



DISCIPLINE, INCLUSION, STUDENT EXPERIENCE STRATEGIC PLAN REPORT

The Strategic Plan Standards Summary was shared at the October 27, 2014 Board Meeting. This report contains 2 components of the Strategic Plan, Discipline & Inclusion and Student Experience.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

Discipline

Measurement	2011/12	2012/13	2013/14	2014/15 Goal	2015/16 Goal
Number of students missing school as a result of school discipline		1,396	1,109	1,050	1,025
Number of students missing class as a result of school discipline		1,859	1,503	1,450	1,400
Number of school days missed as a result of discipline		11,942	8,613	8,500	8,250
Number of class days missed as a result of school discipline		13,294	9,362.5	9,200	9,000

Successes:

- In 2013-14 middle schools reduced the number of days students missed due to ISS/OSS/Expulsions by the following: 75% for all students, 41% for Black students, 78% for Latino students, 73% for White students
- In 2012-2013 there was a decrease in the number of students eligible for special education who were suspended or expelled for 10 or more days
- In 2011-2012, 20 students eligible for special education who were suspended or expelled for 10 or more days did not receive interim education services. In 2012-2013, ALL students who were suspended or expelled for 10 or more days received interim educational services
- The likelihood that a Caucasian student eligible for special education would be expelled or suspended for 10 more days decreased from 3.38 times in 2011-12 to 1.75 times more likely in 2012-13
- The number of students starting the new academic year at Deer Park is at all time low

Issues:

- Hispanic students eligible for special education are 2.93 times more likely to be suspended or expelled for greater than 10 school days
- Students eligible for special education are 1.92 times more likely to be suspended or expelled for greater than 10 school days. (*Based on 2012-13 discipline data)
- Need for staff development to understand the purpose of discipline - the need for moving away from "punitive" practices to "educational" practices

Action Plan:**This year:****Professional Development**

- Professional development for MS leaders on teacher support skills to improve culturally responsive teaching
- Professional development for student supervisors on Restorative Justice and other alternatives to exclusionary practices
- PD for principals on practices to reduce exclusionary practices

Program Review

- Revision of Student/Parent Resource Handbook to provide resources on alternatives to exclusionary practices

Long-term:

- Implement Restorative Justice practices at secondary schools
- Partnership with BEA to increase culturally responsive classroom practices

Safety and Inclusion

Measurement	2011/12	2012/13	2013/14	2014/15 Goal	2015/16 Goal
% students reporting their school has a safe, inclusive, and respectful climate	84%	84%	86%	97%	97%
% teachers and staff reporting their school has a safe, inclusive, and respectful climate	93%	94%	97%	97%	97%
% students reporting not being bullied	--	58%	57%	58%	60%

Successes:

- The district has developed a Student Threat Assessment Process
- Creation and use of "inclusive school scan"

Issues:

- Not all administrators and counselors have been trained on the Student Threat Assessment Process
- Lack of funding to support a full time PBIS coordinator

Action Plan:

This year:

Professional Development

- Train all administrators, counselors, school psychologists and SRO's on the Student Threat Assessment Process and inclusive schools

Long-term:

- Implementation of culturally responsive PBIS district-wide