

DRAFT MEETING MINUTES – BOARD WORK SESSION APRIL 14, 2026**Board Members Present:**

Sunita Garg, Chair
Justice Rajee, Vice-Chair
Dr. Vân Truong
Dr. Karen Pérez
Dr. Melissa Potter
Syed Qasim
Dr. Tammy Carpenter

Board Members Absent:**Staff Present:**

Michael Schofield
Kerry Delf
Dr. Shelly Reggiani
Jill O’Neill
Todd Corsetti
Bao Vang
Chris Frazier
Lori Krumm
Sho Shigeoka
Kara Yunck
Marcie Davis

Interim Superintendent
Chief of Staff
Associate Superintendent for Teaching & Learning
Executive Administrator for Teaching & Learning and Option Schools
Executive Administrator for High Schools
Executive Administrator for PreK-8 Schools
Executive Administrator for PreK-8 Schools
Executive Administrator for Student Services
Administrator for Support Services
Communications Coordinator
Executive Assistant

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

I. OPEN MEETING

Chair Sunita Garg called the meeting to order at 5:45 p.m. She noted that all seven board members were present.

II. STUDENT WELL-BEING AND DISCIPLINE PRACTICES: TRENDS AND SUPPORTS

Dr. Shelly Reggiani and the Teaching & Learning leadership team presented an overview of the district’s discipline processes and data. The presentation included information related to intervention strategies, restorative practices and discipline data from the first semester of 2025–26.

Dr. Reggiani framed the presentation as a reframing of traditional “discipline” toward a system focused on understanding and tracking student behaviors as part of a broader system of care. She emphasized that the district’s approach prioritizes connection, belonging, and strong adult-student relationships

Belong. Believe. Achieve.

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Video Livestream: youtube.com/BeavertonSchools • Meeting Materials: beavertonsd.org/boardmeetings

rather than punitive responses. Conduct and discipline data was described as one tool used to identify patterns, respond intentionally to student needs, and strengthen learning environments.

District leaders shared that current discipline practices align with the School Improvement Plans and the district's commitment to prevention, equity, and proactive supports. The presentation highlighted significant investments in staff learning, including trauma-informed practices, restorative approaches, equity training, consistent behavior calibration, and the addition of a neutral hearings administrator for expulsion processes.

The district's multi-tiered system of supports (MTSS) serves as the framework for both academic and social-emotional support, with most students receiving Tier 1 supports and decreasing numbers requiring more intensive interventions. Exclusionary discipline rates remain low across all grade bands and continue to trend downward, including a notable reduction in expulsions. Leaders noted continued monitoring is needed for students with disabilities and English learners.

Student experience survey data showed positive trends in belonging, engagement, and respectful treatment by staff, with elementary students reporting the strongest outcomes and opportunities for growth identified at the secondary level.

Board members shared questions and comments around data interpretation, survey methodology, staff feedback, MTSS consistency, terminology related to discipline, and sustaining effective practices during budget reductions. District leadership reaffirmed its commitment to the Belong, Believe, Achieve promise, emphasizing that a strong sense of belonging is foundational to student success, safety, and improved long-term outcomes.

III. CLOSE MEETING

Chair Sunita Garg adjourned the work session at 6:52 p.m.