



## Beaverton School Board Retreat

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Thursday, February 22, 2024 2:00 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. BOARD GOALS

A. Short-Term Goal Setting

B. Criteria for Long-Term Goal Setting

### III. CURRICULUM ADOPTION PROCESS

### IV. STUDENT CONDUCT & DISCIPLINE DATA

### V. STUDENT ADVISORY COMMITTEE

### VI. CLOSE MEETING

A. Adjourn

2

17

28

# Board Goals

School Board Retreat  
February 22, 2024

# A look back...

Think back to when you were campaigning to be a board member. With a partner, share some of the goals that you had at that time.

How has your experience as a board member influenced your thinking about those goals?

....

# Share out

**To achieve your team goals, you must have support and buy-in from the other board members.**

# Retreat Agenda

1. Determine short-term board goals (February through June) *(30 minutes)*
2. Determine criteria to select annual long-term board goals *(45 minutes)*
  - Annual goals will be determined at August retreat

# Suggested Short Term Goals February–June 2024

1. Establish a relationship between the BSD board members and local legislators
  - a. Understanding their issues
  - b. Building understanding around district issues
2. Deepen relationship with OSBA and develop a shared understanding of their lobbying process.

# Possible Activities

1. Invite all legislators to the district ( individually or in pairs)
2. Meet them at a school
  - a. School lunch
  - b. Principal conversation
  - c. Tour
  - d. Highlight programs and success stories
3. Brainstorm other activities – share suggestions

# Other potential short-term goals discussion

# Affirm short-term goals and determine next steps

# Long-Term Goals

# Board Goals Criteria

## **Potential questions to consider when setting criteria:**

- a. Is it within the role of the board to address this goal?
- b. Is the goal connected to our strategic plan?
- c. Does this goal empower and enfranchise marginalized communities?
- d. Will the goal receive support from a majority of the board?

**With a partner, brainstorm additional criteria to consider when setting goals.**

**Please format these criteria in the form of a question.**

**Be prepared to share two of your criteria with the rest of the group.**

# What patterns have emerged?

**Themes / Patterns:**

# Affirm Criteria Themes

# Next Steps:

- 1. Erika/Mike draft a board goal setting tool to be used at the August retreat.**
- 1. Tool to be shared with board leadership and superintendent to be considered and discussed at a future board meeting.**

**ITEM FOR INFORMATION****INSTRUCTIONAL MATERIALS/CURRICULUM ADOPTION PROCESS****SUMMARY**

School districts adopt curriculum that meets state learning standards in each subject area, and must periodically review and replace these instructional materials. Staff will provide an overview of the requirements and district processes for curriculum adoption.

**BACKGROUND**

The Oregon Department of Education requires school districts to select, adopt, and provide all enrolled K–12 students with free appropriate instructional materials and resources. Instructional materials are defined as any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof. A major instructional vehicle may include such instructional items as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

Further, ODE sets the learning standards which the adopted materials must meet or address, and requires that districts ensure students have equitable access to high-quality instructional materials that reflect inclusive practices, support for teachers and students, embedded assessments, and honor the experiences of diverse learners and educators. In addition to being aligned to grade level standards, culturally responsive, and reflective of evidence-based practices, districts must then annually assure that they are in compliance with and implementing Chapter 581, Division 22, of the Oregon Administrative Rules regarding Instructional Materials Adoption.

Staff will provide an overview of the requirements and process for instructional materials/curriculum adoption.

**RECOMMENDATION**

Staff will present information on the instructional materials/curriculum adoption process. No action is needed.

**Belong. Believe. Achieve.**

# Instructional Material Adoption

School Board Retreat  
February 22, 2024

Presenters: Dr. Heather Cordie,  
Dr. Josh Fritts, Veronica Galvan

# Instructional Material Requirements

Oregon Department of Education requires school districts to select (adopt) and provide all K-12 students with free appropriate instructional material and resources.

- The state establishes the cycle for adoption.
- The materials must be in accordance with the National Materials Accessibility Standards (NIMAS) - for individuals who are blind or have another disability that impairs access to printed material. This means students must have access to alternate formats.
- The adoption process must include opportunities for community and parent involvement.

# High-Quality Instructional Materials

Oregon Department of Education requires school districts to ensure students have equitable access to high-quality instructional materials (HQIM) that are:

- aligned to grade level standards
- culturally responsive
- reflect evidence-based practices.

In addition, materials must reflect: inclusive practices, support for teachers and students, embedded assessments, and account for and honor the experiences of diverse learners and educators.

# High-Quality Instructional Materials

Adopted instructional materials in Oregon are subject, by law, to an evaluation process and must meet established specifications and criteria in order to be approved for use in Oregon classrooms.

The Oregon Department of Education is responsible for maintaining a review cycle at the state level.

# Content and Grade-Level Standards

Academic content standards are set by the state and define what students should know and be able to do within a content area at specific stages in their education. The goal is to ensure that every learner's strengths are recognized and their skills are developed through the opportunity to receive high-quality instruction, programming and services.

Materials adopted by Oregon school districts must align to these standards.

# Content Areas to Be Selected (Adopted)

*\*state sets adoption criteria for each content area*

English Language Arts and Literacy

English Language Proficiency

Health

Math

Physical Education

Science

Social Studies

The Arts

World Languages

# Approved Beaverton Adoption Cycle

<b>School year</b>	<b>Content area(s) to be adopted</b> (including Common Curriculum Goals and academic content standards)
2023–24 (Fall 2024 implementation)	Grades K–5 Language Arts & English Language Proficiency (ELP)
2024–25 (Fall 2025 implementation)	Grades 6–12 Language Arts & English Language Proficiency (ELP)
2025–26 (Fall 2026 implementation)	Math, Science
2026–27 (Fall 2027 implementation)	Social Science, Health/Physical Education
2027–28 (Fall 2028 implementation)	Arts, World Languages

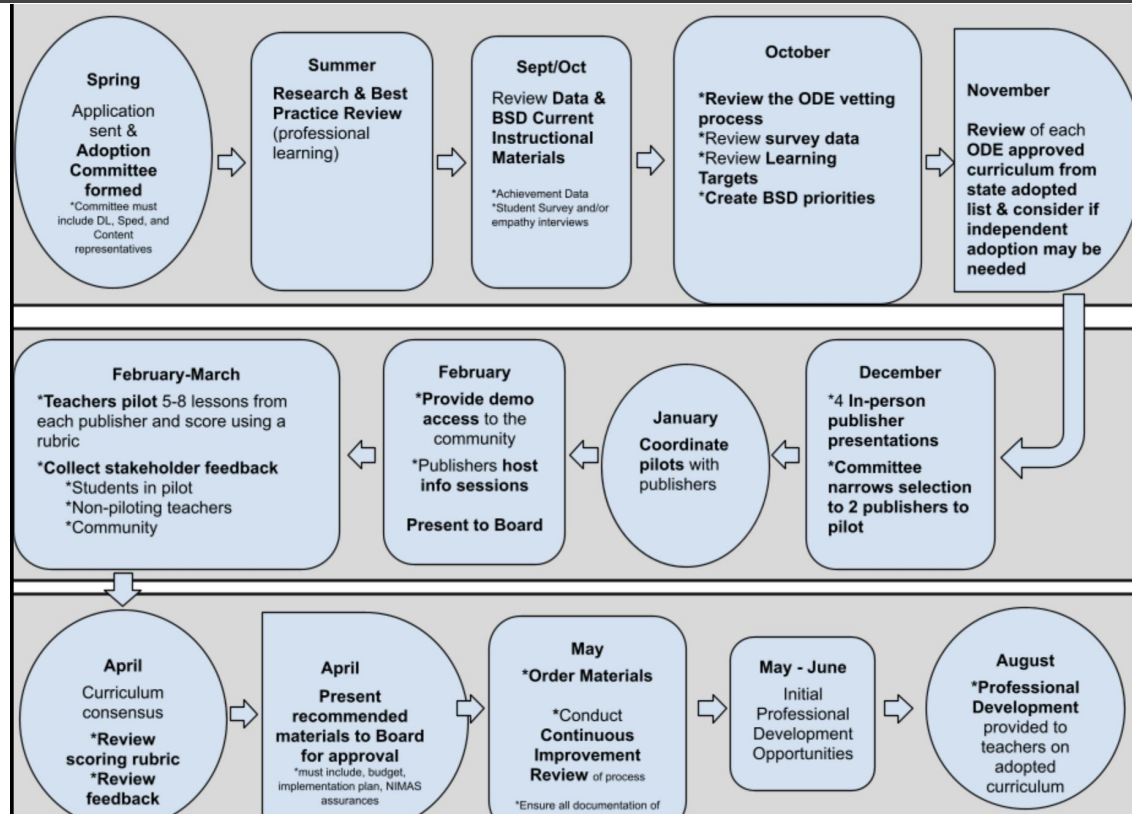
# Beaverton School District Policies & Practices

## Per Board Policy IIA - Instructional Resources/Instructional Materials

*While the board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative procedures governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.*

In BSD, this responsibility rests within Teaching & Learning, under the direction of the Deputy Superintendent.

# Beaverton School District Policies & Practices



# Questions?

**ITEM FOR INFORMATION****STUDENT DISCIPLINE REPORT — FIRST SEMESTER 2023–24****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 restorative practices, collaborative alternative solutions to exclusion (CASE), and K–12 discipline data from the first semester of 2023–24.

**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 the 2023–24 first semester discipline report. No action is needed.

**Belong. Believe. Achieve.**



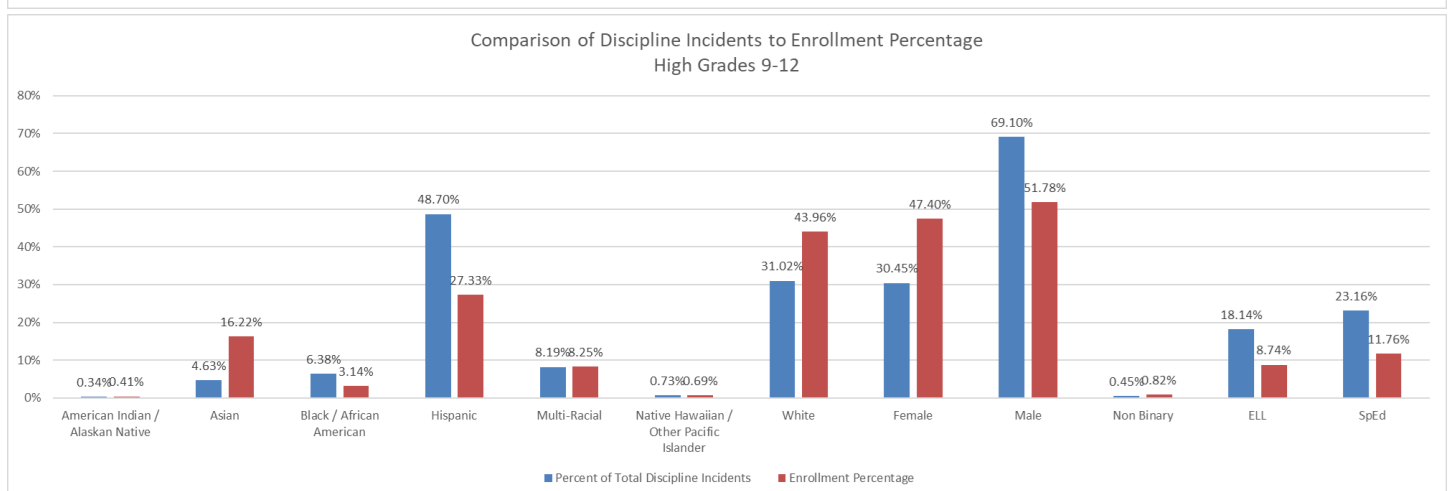
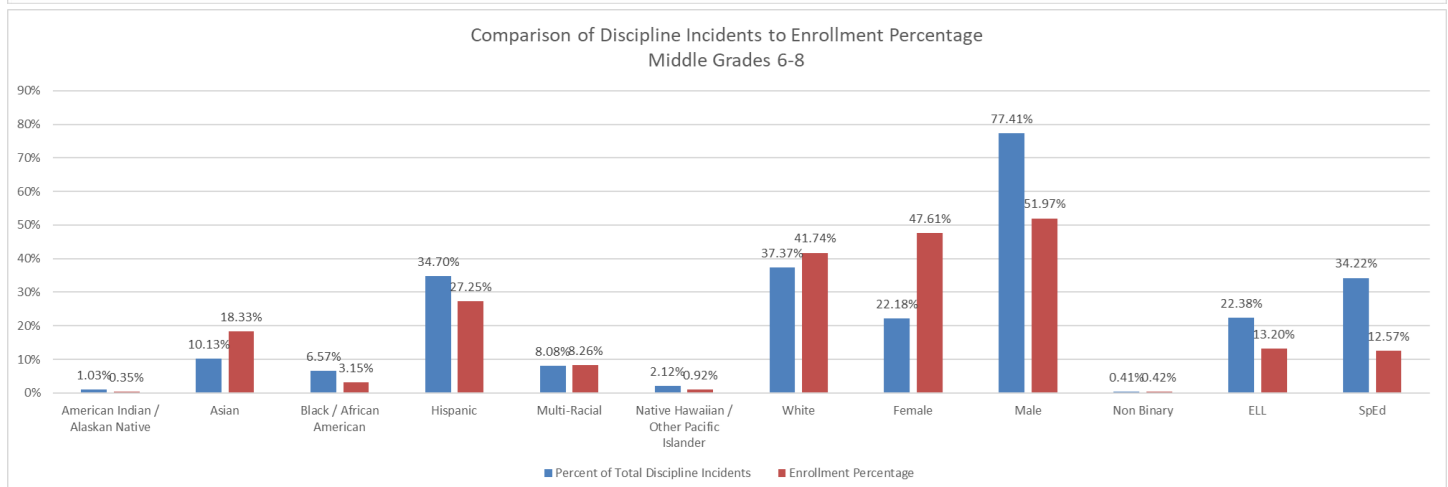
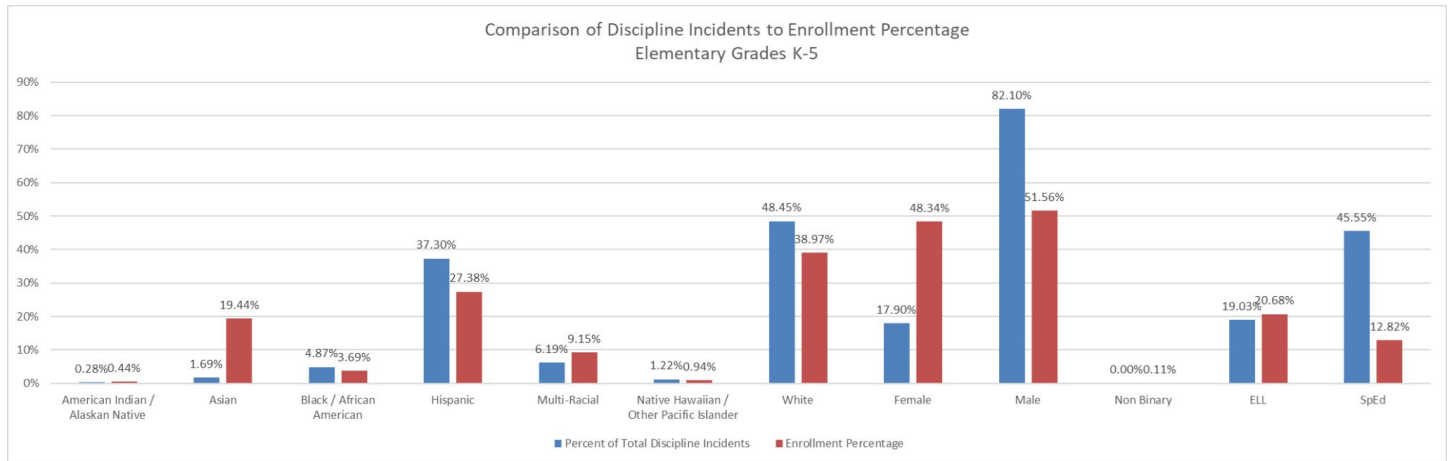
## Semester 1 23-24 Discipline Data

# 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	
<b>Multiple Violations</b>	64	125	86		<b>Multiple Violations</b>	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	
<b>TOTAL</b>	<b>208</b>	<b>278</b>	<b>249</b>		<b>TOTAL</b>	<b>1451</b>	<b>566</b>	<b>817</b>	

\*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		
<b>TOTAL</b>	<b>352</b>	<b>640</b>	<b>717</b>	<b>TOTAL</b>	<b>652</b>	<b>976</b>	<b>1056</b>		

\*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		
<b>TOTAL</b>	<b>578</b>	<b>515</b>	<b>598</b>	<b>TOTAL</b>	<b>1477</b>	<b>637</b>	<b>1172</b>		

\*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
<b>TOTAL NON-EXCLUSION INCIDENTS</b>	<b>2</b>	<b>11</b>	<b>41</b>	<b>313</b>	<b>51</b>	<b>5</b>	<b>394</b>
<b>Percent of Total Non-Exclusion Incidents</b>	<b>0.24%</b>	<b>1.35%</b>	<b>5.02%</b>	<b>38.31%</b>	<b>6.24%</b>	<b>0.61%</b>	<b>48.23%</b>
<b>Enrollment Percentage</b>	<b>0.44%</b>	<b>19.44%</b>	<b>3.69%</b>	<b>27.38%</b>	<b>9.15%</b>	<b>0.94%</b>	<b>38.97%</b>

	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
<b>TOTAL NON-EXCLUSION INCIDENTS</b>	<b>169</b>	<b>648</b>	<b>0</b>	<b>169</b>	<b>337</b>
<b>Percent of Total Non-Exclusion Incidents</b>	<b>20.69%</b>	<b>79.31%</b>	<b>0.00%</b>	<b>20.69%</b>	<b>41.25%</b>
<b>Enrollment Percentage</b>	<b>48.34%</b>	<b>51.56%</b>	<b>0.11%</b>	<b>20.68%</b>	<b>12.82%</b>

# 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
<b>TOTAL EXCLUSION INCIDENTS</b>	<b>1</b>	<b>7</b>	<b>11</b>	<b>85</b>	<b>15</b>	<b>8</b>	<b>122</b>
<b>Percent of Total Exclusion Incidents</b>	<b>0.40%</b>	<b>2.81%</b>	<b>4.42%</b>	<b>34.14%</b>	<b>6.02%</b>	<b>3.21%</b>	<b>49.00%</b>
<b>Enrollment Percentage</b>	<b>0.44%</b>	<b>19.44%</b>	<b>3.69%</b>	<b>27.38%</b>	<b>9.15%</b>	<b>0.94%</b>	<b>38.97%</b>

	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
<b>TOTAL EXCLUSION INCIDENTS</b>	<b>22</b>	<b>227</b>	<b>0</b>	<b>34</b>	<b>149</b>
<b>Percent of Total Exclusion Incidents</b>	<b>8.84%</b>	<b>91.16%</b>	<b>0.00%</b>	<b>13.65%</b>	<b>59.84%</b>
<b>Enrollment Percentage</b>	<b>48.34%</b>	<b>51.56%</b>	<b>0.11%</b>	<b>20.68%</b>	<b>12.82%</b>

# 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
<b>TOTAL NON-EXCLUSION INCIDENTS</b>	<b>11</b>	<b>120</b>	<b>61</b>	<b>363</b>	<b>92</b>	<b>20</b>	<b>388</b>
<b>Percent of Total Non-Exclusion Incidents</b>	<b>1.04%</b>	<b>11.37%</b>	<b>5.78%</b>	<b>34.41%</b>	<b>8.72%</b>	<b>1.90%</b>	<b>36.78%</b>
<b>Enrollment Percentage</b>	<b>0.35%</b>	<b>18.33%</b>	<b>3.15%</b>	<b>27.25%</b>	<b>8.26%</b>	<b>0.92%</b>	<b>41.74%</b>

	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
<b>TOTAL NON-EXCLUSION INCIDENTS</b>	<b>203</b>	<b>848</b>	<b>4</b>	<b>219</b>	<b>334</b>
<b>Percent of Total Non-Exclusion Incidents</b>	<b>19.24%</b>	<b>80.38%</b>	<b>0.38%</b>	<b>20.76%</b>	<b>33.75%</b>
<b>Enrollment Percentage</b>	<b>47.61%</b>	<b>51.97%</b>	<b>0.42%</b>	<b>13.20%</b>	<b>12.57%</b>

# 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
<b>TOTAL EXCLUSION INCIDENTS</b>	<b>4</b>	<b>28</b>	<b>35</b>	<b>141</b>	<b>26</b>	<b>11</b>	<b>158</b>
<b>Percent of Total Exclusion Incidents</b>	<b>0.99%</b>	<b>6.95%</b>	<b>8.68%</b>	<b>34.99%</b>	<b>6.45%</b>	<b>2.73%</b>	<b>39.21%</b>
<b>Enrollment Percentage</b>	<b>0.35%</b>	<b>18.33%</b>	<b>3.15%</b>	<b>27.25%</b>	<b>8.26%</b>	<b>0.92%</b>	<b>41.74%</b>

	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
<b>TOTAL EXCLUSION INCIDENTS</b>	<b>119</b>	<b>282</b>	<b>2</b>	<b>108</b>	<b>166</b>
<b>Percent of Total Exclusion Incidents</b>	<b>29.53%</b>	<b>69.98%</b>	<b>0.50%</b>	<b>26.80%</b>	<b>41.19%</b>
<b>Enrollment Percentage</b>	<b>47.61%</b>	<b>51.97%</b>	<b>0.42%</b>	<b>13.20%</b>	<b>12.57%</b>

# 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
<b>TOTAL NON-EXCLUSION INCIDENTS</b>	<b>4</b>	<b>69</b>	<b>73</b>	<b>552</b>	<b>99</b>	<b>7</b>	<b>368</b>
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
<b>TOTAL NON-EXCLUSION INCIDENTS</b>	<b>332</b>	<b>836</b>	<b>4</b>	<b>225</b>	<b>266</b>
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%

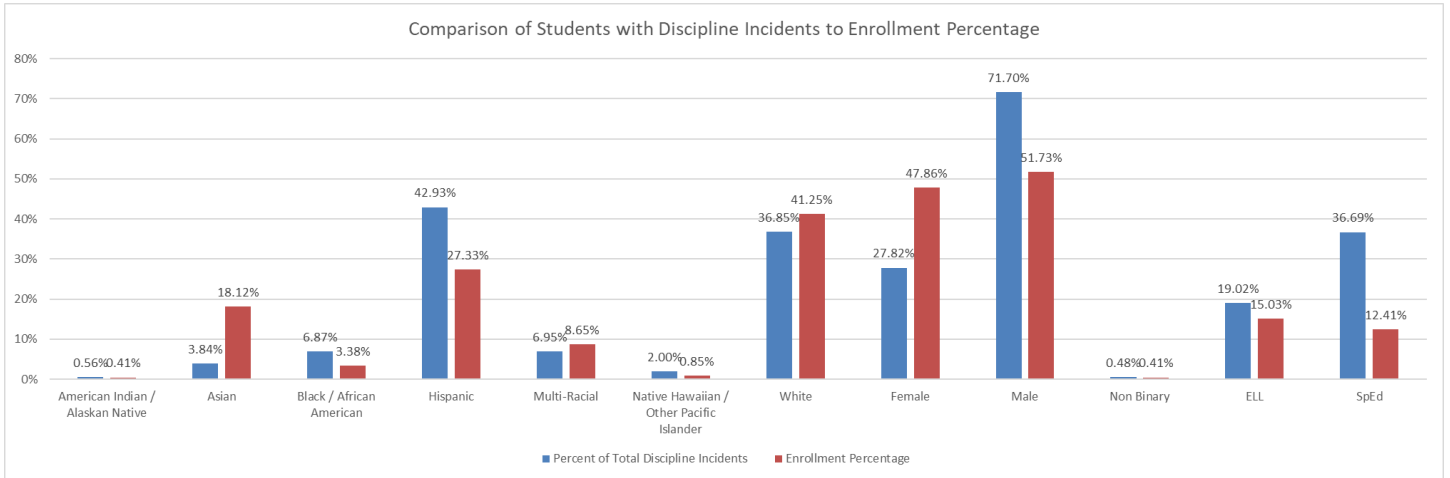
# Exclusion Incidents 2023-24 Semester 1: High (Grades 9-12)

	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
<b>TOTAL EXCLUSION INCIDENTS</b>	<b>2</b>	<b>13</b>	<b>40</b>	<b>310</b>	<b>46</b>	<b>6</b>	<b>181</b>
<b>Percent of Total Exclusion Incidents</b>	<b>0.33%</b>	<b>2.17%</b>	<b>6.69%</b>	<b>51.84%</b>	<b>7.69%</b>	<b>1.00%</b>	<b>30.27%</b>
<b>Enrollment Percentage</b>	<b>0.41%</b>	<b>16.22%</b>	<b>3.14%</b>	<b>27.33%</b>	<b>8.25%</b>	<b>0.69%</b>	<b>43.96%</b>

	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
<b>TOTAL EXCLUSION INCIDENTS</b>	<b>207</b>	<b>387</b>	<b>4</b>	<b>96</b>	<b>144</b>
<b>Percent of Total Exclusion Incidents</b>	<b>34.62%</b>	<b>64.72%</b>	<b>0.67%</b>	<b>16.05%</b>	<b>24.08%</b>
<b>Enrollment Percentage</b>	<b>47.40%</b>	<b>51.78%</b>	<b>0.82%</b>	<b>8.74%</b>	<b>11.76%</b>

# Racial Trends in Exclusions from Class

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



# 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**<sup>41</sup>

# 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
<b>Each student feels safe</b> ( <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
<b>Each student thrives socially and emotionally</b> ( <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"> <li>• Behavioral health and wellness strategies are explicitly taught and used in all classrooms</li> <li>• Specific support spaces are designated where appropriate and feasible</li> <li>• ***</li> </ul>	Building	Sustaining
	Teams in each building meet regularly to examine social-emotional, academic, attendance and discipline data for students	Building	Sustaining
<b>All identities are valued, and all students are included</b> (Equity, Inclusion, Student Voice)	Provide relevant, meaningful and differentiated professional development for all staff <ul style="list-style-type: none"> <li>• Consistent, ongoing professional development and active staff engagement</li> <li>• Implement required equity training modules for <i>all</i> staff</li> <li>• Professional development to support culturally and linguistically relevant practices</li> <li>• PD to support teaching and learning of social emotional learning (SEL) skills</li> <li>• Trauma-informed, restorative, anti-bias and community-building principles and practices</li> </ul>	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.

49

# 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 formats <sup>52</sup>

# RESTORATIVE PRACTICES CONTINUUM

80 % Proactive



20 % Responsive



# Restorative Questions

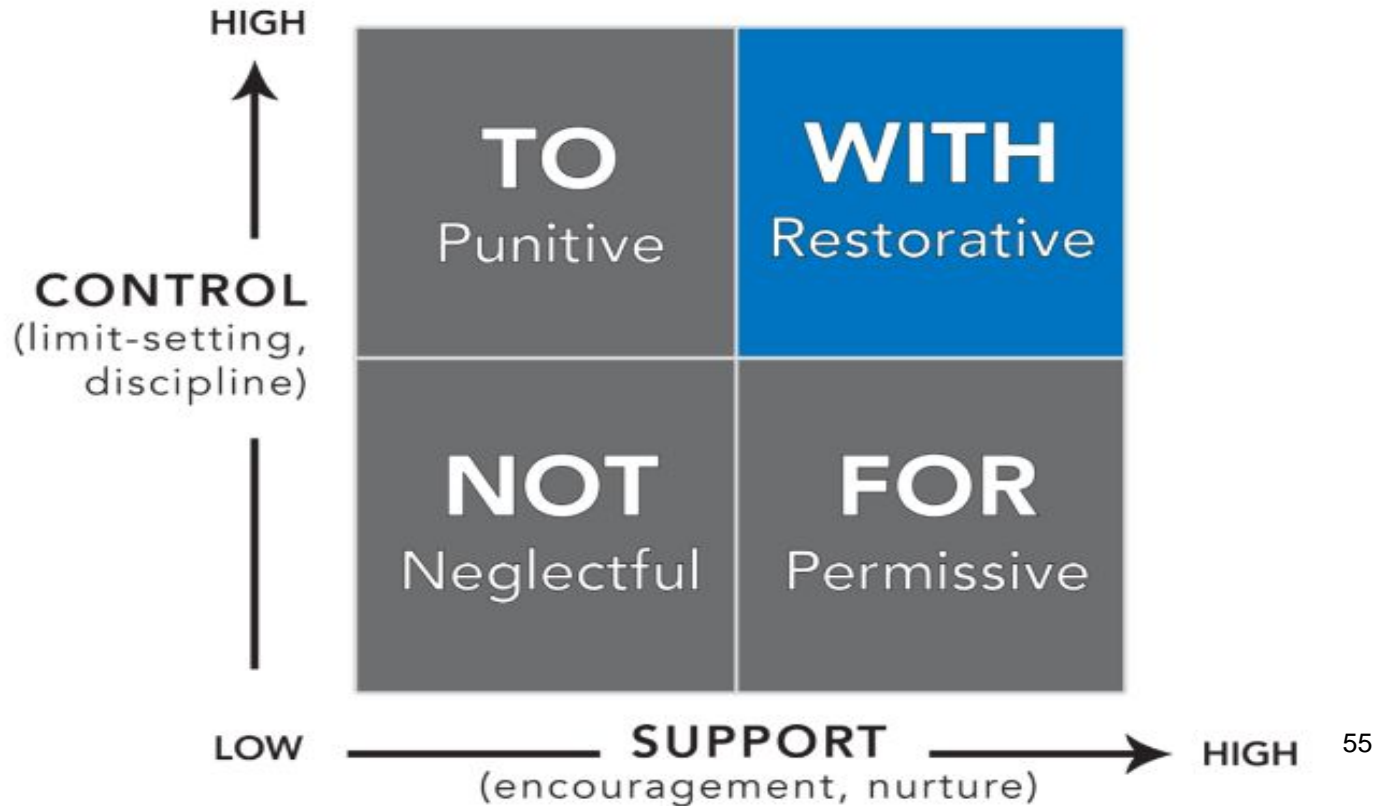
## To Respond to Challenging Behavior

- 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



56

# 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.

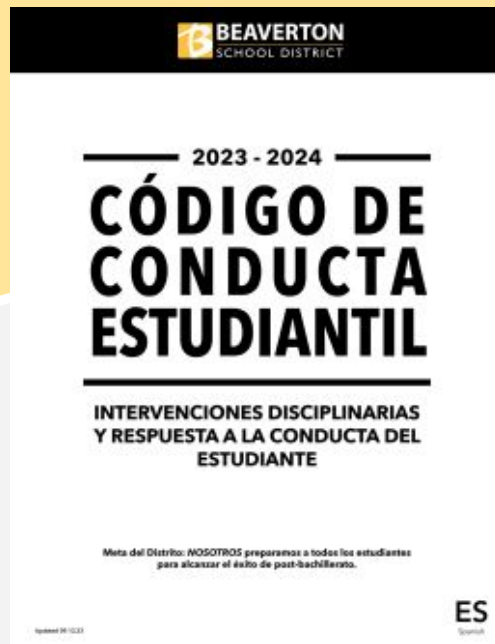
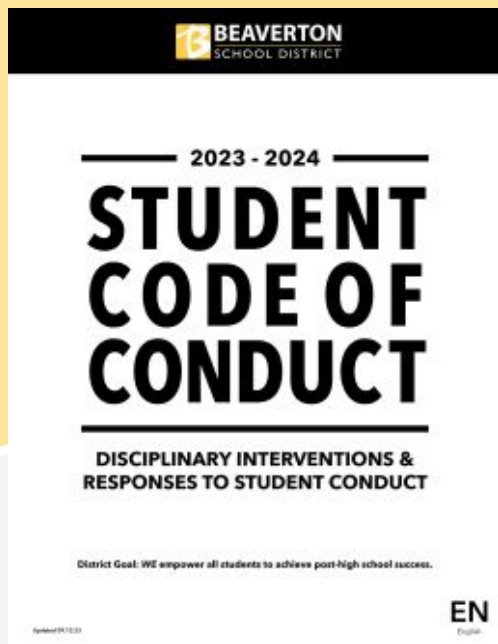
To **reduce** all non-state mandated expulsions with the ultimate goal of eliminating them.

# 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 expulsion<sup>62</sup>

# 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

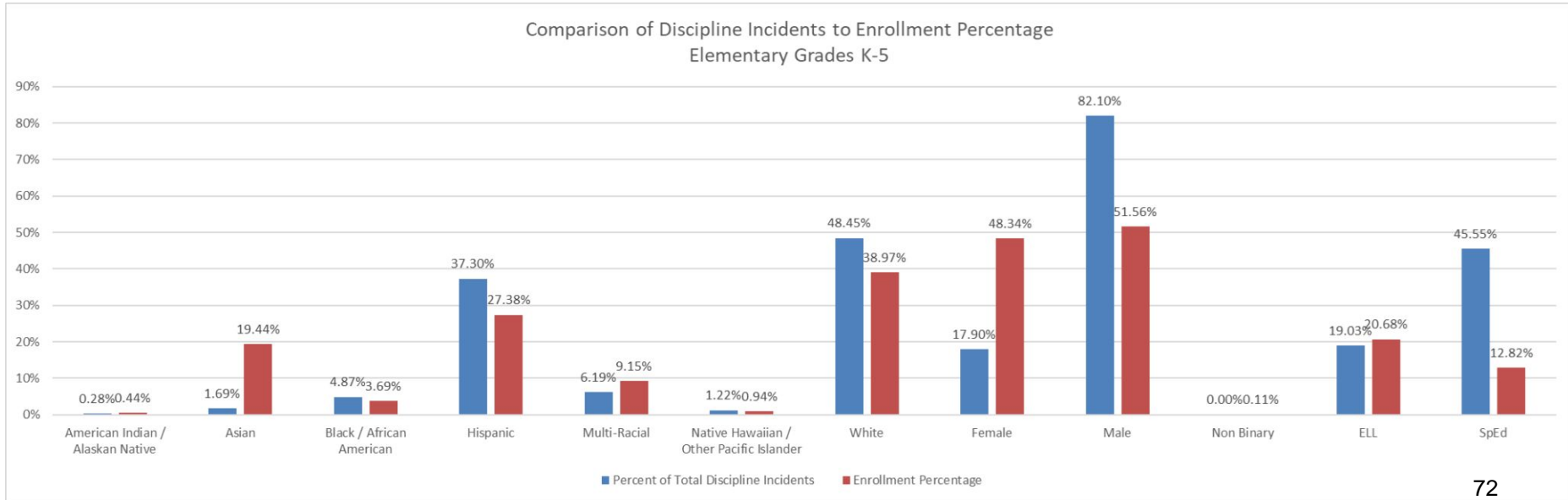
- 61.5% were students of color
- 15.4% English language learners
- 23.1% students with disabilities
- 84.6% male, 15.4% female

# 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%
<b>K-5 Total Discipline</b>	<b>1659</b>	<b>844</b>	<b>1066</b>	<b>26%</b>
6-8 Non-Exclusionary Discipline	652	976	1056	8%
6-8 Exclusionary Discipline	352	640	717	12%
<b>6-8 Total Discipline</b>	<b>1004</b>	<b>1616</b>	<b>1773</b>	<b>10%</b>
9-12 Non-Exclusionary Discipline	1477	637	1172	84%
9-12 Exclusionary Discipline	578	515	598	16%
<b>9-12 Total Discipline</b>	<b>2055</b>	<b>1152</b>	<b>1770</b>	<b>54%</b>

# Discipline Incidents by Race/Ethnicity and Level

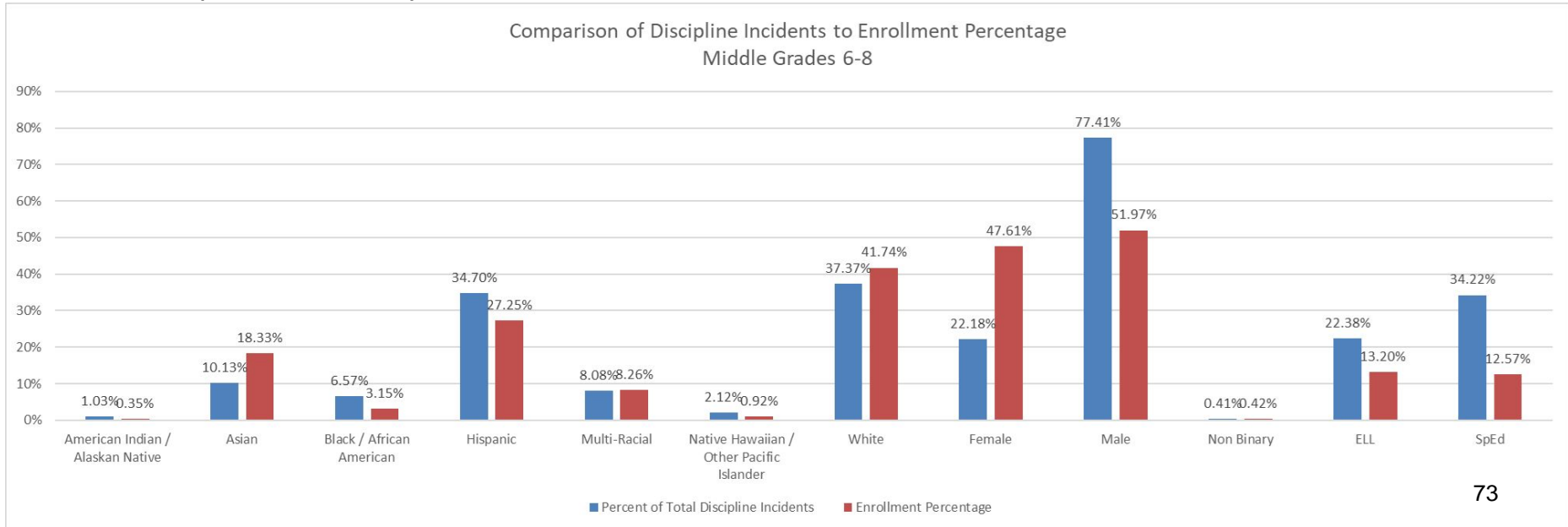
## Elementary (Grades K-5)



72

# Discipline Incidents by Race/Ethnicity and Level

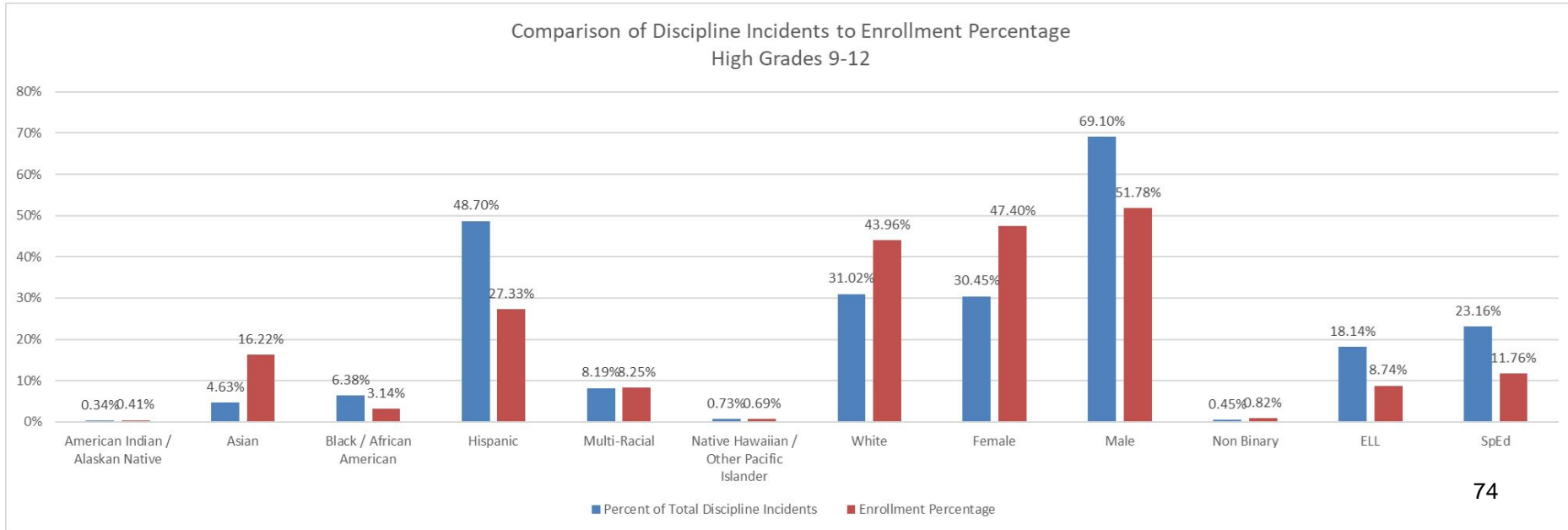
## Middle (Grades 6-8)



73

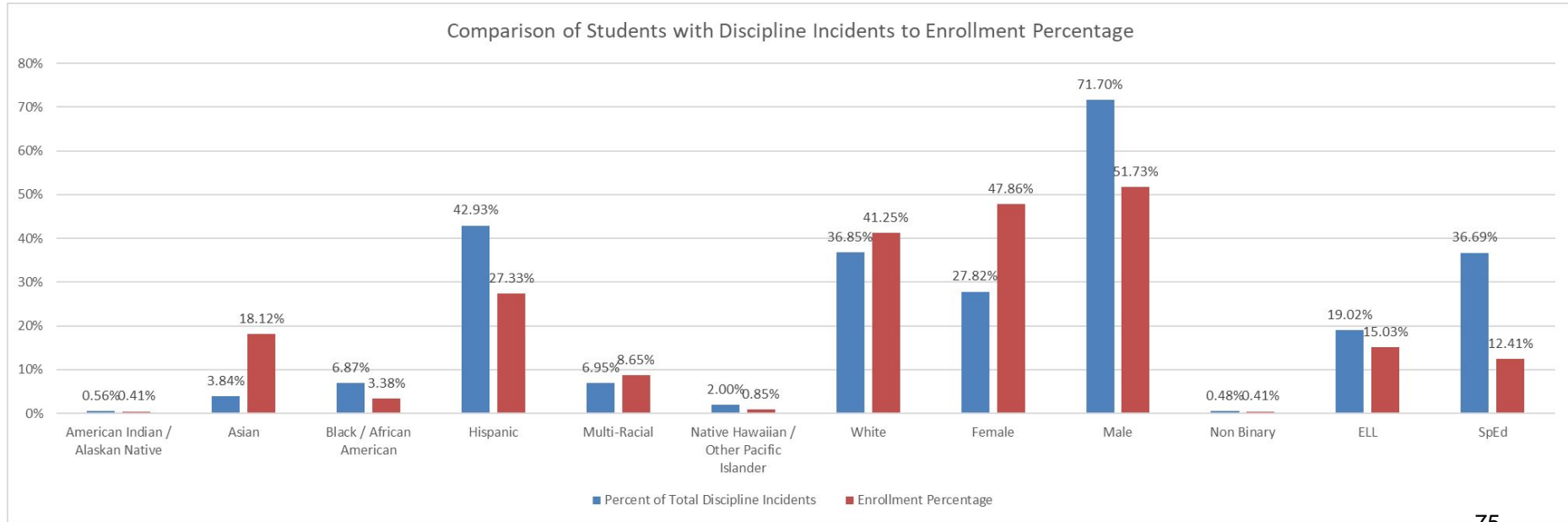
# Discipline Incidents by Race/Ethnicity and Level

## High (Grades 9-12)



74

# 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.

