



Beaverton School Board Work Session

District Office
1260 NW Waterhouse Avenue
Beaverton, Oregon 97006
Tuesday, March 5, 2024 5:45 PM
Video Stream: www.youtube.com/beavertonschools
Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING	
A. Call to Order	
B. Attendance	
II. CONSENT AGENDA	
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VI. CLOSE MEETING	
A. Adjourn	

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

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

RECOMMENDATION

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

DRAFT MEETING MINUTES – BOARD WORK SESSION FEBRUARY 20, 2024

Board Members Present:

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

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Dr. Carl Mead
Michael Schofield
Kerry Delf
Susan Rodriguez
Shellie Bailey-Shah
Camellia Osterink
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Deputy Superintendent for Operations & Support Services
Associate Superintendent for Business Services
Chief of Staff
Chief Human Resources Officer
Public Communications Officer
General Counsel
Board Secretary

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

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the work session to order at 5:45 p.m. She noted all seven board members would be present, with Ugonna Enyinnaya joining virtually.

II. SUPERINTENDENT'S MID-YEAR REPORT

The superintendent presented the mid-year report covering progress on strategic plan goals for engaging and effective teaching and learning systems (including student safety and well-being, early learning foundations, achievement for all, and post high school success); authentic engagement with students, families and community; facilities and programs for world-class learning; and effective systems and structures for student success.

IV. CLOSE MEETING

Dr. Pérez adjourned the work session at 6:13 p.m.

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DRAFT MEETING MINUTES – BOARD BUSINESS MEETING FEBRUARY 20, 2024**Board Members Present:**

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

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Dr. Carl Mead
Michael Schofield
Kerry Delf
Susan Rodriguez
Corey Waletich
Shellie Bailey-Shah
Camellia Osterink
Craig Beaver
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Deputy Superintendent for Operations & Support Services
Associate Superintendent for Business Services
Chief of Staff
Chief Human Resources Officer
Chief Facilities Officer
Public Communications Officer
General Counsel
Administrator for Transportation
Executive Assistant

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

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 7:00 p.m. She acknowledged that all board members were present, with six attending in-person and Ugonna Enyinnaya attending virtually.

The board reviewed the agenda and Tammy Carpenter requested to remove two items from the consent agenda: Item VI.D Athletic Turf Field Budget, and the related contract authorization in item VI.C Public Contracts. The items were moved to agenda section VII: Items for Action.

II. RECOGNITION**A. Stoller MS Acapella Choir**

Choir students from Stoller Middle School performed a song a capella and were recognized by the board.

B. ORABSE Black Excellence Award**Belong. Believe. Achieve.**

Use the following links to access board meeting information:

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

Mountainside High School Principal Natalie Labossierre was recognized by this board for being awarded the Black Excellence Award by the Oregon Alliance of Black School Educators (ORABSE).

III. SUPERINTENDENT'S REPORT

Dr. Balderas spoke about multi-tiered systems of support, expanding dual language programming, career technical education, and preschool expansion. He also noted that the bond work on two major builds is on budget and on time, classrooms have upgraded technology, and the middle school and bell schedules have been updated to better serve our students. Budget work has begun and Dr. Balderas announced the first Beaverton School District mariachi band is being formed.

IV. PUBLIC COMMENTS

A. Comments by Employee Groups

BEA President Lindsay Ray and OSEA President Kyrsti Sackman commented to the board.

B. Comments by Community Members

The board heard public comments from 4 speakers, 3 in-person and 1 virtually. The board also received 15 written public comments.

V. ITEMS FOR INFORMATION

A. Program Report: Transportation

The Transportation Department report provided information on the 2024–25 bell schedule change, grants and partnerships including the EPA Clean School Bus Grant, electrification expansion, and staffing. It also included information on project work over the next several months.

B. Financial Report

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

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Executive Session, January 30, 2023
- ii. School Board Business Meeting, January 30, 2023

C. Public Contracts

D. Athletic Turf Field Budget

E. Interdistrict Transfers

Item D Athletic Turf Field Budget and the related contract authorization in item C Public Contracts were removed from the consent agenda and addressed separately as individual items for action, as requested during agenda review. Susan Greenberg moved to approve the consent agenda with the exception of the two items that were removed, and Sunita Garg seconded. The motion passed unanimously 7:0.

VII. ITEMS FOR ACTION

A. NWRESD Local Service Plan

Susan Greenberg moved to approve the Northwest Regional Education Service District's Local Service Plan for the 2024–25 school year, and Sunita Garg seconded. The motion passed unanimously 7:0.

B. Board Policy Revisions

- i. CB Superintendent

- ii. CPA Layoff & Recall of Administrators
- iii. LBE Public Charter Schools

Susan Greenberg moved to approve the policy revisions as submitted, and Sunita Garg seconded. The motion passed unanimously 7:0.

C. Athletic Turf Field Budget

Dr. Carl Mead, Casey Waletich and Aaron Boyle shared information about the planned bond project to install synthetic turf fields for baseball and softball at Southridge to provide equitable athletic facilities, changes in projected costs largely due to increased requirements for stormwater management for impermeable and semipermeable surfaces, and answered questions from board members.

Tammy Carpenter made a motion to postpone the vote on approving the athletic turf field budget change until the next regularly scheduled school board meeting. Sunita Garg seconded the motion to enable discussion. After further discussion, Tammy Carpenter and Ugonna Enyinnaya voted to approve the motion to postpone; Susan Greenberg, Melissa Potter, Sunita Garg, Karen Pérez and Justice Rajee voted to oppose the motion. The motion did not pass with a 2:5 vote.

Susan Greenberg moved to approve transferring \$1.7 million from the 2022 Bond Program Contingency to the Southridge High School Softball/Baseball Synthetic Turf Project. Sunita Garg seconded this motion. Susan Greenberg, Melissa Potter, Sunita Garg, Karen Pérez, Ugonna Enyinnaya and Justice Rajee voted to approve the motion, and Tammy Carpenter voted to oppose. The motion passed with a 6:1 vote.

D. Public Contracts: Synthetic Turf for Southridge High School Softball and Baseball Fields

Susan Greenberg moved to approve authorizing the contract for the Southridge High School Softball/Baseball Synthetic Turf Bond Project. Sunita Garg seconded the motion. Susan Greenberg, Melissa Potter, Sunita Garg, Karen Pérez, Ugonna Enyinnaya and Justice Rajee voted to approve the motion, and Tammy Carpenter voted to oppose. The motion passed with a 6:1 vote.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. Transportation Supplemental Plan 2024-25

Craig Beaver and Dr. Carl Mead presented the proposed transportation supplemental plan for the 2024–25 school year for review and consideration for approval at a future meeting.

B. Board Policy Revisions

- i. GBNA Hazing, Harassment, Intimidation, Bullying – Staff
- ii. IL Assessment Program

Camellia Osterink and Kerry Delf presented recommended revisions to two board policies for review and consideration for approval at a future meeting.

IX. BOARD COMMUNICATION

Board members made individual comments and committee reports, including about DECA, Black History Month, students' mental health, the overwhelming talent in Beaverton schools, youth library cards, utilizing school buildings during emergencies, the Youth Services Program, opportunities to hear about school discipline data, aligning with strategy, and thanked the counselors and staff who are helping students move into the next transition in school.

X. CLOSE MEETING

Dr. Pérez adjourned the business meeting at 9:07 p.m.

DRAFT MEETING MINUTES – BOARD RETREAT FEBRUARY 22, 2024**Board Members Present:**

Dr. Karen Pérez, Chair
Sunita Garg, Vice Chair
Susan Greenberg (virtually, 2:16–3:00)
Dr. Melissa Potter
Ugonna Enyinnaya
Justice Rajee
Dr. Tammy Carpenter

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Dr. Carl Mead
Michael Schofield
Kerry Delf
Susan Rodriguez
Shellie Bailey-Shah
Camellia Osterink
Dr. Josh Fritts
Todd Corsetti
Bao Vang
Robin Kobrowski
Veronica Galvan
Pat McCreery
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Deputy Superintendent for Operations & Support Services
Associate Superintendent for Business Services
Chief of Staff
Chief Human Resources Officer
Public Communications Officer
General Counsel
Executive Administrator for Teaching & Learning
Executive Administrator for High Schools and Options Programs
Executive Administrator for PK–8 Schools
Executive Administrator for PK–8 Schools
Administrator for Curriculum, Instruction & Assessment
Administrator for Equity & Inclusion
Board Secretary

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

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 2:10 p.m. She acknowledged that all board members would be present for the board retreat with Susan Greenberg attending virtually. Board Member Greenberg joined the meeting at 2:16 p.m.

II. BOARD GOALS**A. Short-Term Goals**

Facilitators Mike Scott, Erika Lopez and board members discussed and agreed on short-term goals:

- a. Establish a relationship between BSD board members and local legislators

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Use the following links to access board meeting information:

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- i. Understand issues
 - ii. Build understanding
- b. Deepen relationship with OSBA and develop a shared understanding of their lobbying process

Further discussion was held to determine how to meet these goals. Dr. Melissa Potter, Susan Greenberg and Justice Rajee will draft a timeline and suggest next steps at the March 5 work session.

B. Criteria for Long-Term Goal Setting

Mike Scott and Erika Lopez discussed criteria that can be utilized during the August retreat to set long-term goals for the 2024–25 school year. Board members broke into small groups to discuss and then shared potential additional criteria to consider. Mr. Scott and Ms. Lopez will create a flowchart by March 15 that will serve as a filter to determine board goals.

3:00 p.m. Susan Greenberg stepped out of the meeting.

The board recessed for a brief break from 4:02–4:07 p.m.

III. CURRICULUM ADOPTION PROCESS

Dr. Heather Cordie, Dr. Josh Fritts and Veronica Galvan presented an overview of the requirements and district processes for adoption of instructional materials.

IV. STUDENT CONDUCT & DISCIPLINE DATA

Dr. Heather Cordie, Todd Corsetti, Pat McCreery, Bao Vang, Robin Kobrowski and Dr. Josh Fritts presented an overview of discipline processes for the Beaverton School District including restorative practices and collaborative alternative solutions to exclusion, and shared discipline data from the first semester of the 2023–24 school year.

The board recessed for a brief break and room change.

V. STUDENT ADVISORY COMMITTEE

Members of the Superintendent’s Student Advisory Committee discussed their work and shared suggestions to improve student engagement.

VI. CLOSE MEETING

Dr. Pérez adjourned the board retreat at 6:09 p.m.

ITEM FOR INFORMATION**MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)****SUMMARY**

A Multi-Tiered System of Support (MTSS) is a comprehensive framework designed to support each student's academic, behavioral and social emotional success.

BACKGROUND

Multi-Tiered Systems of Support (MTSS) is a term to describe a comprehensive framework that incorporates:

- Supporting high-quality standards and research-based, culturally and linguistically relevant instruction with the belief that every student can and will learn, given the appropriate support
- Integrating a data collection and assessment system, including universal screening, diagnostics and progress monitoring, to inform decisions appropriate for each tier of service delivery
- Relying on a problem-solving systems process and method to identify problems, develop interventions and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery
- Seeking and implementing appropriate research-based interventions for improving student learning
- Using research-based positive behavioral supports for achieving important social and learning outcomes
- Implementing a collaborative approach to analyzing student data to drive instructional decisions

This is all with the goal of supporting the success of each and every student's academic, behavioral and social emotional success.

During the district's strategic planning process conducted during the 2023–24 school year, MTSS was identified as a priority initiative across all four student-centered goal areas; Safe and Thriving, Foundations of Success, Progress on Standards, and College and Career Ready.

RECOMMENDATION

Staff will present information about Multi-Tiered Systems of Support (MTSS). No action is needed.

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Multi-Tiered Systems of Support (MTSS)

School Board Work Session
March 5, 2024

Presenters: Dr. Heather Cordie, Dr. Josh Fritts,
Dr. Perla Rodriguez, Jill O'Neil, Pat McCreery, and
Chrissy Lawrence

BELONG
BELIEVE
ACHIEVE

10

Teaching and Learning Presentation Team

- Dr. Heather Cordie, Deputy Superintendent
- Dr. Josh Fritts, Executive Administrator for Teaching & Learning
- Dr. Perla Rodriguez, Executive Administrator for K-8 Schools
- Jill O'Neill, Curriculum, Instruction, and Assessment Administrator
- Pat McCreery, Administrator for Equity and Inclusion
- Chrissy Lawrence, Elementary Language Arts Teacher on Special Assignment (TOSA)

BSD's Equity Lens

Beaverton School District **EQUITY LENS**

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



EQUITY

In Beaverton, we aspire to have the following 5P's:



Partnership
elevates multiple perspectives from historically underserved communities



People
reflect the diversity of our student body



Place
is safe, inclusive and affirming for historically underserved students and their families



Policy
articulates a vision for equity



Practice
eliminates gaps in access, opportunity, and expectation

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

Guiding Principles



BELONG. BELIEVE. ACHIEVE.

Learning Objectives for Today's Meeting

- Able to define MTSS *and* its connection to the Strategic Plan
- Demonstrate understanding of a Universal Screener
- Become more familiar with the work of the district's Assessment Framework workgroup
- Learn more about the implementation plan

Initial Priority Strategies

Safe & Thriving Student Safety & Well-being

Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success

Outcomes	Strategies	Building or District	Phase
Each student feels safe (Community Building, Restorative Practices)	Create district & school-wide structures that intentionally build safe and inclusive learning environments	District & Building	Implementing
	Review student discipline policies and revise Student Code of Conduct to include restorative practices	District	Implementing
Each student thrives socially and emotionally (Behavior, Social-Emotional and Health Supports)	Implement strong multi-tiered systems of supports for students' behavioral and social-emotional needs	District & Building	Developing / Implementing
	Explicitly implement practices at each school to support student social, emotional and mental health <ul style="list-style-type: none"> • Behavioral health and wellness strategies are explicitly taught and used in all classrooms • Specific support spaces are designated where appropriate and feasible • *** 	Building	Sustaining
	Teams in each building meet regularly to examine social-emotional, academic, attendance and discipline data for students	Building	Sustaining
All identities are valued, and all students are included (Equity, Inclusion, Student Voice)	Provide relevant, meaningful and differentiated professional development for all staff <ul style="list-style-type: none"> • Consistent, ongoing professional development and active staff engagement • Implement required equity training modules for all staff • Professional development to support culturally and linguistically relevant practices • PD to support teaching and learning of social emotional learning (SEL) skills • Trauma-informed, restorative, anti-bias and community-building principles and practices 	District & Building	Implementing / Sustaining
	Ensure culturally and linguistically responsive teaching practices that build off of students' personal experiences and interests, engaging them through interactive and collaborative practices	Building	Implementing

Initial Priority Strategies

Safe & Thriving
Student Safety & Well-being

Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success

Outcomes	Strategies	Building or District	Phase
Each student demonstrates proficiency...	Assessments aligned to standards with multiple approaches to documenting learning and development and empowering students to self-assess and self-report progress	District & Building	New
	Engage families with two-way communication to support students' learning	Building	Sustaining
	Implement research-based interventions for math and literacy	District & Building	Implementing
...on literacy and language targets by the end of third grade.	Rich learning environments with several key visual supports and access to multimodal materials	Building	Sustaining
	Research-based systematic balanced literacy components including phonics and phonemic awareness curriculum and instruction	District	Implementing
...in math numeracy learning targets by the end of third grade.	Implement NCTE sociomathematical norms and practices	District & Building	Implementing
	Student-centered math talks where students develop multiple strategies along a progression of skills	Building	Sustaining
	Applied mathematical problem solving	Building	Sustaining
...in habits of mind.	Habits of mind strategies explicitly taught, practiced and nurtured	Building	New
	Implement and support playful inquiry in early learning classrooms (Playful Inquiry Co-researcher Practices)	Building	Implementing

Initial Priority Strategies

Safe & Thriving
Student Safety & Well-being

Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success

Phases	Outcomes	Strategies	Building or District	Phase
All Phases	All outcomes	Ensure all classrooms are culturally responsive, relevant and inclusive	Building & District	Implementing
		Implement strong multi-tiered systems of supports for students' academic needs	District & Building	Developing / Implementing
Phase 1	All students demonstrate progress toward, and achievement of, the standards.	Learning targets and success criteria (rubrics) directing all instruction and assessment in all content and courses at all grade levels	Building & District	Sustaining
		Consistent use of explicit instruction in age-appropriate increments and use of a gradual release model	Building	Implementing
		Consistent, systematic teacher collaboration time	Building & District	New
		Articulated and scaffolded high leverage teaching strategies (AVID-WICOR) taught and consistently used in all content and courses at all grade levels	Building & District	Implementing
	All students will demonstrate agency of their learning.	Ensure a balance of academic student talk and teacher talk in all content and courses at all grade levels	Building	Implementing
		Cooperative grouping in all content and courses at all grade levels	Building	Implementing

Initial Priority Strategies

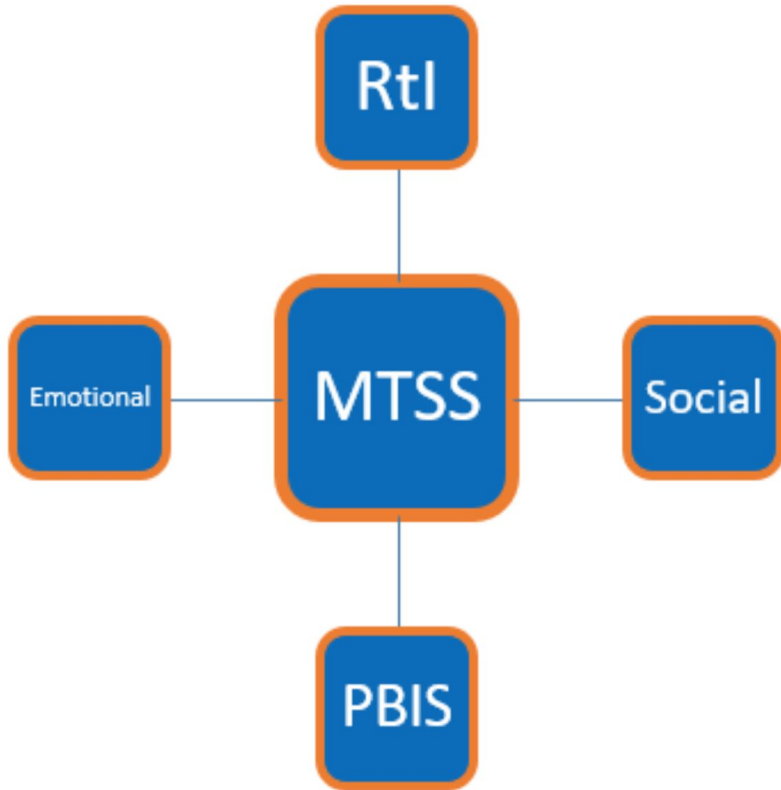
Safe & Thriving
Student Safety & Well-being

Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success

Outcomes	Strategies	Building or District	Phase
All students passing Language Arts and Math classes in 6th grade	Describe and implement early warning system at all levels	District & Building	Developing
	Guaranteed viable and culturally responsive curriculum with coherent scope and sequence supported by high-leverage instructional strategies and common assessment practices at all levels <ul style="list-style-type: none"> Consider bulleting out a list of examples/strategies 	District & Building	New / Developing
Every 9th grader on track for graduation	Support 9th grade on track success with school-level teams	Building	Sustaining
	Provide targeted summer school for transition between grades 8 & 9 and support between 9 & 10	District & Building	Sustaining
	Explore school scheduling models to maximize learning and continued growth	District	New / Developing
All students leave each level with a plan and a purpose	Fully implemented and consistent student-driven post-secondary plan starting at elementary level	District & Building	New / Developing
All students graduate and successfully complete dual credit, IB, AP, CTE and/or dual language courses	Support student access to and success in dual credit, Advanced Placement, International Baccalaureate, Career Technical Education and dual language courses <ul style="list-style-type: none"> Systematic creation and support of course offerings Remove barriers to entry Intentional outreach to increase access Create a support/mentorship model to bolster student success 	District & Building	Developing / Implementing / Sustaining



- MTSS encompasses supports for the whole child, and takes into account academics, behavior, and social/emotional supports.
- Rtl and Positive Behavior Intervention and Supports (PBIS) are examples of tiered systems under the MTSS umbrella.

Multi-Tiered System of Supports (MTSS)

Medical Analogy



MTSS: A Framework for Every Student

A multi-tiered system of supports ([MTSS](#)) provides a guiding, comprehensive framework for educators, school, and district leaders. This framework allows K-12 educators to:

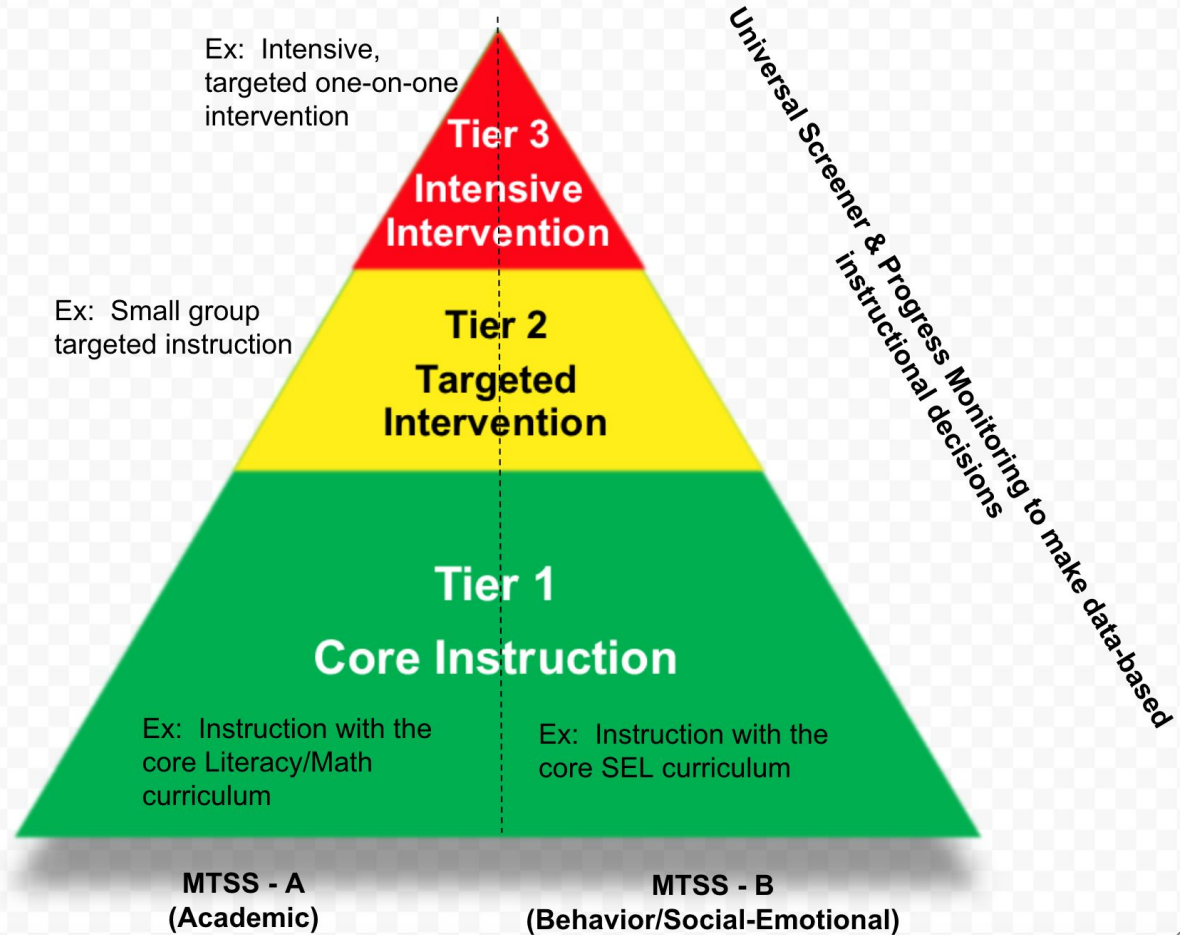
- Remove barriers to learning at the systems level.
- Use evidence-based practices to ensure all students are learning at grade-level.
- Make data-based decisions for targeted and intensive interventions.

An MTSS framework helps unify practices across a district, so students are getting the same access to support no matter what school or classroom they are in. Classroom educators, counselors, and administrators are all working towards a common goal: creating a positive learning environment that serves the needs of all students across all areas of development. By using data as a guide to inform initiatives, they can ensure that their choices are grounded in actual student need, not just educator perception. Looking at data consistently also allows educators to take preventative steps to intervene before larger challenges arise.

Multi-Tiered System of Supports (MTSS) & Equity

Equity is deeply embedded in MTSS. Educational equity means that each student gets what they need to succeed. The MTSS framework allows educators to see each student holistically and ensure access to necessary support. An MTSS that advances equity gives all students access to a great education in the most inclusive environment possible.

Multi-Tiered System of Support (MTSS) Model



Primary Types of Assessments

“ Which students are at risk? ”

Universal Screening Assessments

Universal screening is the process of analyzing academic and social-emotional behavior (SEB) data about *all* students in a class, grade, school, or district. Screening helps identify which students are at risk on various skills and pinpoints needs within the universal tier. Educators should use universal screening data as a check on where students are, to monitor whether students are growing at needed rates, and to identify opportunities for Tier 1 improvements.

Universal Screening



Identify students in need of additional assistance in order to meet learning goals

? What questions does universal screening answer?

- Are our universal efforts effective? Are they effective for all students?
- If not, where and how can we improve them?
- Which students are at risk?
- Which students may need an academic or SEB intervention?

📈 How does universal screening accelerate learning?

- Shows where students are starting the year in relation to peers and/or grade-level benchmarks to inform early intervention and data-based decisions for students who exceed or have skill deficits.
- Measures growth in the winter to identify students and grade levels that need additional improvement before the end of the school year. Educators should avoid waiting until the end of the year to measure student growth.
- Equips educators to accelerate learning equitably; teacher referral and parent referrals alone are typically not equitable tools and do not facilitate preventative early intervention or proactive enrollment in gifted programming.
- Provides visibility into whether growth is happening for all students.

3–5x
per year



All Students

24

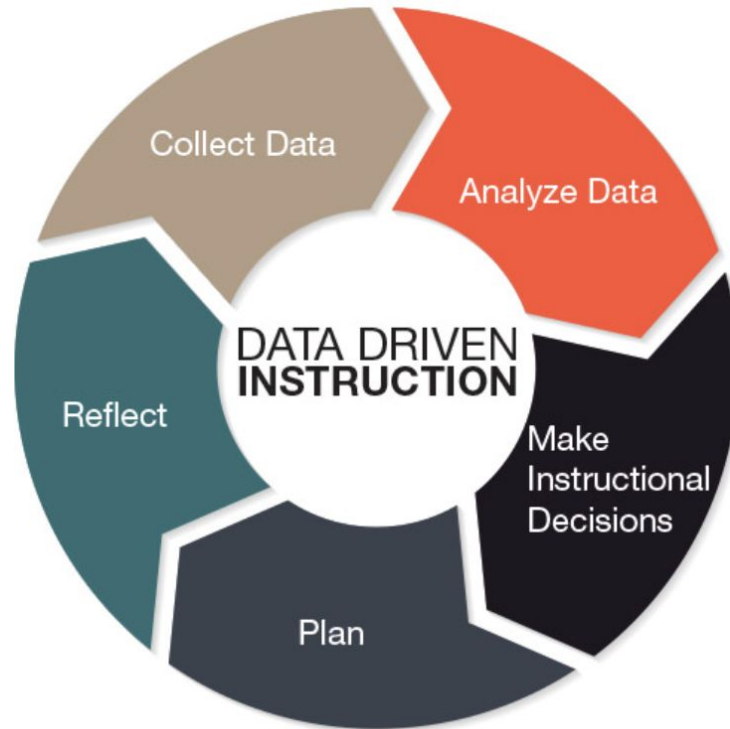
Why a Universal Screener?

Universal Screening Within a Response-to-Intervention Model

by Charles Hughes, Ph.D., and Douglas D. Dexter, M.Ed, Penn State University



Using Data to Drive Instruction



Part 1 Questions & Discussion

Implementation of MTSS, A Multi-Year Process



Implementation of MTSS

2023–24, Year 1

- Assessment Framework Work Group
 - Conduct an inventory of assessment tools used within the district, K-12
 - Identify Universal Screeners
- Pilot of Universal Screeners for Reading, Mathematics and Social Emotional Learning
- Adoption of new Tier 1 (Core) K-5 Language Arts & English Language Proficiency curriculum materials
- Ensure Tier 2 literacy intervention instructional materials are available at all district schools, K-12

Assessment Framework Workgroup

- Elisa Schorr (Principal, SHS)
- Paul Ottum (Principal, FLEX)
- Jared Freeman (Principal, Conestoga MS)
- Cherie Reese (Principal, Sexton Mountain ES)
- Meghan Warren (Principal, Ridgewood ES)
- Veronica Galvan (CI&A Administrator)
- Jim Newton (IT)
- Sheila Bell (IT)
- Sara Doig (BH&W/SEL TOSA)
- Kristi Miller (SBLs TOSA)
- Chrissy Lawrence, Nichole Carter, & Rebecca Larson (LA TOSAs)
- Kerry Forsell, Jenn Mann, & Nick Hershman (Math TOSAs)
- Raquel Moran (DL TOSA)
- Jessica Linderman (Sped TOSA)
- Angela Vargas (Early Learning TOSA)
- Steve Simpson (Digital Curriculum TOSA)
- Lindsay Ray & Katie Lukins (BEA Leadership)

District Assessment Inventory

HB 4124, passed in the 2022 legislative session:

- requires ODE to conduct a survey of academic assessments administered by school districts in the state of Oregon;
- in turn ODE mandated that all school districts completed an assessment inventory by Jan. 2024.

The inventory collects information about academic assessments “administered... by school districts” or “mandated... by school district policy.” This includes assessments where decisions about (a) whether to assess, or (b) what instrument to use, are made by administration at the building level or higher, and are not subject to teacher discretion. It does not include assessment decisions made by individual teachers or teacher teams.

Needs Assessment

- What are our needs?
 - Consider relationship to standards (eg., Oregon State Standards, CASL, etc.)
 - Consider grade levels tool is able to be used with
 - Consider length of time to administer & ease of use
 - Consider professional development needs
 - Consider how many times per year can be used (3-5 x)
 - Consider if there is evidence of validity and reliability
 - Consider if data can easily be used by teachers

Review Tool



ASSESSMENT TOOL/UNIVERSAL SCREENER REVIEW TOOL

Assessment:

Team Members:

Date:

Assessment Areas: (Please circle all that apply)

Mathematics Reading Writing SEL/Behavior

[National Center on Intensive Interventions \(NCII\)](#) Ratings:

Accuracy: _____

Technical Standards: _____

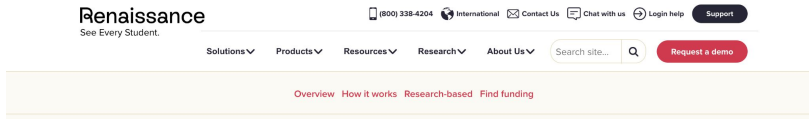
Useability: _____

Work Group Recommendations

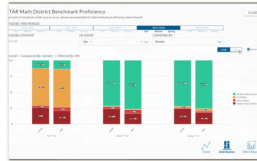
Renaissance's Suite – Star, SAEBRS,

AND

eduClimber

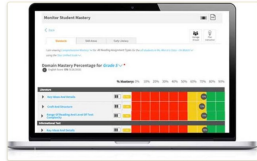


Star Assessments for administrators, teachers, and family



Administrators:
Lead with confidence

View performance at the district, school, or grade level.
Review performance and growth metrics so you can allocate resources to help all students succeed.



Teachers:
Teach with confidence

Stay informed with feedback and support that enables you to understand what every student knows and the best instructional materials to motivate and get every student excited about learning.

TURN DATA INTO ACTION

An in-depth look at MTSS data collection and tracking

Move beyond simple MTSS data collection and seamlessly pull whole child data directly into your daily work and decision making.

Student Need Identification

Intervention Effectiveness

Behavior Analytics

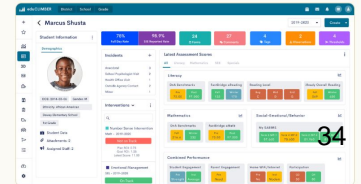
Collaboration Tools

Data Dashboards

Equity Monitoring

Identify student needs in real time

Explore all current and historic data to understand what each learner needs so you can align the right whole child supports, build student relationships, and improve student outcomes.



Implementation of MTSS

2024–25, Year 2

- Expand use of Universal Screeners for Reading, Mathematics and Social Emotional Learning to all schools districtwide
- Professional Development and support to ensure Tier 1 (Core) K-5 Language Arts & English Language Proficiency curriculum materials are implemented consistently
- Professional Development and support to ensure Tier 1 (Core) Social Emotional Instructional Materials are implemented consistently
- Adoption of new Tier 1 (Core) 6-12 Language Arts & English Language Proficiency curriculum materials
- Expand Tier 2 intervention to include Literacy and Social Emotional Learning to all district schools, K-12

Implementation of MTSS

2025–26, Year 3

- Professional Development and support to ensure Tier 1 (Core) 6-12 Language Arts & English Language Proficiency curriculum materials are implemented with fidelity
- Adoption of new Tier 1 (Core) K-12 Mathematics curriculum materials
- Expand Tier 2 intervention to include Literacy, Social Emotional Learning, and Mathematics to all district schools, K-12
- Begin developing Tier 3 interventions, K-12

Questions & Discussion



Our Promise

Belong.
Believe.
Achieve.



Student Discipline

School Board Retreat
February 22, 2024

Presenters:

Dr. Heather Cordie, Dr. Josh Fritts,
Todd Corsetti, Robin Kobrowski,
Bao Vang & Pat McCreery

BELONG
BELIEVE
ACHIEVE

Teaching & Learning Presentation Team

- Dr. Heather Cordie, Deputy Superintendent
- Todd Corsetti, Executive Administrator for High Schools and Option Programs
- Pat McCreery, Administrator for the Office of Equity and Inclusion
- Bao Vang, Executive Administrator for K-8
- Robin Kobrowski, Executive Administrator for K-8
- Dr. Josh Fritts, Executive Administrator for Teaching & Learning

BSD's Equity Lens

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

Overview

- Foundational Ideas
- Restorative Practices
- Collaborative Alternative Solutions to Exclusion (CASE)
- Responding to Student Behavior & Administrator Professional Guidance
- Data Summary
- Board Staff Questions

Guiding Principles



BELONG. BELIEVE. ACHIEVE.

Foundational Ideas

Safe & Thriving
Student Safety & Well-being

Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success

Outcomes	Strategies	Building or District	Phase
Each student feels safe (<i>Community Building, Restorative Practices</i>)	Create district & school-wide structures that intentionally build safe and inclusive learning environments	District & Building	Implementing
	Review student discipline policies and revise Student Code of Conduct to include restorative practices	District	Implementing
Each student thrives socially and emotionally (<i>Behavior, Social-Emotional and Health Supports</i>)	Implement strong multi-tiered systems of supports for students' behavioral and social-emotional needs	District & Building	Developing / Implementing
	Explicitly implement practices at each school to support student social, emotional and mental health <ul style="list-style-type: none"> • Behavioral health and wellness strategies are explicitly taught and used in all classrooms • Specific support spaces are designated where appropriate and feasible • *** 	Building	Sustaining
	Teams in each building meet regularly to examine social-emotional, academic, attendance and discipline data for students	Building	Sustaining
All identities are valued, and all students are included (Equity, Inclusion, Student Voice)	Provide relevant, meaningful and differentiated professional development for all staff <ul style="list-style-type: none"> • Consistent, ongoing professional development and active staff engagement • Implement required equity training modules for <i>all</i> staff • Professional development to support culturally and linguistically relevant practices • PD to support teaching and learning of social emotional learning (SEL) skills • Trauma-informed, restorative, anti-bias and community-building principles and practices 	District & Building	Implementing / Sustaining
	Ensure culturally and linguistically responsive teaching practices that build off of students' personal experiences and interests, engaging them through interactive and collaborative practices	Building	Implementing

K-12 Foundational Practices

- We use equitable student-centered practices.
- We proactively teach behavioral expectations.
- We are committed to knowing the whole child.
- We emphasize preventive and proactive practices.
- We believe that relationships are at the heart of our work.
- We believe that context matters.
 - The A-B-Cs of behavior
- We believe that non-exclusion is always our first response.

K-12 Proactive Approaches

- We create and regularly review student success plans.
- We engage in collective learning around student behavior.
- We believe that knowing a child as learner and community member is integral to supporting their positive and productive behaviors.
- We believe that equity is our collective work and learning.
- We create structures and systems to teach skills to our students.
- The BH&W program proactively supports student academic and social emotional well-being.

K-12 Intervention Approaches

- We focus on restorative practices and maintaining a safe and productive learning environment and provide tiered interventions to support the whole child.
- Our approach to intervention and support for discipline are based on a leveled approach.
- The Student Code of Conduct provides guidance for appropriate actions.
- We believe that each response to a situation that requires discipline is contextual.
- Our approach to discipline is focused on restoring relationships and returning to the learning environment.
- Decisions to exclude students is a last resort and thoughtfully implemented.
- Parents and families are critical partners in supporting student behavior.

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Responding to Student Behavior



Restorative Practices



History of Restorative Practices in BSD

- 2016–17: Restorative Practices (RP) train-the-trainer effort began
- 2018–19: Offered trainings:
 - [Introduction to Restorative Practices](#)
 - [Circles](#)
 - [Restorative Conferencing](#)
- 2019–20: Secondary administrators engage in Restorative Practices trainings
- 2020–21: Behavior Health & Wellness program staff trained
- 2021–23: Restorative Practices trainings in virtual and in-person formats⁴⁹

RESTORATIVE PRACTICES CONTINUUM

80 % Proactive



20 % Responsive



Restorative Questions

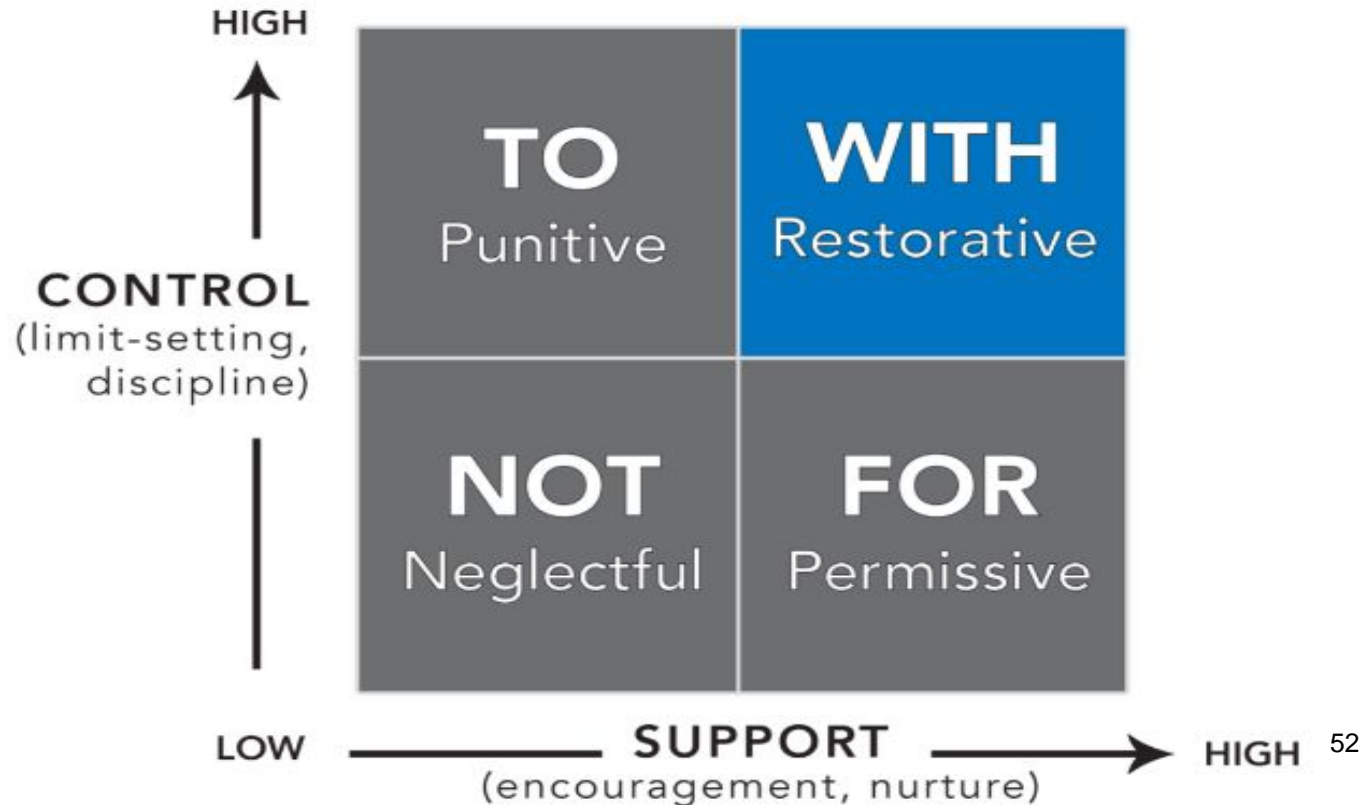
To Respond to Challenging Behavior

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To Help Those Harmed by Others' Actions

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

SOCIAL DISCIPLINE WINDOW



C.A.S.E.

Collaborative Alternative Solutions to Exclusion



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CASE Mission

To be **equity focused** and anti-racist in disrupting systemic and implicit bias that leads to the exclusion of students from education based on students' identity markers.

To **collaborate** with colleagues to determine root cause(s) that lead to exclusionary discipline, and to find best practices to support students in feeling safe and thriving.

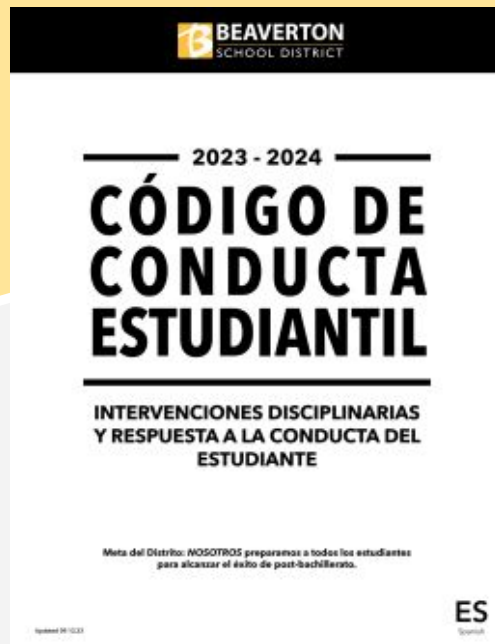
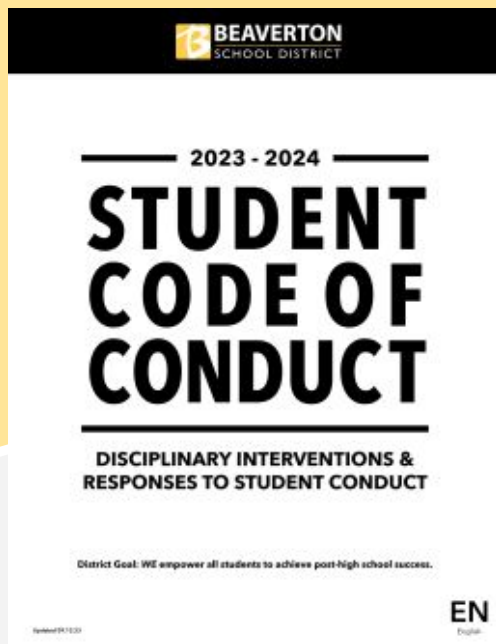
To **reduce** all non-state mandated expulsions with the ultimate goal of eliminating them.

CASE Goal

Creating support plans for school teams that include:

- Concrete alternatives to exclusion
- Neutralizing routines for vulnerable decision points
- Tools and resources to increase protective factors and decrease risk factors
- Student and family strength-based focus
- Student and family voices for true partnership
- Action items for broad team to ensure collaboration
- Short, mid, and long-term framework

Responding to Student Behavior & Administrator Professional Guidance



Student Code of Conduct

- Guides all discipline
- 4 levels of intervention & disciplinary response
- 38 student conduct offenses

Defining Terms

- **Suspension:** Suspension (in or out of school) temporarily removes from a student the right of attending school or school activities and/or being on district school property.
 - Up to 10 days per incident
- **Expulsion:** Expulsion is the termination of the student's right to attend school, school activities, and/or be on any school district property for a substantial period not to extend beyond one calendar year.
 - 11 or more school days per incident

Guidance in Secondary Suspension and Expulsion

- Drug and alcohol guidance
 - Use of substance use specialists
 - 4th/5th offense to consider expulsion
 - Distribution
- Expulsion guidance
 - CASE consult process
 - Use as a last resort
 - Shortest term possible
 - Conditions for early return
 - Home school maintain contact with student during expulsion⁵⁹

Professional Development and Guidance

- Leadership meetings/Public Safety
- 1:1 meetings with principals
- School Improvement Plans
- Level-based calibration of practices
- Professional Learning Communities
- Equity Modules

Part 1 Questions & Discussion

Semester 1 Discipline Data



Student Discipline Data

- Most Frequent Violations by Outcome and Level
- Expulsion Data
- Summary of Responses by Level
- Discipline Outcomes by Race/Ethnicity and Level
- Exclusion Rates by Race/Ethnicity

Suspension: 5 Most Frequent Behaviors in Semester 1

Elementary Level Grades K-5

- Multiple Violations (86)
 - *Multiple Violations may include the individual violations listed below*
- Physical Altercation Minor (43)
- Disorderly or Disruptive (36)
- Assault (30)
- Reckless Endangering (17)

Suspension: 5 Most Frequent Behaviors in Semester 1

Middle Level Grades 6-8

- Multiple Violations (145)
 - *Multiple Violations may include the individual violations listed below*
- Fighting (118)
- Physical Altercation Minor (101)
- Disorderly or Disruptive (68)
- Bullying/Harassment (54)

Suspension: 5 Most Frequent Behaviors in Semester 1

High Level Grades 9-12

- Multiple Violations (138)
Multiple Violations may include the individual violations listed below
- Tardiness (134)
- Dangerous Drugs (78)
- Fighting (61)
- Defiance of Authority (33)

Expulsions in Semester 1

In the district:

58.75% students of color
15.03% English language learners
12.% students with disabilities
47.9% female, 51.7% male

- 1 middle school student
- 11 high school students

Frequent Codes

- Technology Misuse
- Bullying/Harassment
- Lewd Conduct/Profanity
- Sexual Harassment

Demographics

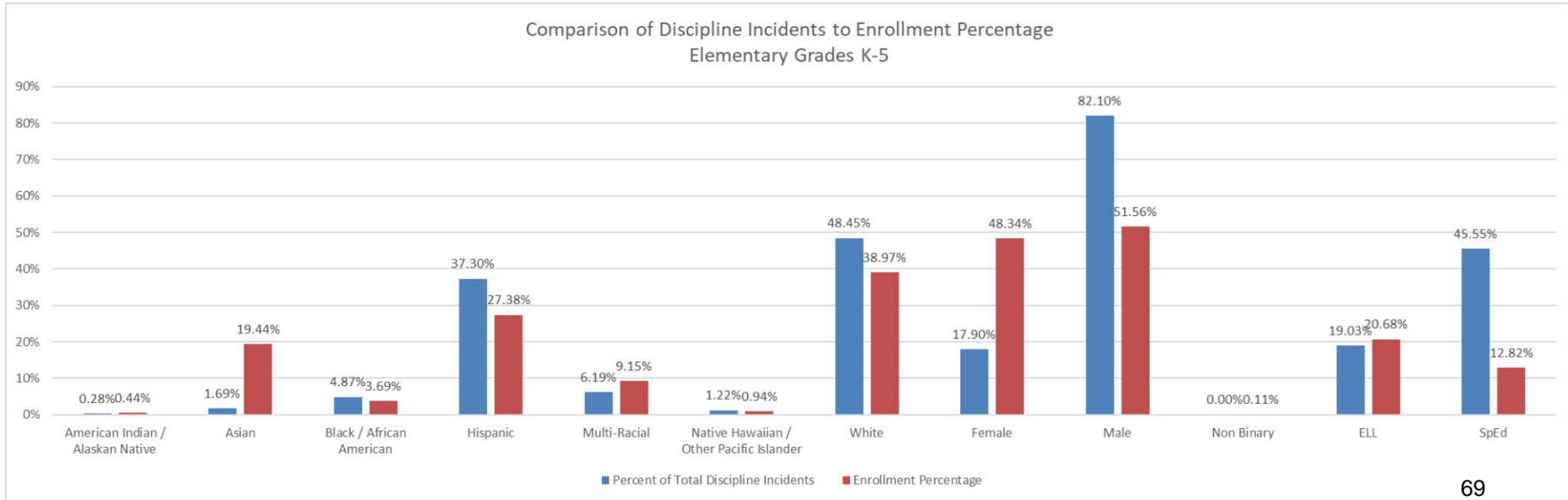
- 61.5% were students of color
- 15.4% English language learners
- 23.1% students with disabilities
- 84.6% male, 15.4% female

Summary of Responses by Level

Grade Level and Results	2018-19 Sem 1	2022-23 Sem 1	2023-24 Sem 1	% Change 22-23 to 23-24
K-5 Non-Exclusionary Discipline	1451	566	817	44%
K-5 Exclusionary Discipline	208	278	249	-10%
K-5 Total Discipline	1659	844	1066	26%
6-8 Non-Exclusionary Discipline	652	976	1056	8%
6-8 Exclusionary Discipline	352	640	717	12%
6-8 Total Discipline	1004	1616	1773	10%
9-12 Non-Exclusionary Discipline	1477	637	1172	84%
9-12 Exclusionary Discipline	578	515	598	16%
9-12 Total Discipline	2055	1152	1770	54%

Discipline Incidents by Race/Ethnicity and Level

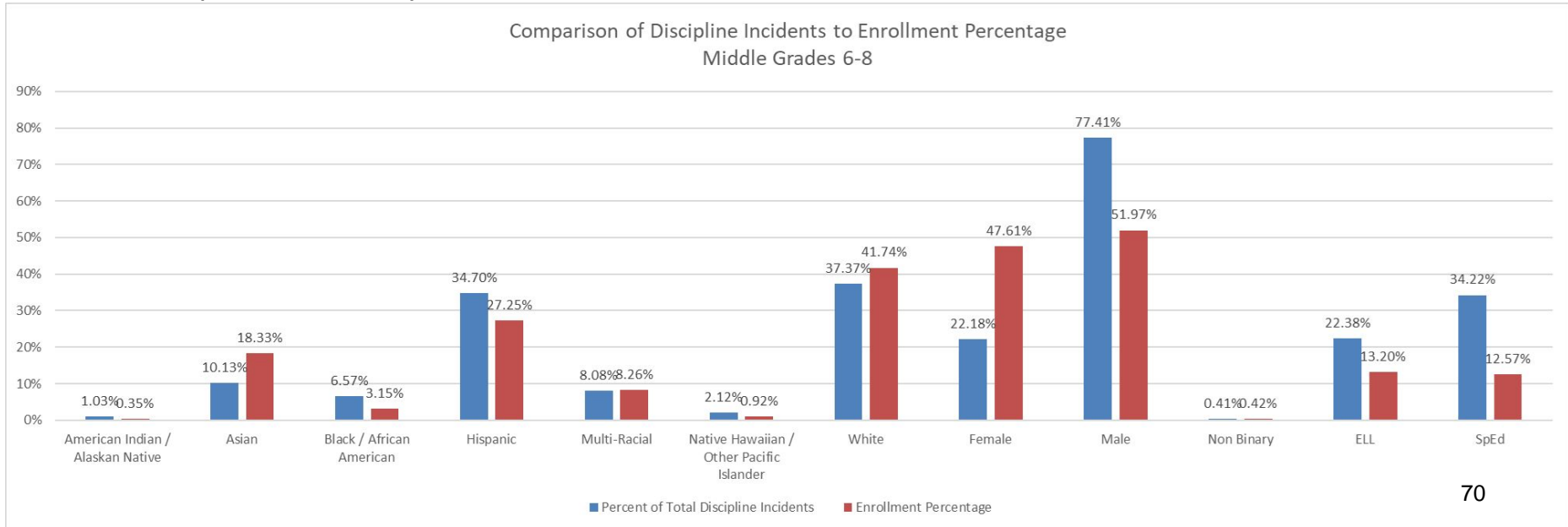
Elementary (Grades K-5)



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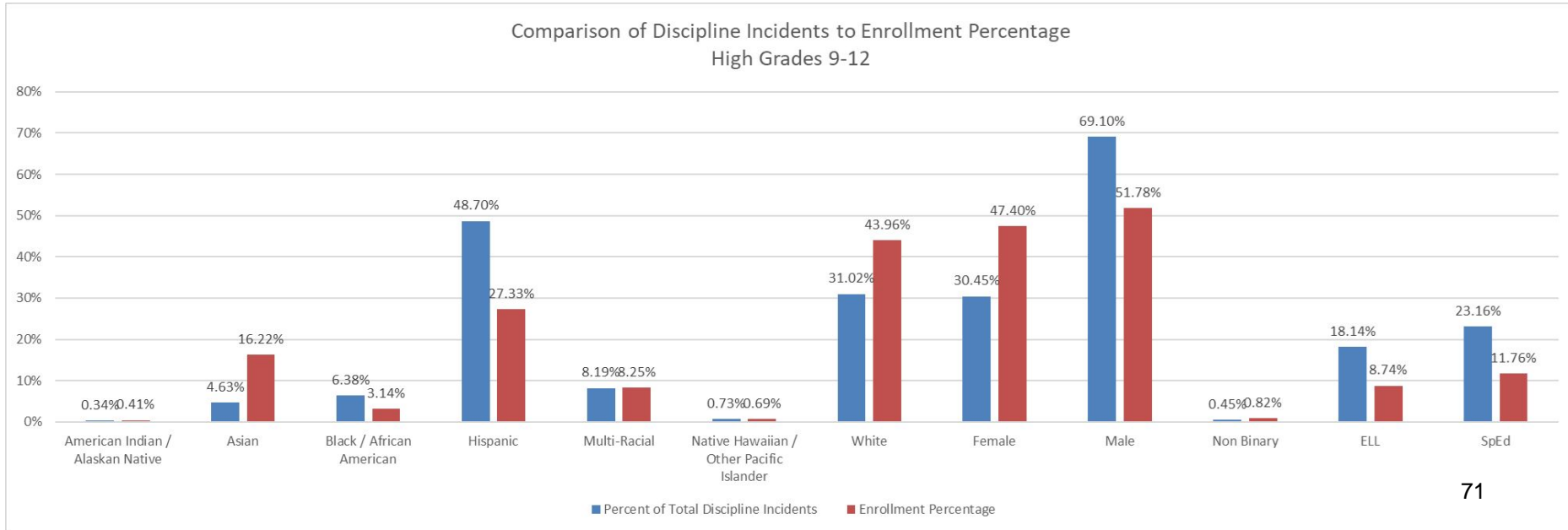
Discipline Incidents by Race/Ethnicity and Level

Middle (Grades 6-8)



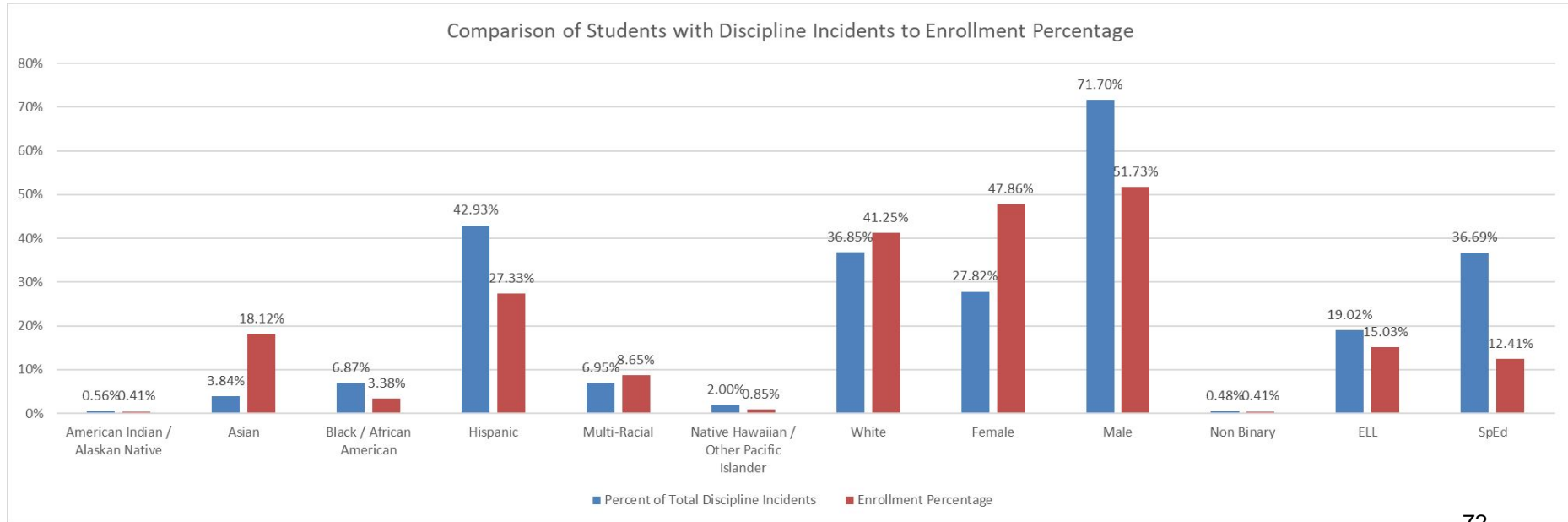
Discipline Incidents by Race/Ethnicity and Level

High (Grades 9-12)



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Exclusion Rates by Race/Ethnicity K-12



Expulsions Pre-Pandemic vs. Post-Pandemic

2018-19

- 52% of total BSD population were students of color
- We expelled 70 students
- 73% of students expelled were students of color
- 68% of students expelled had drug and alcohol incidents

2022-23

- 57.7% of total BSD population were students of color
- We expelled 26 students
- 57.7% of students expelled were students of color
- 19.2% of students expelled had drug and alcohol incidents

Data Questions & Discussion



Our Promise

Belong.
Believe.
Achieve.





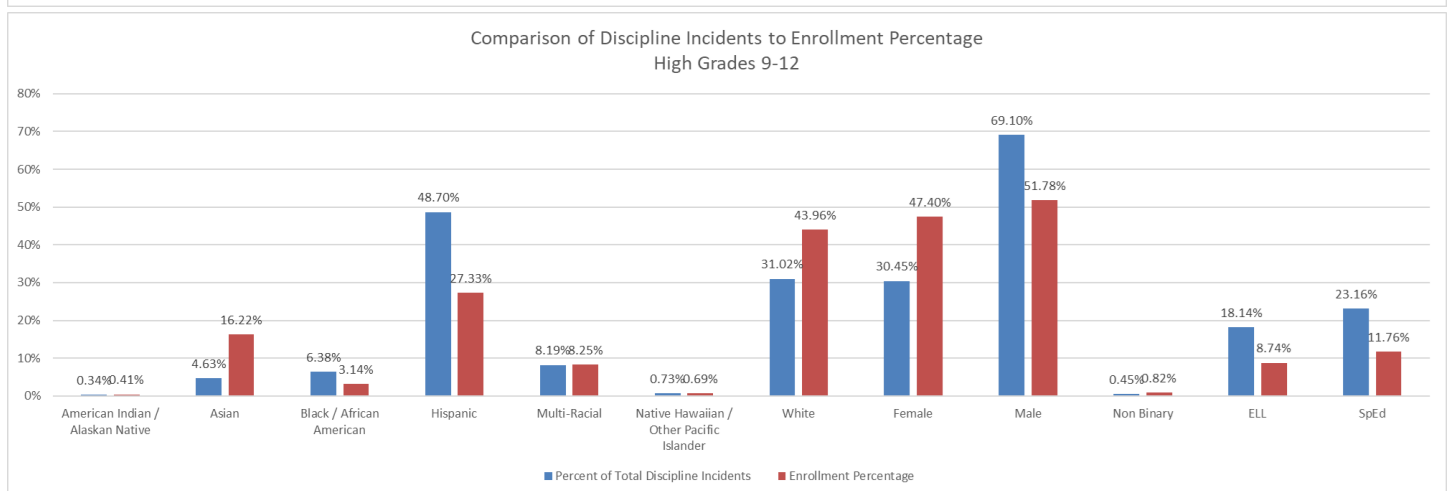
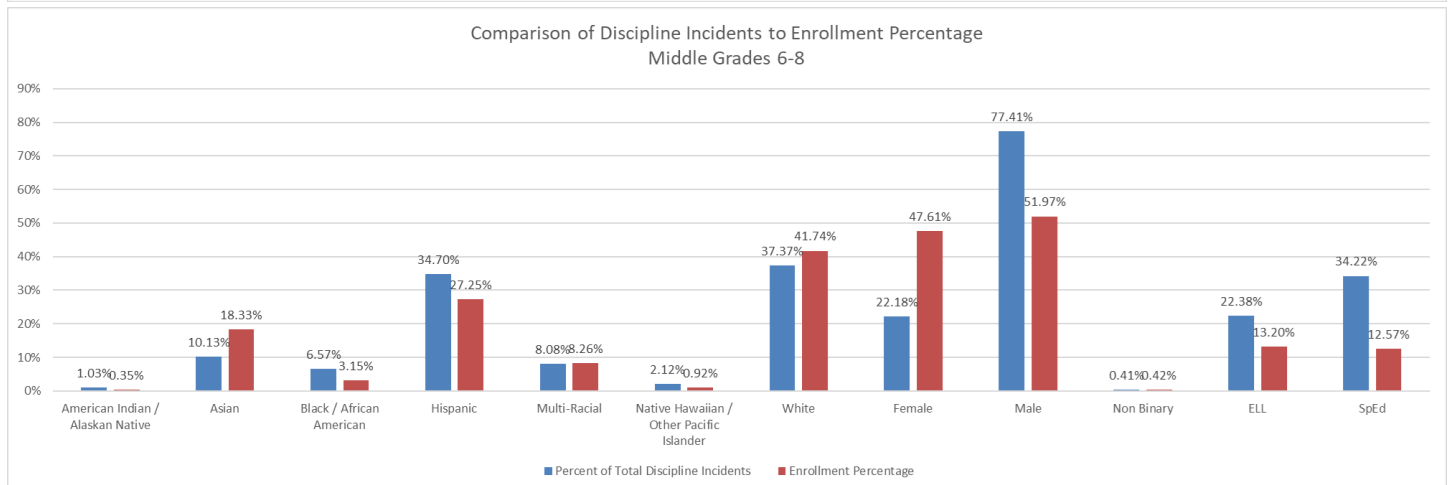
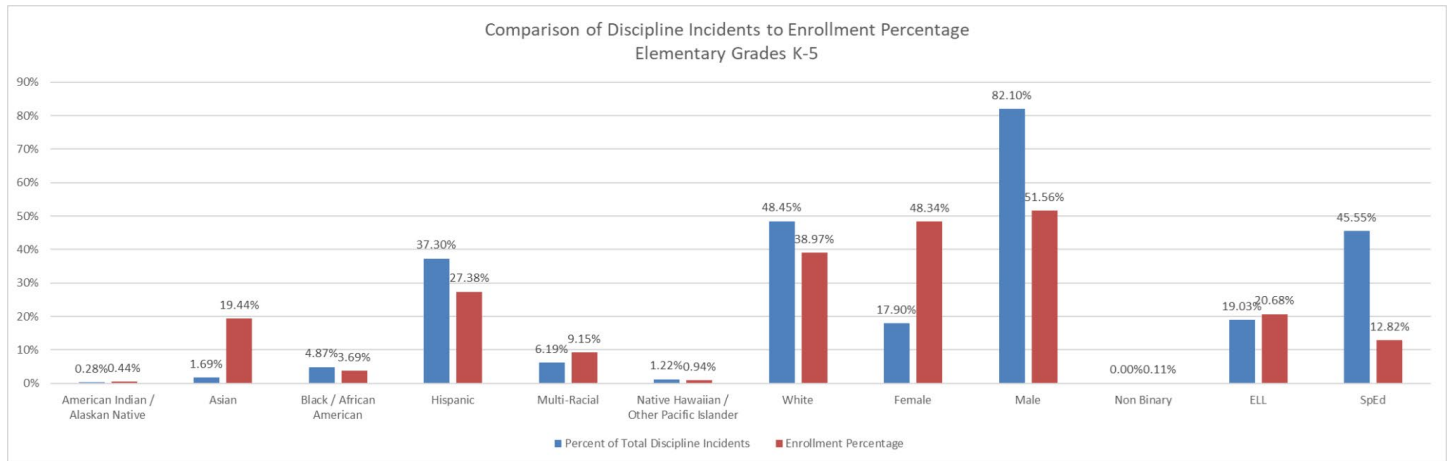
Semester 1 23-24 Discipline Data

Semester 1 Discipline Data

Beaverton School District

Discipline Incidents by Race/Ethnicity and Level

The response to a student violation of the BSD Code of Conduct can result in an exclusion from class (i.e., in-school suspension, out-of-school suspension, or expulsion) or a non-exclusionary response (e.g., parent conference, detention, phone call home, participation in restorative practices). Student discipline incidents represent a single Code of Conduct violation or multiple violations.



Most Frequent Violations by Outcome and Level

Elementary (Grades K-5)

20 or more incidents recorded in first semester of 2018-19, 2022-23 or 2023-24.

Elementary (Grades K-5) Discipline Incidents									
Exclusion Incidents					Non-Exclusion Incidents				
	2018-19 Sem 1	2022-23 Sem 1	2023-24 Sem 1			2018-19 Sem 1	2022-23 Sem 1	2023-24 Sem 1	
Multiple Violations	64	125	86		Multiple Violations	221	146	122	
Assault	18	32	16		Assault	22	15	1	
Bullying / Harassment	1	13	2		Bullying / Harassment	23	15	8	
Defiance of Authority	31	67	38		Defiance of Authority	121	81	59	
Disorderly or Disruptive Conduct	58	92	61		Disorderly or Disruptive Conduct	182	84	79	
Lewd Conduct / Profanity	1	21	9		Lewd Conduct / Profanity	22	35	20	
Physical Altercation Minor	25	50	38		Physical Altercation Minor	89	52	39	
Recklessly Endangering	19	42	28		Recklessly Endangering	16	41	28	
Assault	27	26	30		Assault	65	22	44	
Bullying / Harassment			9		Bullying / Harassment	38	23	33	
Defiance of Authority	1	2	4		Defiance of Authority	82	14	52	
Disorderly or Disruptive Conduct	64	28	36		Disorderly or Disruptive Conduct	328	118	225	
Fighting	3	8	5		Fighting	57	41	41	
Lewd Conduct / Profanity		2	2		Lewd Conduct / Profanity	58	32	35	
Physical Altercation Minor	32	55	43		Physical Altercation Minor	476	118	189	
Recklessly Endangering	9	10	17		Recklessly Endangering	43	6	10	
Theft			1		Theft	24	3	4	
Vandalism	1	1	1		Vandalism	26	4	7	
TOTAL	208	278	249		TOTAL	1451	566	817	

*Values listed do not add to total because violations with less than 20 occurrences have been removed from table.

Middle (Grades 6-8)

20 or more incidents recorded in first semester of 2018-19, 2022-23 or 2023-24.

Middle (Grades 6-8) Discipline Incidents									
Exclusion Incidents					Non-Exclusion Incidents				
	2018-19	2022-23	2023-24		2018-19	2022-23	2023-24		
	Sem 1	Sem 1	Sem 1		Sem 1	Sem 1	Sem 1		
Multiple Violations	58	138	145	Multiple Violations	68	87	116		
<i>Students in the "Multiple Violations" category had the following violations in combination with each other</i>				<i>Students in the "Multiple Violations" category had the following violations in combination with each other</i>					
Bullying / Harassment	9	35	24	Bullying / Harassment	10	14	53		
Defiance of Authority	27	63	20	Defiance of Authority	40	30	57		
Disorderly or Disruptive Conduct	34	63	43	Disorderly or Disruptive Conduct	52	49	83		
Lewd Conduct / Profanity	15	26	15	Lewd Conduct / Profanity	14	17	33		
Physical Altercation Minor	10	22	23	Physical Altercation Minor	15	18	27		
Recklessly Endangering	5	21	11	Recklessly Endangering	3	5	12		
Technology Misuse	1	6	3	Technology Misuse	7	10	25		
Threats / Menacing / Hate Lists	7	23	13	Threats / Menacing / Hate Lists	1	6	10		
Unexcused Absence	2	23	3	Unexcused Absence	1	4	19		
Assault	31	41	40	Assault	16	8	16		
Bullying / Harassment	15	31	54	Bullying / Harassment	28	98	152		
Bus Misconduct		4	2	Bus Misconduct	7	57	36		
Dangerous Drugs	10	27	29	Dangerous Drugs		1	10		
Defiance of Authority	20	33	27	Defiance of Authority	80	51	20		
Disorderly or Disruptive Conduct	44	44	68	Disorderly or Disruptive Conduct	201	216	206		
Fighting	70	133	118	Fighting	21	23	24		
Lewd Conduct / Profanity	2	8	9	Lewd Conduct / Profanity	29	42	59		
Physical Altercation Minor	54	103	101	Physical Altercation Minor	89	151	126		
Recklessly Endangering	5	14	30	Recklessly Endangering	7	34	67		
Sexual Harassment	3	13	14	Sexual Harassment	10	25	30		
Technology Misuse	1	1	5	Technology Misuse	16	21	41		
Threats / Menacing / Hate Lists	8	12	29	Threats / Menacing / Hate Lists	9	14	18		
Tobacco	9	8	13	Tobacco	1	23	8		
Unexcused Absence	2	5	6	Unexcused Absence	23	55	41		
TOTAL	352	640	717	TOTAL	652	976	1056		

*Values listed do not add to total because violations with less than 20 occurrences have been removed from table.

High (Grades 9-12)

20 or more incidents recorded in first semester of 2018-19, 2022-23 or 2023-24.

High (Grades 9-12) Discipline Incidents									
Exclusion Incidents					Non-Exclusion Incidents				
	2018-19	2022-23	2023-24		2018-19	2022-23	2023-24		
	Sem 1	Sem 1	Sem 1		Sem 1	Sem 1	Sem 1		
Multiple Violations	124	155	138	Multiple Violations	110	170	126		
<i>Students in the "Multiple Violations" category had the following violations in combination with each other</i>				<i>Students in the "Multiple Violations" category had the following violations in combination with each other</i>					
Bullying / Harassment	17	19	32	Bullying / Harassment	17	4	5		
Closed Campus	8	20	27	Closed Campus	17	13	16		
Dangerous Drugs	18	24	18	Dangerous Drugs	7	1	1		
Defiance of Authority	42	44	74	Defiance of Authority	57	44	57		
Disorderly or Disruptive Conduct	56	37	53	Disorderly or Disruptive Conduct	49	16	31		
Fighting	4	48	12	Fighting		6			
Technology Misuse	5	1	13	Technology Misuse	21		26		
Unexcused Absence	14	40	73	Unexcused Absence	18	36	33		
Academic Integrity				Academic Integrity	51	2	13		
Assault	25	25	5	Assault	11	26	5		
Bullying / Harassment	14	13	29	Bullying / Harassment	73	18	47		
Bus Misconduct				Bus Misconduct	21				
Closed Campus	7	17	3	Closed Campus	175	38	53		
Dangerous Drugs	77	80	78	Dangerous Drugs	47	82	29		
Defiance of Authority	43	24	33	Defiance of Authority	110	35	73		
Disorderly or Disruptive Conduct	43	36	26	Disorderly or Disruptive Conduct	331	42	131		
Fighting	62	57	61	Fighting	15	57	17		
Lewd Conduct / Profanity	8	5	4	Lewd Conduct / Profanity	32	5	12		
Physical Altercation Minor	42	14	12	Physical Altercation Minor	66	14	14		
Sexual Harassment	6	3	3	Sexual Harassment	20	3	11		
Tardiness		4	134	Tardiness	31	14	187		
Technology Misuse	3	4	3	Technology Misuse	109	7	243		
Tobacco	50	23	16	Tobacco	74	41	58		
Unexcused Absence	17	18	17	Unexcused Absence	96	31	106		
TOTAL	578	515	598	TOTAL	1477	637	1172		

*Values listed do not add to total because violations with less than 20 occurrences have been removed from table.

Violations by Outcome, Race/Ethnicity and Level

Non-Exclusion Incidents 2023-24 Semester 1: Elementary (Grades K-5)

	American Indian / Alaskan Native	Asian	Black / African American	Hispanic	Two or More	Native Hawaiian / Other Pacific Islander	White
Multiple Violations	0	4	2	48	6	0	62
Assault	0	0	0	6	4	0	34
Bullying / Harassment	0	1	2	21	4	0	5
Bus Misconduct	0	0	0	3	0	0	3
Defiance of Authority	0	1	8	20	2	0	21
Disorderly or Disruptive Conduct	0	0	15	50	15	3	142
Disruptive Appearance / Student Dress	0	0	0	1	0	0	0
Fighting	0	0	4	20	3	0	14
Forgery / Lying	0	0	0	0	2	0	0
Lewd Conduct / Profanity	0	1	3	14	1	0	16
Physical Altercation Minor	2	3	5	107	8	2	62
Recklessly Endangering	0	0	1	6	0	0	3
Sexual Harassment	0	0	0	1	1	0	9
Technology Misuse	0	0	0	7	0	0	4
Theft	0	0	1	1	0	0	2
Threats / Menacing / Hate Lists	0	0	0	4	4	0	14
Vandalism	0	0	0	3	1	0	3
Weapons: Knives and Look-Alike Knives	0	1	0	0	0	0	0
Weapons: Other	0	0	0	1	0	0	0
TOTAL NON-EXCLUSION INCIDENTS	2	11	41	313	51	5	394
Percent of Total Non-Exclusion Incidents	0.24%	1.35%	5.02%	38.31%	6.24%	0.61%	48.23%
Enrollment Percentage	0.44%	19.44%	3.69%	27.38%	9.15%	0.94%	38.97%

	Female	Male	Non Binary	ELL	SpEd
Multiple Violations	34	88	0	18	49
Assault	6	38	0	3	21
Bullying / Harassment	11	22	0	7	6
Bus Misconduct	3	3	0	1	1
Defiance of Authority	21	31	0	7	17
Disorderly or Disruptive Conduct	32	193	0	33	106
Disruptive Appearance / Student Dress	0	1	0	0	0
Fighting	5	36	0	15	11
Forgery / Lying	1	1	0	0	0
Lewd Conduct / Profanity	3	32	0	10	13
Physical Altercation Minor	35	154	0	70	79
Recklessly Endangering	1	9	0	1	4
Sexual Harassment	2	9	0	0	9
Technology Misuse	6	5	0	0	4
Theft	3	1	0	0	1
Threats / Menacing / Hate Lists	5	17	0	2	11
Vandalism	1	6	0	0	4
Weapons: Knives and Look-Alike Knives	0	1	0	1	0
Weapons: Other	0	1	0	1	1
TOTAL NON-EXCLUSION INCIDENTS	169	648	0	169	337
Percent of Total Non-Exclusion Incidents	20.69%	79.31%	0.00%	20.69%	41.25%
Enrollment Percentage	48.34%	51.56%	0.11%	20.68%	12.82%

Exclusion Incidents 2023-24 Semester 1: Elementary (Grades K-5)

	American Indian / Alaskan Native	Asian	Black / African American	Hispanic	Two or More	Native Hawaiian / Other Pacific Islander	White
Multiple Violations	0	2	1	27	3	5	48
Assault	1	2	0	7	4	1	15
Bullying / Harassment	0	0	0	1	1	0	7
Defiance of Authority	0	0	1	1	0	0	2
Disorderly or Disruptive Conduct	0	0	1	17	1	0	17
Fighting	0	0	0	3	0	1	1
Lewd Conduct / Profanity	0	0	0	0	0	0	2
Physical Altercation Minor	0	2	6	18	3	1	13
Recklessly Endangering	0	0	0	5	2	0	10
Sexual Harassment	0	0	0	4	0	0	3
Theft	0	0	1	0	0	0	0
Threats / Menacing / Hate Lists	0	0	1	1	1	0	2
Vandalism	0	0	0	0	0	0	1
Weapons: Knives and Look-Alike Knives	0	1	0	1	0	0	1
TOTAL EXCLUSION INCIDENTS	1	7	11	85	15	8	122
Percent of Total Exclusion Incidents	0.40%	2.81%	4.42%	34.14%	6.02%	3.21%	49.00%
Enrollment Percentage	0.44%	19.44%	3.69%	27.38%	9.15%	0.94%	38.97%

	Female	Male	Non Binary	ELL	SpEd
Multiple Violations	3	83	0	6	53
Assault	2	28	0	5	21
Bullying / Harassment	1	8	0	0	7
Defiance of Authority	1	3	0	0	3
Disorderly or Disruptive Conduct	5	31	0	5	24
Fighting	1	4	0	3	0
Lewd Conduct / Profanity	0	2	0	0	1
Physical Altercation Minor	5	38	0	9	22
Recklessly Endangering	1	16	0	2	12
Sexual Harassment	1	6	0	1	3
Theft	1	0	0	1	0
Threats / Menacing / Hate Lists	0	5	0	1	1
Vandalism	0	1	0	0	1
Weapons: Knives and Look-Alike Knives	1	2	0	1	1
TOTAL EXCLUSION INCIDENTS	22	227	0	34	149
Percent of Total Exclusion Incidents	8.84%	91.16%	0.00%	13.65%	59.84%
Enrollment Percentage	48.34%	51.56%	0.11%	20.68%	12.82%

Non-Exclusion Incidents 2023-24 Semester 1: Middle (Grades 6-8)

	American Indian / Alaskan Native	Asian	Black / African American	Hispanic	Two or More	Native Hawaiian / Other Pacific Islander	White
Multiple Violations	3	16	7	28	17	4	41
Academic Integrity	0	4	0	0	2	0	0
Alcohol	0	0	0	1	0	0	0
Assault	1	4	0	7	0	0	4
Bullying / Harassment	0	22	10	49	9	0	62
Bus Misconduct	0	2	4	9	4	0	17
Closed Campus	0	0	2	7	1	0	8
Dangerous Drugs	0	0	2	6	0	1	1
Defiance of Authority	0	1	1	9	1	1	7
Disorderly or Disruptive Conduct	3	27	9	78	18	3	68
Disruptive Appearance / Student Dress	0	2	0	1	0	0	0
Fighting	1	0	1	11	2	0	9
Fire Tools / Ignition Sources	0	1	0	3	1	0	1
Forgery / Lying	0	1	1	0	0	0	0
Lewd Conduct / Profanity	0	9	3	15	3	1	28
Physical Altercation Minor	0	10	8	38	12	4	54
Recklessly Endangering	0	1	2	27	8	2	27
Secret Societies / Gangs	0	0	0	3	0	1	1
Sexual Harassment	0	3	2	8	2	1	14
Tardiness	0	0	0	11	1	0	1
Technology Misuse	0	10	5	11	1	0	14
Theft	0	1	1	7	1	1	1
Threats / Menacing / Hate Lists	1	3	0	6	2	0	6
Tobacco	0	0	1	5	1	1	0
Unexcused Absence	0	3	1	16	4	0	17
Vandalism	2	0	1	7	1	0	5
Weapons: Knives and Look-Alike Knives	0	0	0	0	1	0	2
TOTAL NON-EXCLUSION INCIDENTS	11	120	61	363	92	20	388
Percent of Total Non-Exclusion Incidents	1.04%	11.37%	5.78%	34.41%	8.72%	1.90%	36.78%
Enrollment Percentage	0.35%	18.33%	3.15%	27.25%	8.26%	0.92%	41.74%

	Female	Male	Non Binary	ELL	SpEd
Multiple Violations	24	92	0	17	42
Academic Integrity	1	5	0	2	2
Alcohol	1	0	0	0	0
Assault	4	12	0	5	10
Bullying / Harassment	25	124	3	28	34
Bus Misconduct	6	30	0	8	13
Closed Campus	5	13	0	8	6
Dangerous Drugs	7	3	0	3	2
Defiance of Authority	3	17	0	4	7
Disorderly or Disruptive Conduct	37	169	0	40	73
Disruptive Appearance / Student Dress	0	3	0	1	1
Fighting	0	24	0	13	6
Fire Tools / Ignition Sources	2	4	0	3	2
Forgery / Lying	1	1	0	0	0
Lewd Conduct / Profanity	6	52	1	16	26
Physical Altercation Minor	17	109	0	18	41
Recklessly Endangering	7	60	0	13	13
Secret Societies / Gangs	3	2	0	1	0
Sexual Harassment	1	29	0	7	14
Tardiness	5	8	0	3	1
Technology Misuse	3	38	0	5	11
Theft	4	8	0	3	2
Threats / Menacing / Hate Lists	6	12	0	6	7
Tobacco	3	5	0	4	2
Unexcused Absence	28	13	0	6	13
Vandalism	3	13	0	5	6
Weapons: Knives and Look-Alike Knives	1	2	0	0	0
TOTAL NON-EXCLUSION INCIDENTS	203	848	4	219	334
Percent of Total Non-Exclusion Incidents	19.24%	80.38%	0.38%	20.76%	33751.92%
Enrollment Percentage	47.61%	51.97%	0.42%	13.20%	12.57%

Exclusion Incidents 2023-24 Semester 1: Middle (Grades 6-8)

	American Indian / Alaskan Native	Asian	Black / African American	Hispanic	Two or More	Native Hawaiian / Other Pacific Islander	White
Multiple Violations	0	4	7	23	4	2	43
Alcohol	0	0	0	1	0	0	0
Assault	0	2	1	8	5	0	13
Bullying / Harassment	0	3	2	12	1	0	14
Bus Misconduct	0	0	0	1	0	0	1
Dangerous Drugs	1	0	2	7	0	1	2
Defiance of Authority	0	0	1	5	0	0	4
Disorderly or Disruptive Conduct	0	7	5	9	1	0	17
Fighting	1	2	8	19	3	4	20
Fire Tools / Ignition Sources	0	0	0	2	0	0	1
Forgery / Lying	0	0	0	1	0	0	0
Lewd Conduct / Profanity	0	1	1	0	0	0	2
Physical Altercation Minor	2	3	1	29	7	1	21
Recklessly Endangering	0	1	3	6	2	0	4
Sexual Harassment	0	2	0	4	1	0	2
Threats / Menacing / Hate Lists	0	2	4	5	0	1	6
Tobacco	0	0	0	3	0	2	0
Unexcused Absence	0	1	0	2	0	0	3
Vandalism	0	0	0	0	0	0	1
Weapons: Knives and Look-Alike Knives	0	0	0	3	1	0	2
Weapons: Look-alike ExplDevice,Firearms,OtherDngr	0	0	0	1	1	0	1
Weapons: Other	0	0	0	0	0	0	1
TOTAL EXCLUSION INCIDENTS	4	28	35	141	26	11	158
Percent of Total Exclusion Incidents	0.99%	6.95%	8.68%	34.99%	6.45%	2.73%	39.21%
Enrollment Percentage	0.35%	18.33%	3.15%	27.25%	8.26%	0.92%	41.74%

	Female	Male	Non Binary	ELL	SpEd
Multiple Violations	21	62	0	18	43
Alcohol	1	0	0	0	0
Assault	5	24	0	7	13
Bullying / Harassment	11	21	0	7	7
Bus Misconduct	0	2	0	1	0
Dangerous Drugs	10	3	0	1	2
Defiance of Authority	3	7	0	4	6
Disorderly or Disruptive Conduct	11	27	1	14	18
Fighting	22	35	0	17	21
Fire Tools / Ignition Sources	1	2	0	2	1
Forgery / Lying	1	0	0	0	0
Lewd Conduct / Profanity	0	4	0	1	4
Physical Altercation Minor	17	47	0	16	26
Recklessly Endangering	2	14	0	4	5
Sexual Harassment	0	9	0	4	6
Threats / Menacing / Hate Lists	6	11	1	4	7
Tobacco	4	1	0	3	1
Unexcused Absence	3	3	0	2	0
Vandalism	0	1	0	0	1
Weapons: Knives and Look-Alike Knives	0	6	0	3	3
Weapons: Look-alike ExplDevice,Firearms,OtherDngr	0	3	0	0	1
Weapons: Other	1	0	0	0	1
TOTAL EXCLUSION INCIDENTS	119	282	2	108	166
Percent of Total Exclusion Incidents	29.53%	69.98%	0.50%	26.80%	41.19%
Enrollment Percentage	47.61%	51.97%	0.42%	13.20%	12.57%

Non-Exclusion Incidents 2023-24 Semester 1: High (Grades 9-12)

	American Indian / Alaskan Native	Asian	Black / African American	Hispanic	Two or More	Native Hawaiian / Other Pacific Islander	White
Multiple Violations	0	14	12	54	10	1	35
Academic Integrity	0	4	3	0	1	0	5
Alcohol	0	0	0	1	1	0	2
Assault	0	0	0	2	0	1	2
Bullying / Harassment	0	1	2	12	12	1	19
Closed Campus	0	6	3	17	8	0	19
Dangerous Drugs	0	0	0	8	3	0	18
Defiance of Authority	0	3	4	37	2	0	27
Disorderly or Disruptive Conduct	0	12	4	58	11	1	45
Disruptive Appearance / Student Dress	0	0	0	0	0	0	1
Fighting	0	2	1	5	2	1	6
Fire Tools / Ignition Sources	0	0	0	0	1	0	0
Forgery / Lying	0	0	0	1	0	0	0
Lewd Conduct / Profanity	0	1	2	6	0	0	3
Medication	0	1	0	1	1	0	4
Physical Altercation Minor	0	2	1	2	4	0	5
Recklessly Endangering	0	0	0	2	0	0	0
Sexual Harassment	0	0	2	5	2	0	2
Tardiness	1	8	13	104	14	1	46
Technology Misuse	3	10	13	133	13	0	71
Theft	0	0	1	4	0	0	0
Threats / Menacing / Hate Lists	0	0	0	2	1	0	1
Tobacco	0	2	4	17	6	0	29
Trespassing	0	1	0	3	0	0	0
Unexcused Absence	0	2	8	66	5	1	24
Vandalism	0	0	0	8	2	0	1
Weapons: Dangerous & Deadly, Other	0	0	0	1	0	0	0
Weapons: Firearms	0	0	0	1	0	0	0
Weapons: Knives and Look-Alike Knives	0	0	0	2	0	0	3
TOTAL NON-EXCLUSION INCIDENTS	4	69	73	552	99	7	368
Percent of Total Non-Exclusion Incidents	0.34%	5.89%	6.23%	47.10%	8.45%	0.60%	31.40%
Enrollment Percentage	0.41%	16.22%	3.14%	27.33%	8.25%	0.69%	43.96%

	Female	Male	Non Binary	ELL	SpEd
Multiple Violations	44	82	0	23	35
Academic Integrity	3	10	0	3	1
Alcohol	0	4	0	1	3
Assault	2	3	0	1	2
Bullying / Harassment	8	38	1	7	11
Closed Campus	11	42	0	7	8
Dangerous Drugs	9	20	0	3	10
Defiance of Authority	22	50	1	18	15
Disorderly or Disruptive Conduct	24	107	0	23	43
Disruptive Appearance / Student Dress	0	1	0	0	0
Fighting	4	13	0	6	2
Fire Tools / Ignition Sources	1	0	0	0	0
Forgery / Lying	1	0	0	0	0
Lewd Conduct / Profanity	1	11	0	0	2
Medication	6	1	0	0	0
Physical Altercation Minor	5	9	0	0	8
Recklessly Endangering	0	2	0	0	1
Sexual Harassment	0	11	0	2	1
Tardiness	71	116	0	34	35
Technology Misuse	69	173	1	56	25
Theft	0	5	0	0	0
Threats / Menacing / Hate Lists	0	4	0	1	3
Tobacco	24	34	0	4	13
Trespassing	1	3	0	2	0
Unexcused Absence	25	81	0	28	43
Vandalism	0	11	0	3	3
Weapons: Dangerous & Deadly, Other	0	1	0	0	0
Weapons: Firearms	0	1	0	1	1
Weapons: Knives and Look-Alike Knives	1	3	1	2	1
TOTAL NON-EXCLUSION INCIDENTS	332	836	4	225	266
Percent of Total Non-Exclusion Incidents	28.33%	71.33%	0.34%	19.20%	22.70%
Enrollment Percentage	47.40%	51.78%	0.82%	8.74%	11.76%

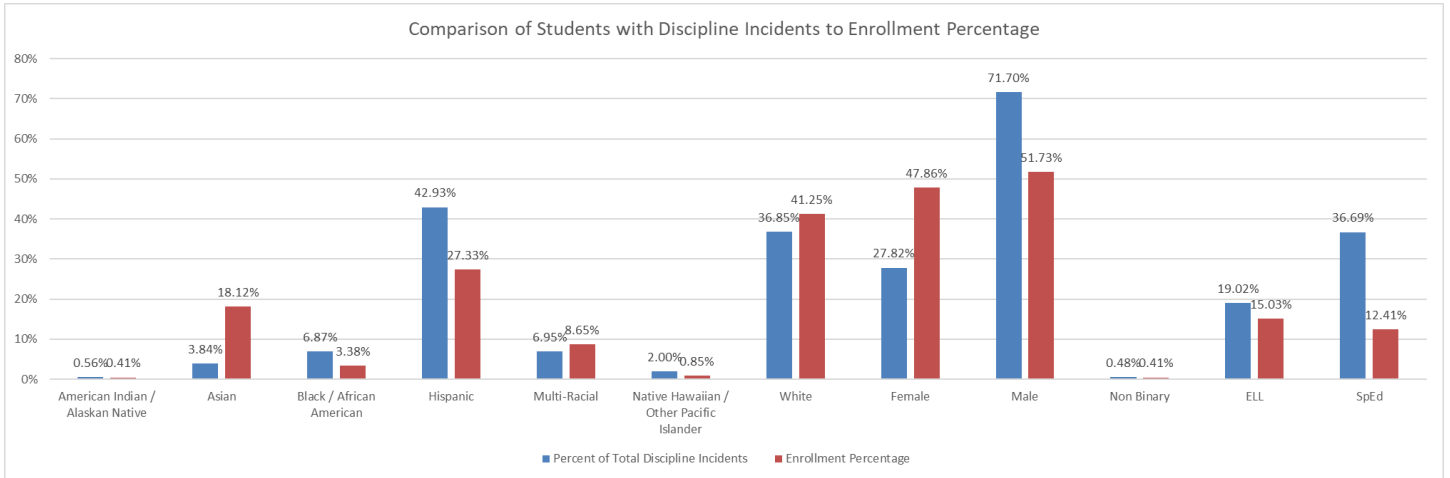
Exclusion Incidents 2023-24 Semester 1: High (Grades 9-12)

	American Indian / Alaskan Native	Asian	Black / African American	Hispanic	Two or More	Native Hawaiian / Other Pacific Islander	White
Multiple Violations	1	4	11	61	11	2	48
Alcohol	0	0	0	2	1	0	5
Assault	0	4	0	1	0	0	0
Bullying / Harassment	0	1	3	6	3	1	15
Closed Campus	0	0	1	0	0	0	2
Dangerous Drugs	0	0	5	48	3	1	21
Defiance of Authority	0	0	1	15	5	0	12
Disorderly or Disruptive Conduct	0	0	2	13	1	0	10
Fighting	1	1	3	43	4	1	8
Fire Setting / Attempt / Fire Play	0	0	0	1	0	0	0
Lewd Conduct / Profanity	0	0	2	1	0	0	1
Physical Altercation Minor	0	0	1	3	1	0	7
Sexual Harassment	0	0	1	1	0	0	1
Tardiness	0	1	8	90	8	1	26
Technology Misuse	0	0	0	1	0	0	2
Theft	0	0	0	1	1	0	0
Threats / Menacing / Hate Lists	0	0	0	5	2	0	3
Tobacco	0	2	1	5	0	0	8
Trespassing	0	0	0	1	1	0	0
Unexcused Absence	0	0	1	8	3	0	5
Vandalism	0	0	0	0	1	0	3
Weapons: Dangerous & Deadly, Other	0	0	0	0	0	0	1
Weapons: Knives and Look-Alike Knives	0	0	0	4	0	0	2
Weapons: Look-alike ExplDevice,Firearms,OtherDngr	0	0	0	0	1	0	1
TOTAL EXCLUSION INCIDENTS	2	13	40	310	46	6	181
Percent of Total Exclusion Incidents	0.33%	2.17%	6.69%	51.84%	7.69%	1.00%	30.27%
Enrollment Percentage	0.41%	16.22%	3.14%	27.33%	8.25%	0.69%	43.96%

	Female	Male	Non Binary	ELL	SpEd
Multiple Violations	40	98	0	26	41
Alcohol	5	2	1	0	3
Assault	3	2	0	1	2
Bullying / Harassment	12	17	0	3	3
Closed Campus	0	3	0	0	1
Dangerous Drugs	35	43	0	10	10
Defiance of Authority	7	26	0	11	14
Disorderly or Disruptive Conduct	5	21	0	6	14
Fighting	22	39	0	9	12
Fire Setting / Attempt / Fire Play	0	1	0	0	0
Lewd Conduct / Profanity	0	4	0	0	0
Physical Altercation Minor	5	7	0	2	2
Sexual Harassment	0	3	0	0	2
Tardiness	54	78	2	21	17
Technology Misuse	0	3	0	0	0
Theft	1	1	0	0	0
Threats / Menacing / Hate Lists	5	5	0	2	6
Tobacco	7	8	1	2	6
Trespassing	0	2	0	0	0
Unexcused Absence	5	12	0	2	9
Vandalism	0	4	0	0	1
Weapons: Dangerous & Deadly, Other	0	1	0	0	0
Weapons: Knives and Look-Alike Knives	0	6	0	1	1
Weapons: Look-alike ExplDevice,Firearms,OtherDngr	1	1	0	0	0
TOTAL EXCLUSION INCIDENTS	207	387	4	96	144
Percent of Total Exclusion Incidents	34.62%	64.72%	0.67%	16.05%	24.08%
Enrollment Percentage	47.40%	51.78%	0.82%	8.74%	11.76%

Racial Trends in Exclusions from Class

Percentage of students K-12 with one or more school exclusions by race/ethnicity.



Notes from Board Goals Discussion in February Board Retreat

Mike Scott & Erika Lopez, facilitators

Short-Term Goals: (February–June 2024)

1. Goals
 - a. Establish a relationship between the BSD board members and local legislators
 - i. Understanding their issues
 - ii. Building understanding around district issues
 - b. Deepen relationship with OSBA and develop a shared understanding of their lobbying process.
2. Potential activities to meet goals
 - a. Invite all legislators to the district (individually or in pairs)
 - i. Meet them at a school
 - ii. School lunch
 - iii. Principal conversation
 - iv. Tour
 - v. Highlight programs and success stories
 - b. Host a breakfast for legislators
 - i. Share district successes
 - ii. Share district challenges
 - iii. Invite legislators to share their goals for the legislative session
 - c. Sign up for legislative newsletter and information
 - d. Attend legislator coffee chats and listening sessions
3. Determine how to best infuse student voice into the legislative conversation
 - a. Prep students in advance
4. Determine how to make short-term goals measurable
 - a. Set goals for number of visits and attendance at events
5. Expand the reach to include other districts
 - a. Perhaps a Washington County Coalition
6. Seek input from existing parent groups to share with legislators
7. Board members divide up responsibilities
 - a. Choose from a menu of activities

Melissa, Susan and Justice will draft a timeline and suggest next steps to be shared with the Board during the March 5, 2024 work session.

Long-Term Goal Criteria:

The Board discussed criteria that can be utilized during the August retreat to set long-term goals for the 2024-25 school year. Suggested criteria and brainstormed criteria includes the following:

1. Questions to ask when considering a goal:
 - a. Is it within the role of the board to address this goal?
 - b. Is the goal connected to our strategic plan?
 - i. Does this goal align with the work that is being addressed within the district?
 - c. Does this goal empower and enfranchise marginalized communities?
 - d. Does this goal align with the equity values that are held by the district?
 - e. Will the goal receive support from a majority of the board?
 - f. Is this a measurable goal?
 - g. Does the attainment of this goal allow the board to responsibly manage district resources?
 - h. Who is responsible for the attainment of this goal?
2. Themes generated from brainstormed criteria suggestions:
 - a. Equity Values
 - b. Alignment
 - c. Resources Management
 - d. Measurable
 - e. Responsibility
3. Next Steps:
 - a. Erika and Mike to develop a flowchart that can serve as a filter for determining board goals.
 - b. Flowchart to be shared with Karen, Gustavo and Kerry by March 15, 2024