



## Beaverton School Board Work Session

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, April 14, 2026 5:45 PM

Video Stream: [www.youtube.com/beavertonschools](http://www.youtube.com/beavertonschools)

Meeting Materials: [beavertonsd.org/boardmeetings](http://beavertonsd.org/boardmeetings)

## AGENDA

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### I. OPEN MEETING

A. Call to Order

B. Attendance

### II. Student Well-Being and Discipline Practices: Trends and Supports

2

### III. CLOSE MEETING

A. Adjourn

**WORK SESSION – ITEM FOR INFORMATION****STUDENT WELL-BEING & DISCIPLINE PRACTICES: TRENDS & SUPPORTS****SUMMARY**

The Teaching & Learning team will present an overview of discipline processes for the Beaverton School District. Included in the presentation is information related to intervention strategies, restorative practices and discipline data from the first semester of 2025–26.

**BACKGROUND**

In the Beaverton School District, we continue to support students, family, and staff in Tier 1, 2 and 3 interventions related to social-emotional learning and positive student behaviors. Each school has a School Improvement Plan goal related to students feeling safe and thriving. Discipline guidelines, processes and procedures are a focus within our school-leveled administrative teams for students, parents and staff. Our discipline data guides our discussions with school leaders to identify areas of need, support and training in creating a safe and thriving environment within our school communities.

**RECOMMENDATION**

Staff will present information on discipline processes and 2025–26 first semester data. No action is needed.

**Belong. Believe. Achieve.**



# Student Well-being and Discipline Practices

## Trends, Supports, and District Progress Beaverton School District

Dr. Shelly Reggiani - *Associate Superintendent, Teaching & Learning*

Lori Krumm - *Executive Director, Student Services*

Todd Corsetti - *Executive Administrator, High Schools*

Chris Frazier - *Executive Administrator, PreK-8*

Bao Vang - *Executive Administrator, PreK-8*

Sho Shigeoka - *Administrator, Support Services*

Jill O'Neill - *Executive Administrator, Teaching & Learning, Option Schools*



## Why This Matters

# Purpose of This Presentation

### What We're Sharing

- Progress in improving discipline outcomes
- How this work connects to School Improvement Plan goals
- MTSS tiered supports in action
- Student voice and belonging data trends

### Why It Matters

Student **belonging, engagement, and connection** are directly linked to improved attendance, stronger academic outcomes, and fewer behavioral incidents.



When students feel seen and valued, everything else improves.





# Strategic Foundation: School Improvement Plan

## Safe & Welcoming Schools

Every student enters an environment where they feel physically and emotionally safe

## Belonging and Being Valued

Students experience genuine connection to their school community and identity

## Positive, Predictable Environments

Inclusive learning environments with consistent expectations across all schools

**Discipline improvement is a byproduct of strong systems, not punishment.**

Proactive supports and early intervention keep students connected before behaviors escalate.





# Equity Lens



When **making decisions and taking action**, utilize the following questions:

**Whose voice** is and isn't represented in this decision?

Whom does this decision **benefit or burden** ?

Is this decision in alignment with the **BSD Equity Policy** ?

Does this decision **close or widen** the access, opportunity, and expectation gaps?

## Additional considerations:

What **systemic barriers** might be at play in this situation?

What **other possibilities** were explored?

Is the decision/outcome **sustainable** ?

# Our Discipline Improvement Approach



## Rooted in Prevention

- Teaching behavior expectations explicitly
- Supporting social-emotional learning
- Addressing needs early and with the right level of support

## Key Shifts Over Time

- Fewer students receiving exclusionary discipline overall
- Increased focus on skill-building and restoration
- Connected conversations and restorative practices
- Rebuilding relationships and repairing harm



# What We're Doing with Adults

Changing adult beliefs, behaviors, and ways of being, to better support every student



## TBRI & Connection Training

Trust-Based Relational Intervention for staff and families; de-escalation training for certified and classified staff



## Equity & Safety Training

Equity training with staff; Safety Care training across the district to ensure consistent, trauma-informed responses



## Instructional Coaching & Restorative Practices

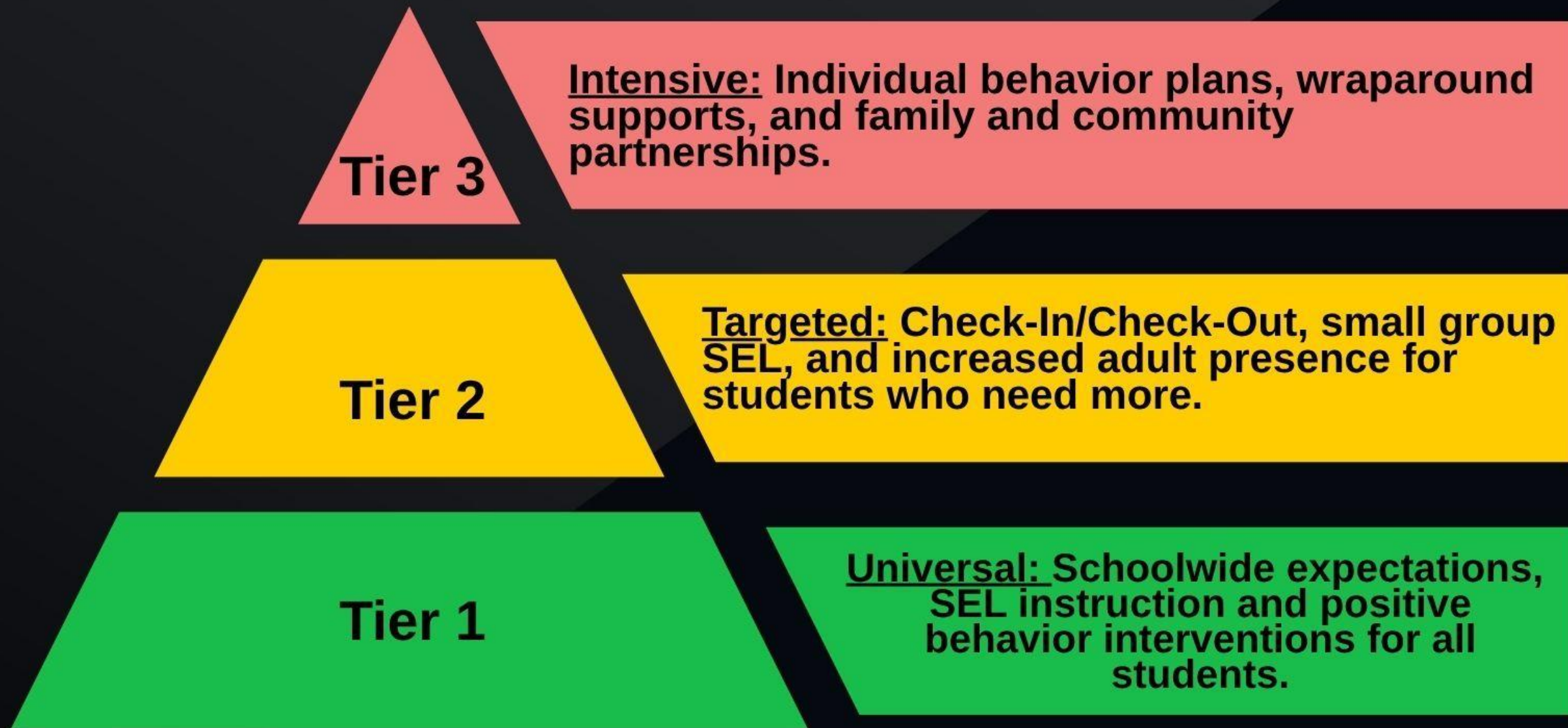
Investment in coaching focused on shifting adult practices; over 120 staff trained in restorative practices



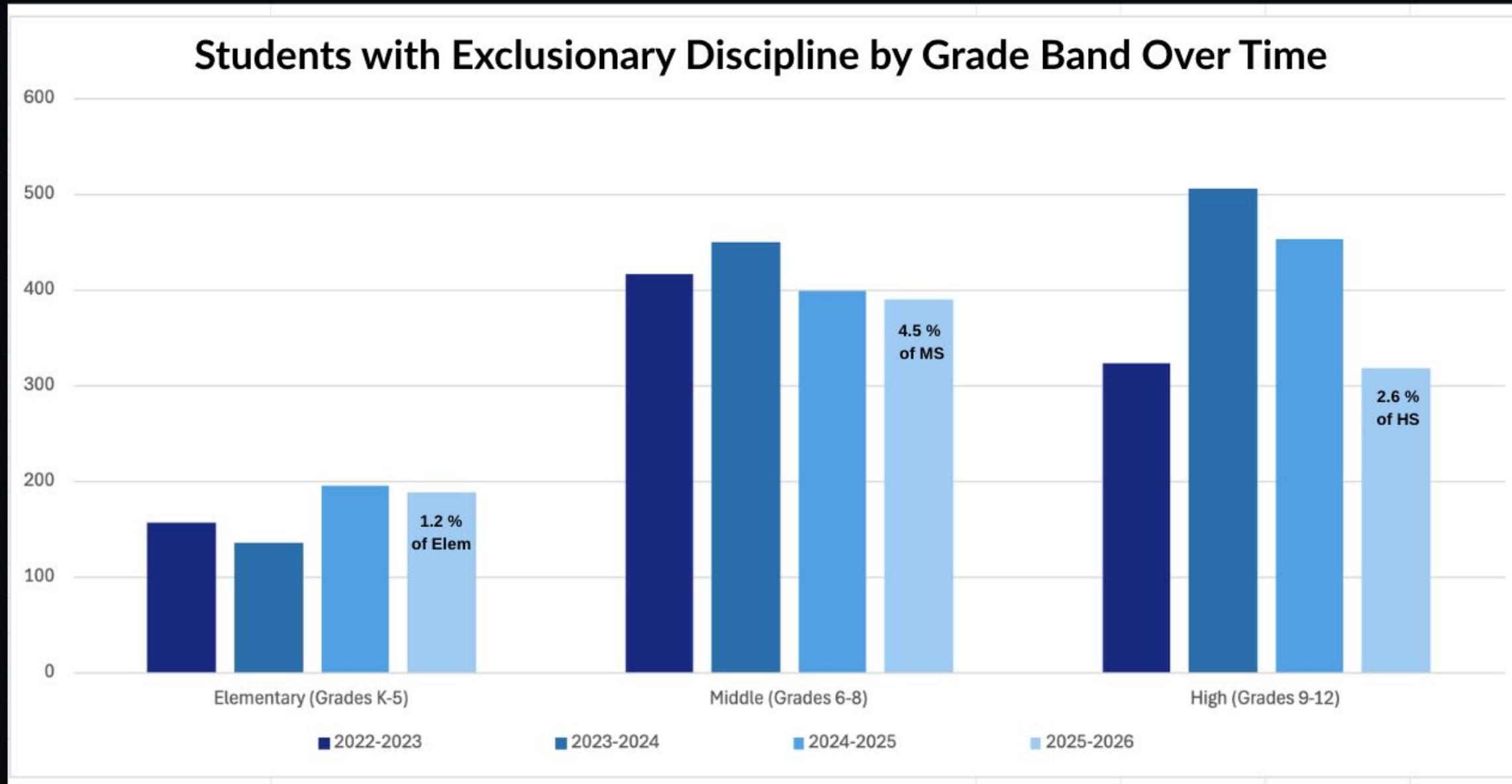
## Process & Calibration

Expulsion Hearing Process Alignment; Behavior Support Grid to calibrate intervention practices at option/HS level

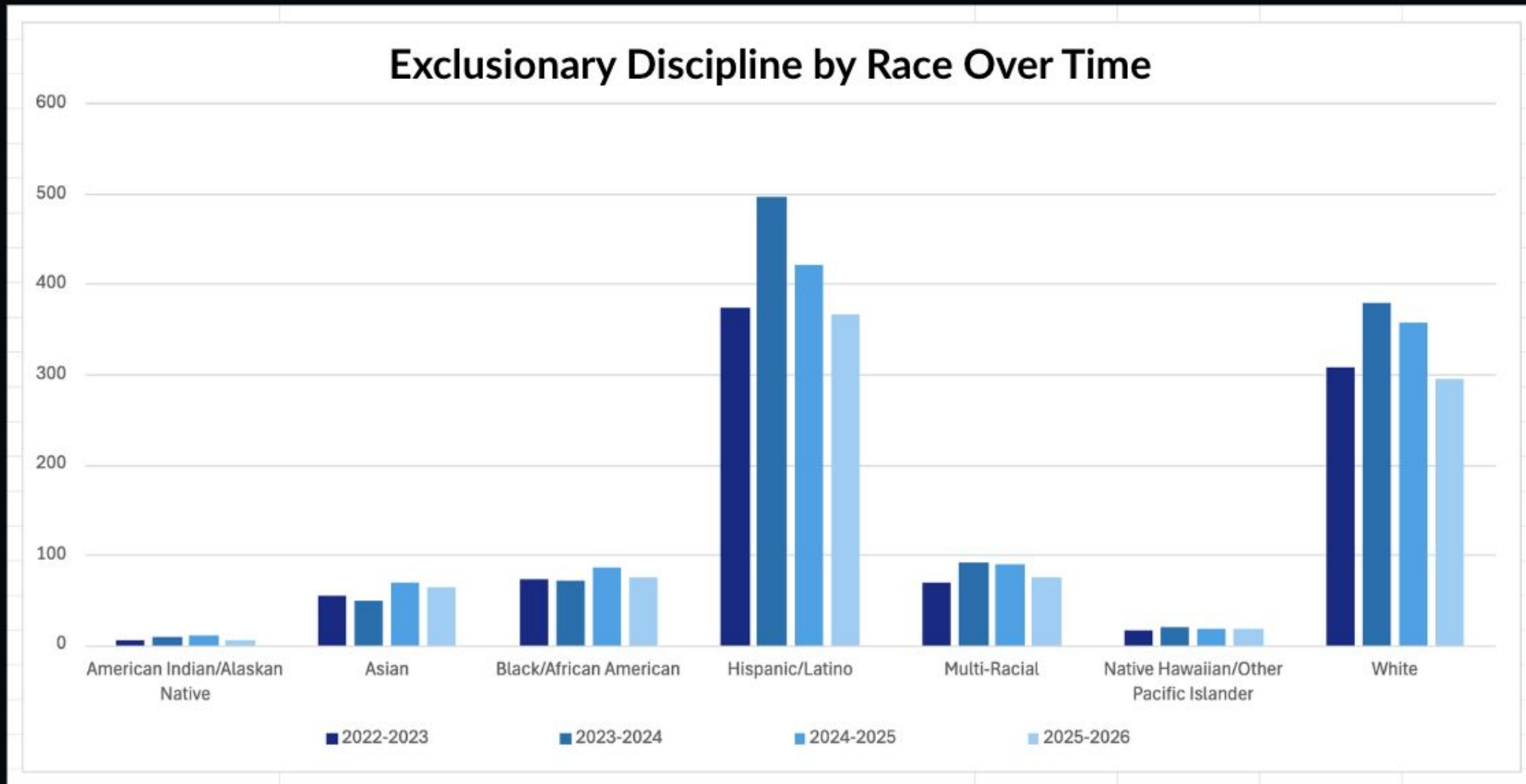
# MTSS: Tiered Supports for Every Student



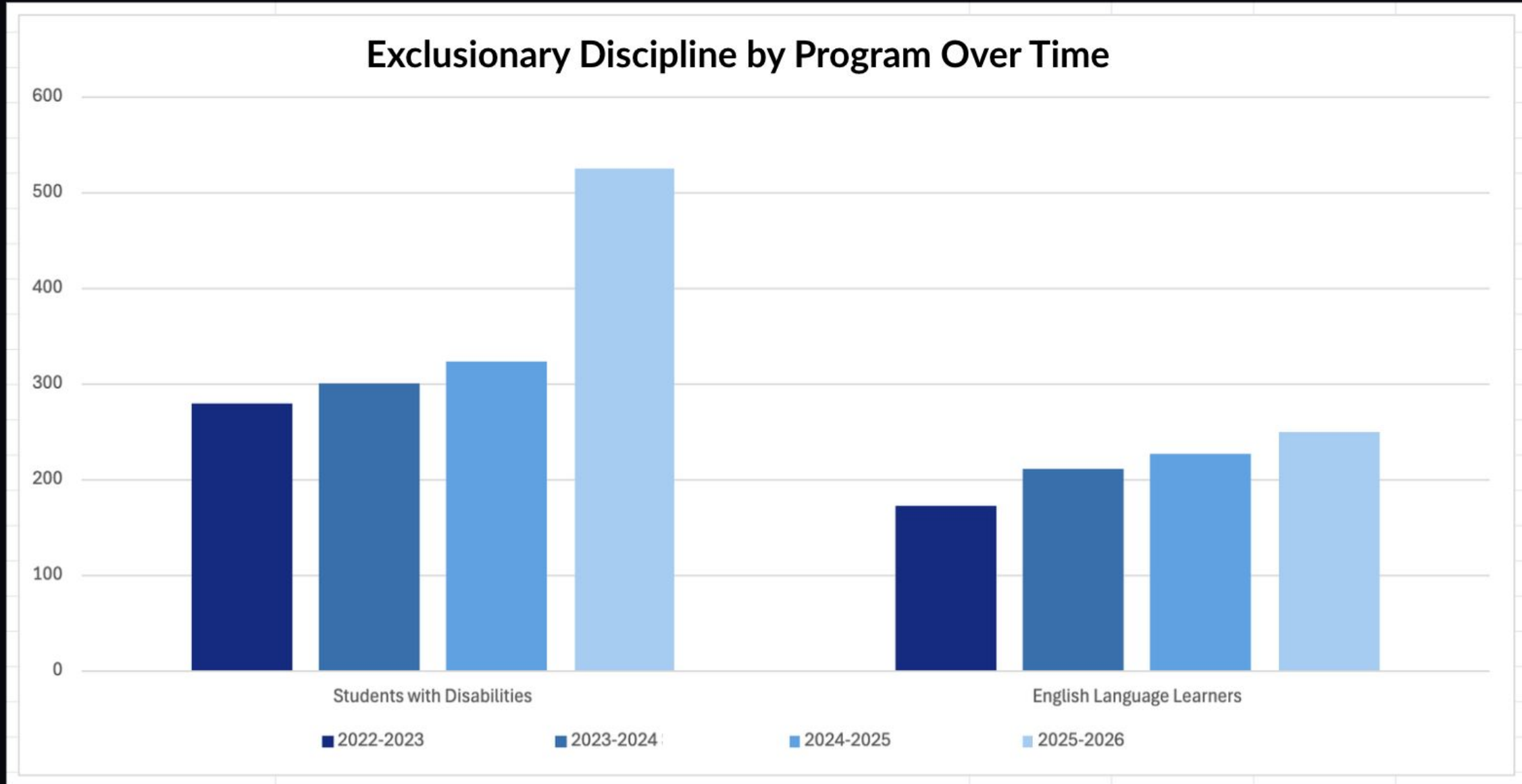
Discipline incidents decrease when support is matched to student needs.



This chart illustrates the trend in student exclusionary discipline by grade band over time. For the 2025-2026 school year, exclusionary discipline events occurred for 1.2% of the population of elementary students, 4.5% of the population of middle school students, and 2.6% of the population of high school students.

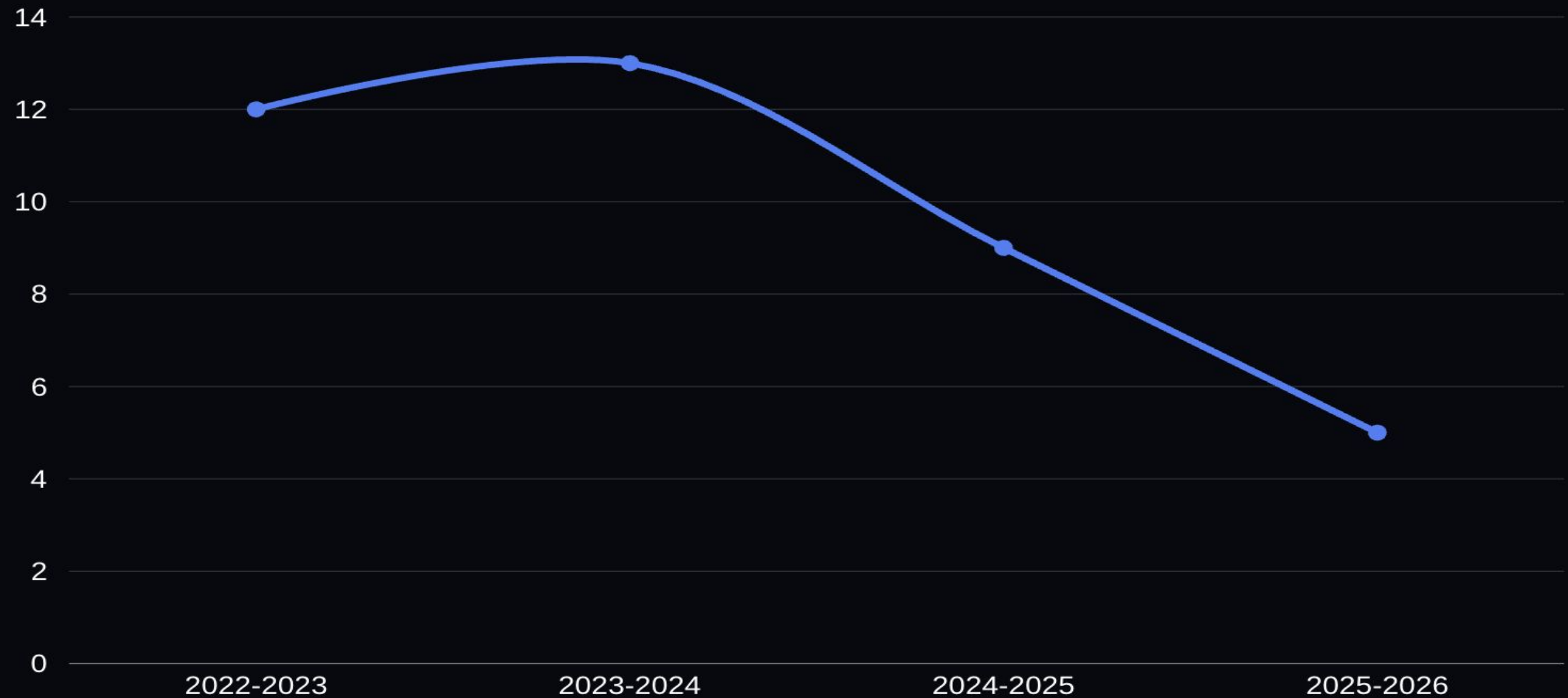


This chart illustrates the trend in student exclusionary discipline by race over time. For the 2025-2026 school year, the number of instances for students who are Hispanic/Latino who represent almost 30% of the district population, and white students who represent 40 % of the district population, remain higher than other racial groups, and are experiencing a downward trend. This detailed breakdown highlights the importance of analyzing data at a granular level to identify disparities and target interventions effectively, ensuring equitable outcomes for all student populations.



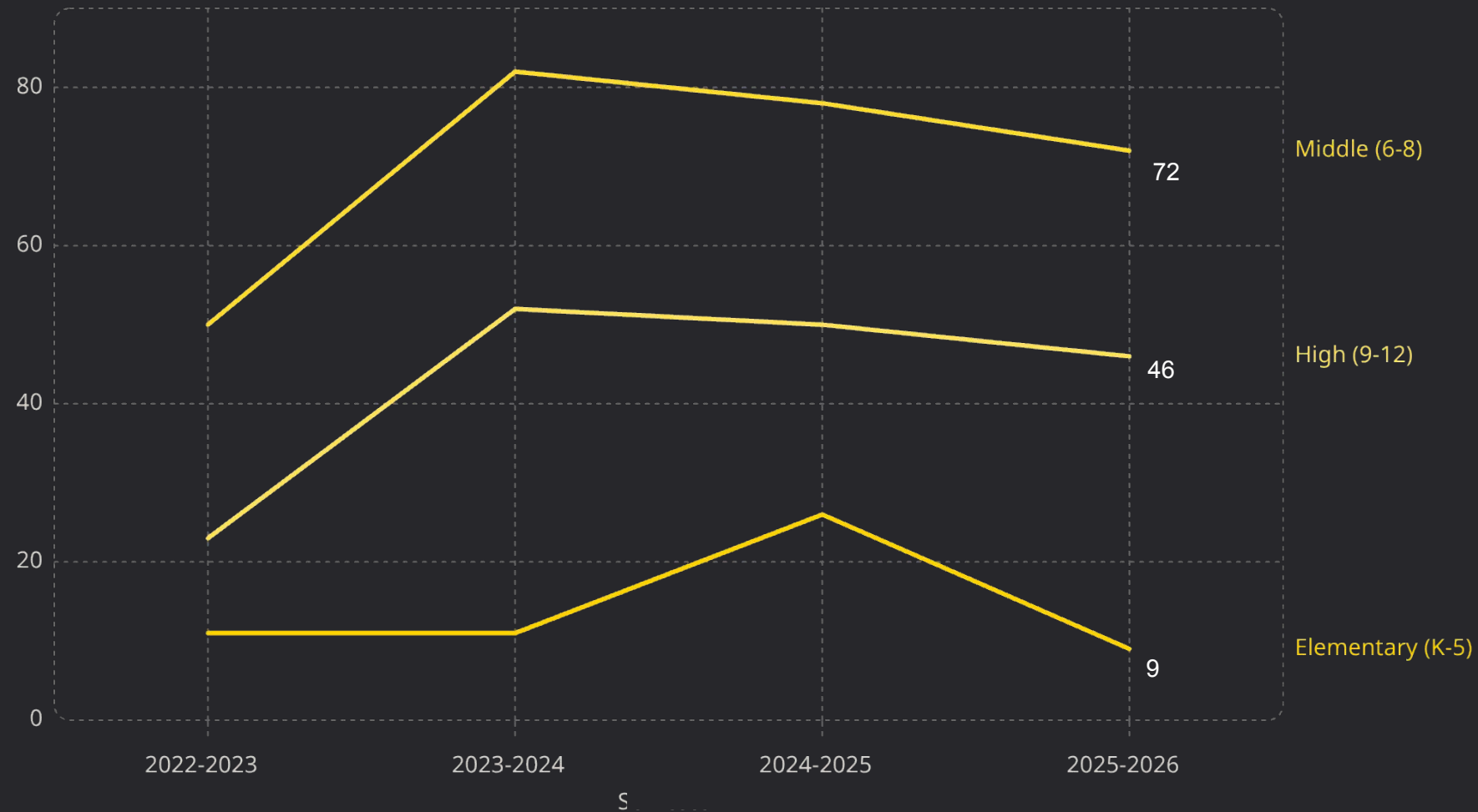
This chart illustrates the trend in student exclusionary discipline over the past four school years for students with disabilities and those identified as English learners. For the 2025-2026 school year, the number of instances for students with disabilities and English learners is higher than previous years and is something we are examining. For context, the 2025-2026 numbers for students with disabilities and English Learners with instances combined represent about 2% of the total population of students in the district.

## Declining Expulsion Rates Over Time



This chart illustrates a significant downward trend in student expulsions over the past four school years. The number of expulsions has **steadily decreased**, reflecting the positive impact of our district-wide initiatives focusing on prevention, early intervention, and restorative practices. This consistent reduction highlights our commitment to keeping students engaged and supported within their school communities.

# Bullying-Related Exclusionary Discipline Events



This chart tracks bullying-related exclusionary discipline events by grade group over recent school years. Elementary figures have remained relatively low with a fluctuation last year and a decrease this year. Both middle and high school levels saw an increase in 2023-2024 followed by a stabilizing or slight decrease this year. The data highlights areas where continued focus on intervention and support is essential to foster a safe and inclusive environment for all students.



# Why Belonging Matters for Discipline & School Culture

## Less Disruption

Students who feel they belong are less likely to engage in disruptive behavior.

## More Help-Seeking

Connected students are more willing to reach out to trusted adults before situations escalate.

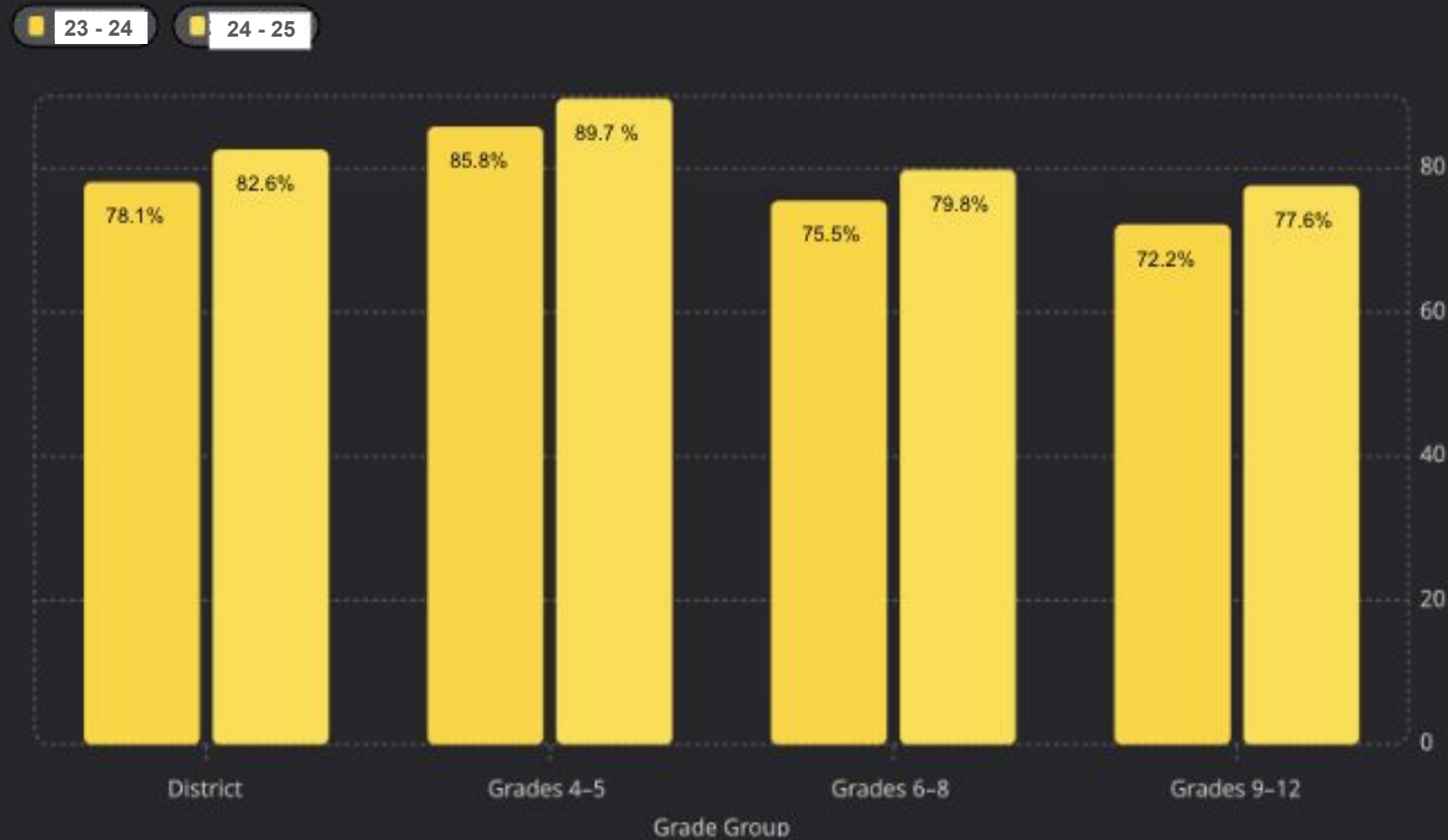
## Stronger Relationships

Belonging deepens connections to peers and adults, the foundation of a healthy school climate.

**Belonging is a protective factor.** Research and district data consistently confirm its impact on behavior and learning.

## Student Survey Data

"I feel connected to my learning, peers, and adults."



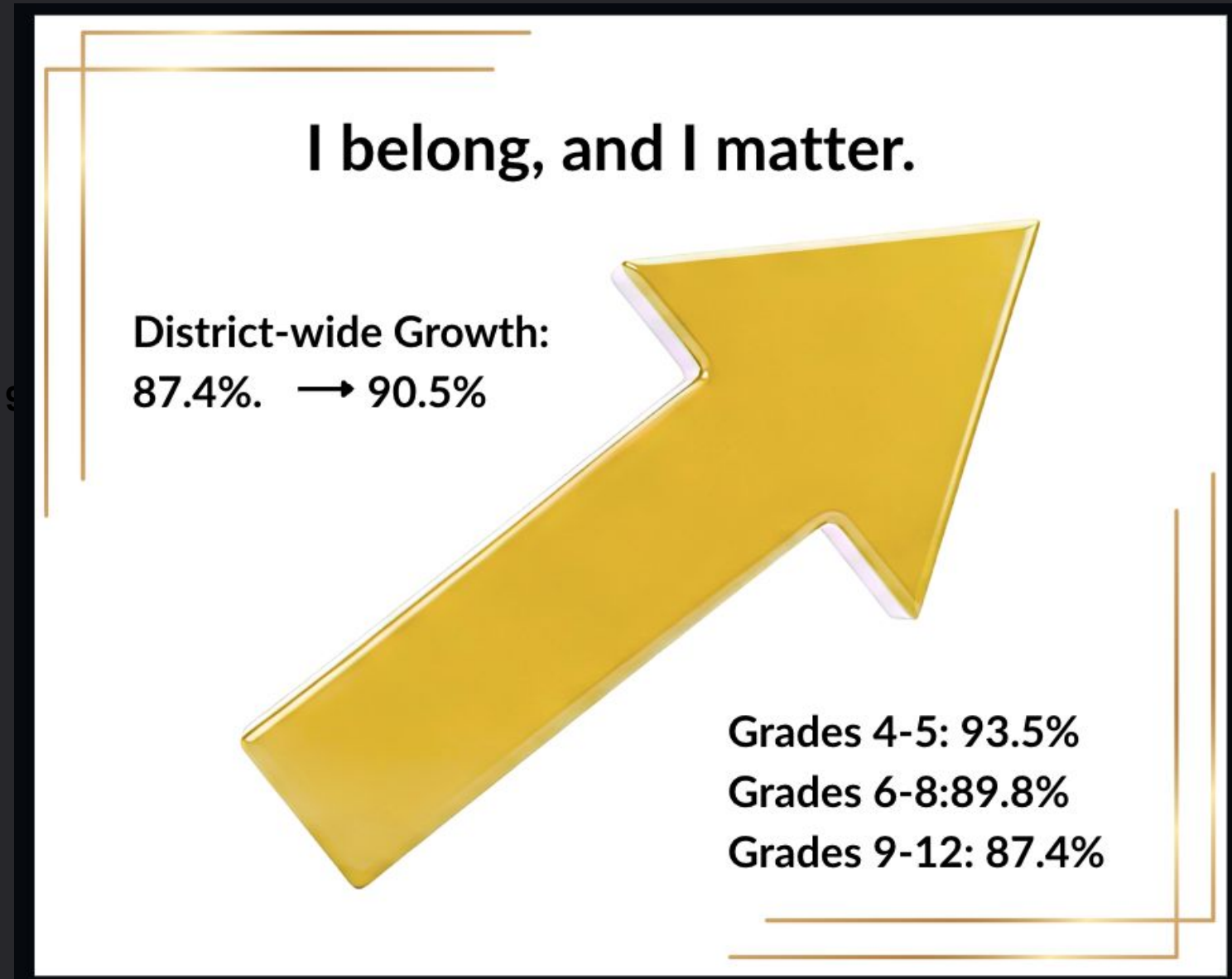
### Why This Matters

Strong growth across all levels reflects deepening trust between students and the adults who serve them.

**Strong relationships reduce conflict and increase students' ability to self-regulate.**

High school continues to show the greatest need and the greatest opportunity for continued growth.

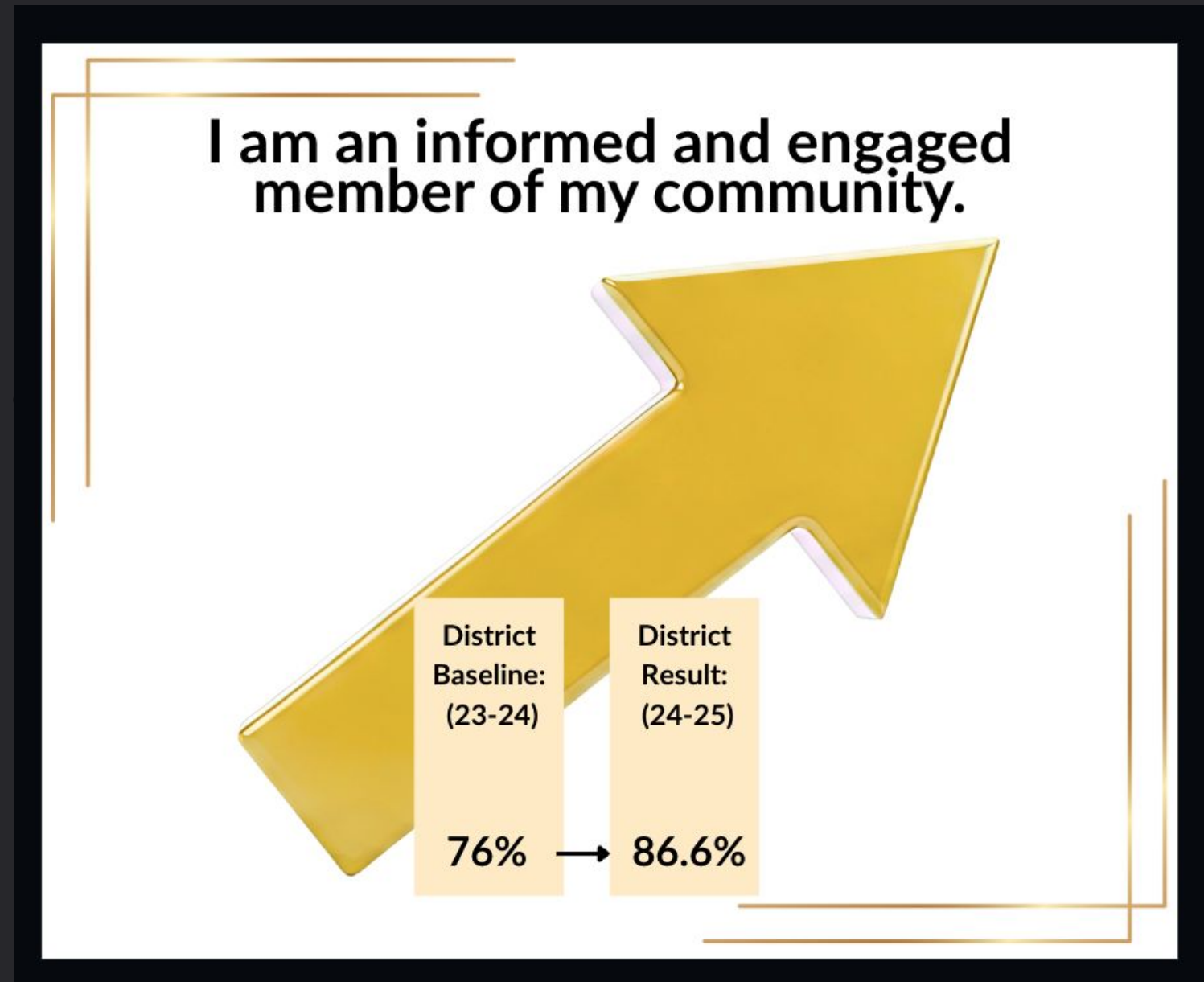
## Student Survey Data



### **Growth Across All Grade Spans**

More students are telling us they feel seen and valued in our schools across every grade level.

## Student Survey Data



### Connection to Discipline

- Engagement increases ownership over choices and behavior
- Students who feel connected are more invested in their schools and communities

## Student Survey Data

# "Staff treat students nicely and with respect."

### District Results

Overall district rate remains **high and stable**:  
86.3% → **86.8%**

Elementary (newly included): **92.1%**

Secondary results highlight **areas for continued growth**.

### Why This Matters

Respectful adult-student relationships are the foundation of an effective school climate. They are essential to:

- **De-escalation** - preventing incidents before they grow
- **Trust** - students feeling safe to be honest
- **Restorative practices** - repairing harm and rebuilding connection

# What This Means for Discipline Outcomes

1

## Belonging Increases

Students feel seen, valued, and connected to their school community.

2

## Incidents Decrease

Behavior improves without reliance on exclusionary discipline.

3

## Students Thrive

Students return to learning faster and stay more engaged over time.

**Improving discipline is not about being "less accountable," it's about being more effective.** This work aligns directly with strategic plan goals.



# Next Steps: Sustaining and Deepening This Work

## Priorities Going Forward

- Strengthen Tier 1 teacher practice in **every class, every period, every day** to deepen student-to-teacher connection
- Continue MTSS fidelity checks across all schools
- Keep elevating student voice and climate data in decision-making
- Work with schools to **calibrate responses** to student behavioral incidents consistently



# Our Commitment to Every Student



## Every Student Feels Safe

Physical and emotional safety is non-negotiable — in every classroom, every hallway, every day.



## Every Student Belongs

We build environments where every child feels known, valued, and connected to their school community.



## Every School Is a Place of Growth

We hold high expectations alongside high support for students and for the adults who serve them.

