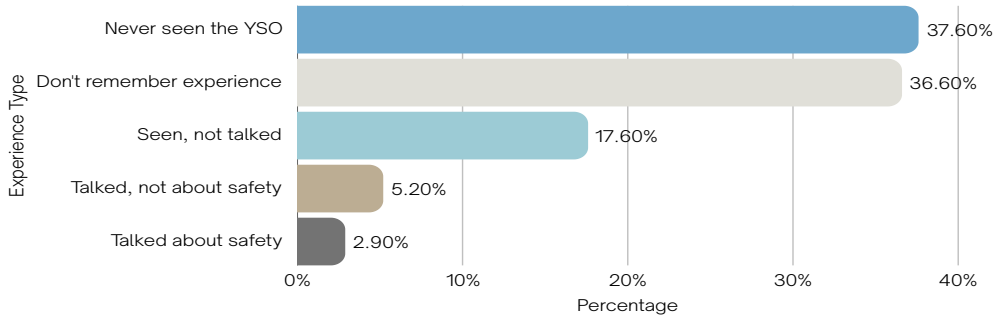


Figure 2: Gender Identity Distribution of Elementary Respondents (n=3,851)



# Experience Patterns

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



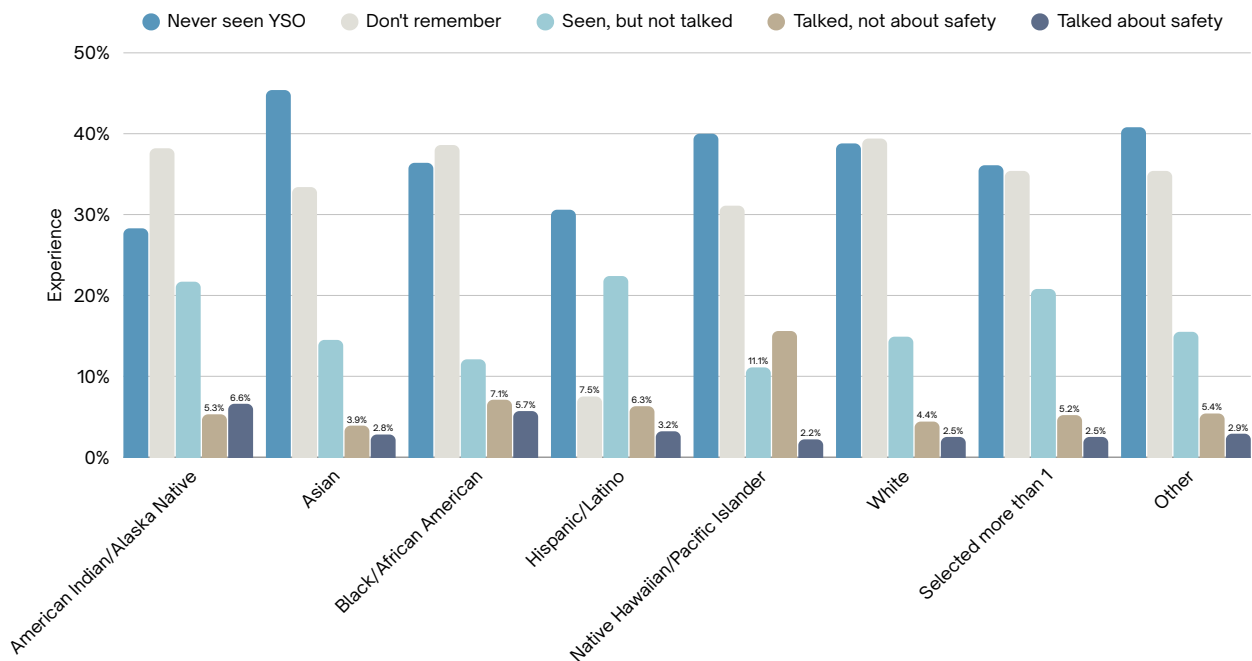
The elementary experience data demonstrates a significant visibility and engagement gap with YSOs. A substantial 74.2% of students report limited awareness, having either never seen a YSO (37.6%, n=1,477) or being unable to remember any interactions (36.6%, n=1,438). Among those with some awareness, 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)



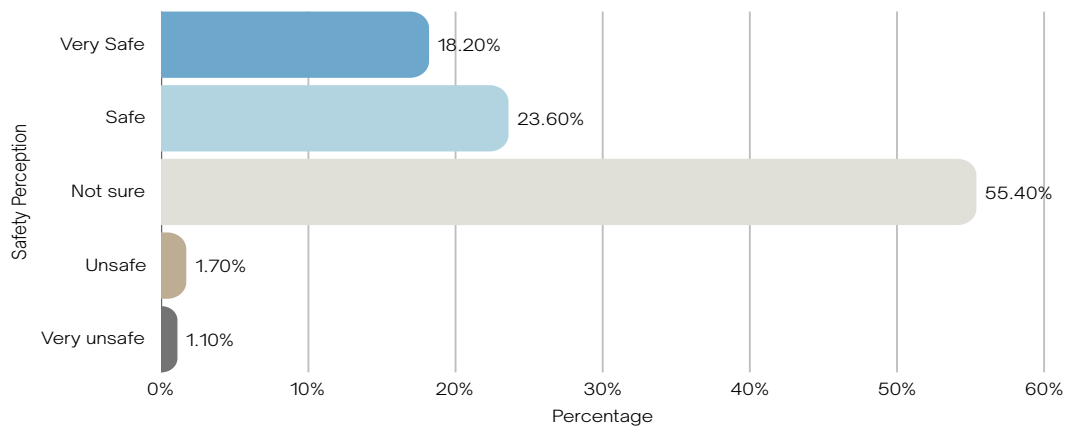
The cross-tabulation of student experiences with YSOs by race and ethnicity reveals several noteworthy patterns:

- 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)

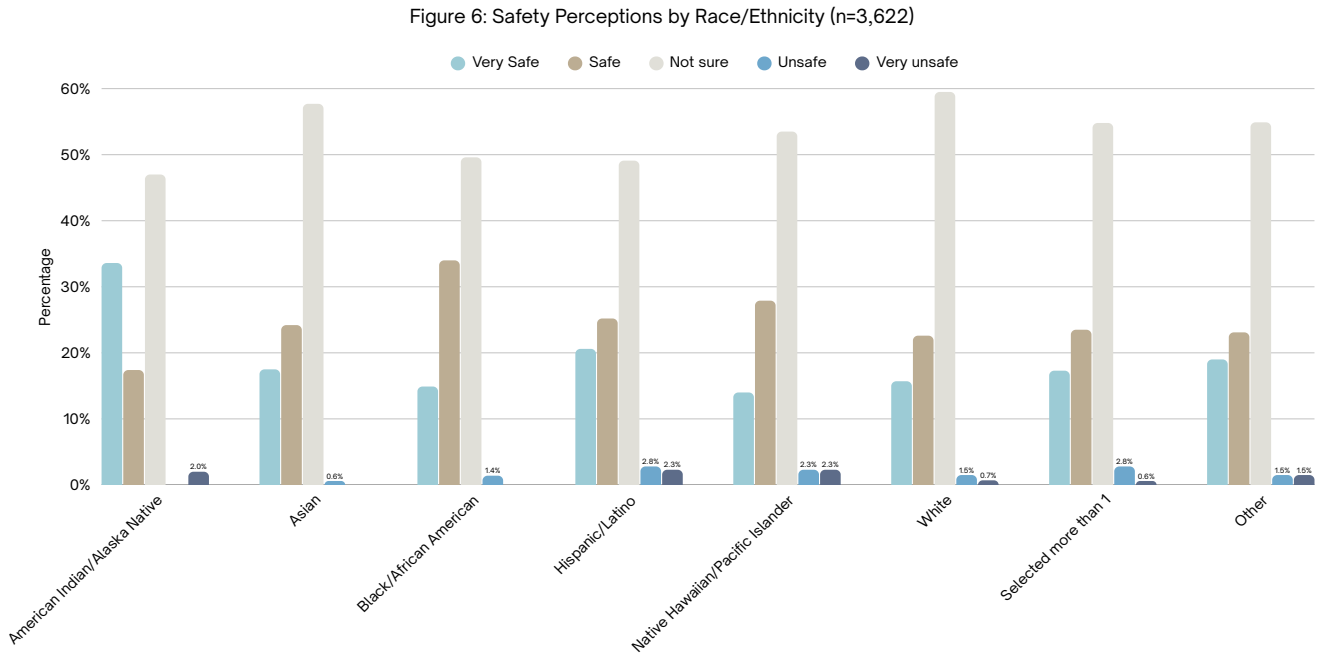


Despite limited interaction, students generally hold positive safety associations with YSOs when they do form opinions. The substantial majority (55.4%, n=2,150) reporting uncertainty about their safety feelings directly correlates with the 74.2% who report limited to no YSO interaction. However, among 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

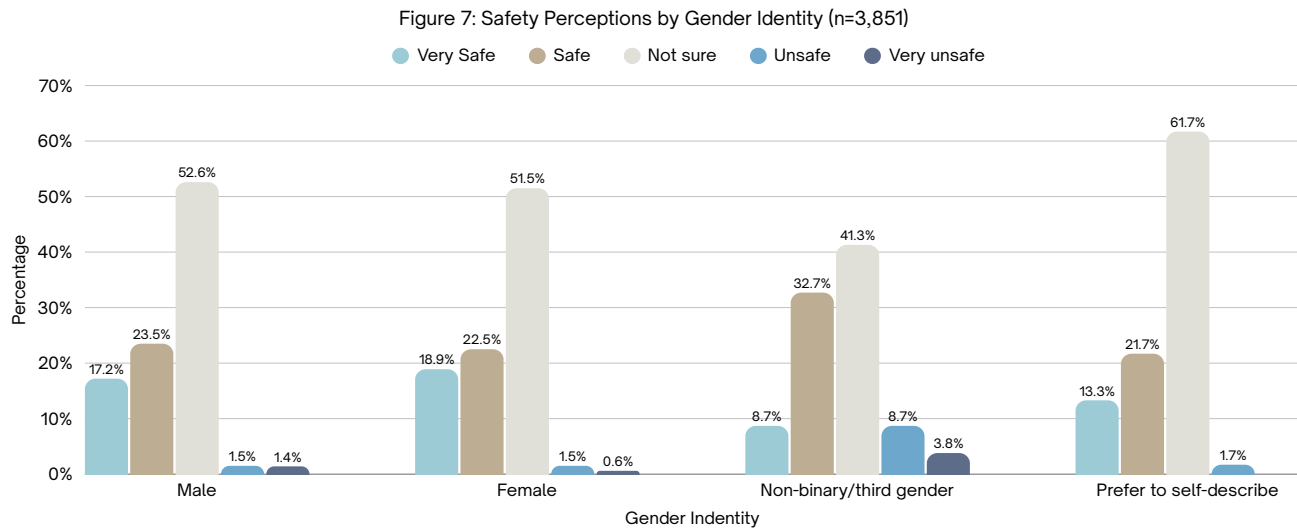


The cross-tabulation of safety perceptions by race/ethnicity reveals several notable patterns:

- 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



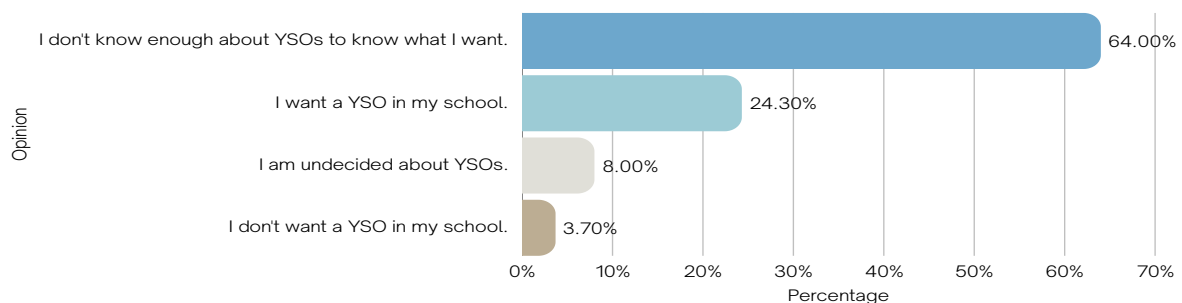
The cross-tabulation of safety perceptions by gender identity reveals significant disparities in how different student groups experience YSOs:

- 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.

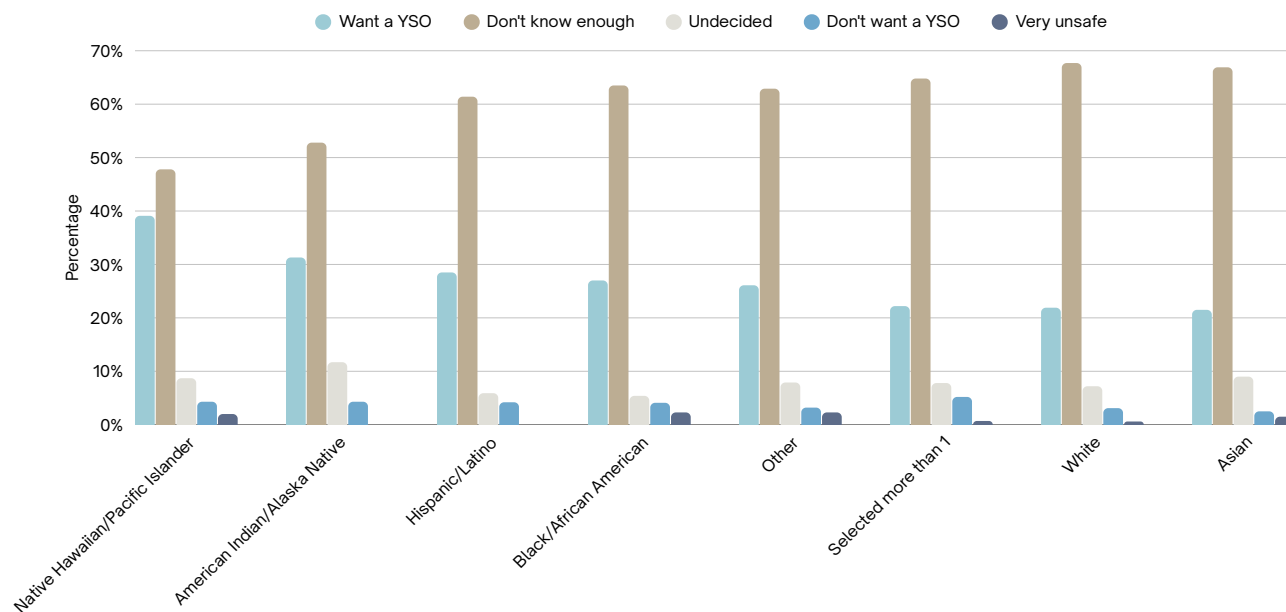
### Key Findings - Elementary Student Opinions

- 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:

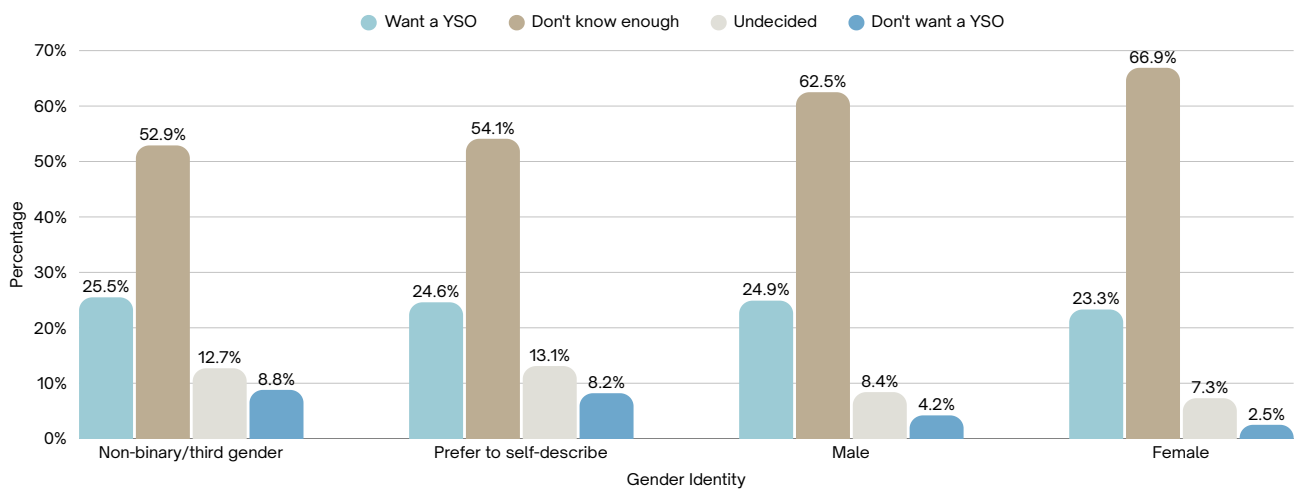
- Native Hawaiian/Pacific Islander students show the highest explicit support for YSOs (39.1%) with moderate opposition (4.3%).
- American Indian/Alaska Native students also demonstrate high support (31.3%) with moderate opposition (4.3%).
- Hispanic/Latino students show strong support (28.5%) with moderate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

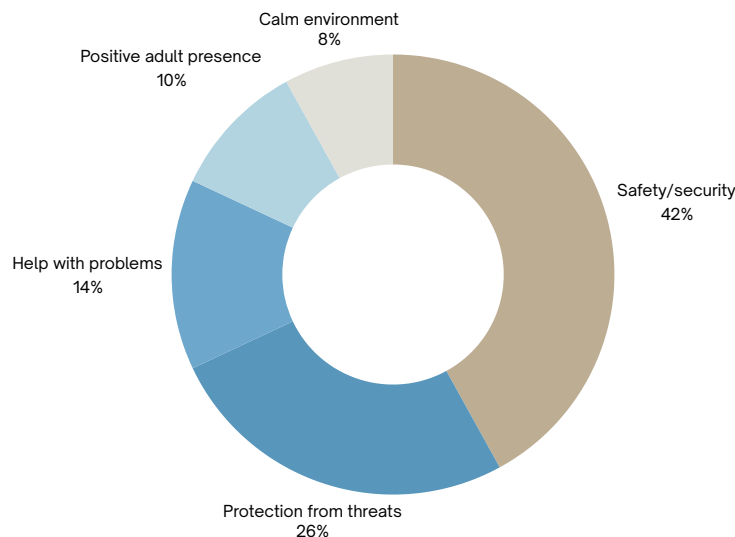
These findings highlight important disparities in how gender-diverse students perceive YSOs compared to their cisgender peers. While support levels remain consistent, the significantly higher opposition and ambivalence rates among non-binary students and those who prefer to self-describe suggest that 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

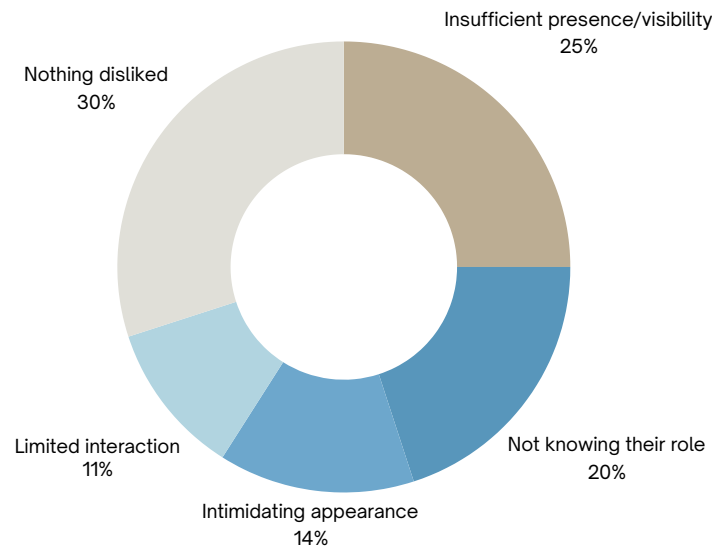
- Elementary students primarily value YSOs for providing safety and security.
- Students appreciate having YSOs available as a resource for help with various problems.
- The positive adult presence and role model aspects of YSOs are meaningful to students.
- YSOs contribute to creating calmer learning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

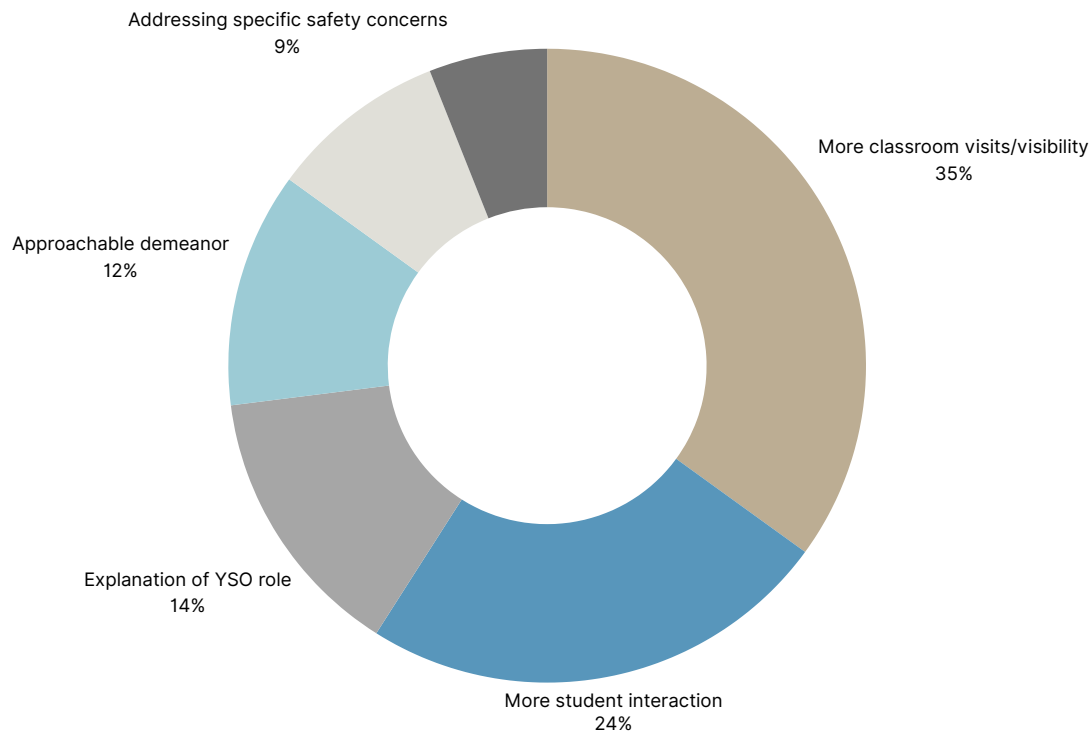
- The primary "dislike" is about insufficient YSO presence rather than negative attributes.
- Many students are unclear about the YSO's role and purpose in their school.
- Some students find YSOs intimidating or scary, creating potential barriers to engagement.
- Students desire more direct interaction 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)

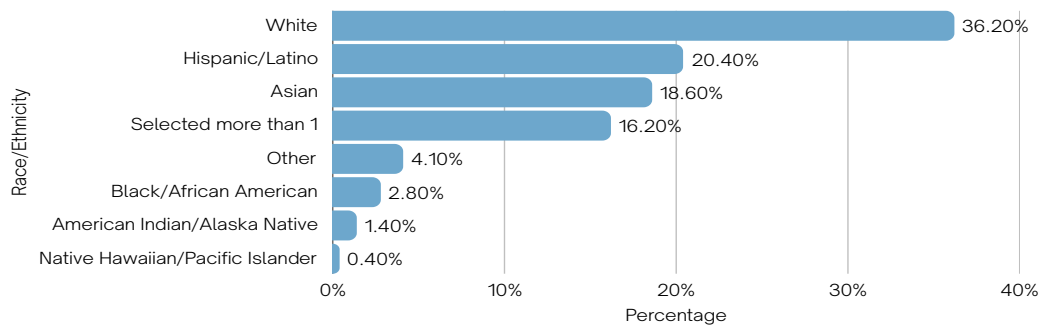
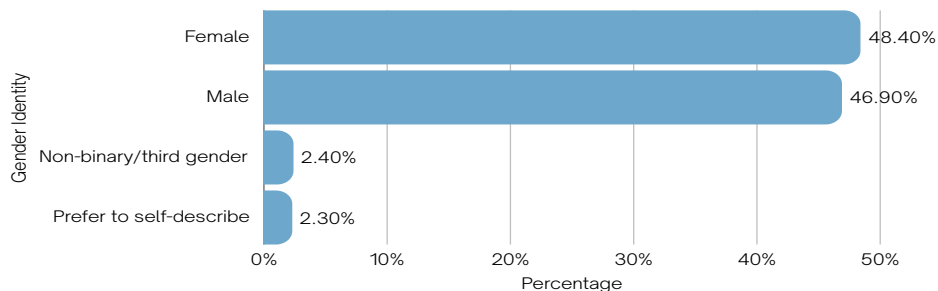
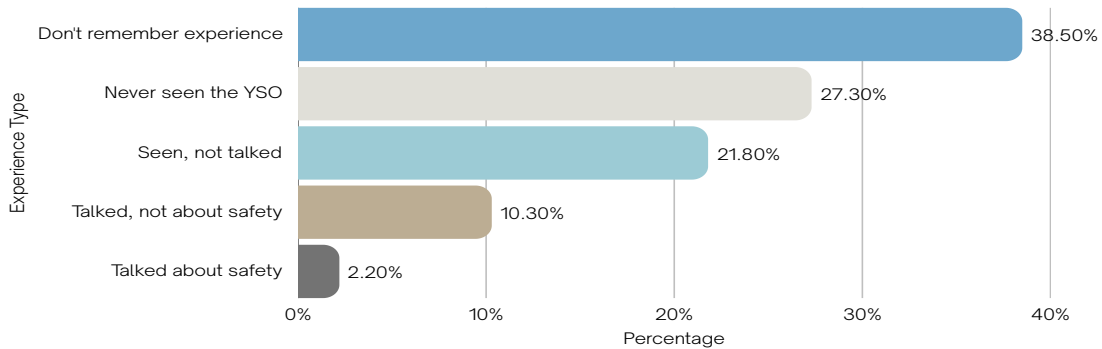


Figure 15: Gender Identity Distribution of Middle School Respondents (n=4,084)



## Experience Patterns

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



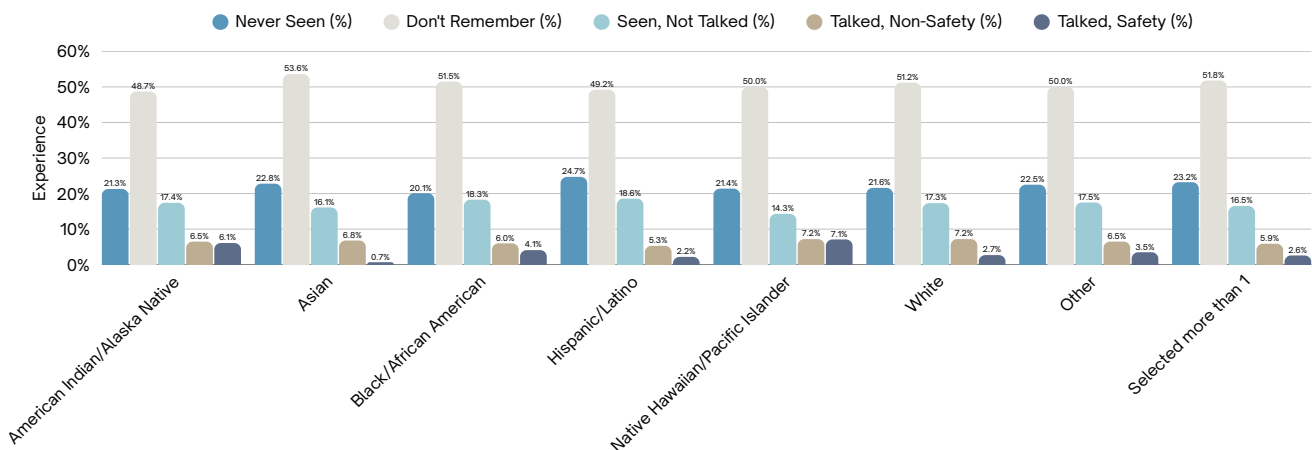
Middle school respondents demonstrate limited YSO awareness, with 65.8% reporting little to no recall of YSO interactions (38.5% don't remember, 27.3% never seen). This consistent pattern across educational levels suggests a systemic visibility challenge that transcends developmental stages. The analysis 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)

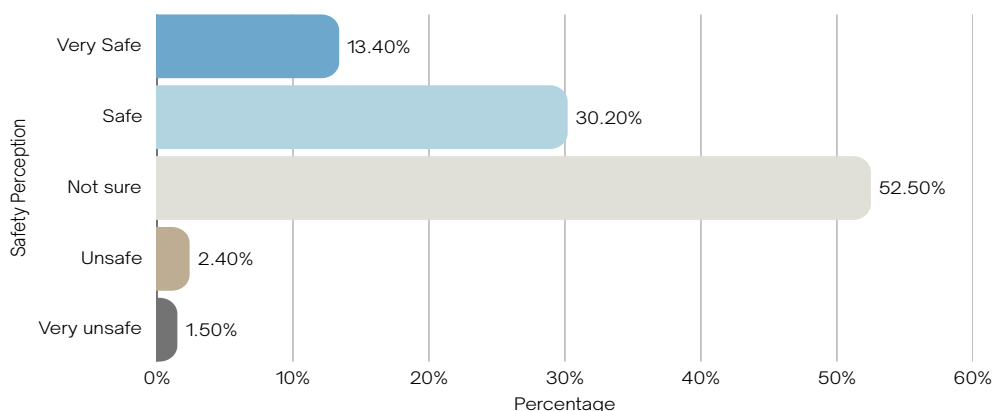


Experience patterns by race/ethnicity reveal important variations across demographic groups, particularly in safety-related discussions. Native Hawaiian/Pacific Islander students report the highest rate of talking with YSOs about safety issues (7.1%), followed closely by American Indian/Alaska Native 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.

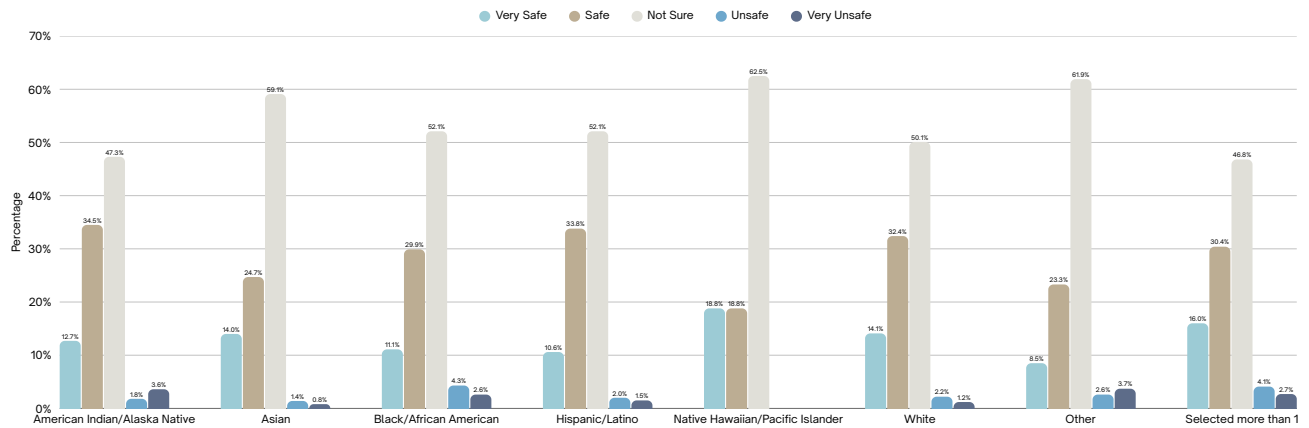
### Key Findings - Middle School Safety Perceptions

- 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)

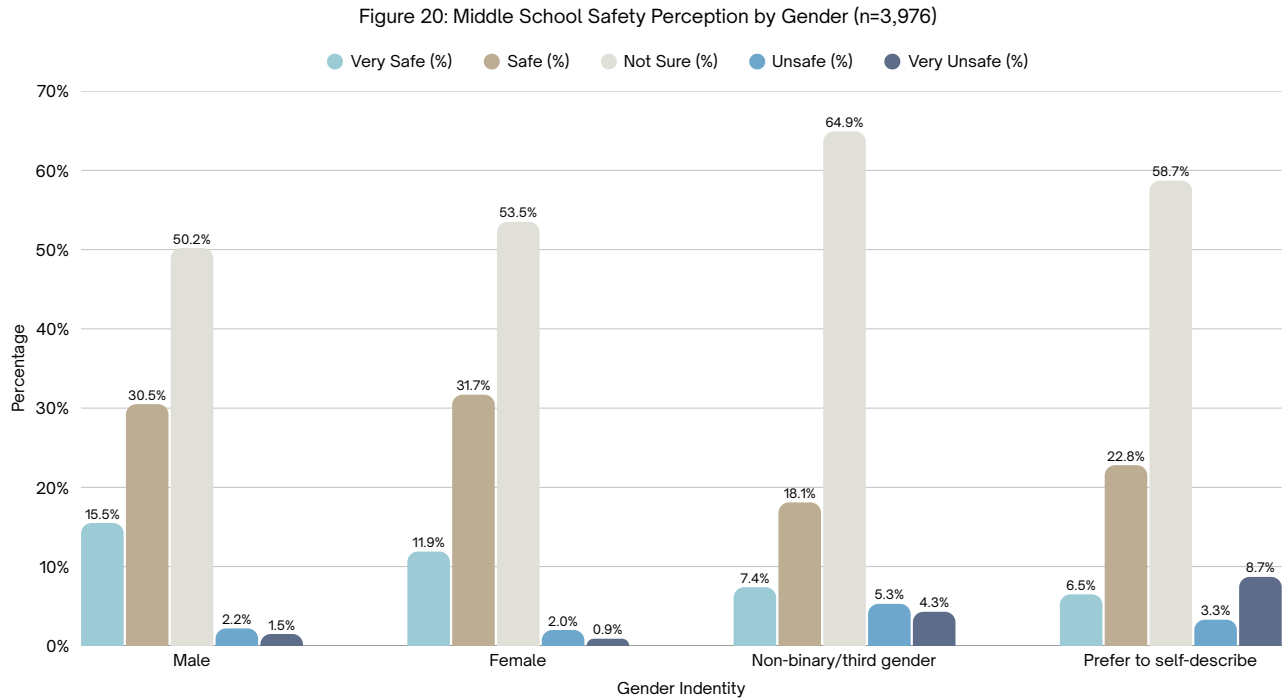


Safety perception analysis by race/ethnicity reveals nuanced patterns across demographic groups. American Indian or Alaska Native students report the highest combined positive perceptions (47.2% "Very Safe"/"Safe"), followed by White students (46.5%), Hispanic/Latino (44.4%), Black/African American (41.0%), 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%).

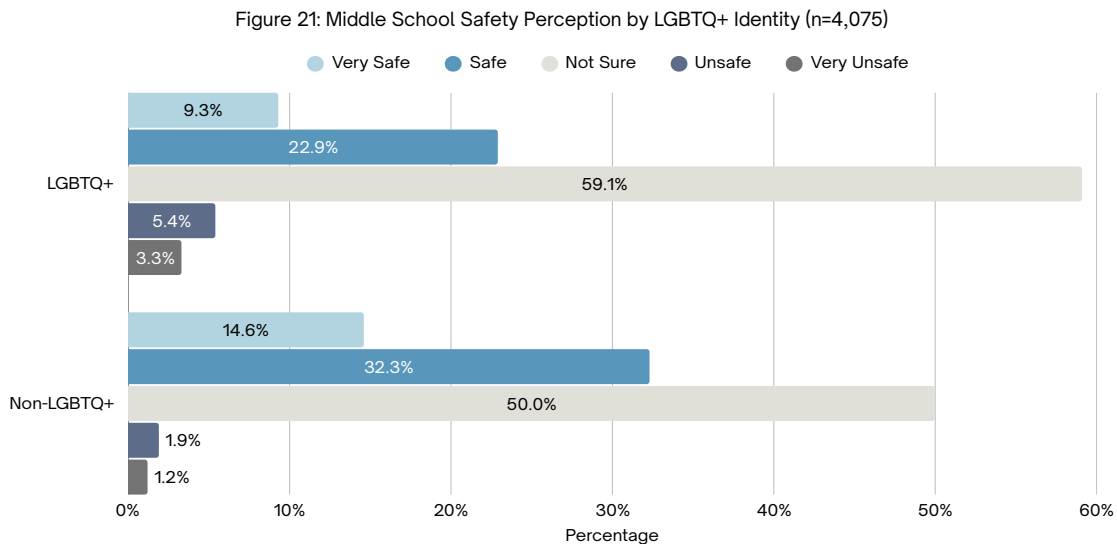
These variations suggest important cultural differences in how YSOs are perceived, particularly among Black/African American students who show both relatively high positive ratings and the highest negative ratings. Students identifying as "Other" demonstrate the highest percentage of uncertainty (61.9% "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.

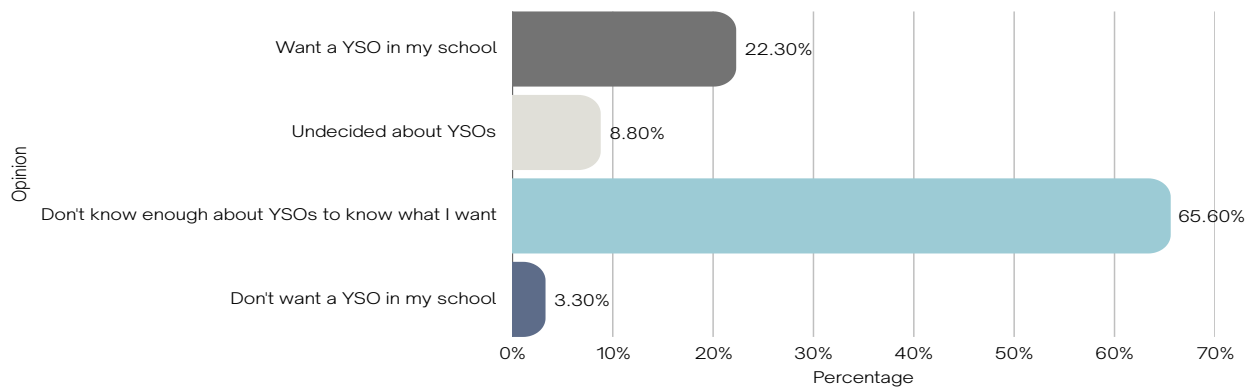


Analysis by LGBTQ+ identity reveals important disparities in safety perceptions. LGBTQ+ students report substantially lower positive safety perceptions (32.2% combined "Very Safe"/"Safe") compared to non-LGBTQ+ students (46.9%), and higher negative perceptions (8.7% versus 3.1%). The higher uncertainty 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).

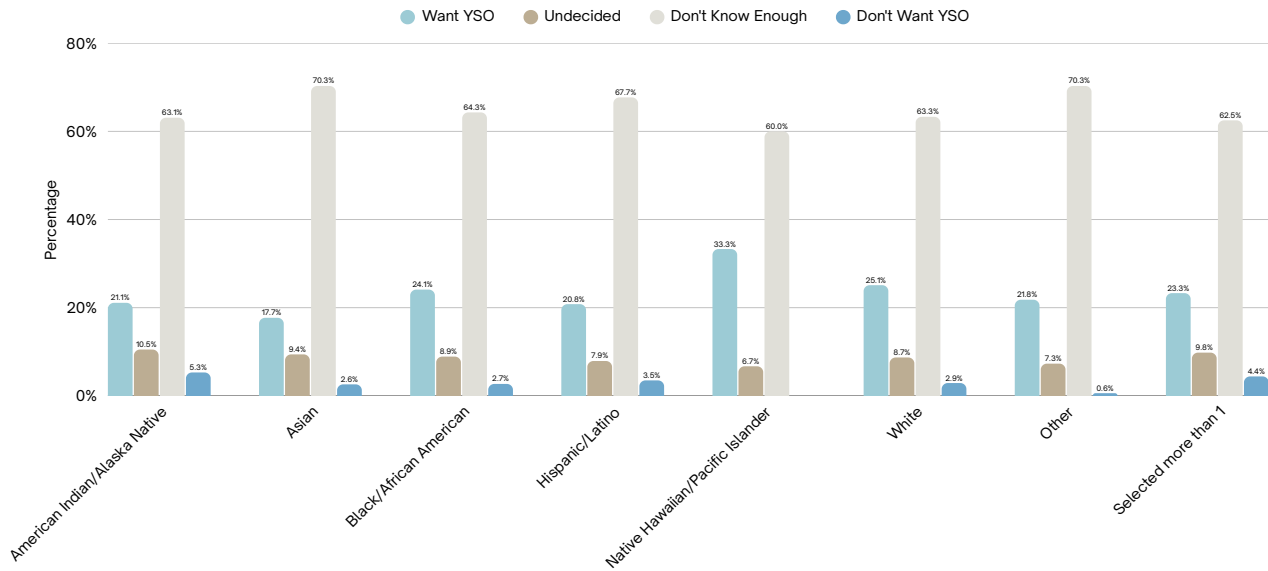
### Key Findings - Middle School Student Opinions

- 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.

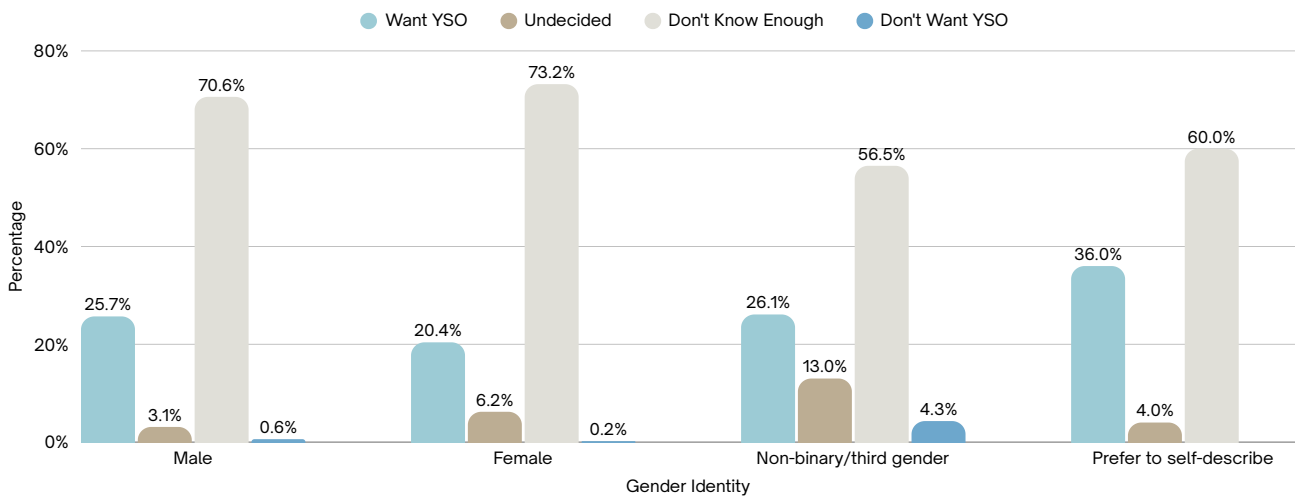
## Opinion Distribution by Race & Ethnicity

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)

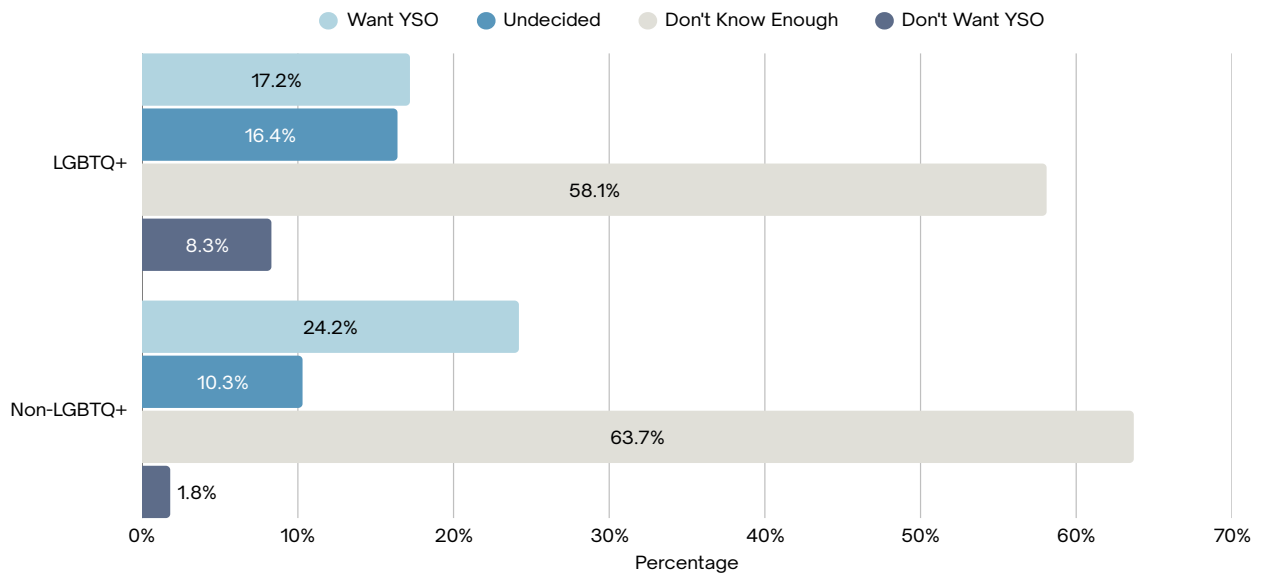


Opinion analysis by gender reveals important variations in support for YSOs. Male students show high explicit support (25.7%), while female students show somewhat lower support (20.4%). Interestingly, non-binary/third gender students (26.1%) and students who selected "Prefer to self-describe" (36.0%) 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)



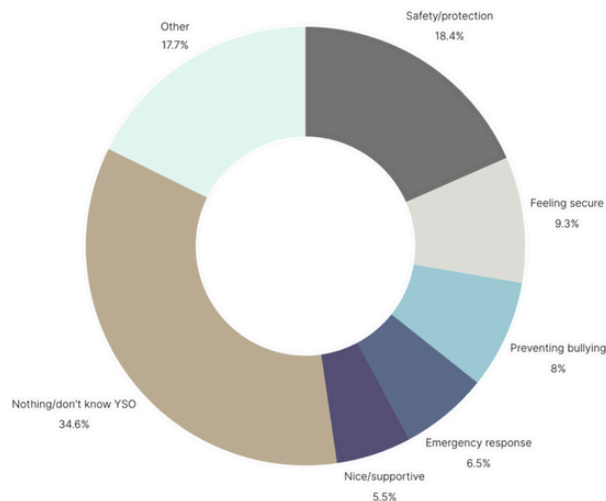
Analysis by LGBTQ+ identity reveals important differences in opinion patterns. LGBTQ+ students show lower rates of wanting YSOs (17.2%) compared to non-LGBTQ+ students (24.2%), and higher rates of both opposition (8.3% vs. 1.8%) and being undecided (16.4% vs. 10.3%). This pattern suggests that LGBTQ+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

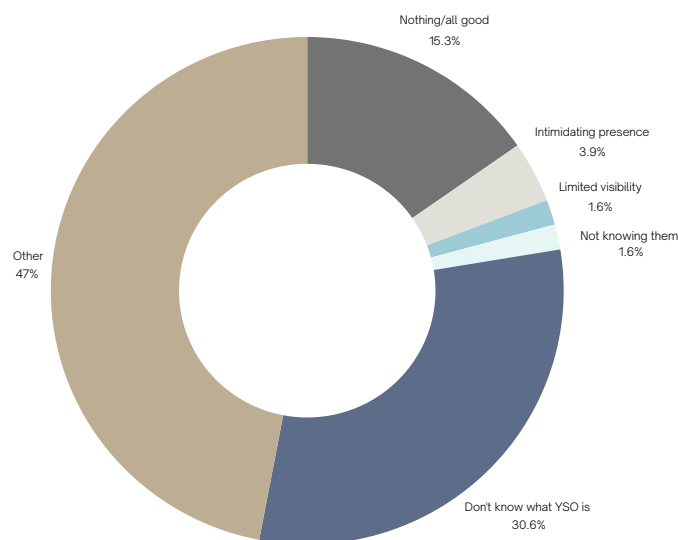
- The awareness gap significantly limits students' ability to provide substantive feedback about YSOs.
- When students form opinions, safety and security are their primary positive associations.
- Bullying prevention emerges as a key area where students see YSO value.
- Students appreciate both the protective 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

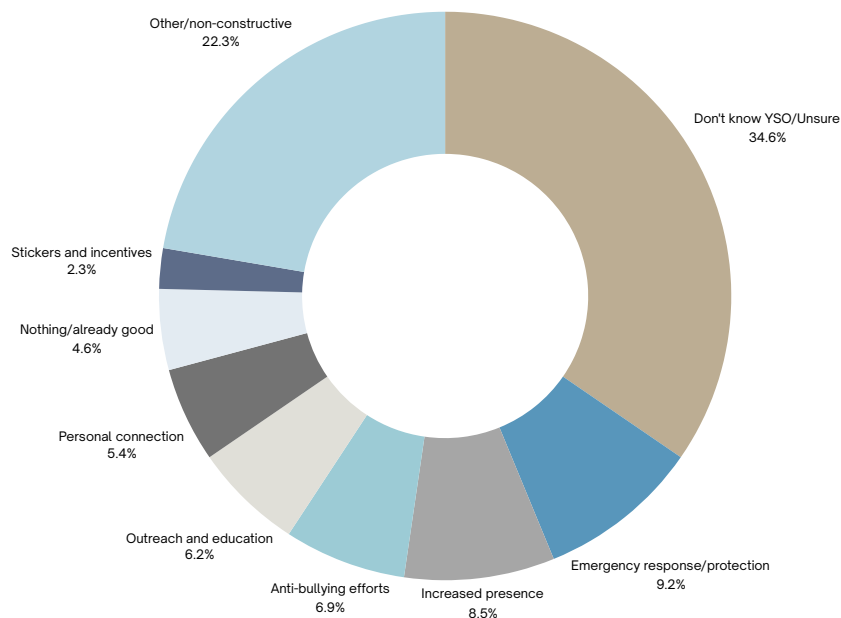
- Limited awareness is the dominant theme in students' negative responses.
- Among students familiar with YSOs, most report having nothing they dislike.
- The primary concerns relate to intimidating presence for a small group.
- Limited visibility is cited as a negative, reinforcing the desire for more 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)

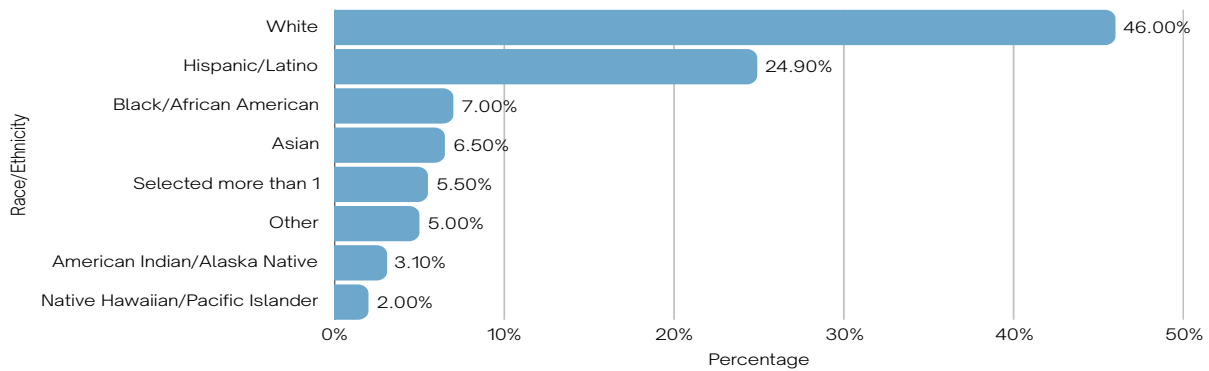
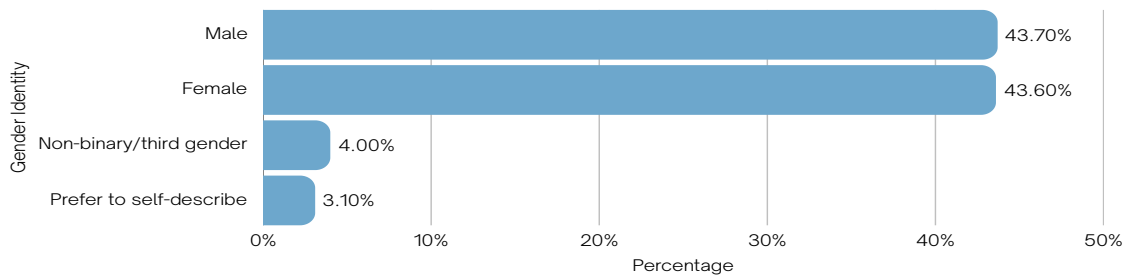
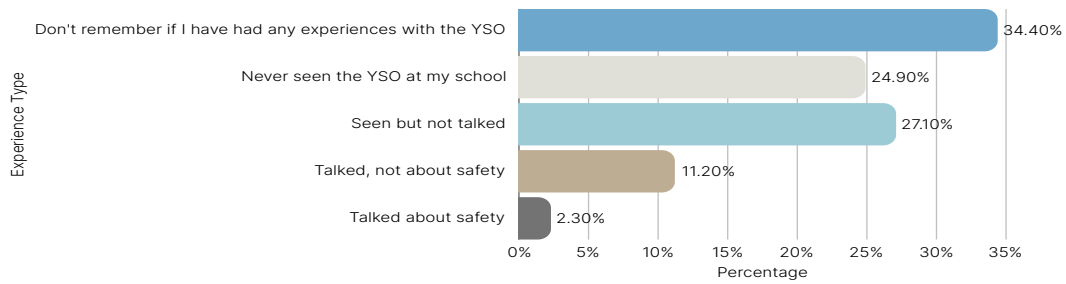


Figure 30: Gender Identity Distribution of High School Respondents (n=2,352)



## Experience Patterns

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



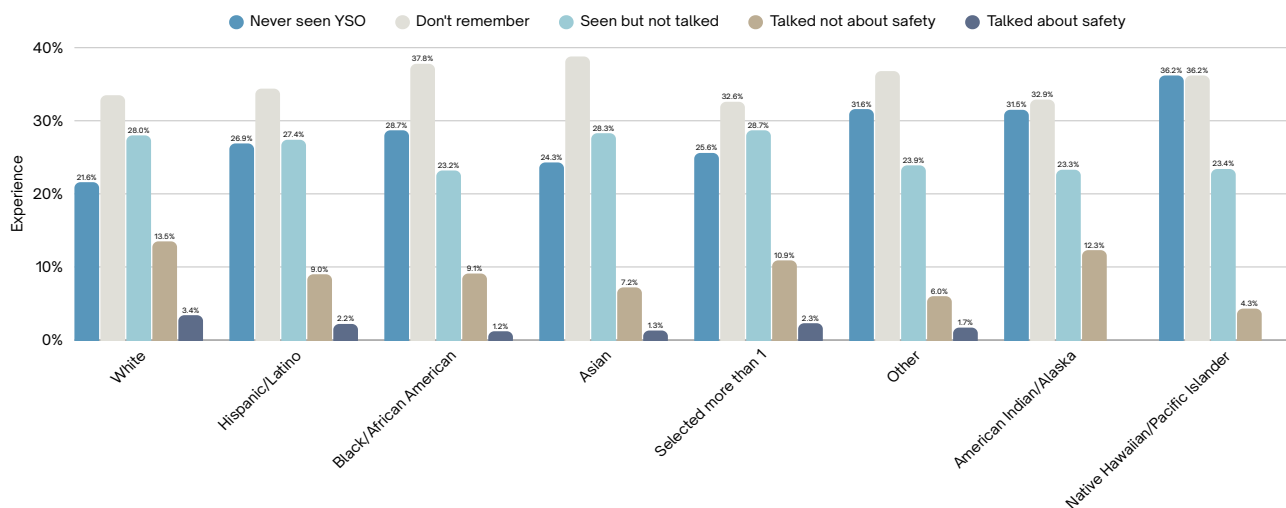
The high school experience data demonstrates a gradual improvement in YSO visibility compared to lower grade levels. While 59.3% still report limited awareness (24.9% never seen, 34.4% don't remember), this represents approximately 16-17 percentage points better awareness than elementary and middle school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

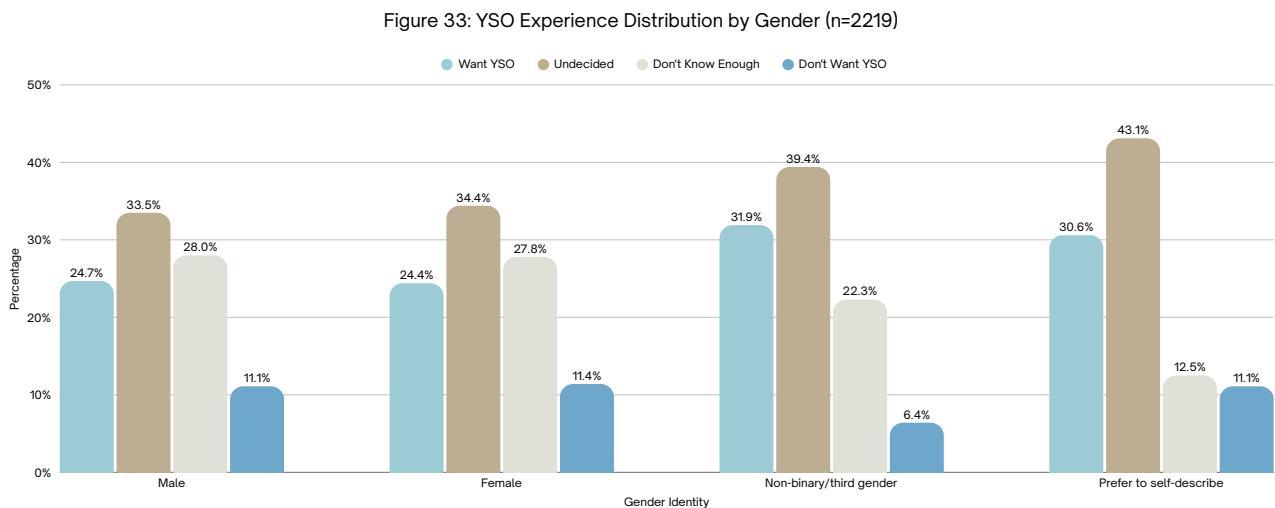


The cross-tabulation of student experiences with YSOs by race/ethnicity reveals several noteworthy patterns:

- 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.

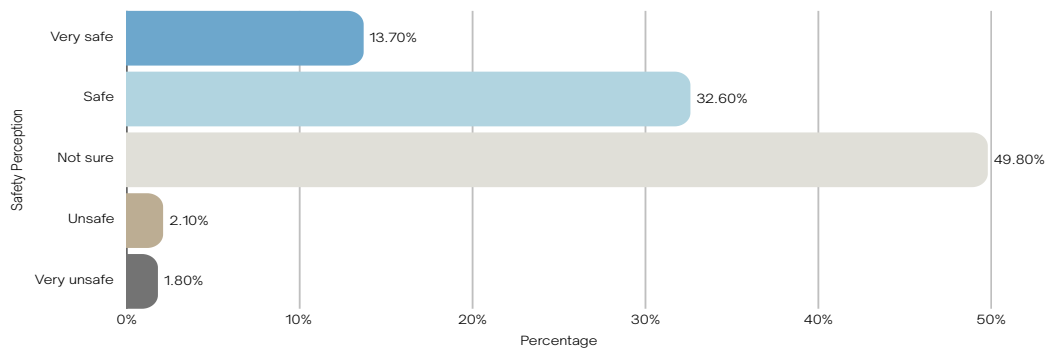
### YSO Experience by Gender



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)



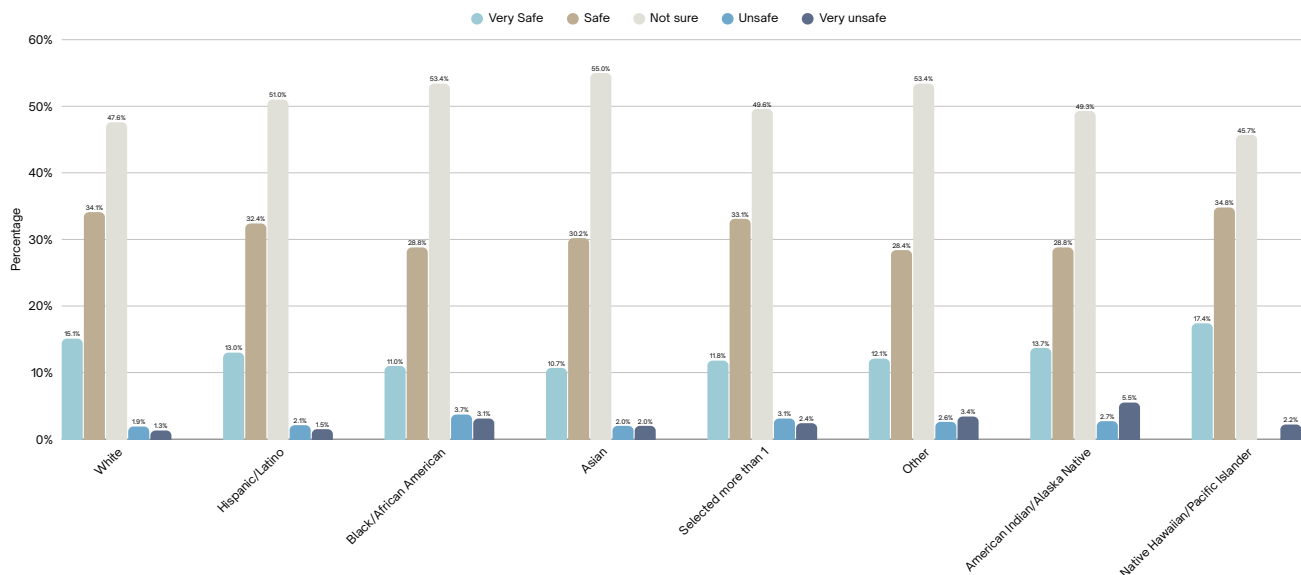
The safety perception data for high school students reveals patterns remarkably consistent with younger students. Despite slightly improved awareness, uncertainty remains high (49.8%), while those forming opinions express predominantly positive perceptions (46.3% positive vs. 3.9% negative).

### 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)



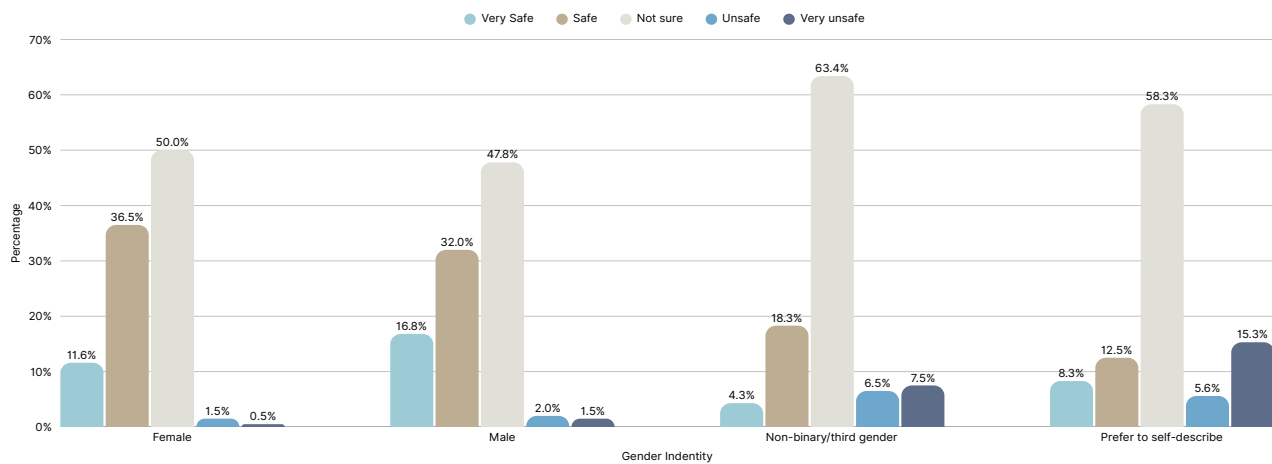
The cross-tabulation of safety perceptions by race/ethnicity reveals several notable patterns:

- 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)



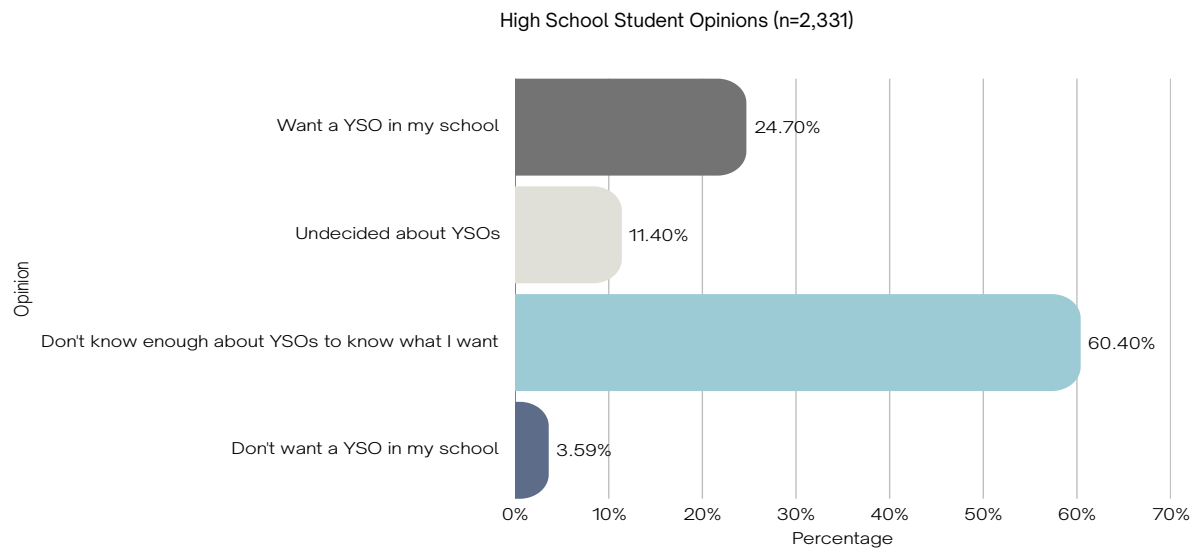
The safety perception data reveals contrasts across gender identities. While cisgender students generally report positive or neutral safety perceptions, gender-diverse students express significantly higher rates of feeling unsafe with YSOs. Among students who have formed safety opinions, cisgender female 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%).

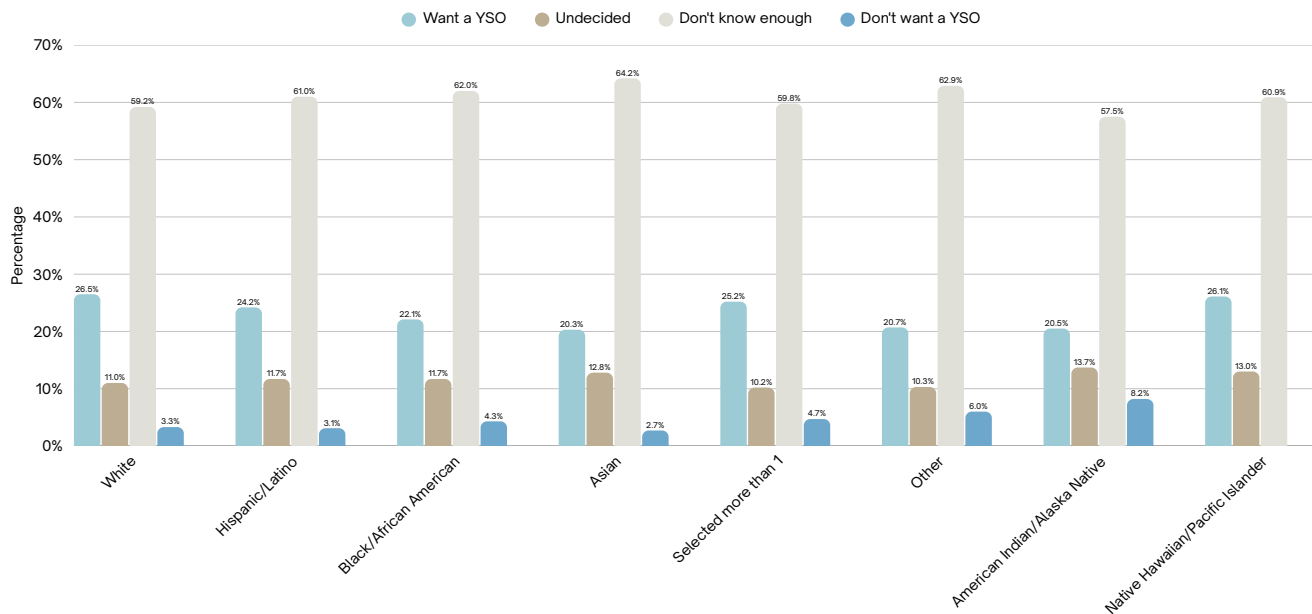
### Key Findings - High School Student Opinions

- 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)



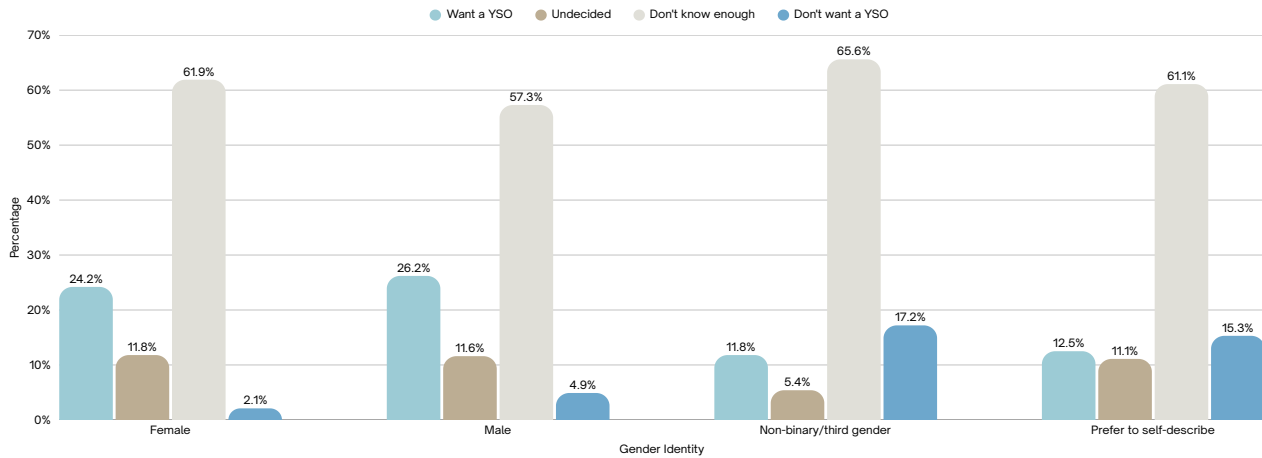
The cross-tabulation of student opinions about YSOs by race/ethnicity reveals several notable patterns:

- 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.

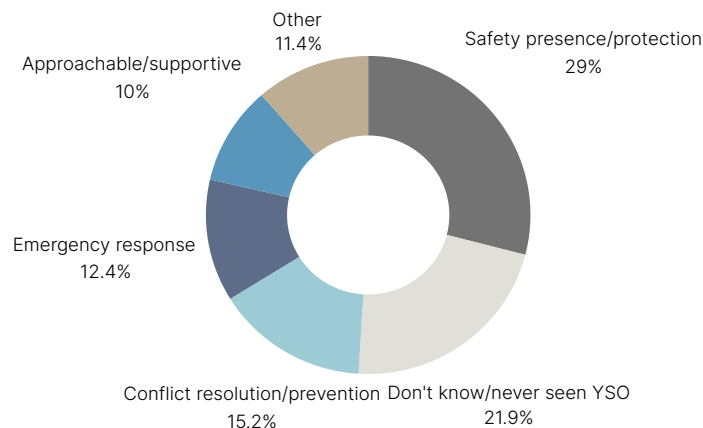
These patterns suggest that YSO programs may be experienced very differently by gender-diverse students compared to cisgender peers. The consistently higher opposition rates among gender-diverse students (17.2% for non-binary and 15.3% for self-described students) compared to cisgender students (2.1% 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

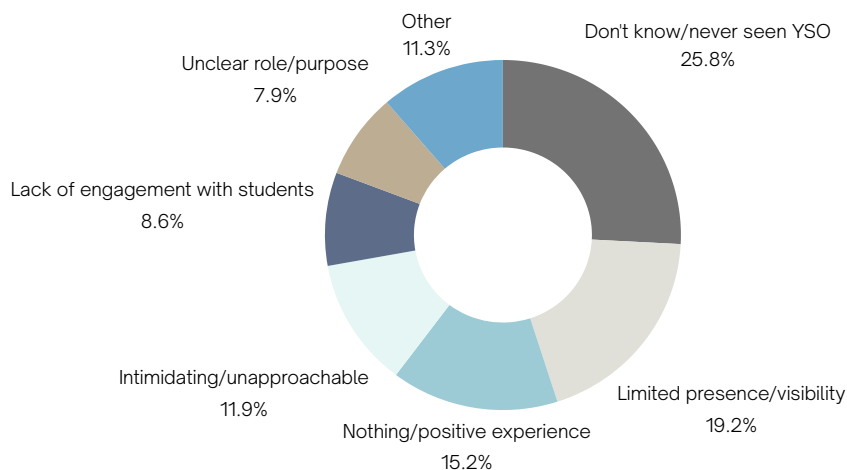
- High school students value YSOs primarily for creating a sense of safety and protection.
- The knowledge gap remains substantial, with over one-fifth of respondents unfamiliar with YSOs.
- Conflict resolution and emergency response represent important secondary values.
- Personal qualities of approachability 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.

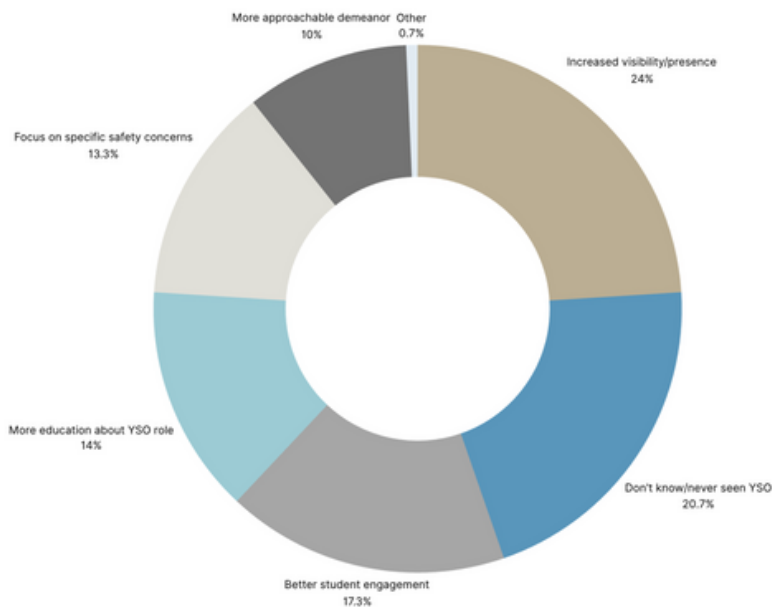
- Lack of student engagement and unclear purpose represent significant barriers.
- A substantial minority report having no dislikes, indicating positive experiences.

### 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)

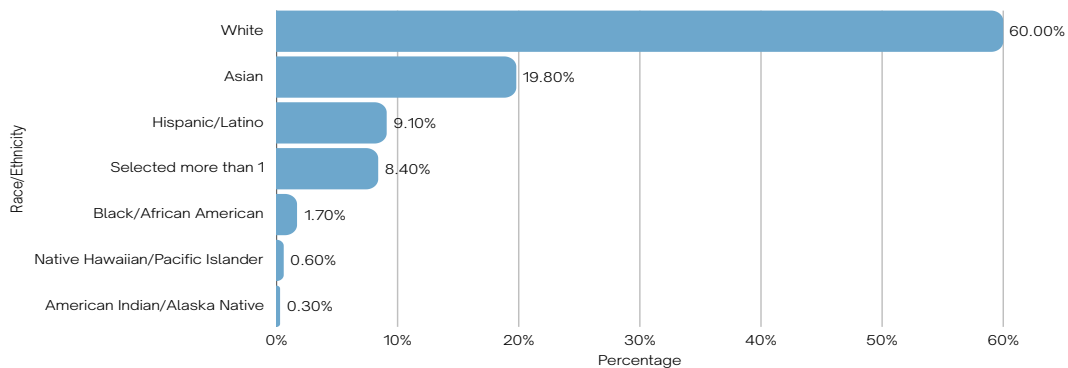
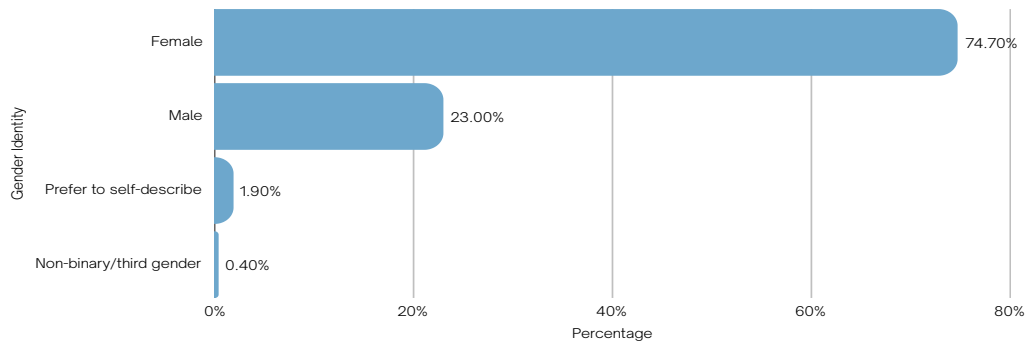
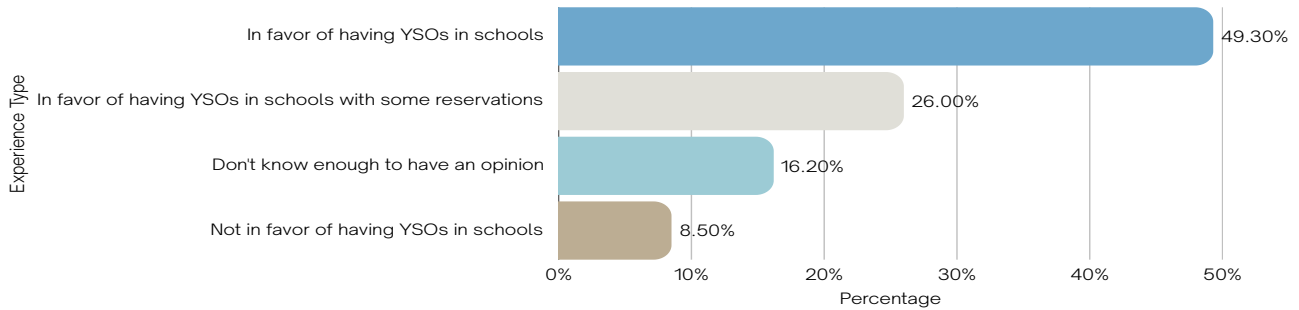


Figure 43: Gender Identity Distribution of Parent/Guardian Respondents (n=3,283)



## Demographic Profile of Respondents

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



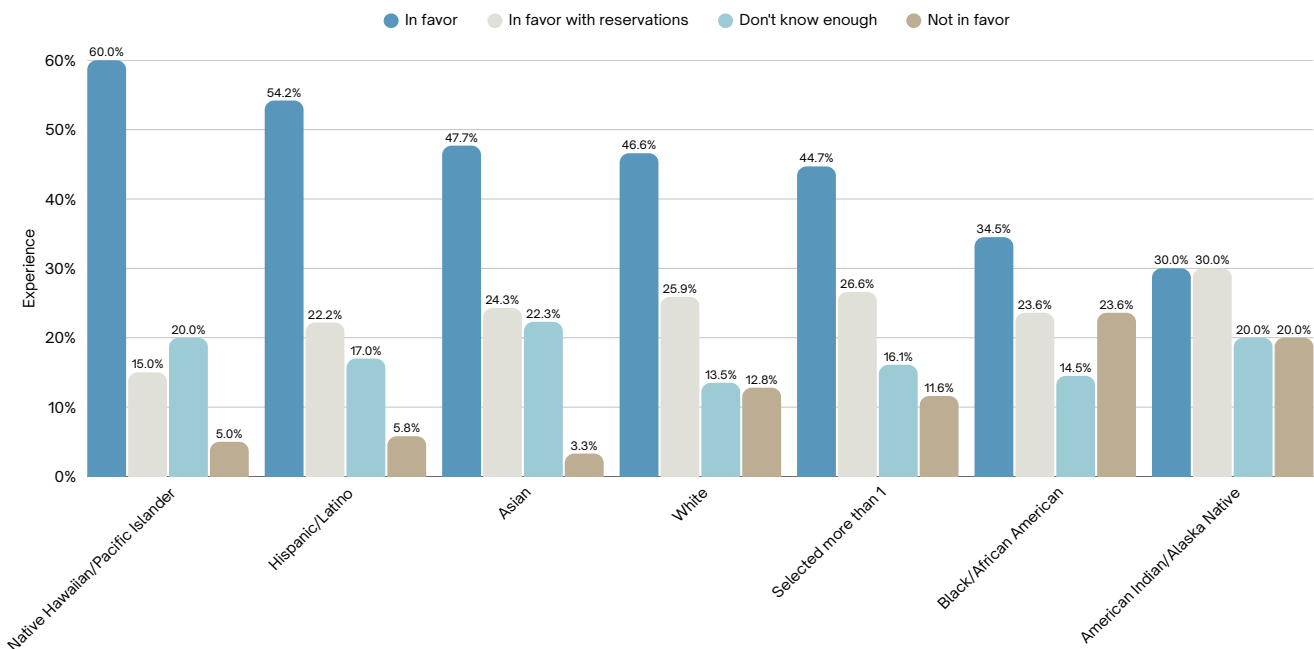
While students across all grade levels demonstrated limited YSO awareness, parents and guardians show better program knowledge but still significant information gaps. The survey reveals that parents and guardians hold varied opinions about YSOs in schools, with important differences emerging across demographic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



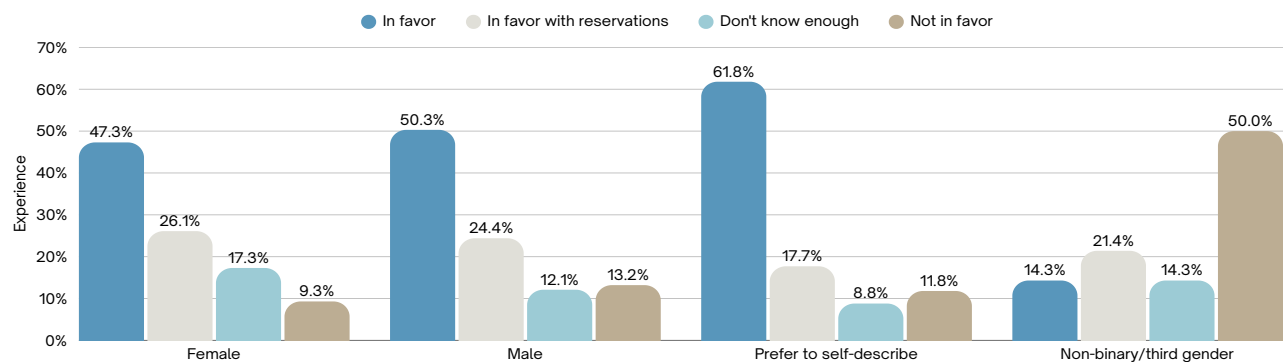
The cross-tabulation of parent preferences with race/ethnicity reveals significant variations that merit attention:

- 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:

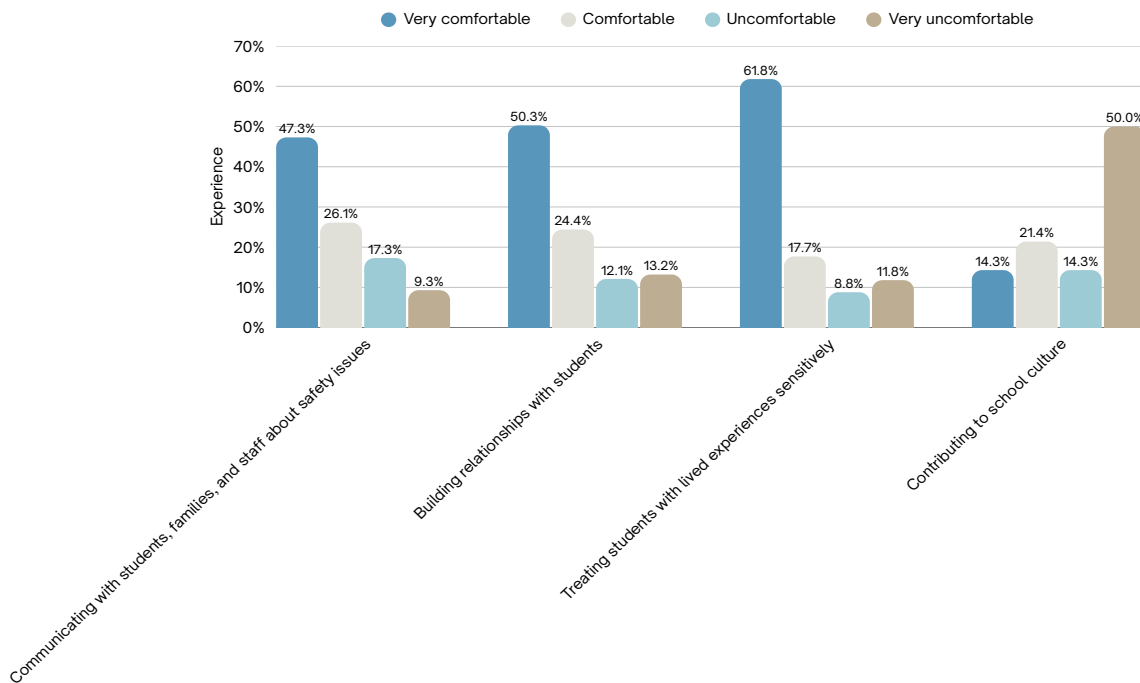
- Overarching majority of parents and guardians are in favor of YSO presence or are in favor with reservations with an average combined response of 71%.
- Female parents and guardians show slightly higher support with reservations than male parents (26.1% vs. 24.4%).
- Male parents and guardians show 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

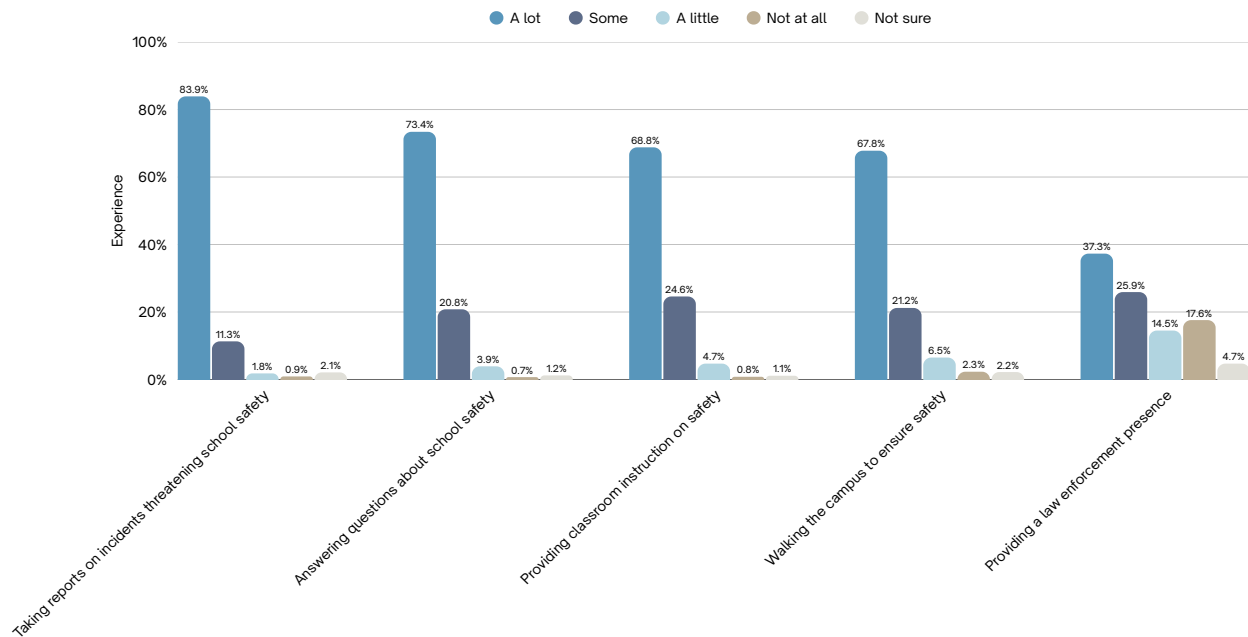
- "Communicating with students, families, and staff about safety issues" received high comfort (81.7% combined comfortable).
- "Treating students with lived experiences sensitively" received high comfort (77.8% combined comfortable).
- "Building relationships with students" closely followed (77.3% combined 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:

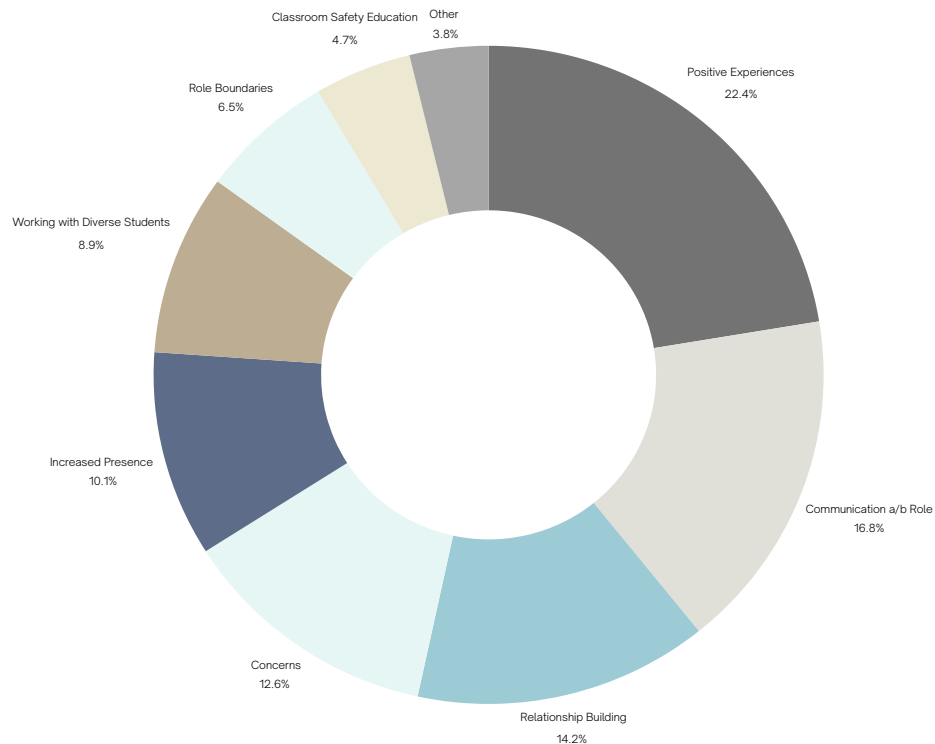
- "Taking reports on incidents threatening school safety" rated highly important by 83.9% of parents
- "Answering questions about school safety" rated highly important by 73.4% of parents
- "Providing classroom instruction on safety" rated highly important by 68.8% of parents
- "Walking the campus to 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."*

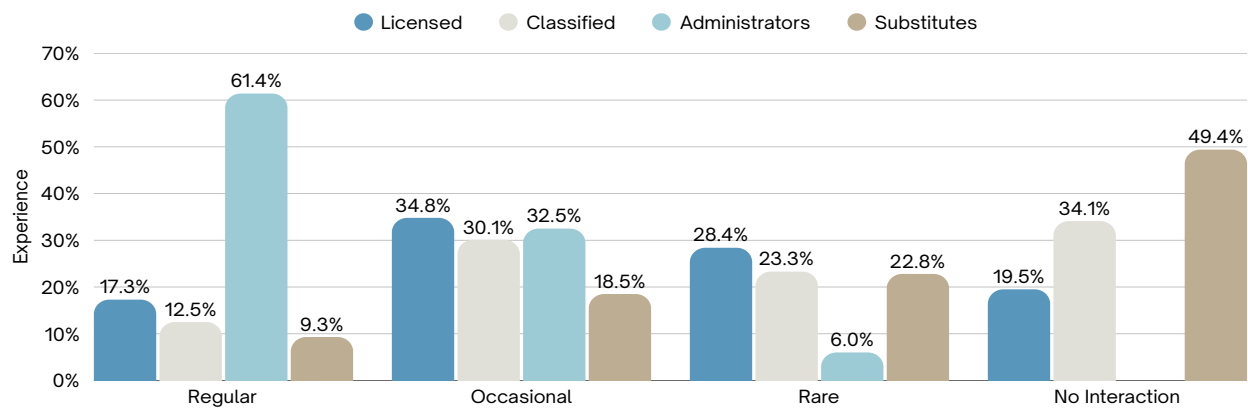
# School Staff YSO Survey Analysis

## 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)



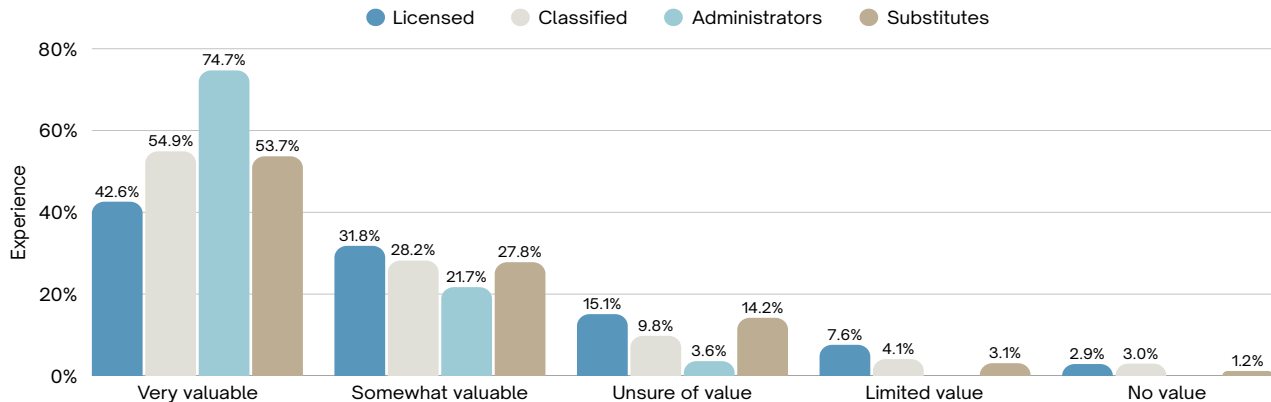
The data shows distinct interaction patterns by role, with administrators reporting the highest rates of regular YSO interaction (61.4%) compared to licensed staff (17.3%), classified staff (12.5%), and substitutes (9.3%). This highlights a significant interaction gap that mirrors the student awareness 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

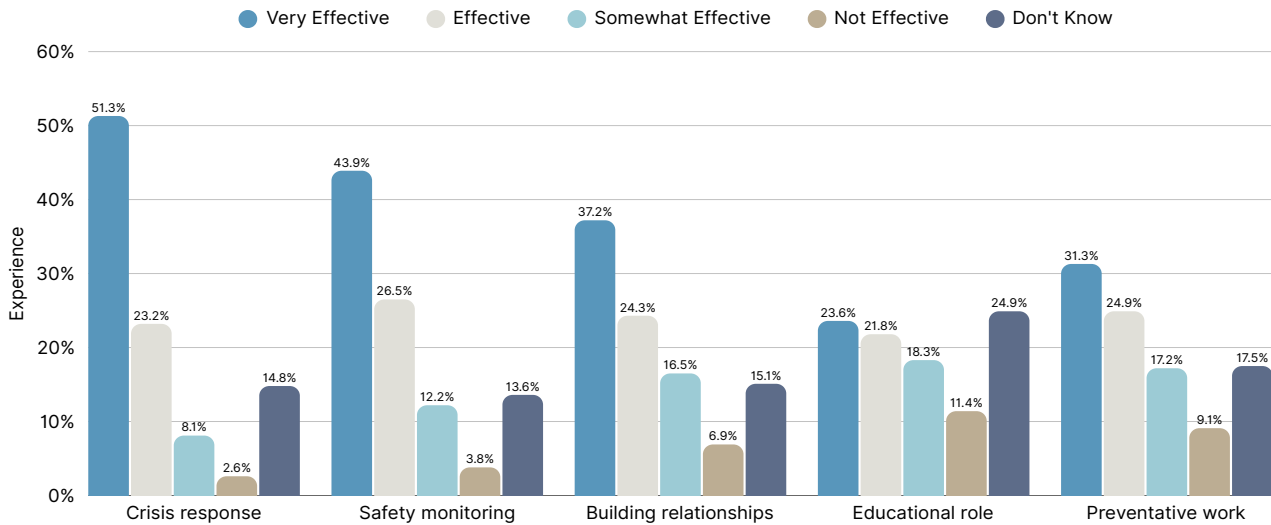
- YSOs are rated as "very valuable" or "somewhat valuable" by 96.4% of administrators, 83.1% of classified staff, 74.4% of licensed staff, and 81.5% of substitutes.
- Licensed staff show the highest rates of uncertainty (15.1%) and negative value assessment (10.5% combined "limited" or "no" value).
- 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)



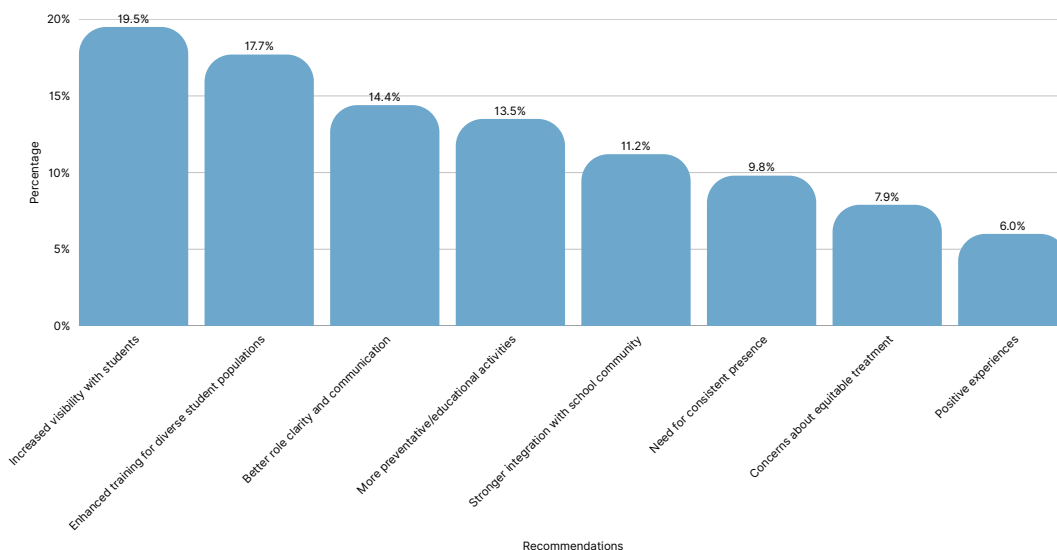
Staff assess YSO effectiveness across various functions differently, with crisis response receiving the highest effectiveness ratings (74.5% combined "very effective" and "effective") and educational role receiving the lowest (45.4%). The variation in effectiveness ratings across functions provides important 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:

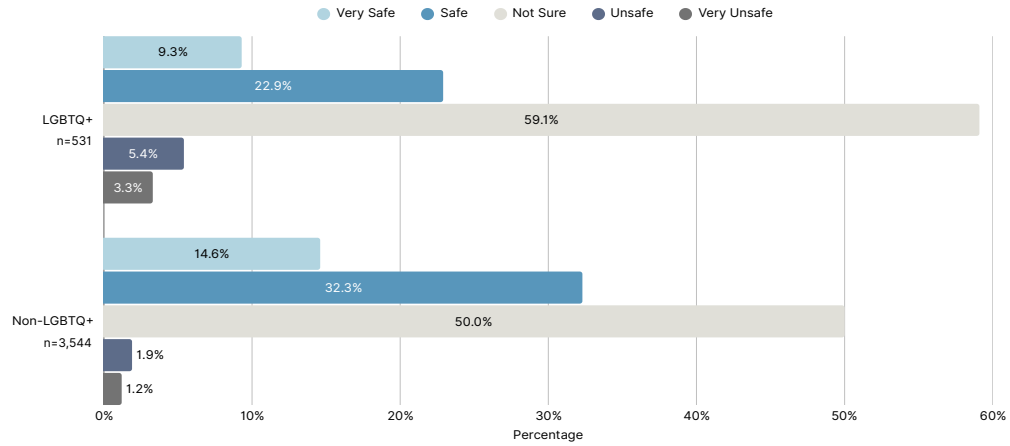
- *"I am not interested in having YSO's in the building. It causes stress for some students and teachers with little to no benefit for the school. I especially don't trust having them here during this time of political uncertainty for our diverse populations."*
- *"I think there are many great people 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

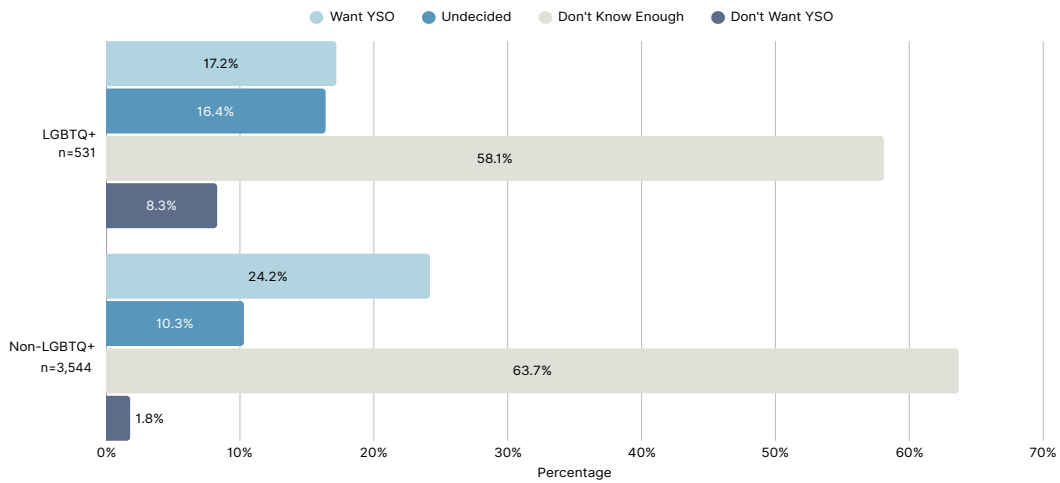
### Middle School Safety Perception by LGBTQ+ Identity



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.

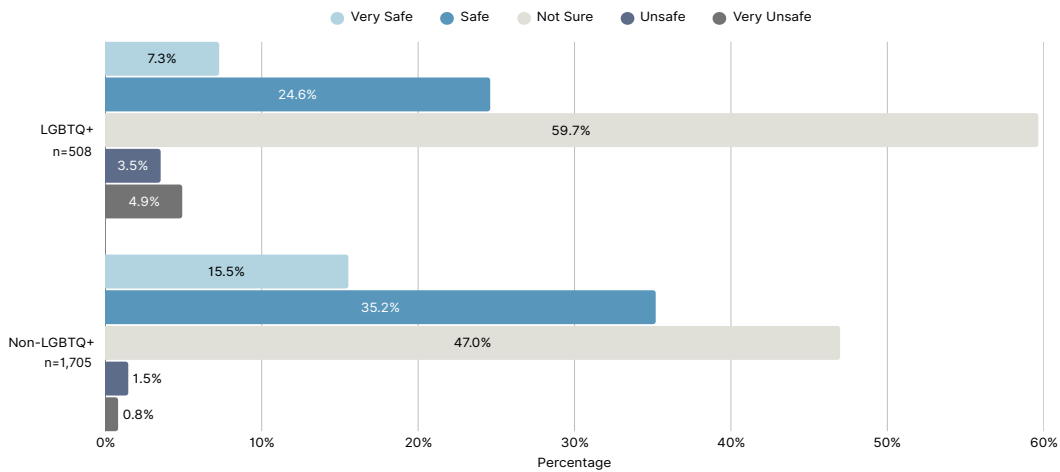
These disparities indicate that LGBTQ+ students may have different experiences with or perceptions of YSOs that merit specific attention in program enhancement efforts. Building trust with this student population may require targeted outreach and specialized training for YSOs to ensure equitable service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

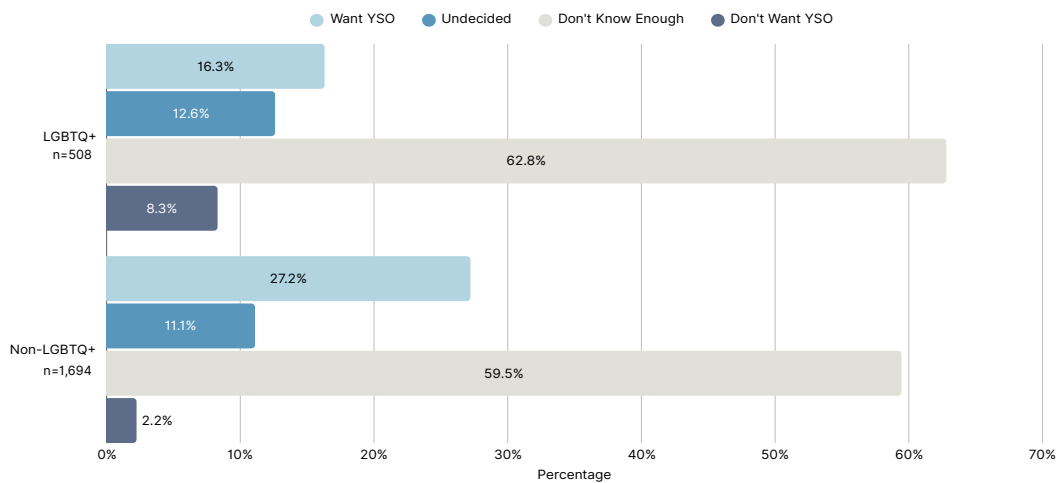
### High School Safety Perception by LGBTQ+ Identity



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.

# 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 168

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 at that other than English. You don't see a lot of ISOs 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, <sup>1</sup> 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 173 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. <sup>180</sup> 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*

*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>187</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>204</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>206</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

1.What services do YSOs currently provide for student safety?	2. Describe the role of YSOs in one word?	3. What services do YSOs currently provide for building & community safety?	4. What services do YSOs provide for information sharing/prevention?	5. What support(s) does your SRO/YSO provide that you value most?
Well checks	assister	Traffic patrol on big intersections	Board meeting reports	Partnership to ensure safety for students,staff,community
Home visits	Supporter	positive presence at schools	newsletter info	credibility to community
Access to weapons	critical	safe oregon tip support	STAT/SIRP/title IX	Hugs
Social media threats	mentor	campus intruder	investigation reports	showing up for me as a administrator
When a parent has a child related issue and call the school	supp partner	hate/bias crimes	presence at schools	Authoritative presence (not a hammer but gives seriousness to situation)
Community building (playing staff vs students, soccer)	guide	traffic control	access to their database	teaching and learning school safety
When a family wants to press charges relating to their student	valuable	investigations safe oregon tips	PTC night-role of YSO	collaboration
STAT; attend meeting, consult on concerns	necessary	welfare check	Title IX support	connections
Ongoing safety concerns within STAT	consult	weapons	safety protocols	trust they will come when we need them
Recover a stolen bike	partner	desculating incidents with students	SIRP	consultation on different issues
Presence to help drivers slow down in school zone	safety	weapon removal	access to law info.(police reports)	support for investigations
SIRP	calm relational	patrol school campuses	STATS	everything we already listed
Students in the correctional system	pre-emptive	weapon removal	traffic	consultation
Child Abuse	community partner	student relationships-better view of police	community education(vaping,drugs,etc)	responsiveness in an emergency
Drug deal	partnership	law presence	community education(vaping,drugs,etc)	consultation
Imminent school wide threat	prevention	relationship building w/community	Guest speaker	knowing the support is available when we need it
Trespass	intervention	unhoused people on school property	staff training	quick response
Fights	education	community outreach	SRP	safety presence
Threats	relationships	quick and constant communication	parent guardian info night online safety,social media,narcan,drugs	availability
Mental health crisis	peacekeeper	presence following a threat	can give student background	support for students & families that are in crisis
Missing children	enforcer	traffic support	Latino night	student safety
Weapon reported on campus	helper	trespass	Answering student questions about how to be an officer	safety for the kids
Vandalism / Property damage	resources	more informative context	new gang info	presence
Fight at school event	serving	investigations safe or. tips	STAT,SIRP.Title IX	safety
DHS	helpful	training	PTO meetings	law enforcement perspective
Custody issues	ayuda "help"	community engagement	double check court agreements custody, restraining order	relationship
Educational conversations following student discipline	connection	traffic flow	patrol car on campuses as deterrent	Stat/SIRP
Presence	liaison	traffic flow support	best practices in lockdown	support for escalated adults
Liaison w/ BPD & WCSO	protector	host and provide presentations to present community	student presentations	relationship
Runaways	collaborator	provide trainings to staff	CTE pathways	trust/guidance
Mediate in a dispute w/ parent	security	provide info and support :investigations,child support	health	issues that need consult
SRP	role model	info on abuse, trespassing,aggressive parents,staff admin	law	consult STAT
Disturbance related to a parent/adult in building	deescalate	liaison w/wider law enforcement	connecting districts	consistency, familiarity w/school
Advice; drugs, assault or bullying	protect us from liability	consultation	community issues	relationship w/students and families
Parent restraining order	documentation	welfare checks	gang history	relationships
Build relationships	trust	criminal investigations	drugs	student safety
			PTO meetings	safety support

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Interview students after a fight/assault	friendly	relationship building w/community	Share county mental health	consultation for stat/sirp/title IX (timely)
Regularly on campus	supportive	visible presence after threat	parent ed meetings	timely response to urgent situations
Be a face on campus	important	consult for parents of assault victims	liaise between schools,juvenile	weapon support(gun found, knife found active self-harm threat
Friendly face	presence	available as a resource	connecting w/portland police, hillsboro,etc	trained in communicating w/ youth staff
Works on outside challenges	training/resources	social	visit schools talk to kids	community connections
Get to know students	mediation	media threat	PTO presentations	ability to get immediate help
Connecting in a positive ways w/students	consult/collaborate on sol	consultation and visibility	social media safety	relationships
Cyber bullying & harassment	got my back	assaults	PTO	visibility, pre-emptive safety
Arson	expertise	social media training	Access to police database	we'd be in reactive mode
Lockdown/Secure Support	consultations	threats	PTO presentations	safety planning
Alcohol	prevention	drug removal	Avid/health presentations	relationships w/students, parents,staff,admin team
Sexual assault	visibility	presenter@ latino night	PTO Meetings	response to threats
Car parked outside deters someone from harm	proactive	weapons removal	Police reports	consultation thinking partner for support school systems proves and knowledge from emergency
Student violence	collaboration	presence which deters unsafe behavior	Multi-discipline teams-STAT/SIRP	parent issues
Support at graduation/dances		current address check	classroom presentations	threat
Support at sporting events		parental conflict	social media safety	
Homeless person on campus		provides temp check and what is happening in district	fentanyl	support
Traffic/driving issues or infractions		car accident	emergency preparedness	assist with student in crisis
Weapons check home/school		lockdown support	Support training, Title IX	moving unhomed people off campus
Connecting w/ Juvenile and other agencies		communication about what is happening in community	SIRP	All the resources, knowledge and protection they provide
Safety plans		presence on campus deters	STAT	connection to community
Student self harm		building safety plan	Investigations, threats made to staff,abuse concerns,child welfare check	consultation
Health class presentation		education to CTE pathways that intersect CSIT/Hc	SRP	safety consultation
Drug removal		mental health support	Community service week	quick access/availability
Mentally ill community member on campus		trespass	career fairs	positive student relationships
Building break-in		safe oregon connection	serving meals during the summer	missing student parent communication
Reading to kids		updates on individuals within community	SRP for staff	reunification
Title IX		liaison w/wider law enforcement	simulations	being able to visit investigate outside of building
Parent partnership		shoplifting	STAT/SIRP/title IX	speed of consultation(ability to call or text direction)
Arranging school connections/preventative presentations		no trespass	custody support	immediate support for high level safety incidents
Resources		shoplifting	Background check	compassionate caring law enforcement that are trained to work w/kids
First call from YSO when emergency for a family and support quickly & effectively		visiting w/suspicious people	youth programs alone and home safety	immediate support for high level safety incidents
Parking issues		attendance at school events	family information about drugs or weapons, older siblings	familiar face that ease kids & staff when events happen
Hate crimes		family presentation		leadership in criminal crisis situations
Gang activity		family education	Drug info	familiarity w/students
Sexual misconduct		escalated community member/parents who refuse to leave building	MDTs	student trust of police

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Classroom/school visits		guest speaker with staff and students	community awareness info	more trauma informed/aware of needs of children than other police
Elopement		trespass non students	vaping	less likely to use tasers on students or over respond
Assault by parents		responding to emergencies-follow-up	online safety	legal expertise
Child left at school & parents no show		point of contact for IT student investigations	gang awareness & support	partnership for safety
Research parents background		incident follow-up, such as after fight	latest trends in drug use/sales, etc	YSO know how to work w/ students w/ disabilities
Provide education to students about safety, drugs, alcohol, etc		taking statements	dangerous incidents in community	collaboration in a field admin are not experts
Consult families on laws		serve as a bridge between local law enforcement and district	community happenings so school is aware and care prepare	student connections
Look alike weapons		procedure consultation	gang presentations	investigation follow-up
Neighborhood shenanigans support		positive building relationships, between students, staff and community	Staff in service training	patrol officers simply cannot respond in effective ways
Strange vehicle		STAT/SIRP	Drug recognition training	knowing have some to call
Closed campus		job shadow	PTO events	relationship
Educating kids about the law		attend stat meetings	PTO parent nights on technology	support for threat assessment
Provide a sense of safety when there are real perceived threats		outside threats near property	Emergency response	presence in schools
Relationship with kids		child welfare checks	social media posts	social media investigations
Missing student		school admin consultation w/ student issues	Documentation of important student info in their system ( disabilities)	SIRP
STAT		attend STAT/SIRP meetings	Police reports	STAT/SIRP
Online threats		traffic support	Staff dev	consultation
Positive student interactions		safety	Classroom pres	investigations
STAT/SIRP consult		harassment	Large group student pres	law expert
Supervision Support		title IX	assemblies/	connection w/ a trained person
Alcohol		sex assault investigations	Staff meetings	work with kids
Assault		STATS	interact/ students during lunch and throughout day	student staff survey
Weapons		read across america	Talking with families following incidents	They know & have a relationship w/ kids
Strangers doing scary things next to students		back to school night	Title IX consult	Having a trusted adult who is a YSO (who provides those services) is critical because they know the kids and community
Missing students		community connections	STAT consult	consult in sexual incidents
Parents fighting on campus		students missing	police reports	consultation
Supporting parents		parent staff education	SIRO consult	In an emergency it is a direct contact
Assault consult		SIRP	Licence Plate/drivers license in investigation	ALL of the things they do!!!
SIRP		welfare check	community patrol	consulting on emergency or novel situations
Parent support as they request		investigations of property damage	gang	We are in charge of other people's children for 8 hours a day. We should have direct contact
Homeless support		additional resources when needed bomb dogs	internet safety	I haven't used her that much, but I like knowing she's there.
Drugs		conversation with parents students	STAT SIRP BH&W	
SIRP		police forces	STAT	
STAT		educational	SIRP	
STAT		police reports	suicide prevention	
SIRP		resources brought in	safety	
Look alike weapons		presence following a threat	title IX	

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STAT		removal of uncooperative trespassers	STAT	
SIRP		traffic enforcement for repeat speeding	SIRPS	
Just to talk re: things		checking for weapons in home	Title IX	
Break - ins		spanish family connection	supports	
Drugs		all 13 t more	property rights	
SIRP		investigation	police reports	
STAT		home visits SIRP/STAT	risk management	
Legal custody concerns		supervisor during lunch	law enforcement info	
Consults		gang stuff	background investigations	
Custody Battles		collaborates with admin and students	parent education	
Classroom/school visits		SIRP STAT consulting interviews	student education	
Community events		student education-guest teaching		
Suspicious activity on campus		parent education		
Accidents in parking lot		plays w/kids		
Traffic/speeding support		community members in crisis on campus		
Community threat		staff member in crisis		
Wellness check		parent nights-technology,safety		
SIRP		intervene w/threatening community members		
STAT		investigations (STAT, SIRP,etc)		
Parent altercation		lost students		
Drug use		armed responses to school shooter		
Bullying		weapon removal		
Fights		review video evidence		
Runners		gang education		
Vagrants		criminal education		
Trespassing		family support		
Drug investigation		helping DHS		
Assault support		relationships		
Custody dispute		vaping parent session		
Active threat		online safety parent session		
Support when student restraint endangers staff		Harassment, bullying,reporting/ parents		
Trespass concern		connections/parents		
STAT consult		supervision		
Traffic support - driver being reckless		transport to hospital-mental health crisis		
Resources		education		
Child abuse investigations		support parents with questions		
Social media threats		assist with lockdown drill		
STAT		education to student who have pulled fire alarm		
SIRP		be present		
Safety planning for community issues		transport kids with hospital		
Finding missing student		building positive presence		
STAT 2		interview when there are major issues at school		
Help w/escalated guest		parent/guardian education		
Builds relationship w/ kids so they feel safe		theft		
Trespass		child abuse/neglect		
Assault		respass dangerous comm members		
Theft		transporting students to facilities		

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Threats		positive presence at school		
Parent restraining order		parent calls for investigators		
STATS		student interviews		
Social media threats		safetynet for kids and families		
Assault on campus		emergency support		
STAT		angry families		
SIRP		parent nights-technology,safety		
Advice; drugs, assault or bullying		help w/ secures and lockdowns		
Disturbance related to a parent/adult in building				
Trespassing		liaison for families		
child sexual abuse support		STAT/SIRP		
Reunification support		welfare checks		
Irate parents		community events		
Keeping HS off MS campus during HS protest		suspicious activity		
consult STAT/ SIRP				
Drug findings		traffic control/car accidents		
Parents who have no contact w/kids		thefts on campus		
Attending expulsion hearings		fight/assaults		
Assaults		social media investigations		
positive relations w/students		parent altercations		
Attend STAT/SIRP meetings				
child on child student sexual assault				
Investigate incidents of assault, weapons				
assessment of weapons				
harm to students when in the community/buildings				
STAT				
Trespassing				
consult				
drugs				
Custody issues				
traffic concern student chat discipline				
consult				
weapon				
child abuse				
street safety				
Vandalism / Property damage				
well child check				
drug/ alcohol response				
safety planning following incident				
assault reporting				
safety planning				
shop with a cop				
return child to building when they leave campus				
well check students/staff				

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family outreach when there is an incident that requires YSO consult				
consultations for SIRPs				
finding/locating lost students				
relationship and connection				
speaking/education				
crime/potential crime				
staff or student under influence				
campus safety				
investigations				
welfare checks				
actual lockdowns, lockouts, controlled release				
Trespassing parents				
substance				
connection with families as a trusted adult				
dangerous suspicious people on campus				
community connection				
role modeling for students				
safety checks				
Theft				
DHS				
gang affiliation or support				
parents and custody battles on campus				
presented at PTC meetings				
read across America day				
homeless on campus				
real secure situations				
guidance/background on students-families for BHW				
students leaving campus				

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Remove it and what will be the districts liability in the event of a disastrous event?	Dumbest thing we could do as a district	Helping to maintain a sense of safety and security in our school community	our safety response would slow WAAAAAY down.
they are essential to the pro-active safety work in schools	could lead to longer responses & investigation times	Continue to grow and build our partnership	parent and student emotional well being will dive because how much longer safety situation will take to resolve
they are essential to the pro-active safety work in schools	compromise student feelings of safety	content w/the current model no changes needed	People who aren't for sure trained in trauma-informed care
lends calm. relationships and proactive presence to keep our kids safe	impact student safety	Competent collaboration and Support	We would have people who don't know our community values
Elem admin does MS have enough yso time/presence?	Strongly oppose	The services they provide are essential	reactive>proactive
that it is essential in our ability to effectively do our jobs	Removing them reduces crime deterrent	we would continue to thrive in a difficult student and parent environment	When we had a suicidal parent in our parking lot having a YSO that knew the staff responding and quick response to the school gave him the ability to quickly assess the situation for our decisions about the need for continued lock down
very helpful	A bad idea	Our partnership with our SRO has been extremely helpful	YSOs are committed to schools and kids
I like the questions and adjustments to make it better	worry about response times and dispatch interaction	Ours is hard to reach and doesn't work on Mondays. We do not think there would be a noticeable impact	patrol officers are not best for kids
Wish WA county was more like Beaverton police	does the district put students first?	I know colleagues rely on it at middle and high school level. At elem, knowing a YSO is available if needed is appreciated but not often utilized	Ysos that work w/me know how I care about kids and families and collaborate w/me in order to ensure we are supportive and caring as we approach the situation
stand on relationships/law enforcement is essential.It's regrettable that this been politicalized	we need this program	Safer	We had an investigation involving a bus driver and a highly impacted student on a IEP w/ communication challenges. The Yso who was trained in working w/students like him was supportive, understanding, patient. knew how to balance parent and admin involvement. I am worried it wouldn't be as smooth w/a random officer
We appreciate our partnership with our YSo	Schools would be significantly less safe in day to day operations and emergencies	protected	we would be negatively impacted if the program was removed. The familiarity and relationship would be lacking.
It is essential to being able to maintain safety & security in the schools	will create more problems than solve	Supported and Thankful	Before we had a YSO community police were incredibly aggressive one unnecessarily tased a student
They are responsive and mostly preventative but it depends on the the officer assigned to your building. So it vary. We appreciate the additional training and ability to work w/youth that comes w/a YSO	oh my god please Don't	I will stay in BSD	My school would be negatively impacted it would significantly impact the level of safety for students
I Like they are specially trained to work with kids	Opens us up to the possibility of a large scale violent event	able to respond to emergencies	loss of support that knows our students/families
There is still room to create more community connection between families and yso;s. Our families are still not comfortable seeing them in schools	school would be less safe	continue to prioritize a cultural of relationships and safety	when swat was covering a situation at a house near our school our YSO was at our school the entire day. This helped reduce anxiety and solves and ensured a smooth lockout controlled release
We don't want them to go away	huge liability	prevents unsafe behaviors on and off campus	There will be a unseen harm being done to children, because schools don't have the capacity to check on families we are concerned about

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involvement w/parents	I quit	Safer	Our sros now attend dist trainings on equity and culturally responsive practices.A person dispatched ( not a yso w/bsd) has not had this training
I would love pro-active relationships@elementary	Risk too high think about the what can happen	Continued proactive safety and relationships building	Our YSOs has assisted with countless investigations/ processes in a student appropriate manner
The title IX,STAT,SIRP consultation is a CYA benefit	please don't remove them	Admin more calm	Our Ysos has a very positive relationships with countless students some of which are kids with "legal" issues. Our YSO helps them understand the issues and move forward in a positive way.
At the secondary level,the services are critical for drugs,major fights, assault	I think that would be a mistake	It would be a great. We would able to continue to support our students	It is partnership that keeps all of beaverton safe place to raise children. Safe schools mean safe communities. People want to buy homes in safe communities. This helps us to keep our current level of enrollment and makes BSD a safe place for all Positive relationships with police begins at a young age
They are very responsive,well intended and work well with kids	Keep the program it's valuable	Essential for our community safety	Ysos follow history of students of concern, work w/families and meeting resources. Continuation of services for families in distress is lost
They are approachable, and knowledgeable	We need real relationships w/ LE, non-emergency don't know our kids/staff	also parent of a highschool student	potential for school shooting would increase. No longer have someone who knows our kids and follows up
Current model that has reduced their ability to build relationships and provide community lessons is much less helpful now	We would need some other resource officer to do stats	I would appreciate the continued support	Loss of confidence from school staff/families that are taking threats or violent/sexual incidents seriously
We share a YSO and only see him infrequently.but when he is there he is helpful	It would leave out the law enforcement perspective when addressing serious issues, such as threats	It would be fine, but better two-way communication	Possible uncertainty that the school team has considered all possible safety measures/threats
when Yso's have a day off during the school week it's hard for schools	It would also delayed the response or resolution of problems	If things remain the same our school would remain the same	There would be a negative impact, I believe community trust would suffer, perception of safety would decline
It is working as a response. Need more preventive	The removal of YSO's would limit the supports provided to students & community	They would continue to support as needed	We wouldn't have a personal relationship with an officer who can support kids and provide services at their dev. level
more presence on campus	Responding officers would not be familiar w/ school, students and staff	I think it would limit the information we could have access to and limit access to the supports in the community	This resource would be missed
more preventable work	Breaks relationship w/ community partners	It'd be great to continue to have our YSO support	Having officers familiar with the school/community matters in critical situations
I appreciate their support for the safety and well being of students, staff and families	Longer wait times for calls	Supported and Thankful	Negativity
They offer a perspective or skill set not generally found in school personnel	Not a good idea	relieved,Safe	Emergencies, we need law enforcement that knows our building our kids. Our school would be more unsafe in emergencies w/o YSO's
Keep its valuable	terrible idea	Not sure depends on the YSO officers	The lives of BSD children would be at risk without their support for families
At the elementary level, more opportunities for yso's to connect with the students who need it	loss of relationships	It would be a safer place w yso presence	We would be overwhelmed and unsafe

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That it is a tremendous positive benefit to the safety and security of our district community They are on essential support for our school community	The time it takes for a wash.co. or city officer to respond(whos is not a yso)is so long. Schools don't have capacity to wait, support students, families/staff while we wait for services-think about after hrs.too. We'd loose school days due to threats, we'd have officers who don't know our kids and our values	I would prefer that the youth services program was kept in place	Loss of trained competent and collaborative partner in keeping schools safe
information nights offered in buildings	That would be devastating	It would be great!safe and supported	Patrol isn't as helpful or kind
at the elementary level, it would be great to have them walk the building to w/kids, staff	loss of family connections	Do not remove Yso's	Lack of consistency, history, care, connection w/our school community, lack of understanding of school context & specialized training
We need more SROs	we will always need at times a police presence-I'd rather have trained folks who like kids	we continue to provide a safe and positive school	Lack of a connection point to our community that helps parents know the police can help protect them
Supportive	loss of positive view of law enforcement	negatively student interaction/law enforcement would be less sensitive/supportive	Reduction in safety
essential	Loss of Access	A positive impact we have relationships with yso's so that all of BSD is a safer community	Loss of a trusted partner, we collaborate w/ our YSO all the time
show care and empathy for kids/community	It seems counter productive to fully replicate a service/process that Wash. co. provides. That would be a financial challenge/to fund/to train/find subs etc.	continuation of services	A non-YSO officer responded to a request for support and the way it was approached damaged a relationship w/ a family and the school was never fully restored. Unfortunately I was newer to my position and didn't push back and regret that to this day.
Their knowledge of kids and community is vital	It will negatively impact our community: decrease of timely/effective responsive action, we wouldn't be able to do welfare checks that led to relationships	feel safer knowing the support is ready	YSO has helped us manage many difficult family and parent issues. A traffic officer would not have the context or experience to support the issue
I cannot imagine handling the incidents we consult on with them	negative impacts/of knowing the alternative support/are they aligned district?	continued positive relationships between school and police	We would lose the ability to conduct welfare checks that are rooted in culturally responsive approaches and relationships
Their schedule doesn't fit a middle school,we don;t know when they are out	trauma informed trained	continued confidence, from families/the broader community that we are taking things seriously	Our YSO has participated in Title IX investigations and other "criminal" investigations including children, I'm not sure if any officer could step in to address investigations specific to schools in the same way
need more consistency	Don't do it?	peace of mind that we have considered all angles	If our resource officer was removed, it could make it more difficult to support our students and families with the most care and fidelity
Need them for student safety and staff	this is a terrible idea	our school would feel safer and it provides our community with peace of mind	We would struggle to effectively handle threats/SIRP/STATS
appreciative	why?	I would feel that I have security in decision-making when it comes to safety concerns in my building	Non emergency does not know how to speak to students in a school setting
strong connection trust in our sro	Are we trying to create Less safety?	We would feel relieved that we could continue our partnership to keep our school community safe	Our school would be more exposed to community threats
	Scared	This is service is essential there would be a huge hole in our service model	More students would be impacted by gangs

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invaluable to admin one suggestion, on their days off give number and name of back up yso to avoid calling wash co. directly	Devastated	partner in safety/concern for students	Our YSO is an alum, bilingual and bicultural. He can quickly go to a home to do a weapons check when report of a weapon arises. Families and kids trust him b/c the kids have hundreds of days seeing him, laughing w/him and talking w/him. Removing him removes all of this proactive worth for when the real safety need arrives Then What??
Essential	They know our community. that is essential for FAST support to ensure safety	We'd have continued, strong and effective services	Our Yso was reassigned mid year and we went for several months without a YSo...we need BPD non-emergency as our YSO.
we need more YSo's	STRESSED!!!	I would feel like I can take care of my students and families the way they need me to	Slower response time
They are essential to the safety of our staff and students in a crisis, the knowledge of the school and the people in it reduce valuable time to ensure we are all safe	workload challenges	We'd continue to strengthen our relationships w/kids and families	No go to person after hours
Keep them in schools	worried about wait time for non-emergency due to keep kids safe	The role is person dependent on its success. So some years it would matter and others not	Responding officer would be unfamiliar w/district values, the school and students/families. Any background info would be from a report, not an ongoing relationship w/students and families
Great program	NO!!!!	Losing an on-site officer this year means students in crisis have been fearful w/ police presence. Officer is unavailable to support w/stats and urgent/ cris needs	Reduction in quality of service. Slower response time
Essential to student safety keep them at all costs	Are parents students advocating for this? we haven't heard this at our school	Our school would be PosiTively impacted if the youth resource officer program remained in place. They provide a valuable service to our school community	Our YSO helped one of our students get to a "Cares interview" We wouldn't have had that option otherwise.
only an idiot would cut this program	as a admin I would be less efficient in my work	Good	We wouldn't have the same level of support!
Essential	This would harm kids-YSO's know how to work w/youth	Confident	Unsupported nervous Scared procedurally unsafe
Critical	will there be a special dept@wash co. created to support schools?	Safer	Depends on the alternative
Irreplaceable	Less Safety	Warm and fuzzy	Lack of information about students/families outside of school environment
fundamental important	Public safety department can't take this on. Are they being funded extra to cover removal	a majority of time I can figure out what to do. However, the relationship helps the staff and parents feel supported	There will be more put on administrators on top of all the other stuff they have to do!
they provide services that are key to student safety with a student-centered developmentally, appropriate approach they're very essential to the function of the school ( student well-being, safety etc)	This would devastate our response time in a cris How would the program be replaced/improved?	continued support, continued positive student/community connection	There would be a lack of connection w/students who are in the juvenile judicial system
Diversity of our YSo Diego	Definite decrease in safety	We wouldn't have to change school safety operations, which would be a big lift	When they show up in an emergency, relationships are already Present
We love our yso!	Added time for admin to try to problem solve & keep staff, students and community	Safety	They are invaluable to the STAT/SIRP
They are engaged partners	some non YSO officers have ruined community relationships-don't have a similar approach	Invaluable support	Process and meetings
They are engaged partners	would be challenging to lose a person who has context and understanding of our community	Stickers	informative,perspective, community/county connections
Loss to our community	some non YSO officers have ruined community relationships-don't have a similar approach	Keeping YSOs would ensure the safety of our people and we could continue to do the work. With school violence increasing this allows us to still ensure learning can happen	We cannot run safe schools w/out our YSOs
Loss to our community	would be challenging to lose a person who has context and understanding of our community	Safe	Our families in crisis will not feel safe when needing law enforcement help
Loss to our community	Loss to our community	assurance	Less Safer

6. What are your thoughts on the current YSO program?	7. What are your thoughts on the potential removal of the YSO program?	8. In your opinion, how would your school be impacted if the Youth Services Officer/School Resource Officer program remained in place?	9. In your opinion, how would your school be impacted if the youth services officer/school resource officer program was removed?
We need a couple more so that middle schools can have more presence	It would likely create significant challenges across the system	I'd feel better if the program was augmented!	Longer lead time for initial steps of investigations
patrol is not prepared to step in to schools	Our students would lose the support they provide to our students	continued joy and excitement for kids	slower responsive to threats and incidents
irreplaceable	They are truly essential and they should not be removed. Their presence is the first positive step towards building positive relationships in our community	Supported and Thankful	Response would be less familiar with student
they are committed to being effective	We need to move away from our misgivings/historical context of policing and understand where we are now. We are in crisis w/out their support	Safe	I would feel like our bus riders would be less safe
Keep its valuable	We will be on hold a lot and that pulls us away from other important supports/responses	Provides a positive experiment with law enforcement for kids	There would be limits and potentially decreased safety due to response time and training opportunities of our YSO's. A lack of established trust and relationships would prevail
keep/increase training for tso's and admin on effective use	It will remove ease in getting services	Confident	Ysos have relationships with students staff, and families. They are bridge between school and law enforcement. They provide more personal, safe, comfortable service
essential critical for safety cannot picture running school w/other	As a parent I would feel the kids would be less safe	I'm in support of keeping it in place with ongoing bias and trauma-informed training	It is not a good idea at all
we appreciate them	They serve a purpose in our schools-what would replace the services were they to go away?	I feel comfortable reaching out	I think it is very important at the secondary level
elementary does not need them daily but likes having access to them	What is the alternative?	We would continue to have a resource for STAT/SIRP/Consultation/ all the child related services that we need them for. I would be devastated if they go away	I would feel less safe caring for the children of our community without this support
Our Yso's are instrumental in supporting our buildings with our students	not sure of the alternate options	Positivity	Please don't remove them. They are a valuable asset to our school and community. We need trained folks to serve our students and staff. Thank you for the consideration
Essential at MS and HS it is a valuable resource to have available, when we need them, we need them! It's not safe to call non-emergency and just get in a cue they'll get there eventually. Building relationships is important	Seems early to remove without further evaluation	This maintains our current service level which would be good	We had a mentally ill drug impacted person actively trying to break our windows. The student's were terrified. The Yso response and presence in partnership with administration was able to assist this individual while in secure with compassion and swift action. Students reported feeling safe and supported and in awe of how violence was stopped without violence.
It varies from school to school and by level	This is a non starter at the secondary level in particular we can't pretend to prioritize safety and remove the highest leverage tool outside our schools	Its important resource and I understand the hesitation of some in having hesitation armed/uniformed officers in buildings especially during the divisive political climate	A student was actively in suicide ideation with a plan. with restorative lens,relationships and compassionate support the student did not suicide and received immediate support by the YSO
it depends on your SRO	I worry that the responses time might negatively impact our school community	It would be easier to utilize the already established systems of safety and support	Can't check weapons at home We conduct multiple STATS in a year. These stats require an urgent involvement of the yso. The YSO communicates w/school staff, students, and families w/a thorough understanding of the school. without this service we will not have the level of knowledge and urgency we need to have a safe school

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Priority 1. student safety with the above, i would have a much more difficult time meeting my #1 priority	schools less safe		Lack of trust
It would be great if there could be more emphasis on prevention and relationsty currently our relationship is 95% response to issues	it will set student safety back		Staff take on emergency situations law enforcement should handle
It is great that there are dedicated officers. Who are trained and want to work with youth. This matters when trying to support situations at schools and working with families	students less safe		after waiting hours for a response a patrol officer without relationships may not respond the same as a YSO
Important Or vital to have on call. Support that has experience w/complex family/student issues like abuse, threat/harassment,substance abuse.that otherwise school admin and staff would spend countless unnecessary time.	This is a terrible idea. It makes our schools unsafe		I think of a escalated young man of color who was tased by police in another district. Had the YSO responded, I believe it would have been different
important to have a person they know to connect with	This will expose our students to whichever officer is on duty-more change for inequity		Students will not trust patrol officer enough to report concerns
Yso's have a depth of knowledge from years of experience. Ours has been invaluable w/so many incidents	Self serving for a board member		
essential to have TSO's as community partners	That would be very concerning		
Vital support	please don't remove them		
The team provides more support than anyone else in BSD	No Thank You!!		
wish we had more SROs	We don't want that		
its incredible and the partnership is needed	Please no!		
need to see them MORE within our schools-relationships and collaboration	We hate that idea		
to reduce or remove program would be a huge mistake	NO!!!!		
We have received support from our YSO	We would not have a relationship with the officers who are given to help us		
it is beneficial to have officers trained to work with schools. I wonder how that would be different if we had to rely on any officer	It feels good to know we have specially trained officers who show empathy to kids that can respond to emergencies		
beneficial but would be nice to have more community outreach	increased issues in schools		
valuable for student and staff safety for community relationships	What is the alternative?		
Glad we have them	Not in favor		
provide essential timely services that otherwise may take much longer to handle and maybe overall more costly for the district	Don't do it?		
Keep the program	Don't do it. Keep these officers in schools-what's the alternative		
We need to keep it!	who is going to manage all that you do?		
There may not be enough YSOs in the district	Safety will decrease		
Restorative practice training would be a good addition	Cannot Happen		
Beaverton YSO;s are lovely to work with	loss of important community partner		
It is important that students are supported wit YSOs. They build positive relations	We will be less safe		

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lowers stress to know safety is not just our responsibility	huge loss of information		
relationships are Key	YSO training would need to be given to all offices		
it is essential and needed at our school. The consultation aspect helps to ensure a safe campus	would lose reunification support in emergency situations		
How effective is the program currently?	time of support would be minimized		
that data we gathering/using to determine impact	Makes me nervous		
do we see higher student incident referrals or higher safety issues	I wish you wouldn't. We need them!!		
which students are we asking?	NO!!!!		
How does our data compare to other districts?	No Thank You!!		
How can we monitor impact on students attendance,dropouts,academics,SABERS data,after the new administration entrance in January?	We are not excited about it. We believe YSO's have the training and experience to work w/students that non YSO LE do not have. That is worrisome.		
have compassion for our youth	I think it would have a negative impact on secondary schools. It would likely delay some supports		
build relationships between kids and police	negative impact for MS and HS		
they are passionate about kids	It would be overwhelming for school administration/staff		
they build relationships w/kids	YSO program officers are trained about school settings		
how many complaints are received about them? what type?	Families feel safer knowing we have a partnership w/ysos in the public school safety		
	Provide more good than bad		
	Big mistake		
	tragedy		
	Wrong Move!!		
	Mistake!!		
	Politics over safety		
	I am very concerned about not having the partnership of a SRO		
	expand rather than reduce or eliminate		
	Having relationships w/building is important		
	We would need to have answers about alternative services and how to handle very challenging situations without them		
	Its complex		
	I would have deep concerns with the removal of this service/program. My job would be so much more difficult		
	Can YSO do summer community work?		
	Our YSO was integral for our lockdown in december		
	I wish YSO worked M-F		
	calling non-emergency is already what we have to do outside of our yso's hours. It is slow.		
	Removing the program means we get whoever (not trained to work with kids would be negative)		

## 10. Additional thoughts

We appreciate what the YSO's can do and can't do

How else can we help? Happy to provide testimony/stories if it helps!

Please save Yso's

I would be happy to speak in front of the school board and answer questions based on my experience

Should ask parents in this era of school shooters

Please keep YSO's

Assign YSO's more hours at each school and assign their off day on a non-school day.

I firmly believe our yso provides essential services to our students and families

Please keep funding for the program. It's an absolute necessity.

If possible share videos or statements of their impact from students/staff w/ school board

Google form for graphs of how admin show support

I think middle and high schools would be more impacted than most elementary schools.

without wash co. and Beaverton Yso's we would not have calibrated services across all of our schools.

I'd Like to see BSD share more stories of impact of yso-sharing positive impact at schools.

The BSD would be extremely worse off if we were to remove YSO's

Keep Them

Please keep the YSO program in place at current staffing

Suicidal student w/knife needed police support. Police walked in one said "we may need to Tase him," before setting eyes on student. Student saw him and cried. "why can't I have my cop?" Referring to the yso and previous school. My school doesn't have on -site yso to get to students.

I can't believe we're even considering removing our SRO's

The ability to contact them directly @any time is so helpful

I cannot even fathom doing my job without them

I thought we were moving in the direction of strengthening relationships not removing...

Nope

Increased workload for principal, social worker, counselor and student success coach. Some schools have only one administrator with heavy student needs. Removing yso would take admin away from leading in students to become an investigator

police from a different jurisdiction came to execute a court order to remove a child. I called our yso to come and make sure our student felt safe and cared for because he was 6 years old and he was being removed at school from the only home family he had ever known

We would be utilizing police non-emergency more often. It could create slower responses and difficulty in not having/previous relationships

When we had a murder/suicide of a staff member, yso was critical in serving our community and staff. They helped us stay calm and feel safe in a very tragic situation.

7. Rate the following statements... (1 is Strongly Disagree and 10 is Strongly Agree)									
<b>A. Youth service officers are essential for student safety</b>									
<b>1</b> (Strongly Disagree)	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> (Strongly Agree)
					1		9		115
<b>B. Their removal will negatively impact student well-being</b>									
<b>1</b> (Strongly Disagree)	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> (Strongly Agree)
		1			1		2		117
<b>C. Alternative services can replace their roles effectively</b>									
<b>1</b> (Strongly Disagree)	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> (Strongly Agree)
19	1	2	5	2			2		1

<b>3. Can you rank the service you prioritize, from highest to lowest, 1 being highest priority and 13 being lowest</b>																										<b>Average Ranking</b>
Child Welfare Checks	8	5	11	4	9		9	9	5	10	5	3	5		10	7	7	6	6	1	9	9	10	5	6	6.9
STAT/Threat Assessment	3	2	2	10	5		1	3	3	2	3	5	1	1	1	2	1	4	5	1	6	3	2	1	2	2.9
Athletic Events/Graduation/Dances/After School Events	13	12	6	12	13	13	11	13	13	13	12	13	10	12	7	13	13	13	13	13	13	9	10	11	11.8	
Child Abuse/Neglect Interviews	9	4	9	3	3	11	6	8	2	11	11	4	6		5	6	6	7	9	1	3	3	8	6	5	6.1
Missing/Runaway Students	4	1	7	5	7		5	4	1	3	6	1	8	4	9	4	5	1	1	3	1	1	1	8	7	4.0
Patrol School Property	12	13	13	13	12		12	10	8	12	13	11	1	13	12	12	12	12	2	12	12	12	12	13	11.1	
SIRP	2	3	1	9	5		4	2	4	7	4	7	2	2	4	3	2	2	7	1	7	7	5	3	2	4.0
Social Media Threat Investigations	7	8	10	6	6		8	5	9	5	7	9	3		6	11	9	10	3	2	10	10	3	7	1	6.7
Sexual Assault/Title IX Investigations	1	6	3	1	1		2	1	6	4	2	2	7	3	4	8	3	3	9	2	2	2	4	4	3	3.5
Assaults/Fights on Campus	10	7	5	2	2		3	7	7	1	1	8	12		2	1	4	5	4	2	4	4	6	2	8	4.7
Thefts on Campus	11	10	12	11	10		10	12	11	8	10	10	11	5	11	10	11	11	11	3	11	11	13	11	10	10.2
Safe Oregon Tip Investigations	5	11	4	7	4	12	13	11	12	6	9	12	9		9	10	9	10	2	5	5	7	13	4	8.2	
Stalking/Harassment	6	9	8	8	8		7	6	10	9	8	6	4		3	5	8	8	8	2	8	8	11	9	9	7.3