



# SCHOOL RESOURCE OFFICER PROGRAM REVIEW RESPONSE REPORT

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WE empower all students to achieve post-high school success.



## Background on School Resource Officer Program Review

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During the 2021–2022 school year, Beaverton School District (BSD) in partnership with the city of Beaverton undertook a review of the School Resource Officer (SRO) program.

District and city leaders had received feedback from community members — including students, parents/guardians and educators — about school safety and the role of SROs. While all shared an interest in keeping students and staff safe, there were a wide array of perspectives in our diverse community regarding the appropriate role of SROs and many different lived experiences and perspectives regarding what safety means.

The District and the city of Beaverton jointly hired the consultant SeeChange to help facilitate a comprehensive review of the SRO program. Students, families, educators and SROs had an opportunity to inform this program review through an online survey and focus groups in the first half of 2022. Other community stakeholders had the opportunity to provide input via an online form.

SeeChange delivered its final report on the BSD's School Resource Officer Program in July 2022 and presented its findings to the School Board in an August 2022 work session.

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# SeeChange Report on School Resource Officer Program

SeeChange presented the comprehensive review of BSD's School Resource Officer Program in summer 2022.

The report included the following findings:

1. Most people are not formally and proactively provided with any information about what SROs' roles are and what to expect from them. SROs themselves say there is a wide range of variation in the direction that they receive from school leaders.
2. There is a wide range of perspectives about whether police have a place in schools and for what safety concerns. Despite the breadth of perspectives, there is common ground on the need for police to be involved in active shooter threats and situations of extreme violence.

Most respondents supported having SROs in schools: SROs were supported by parents (71%), staff (66%) and most students with an opinion (43% support out of 54% with an opinion, so 80% of students with an opinion; nearly half of all students surveyed were undecided or did not know anything about SROs).

A minority of respondents did not support SROs in schools: students (11%), parents (12%) and staff (17%).

3. Most school administrators and many school counselors, social workers and school psychologists find value in partnerships with police officers to address the prevention and intervention of school violence, to serve as a consultant/advisor on law enforcement topics and to educate students about the law.
4. While police based in schools have supported many people's sense of safety, police have threatened the safety of others including many nonbinary, LGBTQIA+, Black and other students of color. There is evidence of this threat in the disproportionate discipline, arrests and referrals for some of these populations, impacting their ability to learn in school.
5. Creating school cultures that prioritize students' emotional safety in addition to their physical safety will require a districtwide culture shift that offers guidance for all schools. This work requires verbal and resource-backed commitments from district leadership; professional support for school-level leaders and staff; and dedicated time.

The consultant's final recommendations were presented in two packages of actionable next steps to guide the District and the City in the development and delivery of the best model for ensuring student and community safety and support.

The first group of recommendations is referred to as **Package 1** for the purposes of this report. It includes six recommendations to continue expanded access to mental and behavioral health and wellness services and practices that promote positive relationships between and among students, school staff, parents and community members.

The second set of recommendations, hereafter referred to as **Package 2a** and **2b**, is to redefine BSD's relationships with law enforcement agencies to be limited in scope and intentionally designed. This is delineated into two separate sections:

- ▶ Recommendations for a new intergovernmental agreement (IGA) with law enforcement agencies
- ▶ Recommendations for the district

## Background on BSD School Resource Officer Program

BSD has a long and positive working partnership with local law enforcement agencies, including an established SRO program supporting schools. As the majority of the district is within the city of Beaverton boundaries, the Beaverton Police Department (BPD) is the primary agency serving Beaverton schools. The District also partners with the Washington County Sheriff's Office (WCSO) to support schools located in unincorporated Washington County and with the Hillsboro Police Department (HPD) to support one BSD facility within the city of Hillsboro.

Over the past 40+ years, the BSD and BPD relationship has evolved. In the early years, the partnership was focused on teaching bicycle and general safety. During this time, two officers with the BPD Traffic Unit taught Beaverton students about bicycle safety, as documented in the 1977 BPD annual report.

As the needs of the community changed, the school-police interaction and partnership changed, too. In the mid-1990s, the concept of community-oriented policing became fully embraced and implemented by BPD. Officers became more involved in BSD, presenting lessons about safety and drug awareness.

In September 1995, in an effort to further community-oriented policing, BPD and BSD formalized their already long-standing partnership with the beginning of the D.A.R.E. (Drug Abuse Resistance Education) program. In the early stages of this partnership, D.A.R.E. police officers were assigned to schools and presented about various issues such as drugs, bullying and safety. During the 1995-1996 school year, there were four officers assigned to BSD, funded by the city of Beaverton. The terms "D.A.R.E. Officer" and "School Resource Officer" began to be used interchangeably. In 1996, the SRO team also implemented the GREAT (Gang Resistance Education and Training) program.



The role of the SRO changed more dramatically in Beaverton and many other communities after the shootings at Thurston High School in Springfield, Oregon in 1998 and Columbine High School in Colorado in 1999. These incidents of mass violence, and the many others that followed, highlighted a need to provide for school safety in schools and create a safe school climate. In 2001, the SRO program in BSD changed as these events brought forth a desire to have officers take a more active role in the safety of schools.

In addition to partnering with BPD, the District has worked closely with WCSO for many years. Provided services have evolved from the D.A.R.E. program to the current SRO program. WCSO and BPD worked closely together to provide the best service possible to students and staff with the collective goal of facilitating a safe and inclusive environment for all.

Finally, since January 2020, the District has had an agreement with HPD to provide a SRO to support a school site (now Beaverton Academy of Science and Engineering) in the city of Hillsboro.

BSD's School Resource Officer program currently includes 12 SROs — seven from BPD, four from WCSO and one from HPD. Each is supervised by a sergeant in their own agency.

# General Practices and Functions of the School Resource Officer

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On any given school day, an SRO will (not inclusive):

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



## District Philosophy Regarding Disciplinary Interventions & Response to Student Conduct

While student discipline is not under the purview of SROs, some assume that the two are related. The district philosophy as stated in the Student Code of Conduct is:

The Beaverton School District is committed to partnering with parents, guardians, families and other members of our school communities to provide safe and effective learning environments where all students experience success. The District believes that student, parent, family and community engagement are critical to building connections, uplifting understanding and truly valuing the diversity of our school communities. The Beaverton School District strives to develop and implement policies and procedures that will:

- ▶ Ensure that students have a safe and respectful learning environment and are treated in a fair, consistent and non-discriminatory manner.
- ▶ Engage parents in building authentic partnerships with schools that ensure parental confidence in the ability of every school to provide a safe and inclusive climate.
- ▶ Help administrators, teachers and other school personnel provide effective teaching and learning environments.

A safe and supportive school depends upon the efforts of all members of the school community — students, teachers, administrators, staff members, parents/guardians/families and others — to treat each other with mutual respect. This handbook details the expectations, responsibilities and rights of all members of our school communities including students, teachers, staff, administrators, parents/guardians/families and community members. The intent of this resource handbook is to build partnerships with parents, guardians, families and students to ensure positive school experiences for all students.

Students, parents, and school staff all have a role in making schools safe and must work together to achieve the goal. All members of the school community must know and understand the expectations of students, as well as themselves, to create safe learning communities. Parents and families are vital to the success of the school. They have knowledge about the cultural backgrounds of our students that is essential to building student-

centered learning environments that will enable students to succeed. Parents and families can also enhance the learning process at home, encourage and model safe and respectful behaviors, help their children understand how an education can help their lifelong success and ensure their children attend school regularly. Parents and families are welcomed and encouraged to confer with teachers to find out how their children are progressing. It is our belief that parents and families play a critical role in ensuring a high-quality education for their children.

Teachers and all other school personnel should treat all students with the same respect and consideration that they expect from students. Teachers need to teach and model a consistent set of behavioral expectations that lead to successful learning experiences. Teachers should communicate with parents/guardians about school activities, positive accomplishments and any concerns that they might have and the ways in which parents and families can help their children succeed in school.

Administrators have the responsibility for ensuring that the educational needs of students are met and that all members of the school community treat each and every student with respect, dignity and affirmation. They should clearly state their belief to students, parents, families and staff that school is a safe and inclusive place for high-quality teaching and learning. They should clearly communicate discipline policies that promote the development of a safe and positive school culture.

If the school community — namely students, parents, families, school personnel and community members — work collaboratively and creatively to develop and maintain a safe, respectful and inclusive environment; if students work hard and aim high; if parents and families provide support and encouragement; if school personnel build meaningful relationships with students, provide quality instructional programs and demonstrate a strong commitment to high standards; then excellence can be achieved in the Beaverton School District.

## RIGHTS & RESPONSIBILITIES

### STUDENTS

Students will show responsibility by:

- ▶ Coming to school each day.
- ▶ Working hard to do their best in class and in school work.
- ▶ Helping to keep their school safe. (If you see something, say something.)
- ▶ Asking for help when they need it.
- ▶ Showing respect for and cooperating with other students and adults.
- ▶ Reporting infractions of school rules to staff.
- ▶ Respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability and initial proficiencies.

### PARENTS/GUARDIANS AND FAMILIES

Families will help children learn to take responsibility by:

- ▶ Ensuring their children attend school and be on time.
- ▶ Finding a place at home for school work and making sure work is completed,
- ▶ Helping their children learn and resolve conflicts in positive ways.
- ▶ Helping to keep their school safe. (If you see something, say something.)
- ▶ Communicating and working with teachers and other school staff to support and challenge their children.
- ▶ Respecting school staff.
- ▶ Respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability and initial proficiencies.

### TEACHERS AND OTHER SCHOOL PERSONNEL

Staff will help students and families by:

- ▶ Respecting, encouraging and supporting them.
- ▶ Believing that all students can achieve and take action to create access for learning.
- ▶ Showing that they care about all students.
- ▶ Defining and communicating clear academic and behavioral expectations for students.
- ▶ Providing a safe, positive and inclusive learning environment.
- ▶ Creating an atmosphere of open communication for students seeking help.
- ▶ Communicating and working with families to support and challenge their children.
- ▶ Respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability and initial proficiencies.

### COMMUNITY MEMBERS

Community members will help students, families and educators by:

- ▶ Respecting, encouraging and supporting them.
- ▶ Being active, contributing partners with the schools.
- ▶ Making Beaverton a safe and exciting place for them to live and work.
- ▶ Respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability and initial proficiencies.





## Setting a New Course With Law Enforcement Partners

Following the School Board work session in August 2022, Superintendent Dr. Gustavo Balderas charged Deputy Superintendent of Operations Dr. Carl Mead to form a small staff work group to review the SeeChange recommendations, confer with staff and community partners, and develop action steps in the areas identified by SeeChange for improvement.

A staff work group was formed including Dr. Danielle Hudson, Executive Administrator for Student Services; Ken Struckmeier, Executive Administrator for Middle Schools; Rick Puente, Director of Public Safety; Kerry Delf, Chief of Staff; and Dr. Carl Mead, Deputy Superintendent of Operations and Support Services.

Members of the staff team met with groups of principals to review recommendations from the SeeChange report, identify additional and ongoing needs, and understand the current role and duties of SROs from a building administrator's perspective.

Several meetings were held to discuss setting a new course and establishing a new IGA with Beaverton Chief of Police Stacy Jepson, Beaverton City Manager Jenny Haruyama and members of the Beaverton Police Department and Washington County Sheriff's Office.

The following action steps are recommended to Superintendent Dr. Balderas to implement changes in our schools and in our continued partnership with local law enforcement to best support our students, staff and schools. These were informed by the SeeChange recommended packages: Package 1, Package 2a and Package 2b as detailed on page 4 of this report.

# PACKAGE 1

Continue to expand access to mental and behavioral health and wellness services, and practices that promote positive relationships between and among students, school staff, parents, and community members.

## Recommendation 1: Behavioral Health & Wellness Project

### SECHANGE RECOMMENDATION

Fund and implement the project recommendations developed by district staff, school staff, students and parents from a variety of school communities.

### DISTRICT ACTION

The Quality Curriculum Cycle (QCC) process for Behavioral Health and Wellness (BH&W) is a 4-phase approach. Phase 1 began in September 2021 and ended in May 2022. In June 2022, the School Board approved the adoption of universal social emotional learning (SEL) materials for PreK - 21. Phases 1.5, 2 and 3 of the BH&W adoption resumed in September 2022 with a recommendation for adoption to come to the School Board no later than May 2023.

On June 27 and 28, 2022 and again August 23 and 24, 2022, BH&W team members received Training of the Trainers professional development on the implementation of the district-adopted SEL curriculum.

On August 31, 2022, all staff received specific professional development on SEL to support the implementation of the adopted materials in the classroom.

In September 2022, BSD implemented BH&W teams at all schools. Schools are required to provide quarterly school data to monitor how many students are accessing support through these teams.

In September 2022, Implementation of SEL materials in classrooms began.

Beginning in September 2022, BSD is implementing a scope and sequence of [Curriculum Learning Enhancements](#) in all secondary schools. These enhancements include targeted lessons on SEL, suicide prevention, sexual abuse prevention, digital citizenship and substance use prevention.

#### Previous materials shared with the School Board:

[December 2020 BH&W Team Board Update](#)

[February 2021 BH&W Board Update](#)

[October 21, 2021 BH&W Project Team Presentation](#)

[November 2021 Board Situation Page](#)

[February 2022 BH&W Board Update](#)

[May 2022 Project Team Report](#)

## Recommendation 2: Restorative Practices

### SECHANGE RECOMMENDATION

Make it a district and board priority to define when and how restorative practices will be used as an alternative to discipline and when discipline is more appropriate. Standardize districtwide protocols and practices.

### DISTRICT ACTION

Some misconduct may best be addressed with a restorative approach rather than relying on punitive measures. The restorative approach focuses on relationships, reconciliation and community — bringing people together to resolve issues, build relationships and heal together after an incident of wrongdoing instead of focusing on punishment and exclusion. Restorative practices work to repair the harm caused by a person's actions and prevent repeated harm by promoting reconciliation of the parties involved: the person who caused the harm, the person who was harmed and the affected community.

Restorative Conferences are recommended for Level 1 and Level 2 behaviors (Student Code of Conduct, pg. 1). In addition, the procedures related to Alcohol and Dangerous Drugs (pg. 3-4) identify restorative options as expected steps that the school will provide when students present these behaviors.

Article 9 of the BEA agreement requires each building to publish a Student Conduct Plan. The language specifies restorative practices as a required aspect of each plan. In addition, the BEA contract (pg. 18) requires a restorative conference in situations when imminent threat requires a student to be sent out of class. These plans have been created in cooperation with members of the school staff and offer the most robust guidance about when restorative practices are expected and who facilitates them.

BSD has eight restorative practice trainers. All BH&W team members are required to attend restorative practice training. Restorative practice training was offered to administrators and staff, beginning in September 2022 and continuing throughout the year.

Restorative practices are now included in each School Success Framework when addressing areas of behavior that may result in disciplinary action. Restorative practices core principles are embedded in our SEL best practices and appear in our adopted materials.

Restorative practices can be implemented on an individual level (affective language and statements), pair/trio/ small group/class (community circles, restorative questions to address harm) and large scale as an approach to discipline and harm repair. Discipline with a restorative practice lens is about accountability, opportunity for all involved to share impact and re-integration into the community where the harm occurred. All three must happen for the discipline to be considered restorative.



## Recommendation 3: Staff Capacity for Relationship Building

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### SECHANGE RECOMMENDATION

Consider establishing and resourcing a districtwide level of service for mental and behavioral health professionals and social workers. Prioritize providing equitable access to these professionals across schools and provide regular public reports about the implementation of this effort accessible via web and school board meetings.

### DISTRICT ACTION

BSD has established a districtwide level of service for mental and behavioral health professionals and social workers through Behavioral Health & Wellness (BH&W) teams and Social Emotional Learning (SEL) committees in all BSD schools. All schools have these programs which provide equitable access to professional supports across schools. The Student Services Department provides quarterly reports to school teams regarding BH&W data.

BSD BH&W teams are multidisciplinary, school-based teams that receive referrals from staff regarding students in need of behavioral health and wellness supports in order to successfully engage in school. BH&W teams work collaboratively to address the social, emotional and behavioral welfare of all. This comprehensive system of culturally-responsive and trauma-informed foundational strategies, universal prevention and evidence-based interventions is intended to improve student engagement, reduce barriers to learning and ultimately contribute to post-high school success. The BH&W framework nurtures the resiliency of our students, staff and organization by promoting well-being and building community. These teams meet on a weekly basis to discuss the needs of students, develop intervention plans and monitor student progress.

Beaverton schools have established SEL committees that support both student and adult SEL. The SEL committee members work together to support SEL implementation and identify the SEL needs of students and staff at their school. The SEL committee applies the CASEL schoolwide SEL rubric and uses the rubric results to identify areas of needed focus and create SEL SMART goals for the year. The committee then moves forward to address those goals. The committee assesses progress towards these goals quarterly.

SEL committees are composed of educators including academic, mental health, licensed and classified staff. While SEL committees are composed of staff, committee leaders have been explicitly encouraged to find ways to include student/parent/guardian/family voices, whether that be through surveys, interviews or inviting community members to be a part of some of the committee meetings.

## Recommendation 4: Mental Health First Aid

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### SECHANGE RECOMMENDATION

Convene a diverse stakeholder group to develop a long-term strategy for deploying professionals trained in Mental Health First Aid, specifically among youth, and who are representative of the diversity of the district's student population.

### DISTRICT ACTION

Youth Mental Health First Aid is designed to teach caregivers, school staff, peers, neighbors, health and human services workers, and other caring community members how to help an adolescent who is experiencing a mental health or addiction challenge or crisis. The training course teaches a 5-step action plan

on topics including anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD) and eating disorders.

BSD currently has one certified Youth Mental Health First Aid trainer and is working in collaboration with Washington County Behavioral Health to add two additional trainers during the 2022–2023 school year. Washington County sponsored a train-the-trainer course in November, and one BSD nurse was selected to participate.

Youth Mental Health First Aid training is offered to BSD staff with priority for classified staff with the highest potential exposure to students with mental health needs, including campus supervisors, health assistants, grad mentors and paraeducator IIs.

So far during the 2022–2023 school year, two training sessions have been offered for BSD staff in combination with staff from Washington County and Columbia County. So far, 17 Beaverton staff have participated. Two more training sessions have been scheduled in January and May, and additional trainings may be scheduled during classified professional development days.

## Recommendation 5: Positive Identity Development & Peer Relationships

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### SEECHANGE RECOMMENDATION

Engage students, parents and school staff in the design and implementation of initiatives that support positive identity development and peer relationships. This includes conflict resolution training, anti-bullying support and culturally-sustaining curriculum. Resource and support districtwide integration of these initiatives, partnering with community-based organizations and training providers who are experienced in culturally specific and responsive approaches.

### DISTRICT ACTION

BSD has purchased and is moving forward with the implementation of a universal Social Emotional Learning (SEL) adoption and will expand this adoption to include elementary counseling curriculum and materials for counselors, social workers and school psychologists.

BSD has worked in collaboration with Ar-Tic (Anti-Racist, Trauma Informed Care) to evaluate all Behavioral Health & Wellness (BH&W) materials through a culturally-responsive and trauma-informed lens.

The District has established a flight team that is equipped to address schools in need of crisis response due to a death or other stressful incident. The district's flight team response has been in place for at least 20 years and has become more comprehensive each year. The team consists of school psychologists, counselors, social workers and other educators trained in crisis response. The flight team assists schools in regaining stability in the wake of a crisis by supporting students and staff members experiencing loss, grief or trauma and supporting the school administrator's efforts to manage the many circumstances associated with a response to a crisis.

Suicide prevention lessons have been developed, and all secondary students will participate in four targeted suicide prevention lessons during Semester 2, in addition to suicide prevention lessons that are included in the district-adopted health curriculum. BSD also has begun a Sources of Strength (SOS) pilot at a few secondary schools which includes peer mentoring for students who have had thoughts of suicide or are at risk for suicide.

BSD has updated the Student and Family Handbook to take a restorative approach to substance use incidents and added 4.5 substance use specialists and one bilingual resource facilitator for the 2022–2023 school year. Students in need will participate in the board-adopted Teen Intervene program from the Hazelden Betty Ford

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Foundation, instead of the previously used Insight program. The Teen Intervene program provides education, support and guidance for teens and their parents, comprehensive screening, brief intervention and treatment referral. Students are identified as candidates for the program through discipline incidents, self-referral, BH&W team referral or parent referral.

BSD collaborates with county partners (BPD, WCSO, Department of Human Services (DHS), Washington County Behavioral Health and Juvenile Department) on robust student threat and sexual incident response protocols (STAT/SIRP).

- ▶ The BSD Student Threat Assessment Team (STAT) was developed to implement a tiered, systematic and multidisciplinary approach to investigate and assess students who are engaged in or exhibiting behaviors implying aggression or violence directed at others. It is not designed for use with students who are suicidal. This system combines the use of investigative information-gathering strategies along with questions related to targeted violence to collect data to help make informed decisions about a student's level of threat towards others, identify potentially dangerous situations and to develop and implement a safety/monitoring/management plan. Risk investigation and assessment are part of the STAT process.
- ▶ The BSD Sexual Incident Response Protocol (SIRP) is a tiered, systematic and multidisciplinary approach used to assess developmentally non-normative student sexual behaviors to support school safety by mobilizing broader community responses and resources to help facilitate the development and implementation of supervision, monitoring and management plans. The primary goal is to develop and maintain a sense of safety among students, teachers, staff and parents/guardians by protecting victims from further trauma and accused students from further allegations.
- ▶ All secondary administrators and all BH&W staff were required to attend STAT/SIRP training in fall 2022. Elementary administrators are highly encouraged to attend these trainings annually.

## Recommendation 6: Staff Mental Health Needs

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### SECHANGE RECOMMENDATION

Regularly engage staff associations to ensure that teachers and school staff's mental health needs are addressed in ways that are valuable and meaningful to them.

### DISTRICT ACTION

The District offers an Employee Assistance Program (EAP) through a third-party vendor, Canopy, that provides BSD employees free and confidential consultation and counseling sessions, legal consultation, financial coaching, life coaching, well-being tools and other resources. Staff with 0.5 FTE or more or their eligible dependents may access up to ten counseling visits each year at no cost to the staff member. District health insurance also provides coverage for mental health support.

Staff are provided information about the EAP and supports for mental health and well-being on the staff intranet, in weekly benefits messaging to all staff and targeted information provided to buildings that experience the death of a student or staff member or other impactful event. Targeted information also is provided to staff members considering taking a leave for mental health-related reasons, bereavement or any reason that may increase the need for mental health care. The District also conducted a mental health messaging campaign during the month of May, Mental Health Awareness Month.



## SEECHANGE RECOMMENDATIONS

# PACKAGE 2a

Redefine Beaverton School District's relationships with law enforcement agencies to be limited in scope and intentionally designed.

### SEECHANGE RECOMMENDATION

The District should enter a revised intergovernmental agreement (IGA) with partnering law enforcement agencies. The IGA should clearly structure and limit the role of law enforcement in schools to the specific law enforcement activities that represent common ground or shared interests among an overwhelming majority of the BSD community.... It is recommended that this program be referred to as something like a Youth Services Officer, Community Service Officer or Law Enforcement Liaison Program.

### DISTRICT ACTION

The District is in the process of developing revised IGAs with partnering law enforcement agencies, beginning with BPD. Discussions include a change in role and name from School Resource Officer (SRO) to Youth Services Officer (YSO).

## Recommendation 1: Active Shooter Threats

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### SEECHANGE RECOMMENDATION

Provide immediate response to active shooters on school grounds. This revision should also: a) outline the frequency with which district and school leaders and law enforcement officials review safety protocols with a trauma-informed lens and b) create at least annual training and tabletop exercise opportunities to review after-action reports from prior school shootings nationally.

### DISTRICT ACTION

Local law enforcement agencies respond to calls for service including but not limited to active shooter response, assault or other incidents of extreme violence (e.g. imminent risk of severe bodily harm).

The SROs also support district emergency preparedness and have spent countless hours working with BSD's approximately 5,000 staff members to implement safety procedures. BSD utilizes the Standard Response Protocol to respond to the four most common emergency actions — secure, lockdown, evacuate and shelter in place. This training has included numerous presentations to staff in all areas and levels of staff including teachers, principals, custodians and bus drivers. Local law enforcement agencies also use school facilities to conduct active threat training twice a year.

The district's Public Safety Department is working with local law enforcement agencies to establish tabletop exercises and training for school administrators, staff and students regarding active threats.

## Recommendation 2: Extreme Violence

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### SEECHANGE RECOMMENDATION

Provide immediate response to extreme violence at school, involving weapons and/or imminent threats of severe physical harm to students, school staff, volunteers or others. As part of the implementation, district leaders, school leaders and law enforcement officials should collaboratively develop a shared agreement about what situations are deemed “extreme violence” and talk through “gray areas” to avoid over-reliance on law enforcement, to delineate staff roles and to determine how data about SRO involvement in these incidents will be tracked consistently.

### DISTRICT ACTION

SRO involvement is at the determination of the school administrator, unless the law dictates otherwise — such as child abuse, sexual assault or active investigation. Guidelines were established at the beginning of the 2021–2022 school year that SRO involvement requires school administration to contact non-emergency dispatch to have an SRO dispatched to a school.

Scenarios are being developed to use in scenario-based training during leadership meetings for emergency preparedness and ongoing review with all administrators and supervisors. Scenarios developed also may be used with staff at the school level to raise awareness and provide ongoing training.

BSD Student Threat Assessment Teams (STAT) are a key component of making determinations of what constitutes a threat of severe physical harm and how to respond. In recent years, there has been a significant increase of school violence threats and rumors of threats, often via social media. The District is working to ensure that the BSD staff and partnering law enforcement agencies are well trained in the threat assessment process and its components, including providing required training for administrators and Behavioral Health & Wellness (BH&W) staff this fall. Scenario-based training can be used to assist in working with staff and administrators.

Local law enforcement agencies will respond immediately to incidents of extreme violence in progress.

## Recommendation 3: Collection of Illegal/Prohibited Substances

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### SEECHANGE RECOMMENDATION

Law enforcement may take possession of large quantities of illegal or prohibited substances found on school grounds that cannot be disposed of safely and legally by school or district personnel.

### DISTRICT ACTION

Law enforcement will take possession of large quantities of illegal or prohibited substances that cannot be disposed of safely and legally by school or district personnel.

Related to recent changes in the law regarding controlled substances, law enforcement will no longer take possession of small amounts of controlled substances confiscated at a school. School administrators with this situation should contact the BSD Public Safety Department. Public Safety is working to update the process for proper seizure, documentation and disposal of controlled substances.



## Recommendation 4: Law Enforcement Consultant

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### SECHANGE RECOMMENDATION

The IGA should specify the role of a law enforcement consultant specifically for school administrators, counselors, social workers and psychologists. This role also should be available to schools' BH&W teams, care teams and threat assessment review teams.

### DISTRICT ACTION

BSD's Public Safety Director is the primary point of contact and consultant to school staff regarding law enforcement issues and should be made aware of any such issues in schools. Law enforcement remains a resource for consultation to school administrators and teams for matters affecting the school environment.

An SRO involved in an official investigation of criminal activity has the following responsibilities as a sworn police officer:

- ▶ Abides by all federal, state and local laws and ordinances.
- ▶ Reports any conflict created by any laws, ordinances, rules, policies or procedures to the Public Safety Director and sergeant for resolution.
- ▶ Performs a thorough investigation as indicated by the circumstances and documents interviews of all involved parties as necessary based upon the needs of the investigation.
- ▶ Informs supervisor of the investigation, and the supervisor, in accordance with state and federal law, will notify the Public Safety Director of criminal investigations that the SRO is conducting.
- ▶ If needed, presents the case to the District Attorney and /or the Juvenile Department for review.

## Recommendation 5: Limit Law Enforcement Role in Discipline and Mental Health Emergencies

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### SECHANGE RECOMMENDATION

The District should consider convening a multi-stakeholder group to make recommendations about narrowing or prohibiting the use of disorderly conduct as a charge for student behavior when no other crime is alleged/committed. This would reduce reliance on individual discretion, subject to implicit bias. This specificity should be documented in the IGA. Additionally, the IGA should delineate the limited circumstances in which a police officer would be called for a mental health emergency. (Package 1 identifies alternative resources which are better equipped for these situations.)

### DISTRICT ACTION

**Mental Health:** BSD staff should always use district resources to intervene and support a student or staff member in a mental health crisis. Once it has been determined by school administrators that all school-based resources and services have been exhausted, then consideration may be made for local law enforcement to become involved for the safety of the student or others. SROs and other law enforcement officers are trained in Crisis Intervention (CIT) and have community response partners that are trained and capable of addressing mental health crises.

**Discipline:** While it has been a common perception or assumption that SROs are involved in student behavior and discipline, this is not the case. SROs are not and should not be involved in school disciplinary action. To ensure clarity, the District will reemphasize to school administrators that SROs do not have a role in school discipline.

## SCHOOL RESOURCE OFFICER PROGRAM REVIEW RESPONSE REPORT

When addressing disorderly conduct incidents, school administrators lead the investigations and makes the requests for SRO/law enforcement intervention.

SROs will review and familiarize themselves with the district's Student Code of Conduct and discipline procedures. Most violations of the district's Student Code of Conduct are not violations of law. A student conduct violation should only have SRO involvement if the Student Code of Conduct specifically refers the matter to law enforcement.

BSD annually reviews the [Student Code of Conduct](#). Modifications are made annually and publicized each fall to BSD families. Most recent reviews of the Student Code of Conduct narrowed the number of offenses in which law enforcement should be notified.

### Current practice has identified the following offenses as requiring consultation with an SRO:

- ▶ Code 3: Assault
- ▶ Code 5: Bullying/Harassment/Hazing
- ▶ Code 8: Dangerous Drugs
  - ▷ Distributing or Sharing
  - ▷ Selling
- ▶ Code 24: Sexual Harassment
  - ▷ In cases of sexual assault
- ▶ Code 33: Weapons: Other than Firearms, Knives and Explosive Devices
- ▶ Code 34: Weapons: Explosive Devices
- ▶ Code 35 Weapons: Firearms
- ▶ Code 36: Weapons: Knives and Look-Alike Knives
- ▶ Code 37: Weapons: Look-Alike Explosive Devices, Firearms, or Other Dangerous Deadly Weapons
- ▶ Code 38: Weapons: Others

### The following codes were updated and no longer require consultation with an SRO:

- ▶ Code 2: Alcohol
- ▶ Code 8: Dangerous Drugs
  - ▷ Use, Possession and/or Intent to Possess, Under the Influence
- ▶ Code 14: Fire Setting/Attempted Fire Setting/Fire Play
  - ▷ Changed to involvement by the Fire Marshall
- ▶ Code 23: Secret Societies/Gangs
- ▶ Code 24: Sexual Harassment
  - ▷ Physical touching or graffiti of a sexual nature
  - ▷ Displaying or distributing of sexually explicit drawings, pictures, photos and written messages
  - ▷ Sexual gestures, obscene jokes or sexual teasing
  - ▷ Touching oneself sexually in front of others
  - ▷ Spreading rumors about or rating other students
  - ▷ Making allegations regarding sexual orientation as to appearance, sexual activity or performance
  - ▷ Deliberate touching, leaning over, cornering, pinching or attempting to remove the clothing of another student
  - ▷ Pressuring another student for dates or sexual favors
- ▶ Code 27: Theft
- ▶ Code 32: Vandalism

## Recommendation 6: Prohibit Law Enforcement Role in Immigration Enforcement on School Grounds or at School Events

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### SEECHANGE RECOMMENDATION

The IGA should clearly specify that it is not the role of local law enforcement to enforce federal immigration laws. In 2017, the Beaverton City Council passed resolution 4429 declaring the city a “Sanctuary City.” This resolution affirms that the city will follow state law (Oregon Revised Statute 181A.820) that prohibits state and local law enforcement agencies from using their personnel, equipment or resources to enforce federal immigration law.

### DISTRICT ACTION

SROs and local law enforcement do not enforce federal immigration laws. Per Oregon law, ORS 181A.820, and Beaverton Police Department Policy 413, police officers including SROs will not engage in routine immigration investigation and enforcement and will serve all community members regardless of national origin or immigration status.

The District is in the process of revising IGAs with partnering law enforcement agencies, beginning with BPD. Responsive to this recommendation, discussions with BPD include articulating in the IGA that it is not the role of local law enforcement to enforce federal immigration laws.

## Recommendation 7: Selection & Training

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### SEECHANGE RECOMMENDATION

Require any officer likely to work with youth to be sufficiently trained in active shooter responses in school settings; trauma-informed approaches to working with youth; information and knowledge about law enforcement role (specified above) in mental health emergencies and law enforcement; and student and parent rights related to searches and arrests.

### DISTRICT ACTION

The District is in the process of revising IGAs with partnering law enforcement agencies, beginning with BPD. Responsive to this recommendation, discussions with BPD include articulating in the IGA that the District will participate in the interview and selection of SROs, that specialized training is required for SROs, and that the City and District will provide appropriate training. BPD has the final authority over the hiring, employment and termination of its employees.

SRO candidates are required to have minimum experience as a police officer for four years per BPD and three years per WCSO; most are more experienced. All hired officers also have passed a thorough background investigation as well as a medical and physiological exam. Current practice includes representation from the school district on the interview panel.

Specialized training also will be provided for officers assigned as SROs.

## SCHOOL RESOURCE OFFICER PROGRAM REVIEW RESPONSE REPORT

The District works collaboratively with partnering law enforcement agencies to provide access to local and national training. The District provides relevant trainings to SROs including but not limited to:

- ▶ Student Threat Assessment (STAT)
- ▶ Applied Suicide Intervention Skills Training (ASIST)
- ▶ Restraint and seclusion laws
- ▶ Safety care – force response
- ▶ Sexual Incident Response Protocol (SIRP)
- ▶ Special Education 101
- ▶ Newcomer and multilingual supports
- ▶ Restorative practices

The City will ensure that SROs are certified at minimum in the Basic Youth Services Officer course before they are assigned or within one year of assignment, and they will attend at least annual training relevant to school-based policing. Such trainings may include:

- ▶ YSO School (Advanced)
- ▶ NASRO YSO courses
- ▶ Emergency preparedness planning – school vulnerability
- ▶ Threat assessment (mental, emotional, physical)
- ▶ Cyber crimes and related internet investigations
- ▶ OC Fit / Child forensic interviewing course
- ▶ Active threats
- ▶ TRIAD approach to school-based policing (teacher, counselor and law enforcement officer)
- ▶ Teen dating violence
- ▶ Student civil rights in schools
- ▶ Mental Health/Crisis Intervention Training (CIT)
- ▶ Laws governing the release of student information (FERPA)
- ▶ Title IX
- ▶ Implicit bias, equity and cultural competency
- ▶ Restorative justice practices
- ▶ De-escalation and conflict management
- ▶ Positive behavior support systems
- ▶ Trauma-informed care



## Recommendation 8: Uniforms & Weapons

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### SECHANGE RECOMMENDATION

The process of updating the IGA should consider “dressing down” traditional law enforcement uniforms in favor of uniforms that cause less intimidation and fear. There are many other agencies — including in neighboring Hillsboro — that allow officers to wear polo shirts with clear law enforcement markings, names and badges. Also consider keeping firearms concealed, reducing the number of weapons carried and wearing protective vests under shirts.

### DISTRICT ACTION

The District is in the process of revising IGAs with partnering law enforcement agencies, beginning with BPD. Discussions with BPD include uniform options.

SROs will wear the uniform prescribed by their agency with all required essential equipment. The supervisor may allow an exception to usual uniform requirements at their discretion based on investigatory or policing needs.

## Recommendation 9: Data Collection & Reporting

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### SECHANGE RECOMMENDATION

Require brief monthly reports from any officers who work in BSD schools. These reports would be provided to and reviewed by the sergeant and district staff.

### DISTRICT ACTION

The District will work with partner law enforcement agencies to provide reporting on a twice annual basis, covering the number of incidents reported by school in which law enforcement officers were involved in any arrest, referral or investigation/information gathering. Such reporting must indicate whether the involvement was initiated by school staff, law enforcement, student, parent or community member.



## SEECHANGE RECOMMENDATIONS

# PACKAGE 2b

Expand communication, data reporting and training.

# 2b

## Recommendation 1: Enhance Communications with Students, Parents and School Staff

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### SEECHANGE RECOMMENDATIONS

The above recommendations propose a substantial redefining of the current relationship that the District has with law enforcement. Given that there has been a significant misconception of what this relationship is and how it operates, it is advised that the District develop a robust communication plan and process for regularly informing the community about this new IGA, if adopted, and the implementation of it. These communications should be easy-to-digest in their design (e.g. Frequently Asked Questions), focused on the district's comprehensive student school safety plan (not just law enforcement) and should be supplemented by discussion integrated into staff meetings, parent meetings and student assemblies.

### DISTRICT ACTION

The Public Safety Department maintains information on the [district website](#). The District will overhaul this web content to include more information about school safety, the SRO/YSO program and details about the new IGA, when it is approved. A Frequently Asked Questions section will be included to make the information easy to understand. Other additions may include photos and video content.

The Communications and Community Involvement Department will support implementation of a robust communication plan to better inform our students, families, staff and community about school safety and the SRO/YSO program — sharing information in multiple ways including student, parent and staff meetings and content on the district website, social media accounts, ParentSquare, Staff Talk newsletter and weekly community newsletter.

## Recommendation 2: Expand Training for School Administrators and Other School Staff

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### SEECHANGE RECOMMENDATION

The District should provide all school administrators clear expectations, training and guidance about when to involve law enforcement in a school setting. This training may also be made available to the school staff who are most accustomed to working with police in schools including social workers, counselors, psychologists and campus monitors. The District should also establish a consistent point of contact who hears feedback from administrators and coordinates with administrators to identify ways to improve implementation of changes and develop consistency around approaches to school safety.

### DISTRICT ACTION

The District will provide school administrators clear guidance about when to involve law enforcement in a school setting. Scenarios are being developed and reviewed to use during leadership meetings. All scenarios developed may be used with staff at the school level to raise awareness and provide ongoing training.

BSD's Public Safety Director is the consistent primary point of contact and consultant to school staff regarding school safety and law enforcement.

Ongoing dialogue and opportunities for continued improvement may take place in multiple venues, including:

- ▶ Weekly SRO meetings with BSD Public Safety Director
- ▶ Monthly SRO supervisor meetings with Deputy Superintendent of Operations and Student Supports
- ▶ Ongoing review meetings with BPD Police Chief, Beaverton City Manager, Washington County Sheriff and Deputy Superintendent of Operations and Student Supports

## Recommendation 3: Develop and Implement Data Collection, Reporting and Continuous Improvement Practices Regarding Use of Law Enforcement

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### SEECHANGE RECOMMENDATION

The District should produce an easily accessible, translated, legally compliant (i.e. FERPA) summarized version of the monthly reports of officers' work in the district. This report should be made available for school administrators, students, parents and the public through an easily accessible district webpage on a bi-annual or annual basis. Reports also should be presented to the School Board. At a minimum, data collected would follow the best practice guidance detailed earlier.

### DISTRICT ACTION

The District will work with partner law enforcement agencies to provide reporting on a twice annual basis, covering the number of incidents reported by school in which law enforcement was involved in any arrest, referral or investigation/information gathering. Such reporting must indicate whether the involvement was initiated by the school staff, law enforcement, student, parent or community member. Reports will be shared with the School Board and posted on the district website.

## Conclusion

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The action steps identified in this report are not intended to be summative or final. Practices will continue to evolve and improve based on the needs of our students, families and staff, in addition to ongoing challenges facing local law enforcement agencies and BSD. Our goal is to ensure that Beaverton schools are safe and welcoming places of belonging for all students.

