Tigard-Tualatin School District: 2026-2027 High School Continual Improvement Plan

Continuous Improvement Plan Purpose: The Continuous Improvement Plan (CIP) is an internal document used by school leaders to align their work with district goals for student outcomes. It outlines key priorities, strategies, and progress measures that guide school-level planning and improvement efforts, offering visibility into each school's priorities and alignment with the district's broader mission for educational equity and excellence. While primarily designed for principals and leadership teams, it also serves to inform governing bodies—including the School Board, Cabinet, and Educational Equity Advisory Committee—about how each school is advancing district-wide priorities, with a focus on equity and success for all scholars.

TTSD Districtwide Collective Goals:

- **Reading Proficiency (Grades 3, 5 & 8):** Grade-level reading by 3rd grade predicts high school success. By 5th grade, strong reading skills prepare scholars for secondary-level texts, and 8th grade proficiency signals readiness for high school coursework.
- **Math Proficiency (Grades 5 & 8):** Mastery of math by 5th grade lays the foundation for middle school success. 8th grade math readiness is critical for success in high school math and post-secondary opportunities.
- **9th Grade On Track:** Earning 6+ credits in 9th grade (with no more than one F in core subjects) is a strong indicator of on-time graduation.
- **Credit Attainment (Grades 10–12):** Tracking credits ensures scholars are progressing toward 4-year graduation or 5-year completion, supporting multiple paths to post-secondary readiness.
- **Language Development:** Multilingual learners will make adequate gains in reading, writing, listening, and speaking to ensure academic gains and overall success K-12.
- **Attendance (K-2, 6th, and 9th):** Consistent attendance at key transition points supports engagement and reduces future absenteeism.
- **Scholars Feel Connected, Valued and Engaged:** {Student Survey Question)
- **Office Discipline Referrals:** Aim for 80%+ of scholars (by race and special population) to have 0–1 referrals, promoting a positive, inclusive school climate.

Theory of Action: At TTSD, we believe that every teacher is a language teacher, and we are committed to embedding language-rich discourse into every classroom to ensure scholars develop strong skills in reading, writing, speaking, and listening. We design and deliver rigorous, differentiated instruction that values scholar voice and honors their cultural, linguistic, and neurodiverse identities. We live these beliefs through instructional practices that promote collaborative learning, where scholars engage in meaningful dialogue, problem-solving, and teamwork. Through these actions, we prepare all scholars to graduate choice-ready—academically prepared, socially conscious, and equipped to lead and thrive in a diverse, interconnected world.

Tigard-Tualatin Virtual Academy (TTVA)

School Mission:
Our mission is to build an online school that meets students where they are through differentiated instruction and a more flexible schedule.

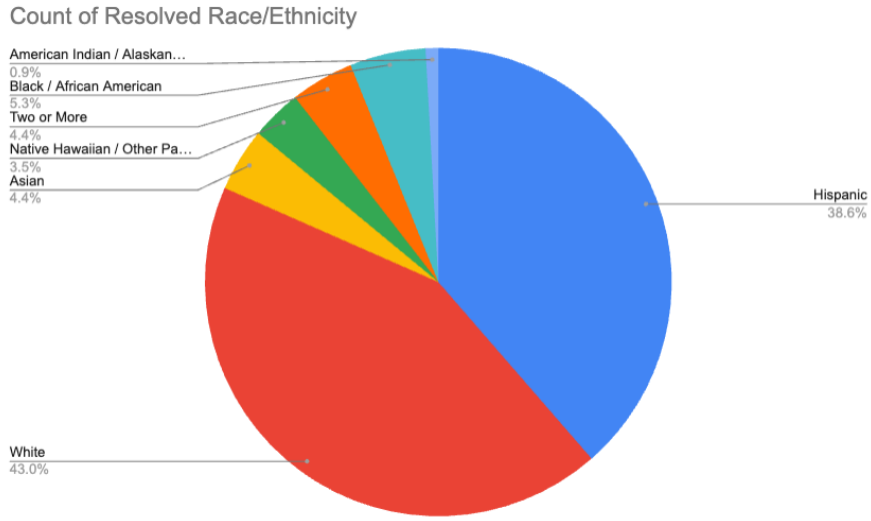
School Vision:
Flexible. Connected. Learning. Weekly schedules are a mix of teacher led synchronous sessions and independent work time. We build community through in-person events, recognizing student achievement, live class sessions with embedded opportunities for teacher and peer interactions for students. We support learning through flexible groups, 1:1 check ins/problem solving and differentiated instruction.

Core Values:
Each student will be well known by at least one staff member. We believe all students can learn at high levels. We believe that targeted, small group instruction will increase student learning and engagement and that a strong Multi-Tiered System of Support (MTSS) program will support the whole student.

School Profile – Demographics
ENGLISH LEARNERS 12.3%
SPECIAL EDUCATION 21.9%
SECTION 504 14.9%
TAG 3.5%

CONCURRENT ENROLLMENT: 50 students

The chart below shows demographic data from Synergy



Scholar Achievement: Implementation Plan

DISTRICT AIM #1: 9th Grade On Track (6 or more credits by the end of 9th grade)

SCHOOL LEVEL GOALS:
At Tigard-Tualatin Virtual Academy by June 2027, we will increase 9th grade On Track from **43% to 57%** for all scholars as measured by credit attainment.

There is no OTELP data for TTVA due to the small cohort size.

For CCHS & TTVA ONLY:
By June 2027, Tigard-Tualatin Virtual Academywill increase the percentage of 9th grade, full-year scholars who earn credit at an on-track rate from **100% to 100%** as compared to the previous year. (8 students total in the full year cohort)

By June 2027, Tigard-Tualatin Virtual Academywill increase the percentage of our Multilingual Learners of English 9th grade, full-year scholars who earn credit at an on-track rate from **100% to N/A** as compared to the previous year. (There are no MLL students in the on-time cohort)

Data Analysis: Complete an ATLAS protocol review of prior year data with stakeholders.

Executive Summary: Answer the following questions.

1. **As you review your data—academic results, observations, and input from scholars, families, and staff—what root causes are contributing to current outcomes?**

Student attendance and engagement continue to be significant factors influencing academic success. In an online environment, students need strong routines, organization, and independence to stay on track. Students who struggle with these skills, participate inconsistently in live instruction, or enter TTVA with existing credit deficiencies are at greater risk of falling or staying behind. We need to continue strengthening the systems that identify these students early and connect them with the support and accountability they need.

2. **What patterns or key takeaways emerge across data sources?**

Across our data, we see a strong connection between consistent attendance, engagement, and academic achievement. Students who regularly attend live classes and participate in coursework are more likely to earn passing grades and stay on track for graduation. Key takeaways include:

- Consistent attendance and participation are critical to student success.

- Students benefit from early identification and timely intervention before they fall significantly behind.
- Our small cohort sizes require us to look beyond percentages and consider individual student progress and needs.
- Relationships and individualized support are strengths we can continue to build upon.

3. What strengths are evident, and where is there the greatest need for growth to better support student success?

TTVA's strengths include strong relationships, individualized support, and a small school feel where students are known and valued. Our staff continues to develop structures such as WIN, Math Lab, Credit Recovery, and the use of breakout rooms to support academic progress. Our greatest opportunity for growth is making these supports more effective through consistent student engagement, stronger attendance, and clear expectations for both participation and academic progress. We want to balance the flexibility of online learning with the structure, connection, and accountability students need to be successful.

Reflection from Prior Year

Change Ideas from Previous School Year?	What was the intended/predicted outcome?	Adapt, Adopt or Abandon	Why? What data is informing this decision? If adapting, what changes are being made?
Addition of WIN to the master schedule	Students would have more opportunities for academic help and clubs	Adapt	We have refined WIN this year to make the time more purposeful and easier for students to access. Changes include streamlining how students access the course and beginning each period with school announcements to strengthen communication and connection.

If needed, additional Change Ideas for Current School Year?	Alignment to CCRE Framework Priority Tenet	Intended/Predicted Outcome (How will this change idea impact student outcomes?)
Adjustments to 9th On-track monthly meetings to include developing structures, resources, and learning supports that help students build strong academic habits, develop independence, and gain confidence as learners	Humanizing Culture and Climate	If students understand that learning takes effort, that it is okay to struggle with something new, and that they have the skills and support to work through challenges they will persist with assignments and earn credits at an on-track

		rate.

DISTRICT AIM #2: Graduation (4-year graduation & 5-year completion)

SCHOOL LEVEL GOALS:
At Tigard-Tualatin Virtual Academy to improve graduation rates by June 2027, we will increase the percentage of current 12th-grade scholars meeting credit requirements for graduation from **69% to 82%**.

At Tigard-Tualatin Virtual Academy to improve graduation rates by June 2027, we will increase the percentage of current 12th-grade Multilingual Learners of English meeting credit requirements for graduation from **NA% to 50%**. (No active EL the previous year)

At Tigard-Tualatin Virtual Academy to improve graduation rates by June 2027, we will increase the percentage of current 11th-grade scholars meeting credit requirements for graduation from **50% to 63%**.

At Tigard-Tualatin Virtual Academy to improve graduation rates by June 2027, we will increase the percentage of current 10th-grade scholars meeting credit requirements for graduation from **58% to 70%**.

Data Analysis: Complete an ATLAS protocol review of prior year data with stakeholders.

Executive Summary: Answer the following questions.

1. **As you review your data—academic results, observations, and input from scholars, families, and staff—what root causes are contributing to current outcomes?**

Credit deficiencies and inconsistent academic progress continue to be significant barriers to graduation for many TTVA students. Students enter our school with a wide range of academic histories, including interrupted learning, previous school avoidance, and varying levels of credit deficiency. Some students also need additional support with organization, time management, and the independence required to be successful in an online learning environment. We need to ensure students have a clear, individualized plan for earning credits, along with consistent monitoring, coaching, and accountability to help them make progress.

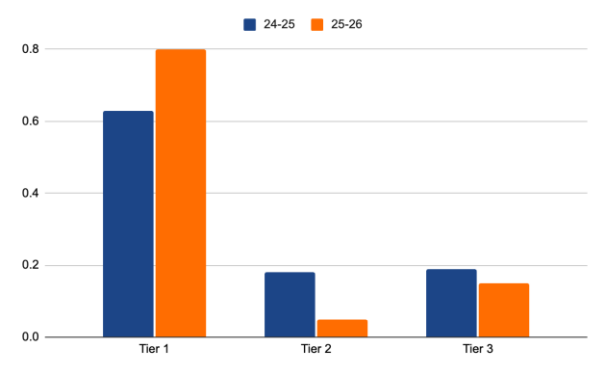
2. **What patterns or key takeaways emerge across data sources?**

Our data shows that credit deficiencies are not limited to one grade level, reinforcing the need for a school-wide approach to credit attainment and graduation planning. Key takeaways include:

- Students enter TTVA with varying levels of credit deficiency and different needs for academic support.
- Students need consistent monitoring and clear goals to stay on track for graduation.
- Credit recovery must be intentional, with structures that help students complete courses and demonstrate learning.
- Academic progress requires a combination of individualized support, student ownership, and consistent follow-through.

When we look at current student performance, including academic progress and attendance, we are seeing improvement compared to the previous year. The percentage of students in Tier 1 has increased from 63% to 80%, while the percentage in Tier 2 and Tier 3 has decreased. This data helps us recognize current student success while continuing to focus on closing credit gaps and improving graduation outcomes.

We also recognize that closing a credit gap takes time. A student who enters TTVA six credits behind cannot make up that difference in a single semester or school year. Our first priority is helping students establish consistent attendance, make academic progress, and experience success in their current coursework. As students build confidence and see that they can be successful, they are better positioned to take on the additional challenge of credit recovery and make progress toward graduation.



3. **What strengths are evident, and where is there the greatest need for growth to better support student success?**
TTVA's strengths include strong onboarding for each student/family and our ability to build individualized graduation plans for students. To do so we provide targeted credit recovery opportunities, and develop relationships that help students stay connected to their goals. We have made adjustments to our credit recovery coaching model and are exploring additional ways for students to demonstrate proficiency and earn credit. Our greatest opportunity for growth is increasing the number of students who successfully recover credits and make consistent progress toward graduation. We want students to see a clear path forward, develop confidence in their ability to succeed, and take greater ownership of the steps needed to earn their diploma.

Reflection from Prior Year

Change Ideas from Previous School Year?	What was the intended/predicted outcome?	Adapt, Adopt or Abandon	Why? What data is informing this decision? If adapting, what changes are being made?
Relationship Mapping	To ensure that each student was well known by at least one adult and focus student outreach. This would build stronger relationships and partnerships between teachers and the engagement team.	Adapt	Relationship mapping helped us identify students who needed additional outreach, but it was not the most effective tool for ongoing communication about students. This year, we will use it at the end of quarters 1 and 3 as a snapshot to identify students who are connected to an adult and those who need additional outreach.
Credit Recovery	Greater CR course completion by using a familiar set up and assignments in CR classes with teachers providing regular feedback. The goal is to build on existing relationships to increase the number of credits earned per year.	Adapt	Last year, having credit recovery content teachers take a more active role in communicating with students resulted in more students completing their CR courses. As our school grows, having one dedicated CR coach is no longer sustainable. This year, we are distributing CR coaching responsibilities among more teachers, with each supporting students during one period per week. This builds on existing teacher-student relationships and creates shared ownership of credit recovery.
ALEKS for Math Intervention and Credit Recovery	Students participating in Math Lab will have access to skill building curriculum and a math teacher for assignment help as an intervention. We are also using ALEKS for CR since having students work independently in a course with content they had previously struggled with was not successful. The adaptive nature of ALEKS sets students up for success in	Adopt	Math Lab students demonstrated stronger outcomes, with an 88.5% passing rate compared to 83% schoolwide. Many students also improved their grades compared to the previous year. ALEKS has provided targeted skill-building opportunities and a more effective approach to math credit recovery, helping students build skills and earn credit.

	mastering topics and earning credit.		
Addition of What I Need (WIN) time to the master schedule.	Students would have more opportunities for academic help and clubs	Adapt	We have refined WIN this year to make the time more purposeful and easier for students to access. Changes include streamlining how students access the course and beginning each period with school announcements to strengthen communication and connection.

If needed, additional Change Ideas for Current School Year?	**Alignment to CCRE Framework Priority Tenet**	**Intended/Predicted Outcome** (How will this change idea impact student outcomes?)
Quarterly deadlines	Congruent Instructional Practices	At TTVA, our focus is on learning, not simply accumulating points to earn a passing grade at the end of the semester. By closing Quarter 1 assignments at the end of the quarter, we aim to reduce the end-of-semester rush and encourage students to stay current with coursework. This will help students focus on current instruction, participate in live classes, and develop consistent work habits rather than relying on late assignment submissions to earn credit.
Addition of Grade Guardian (replaced ongoing Relationship mapping)	Humanizing Culture and Climate	Grade Guardian provides teachers with a schoolwide view of student progress and a shared platform for documenting communication and interventions. The Engagement Team can share important context, including interventions, extended absences, and student start dates, which is essential with our rolling enrollment. This information helps teachers see patterns across classes, identify students who may need additional support, and collaborate with colleagues to build on areas where students are experiencing success. We will monitor staff use and effectiveness to ensure this investment strengthens communication and timely intervention.

Safety, Culture and Climate: Implementation Plan

DISTRICT AIM #3: Scholars Feel Connected, Valued and Engaged.

SCHOOL LEVEL GOALS:

9th Grade Attendance:

At Tigard-Tualatin Virtual Academy we will increase 9th grade regular attendance from **32% from June 2026 to 52% by June 2027** for all scholars.

At Tigard-Tualatin Virtual Academy we will increase 9th grade regular attendance from **50% from June 2026 to 70%** for students in Special Education by June 2027.

Student Perception Survey

******Climate & culture survey question is under construction. Baseline will be Fall Survey- and goal will be to improve on the Spring Survey.***

Office Discipline Referrals:

At Tigard-Tualatin Virtual Academy 80% or more of all scholars — disaggregated by race and special populations — will have no more than 1 office discipline referral, as measured by end-of-year discipline data, in order to support increased engagement and belonging across all student groups.

**% of population with 0-1 Referrals in 2025-26 ***Many students come with referrals and those count in the year total.

	All	Asian	Black	Hispanic	PI	Native Am	Multi-Racial	White	Sped	MLE	TAG
% with 0-1 Referrals	98%	100%	100%	95%	100%	100%	100%	99%	96%	80%	100%

Data Analysis: Complete an ATLAS protocol review of prior year data with stakeholders.

Executive Summary: Answer the following questions.

1. **As you review your data—climate/culture results, observations, and input from scholars, families, and staff—what root causes are contributing to current outcomes?**

While TTVA provides a smaller, relationship-focused learning environment, building meaningful connections with staff, peers, and families requires intentional effort in an online school. Informal opportunities for connection do not happen spontaneously as they might in the halls or during class work time in-building. Students must develop the independence, routines, and self-advocacy skills needed to engage consistently. Although students have 24/7 access to coursework and recorded instruction, encouraging regular participation in live classes remains a challenge. Helping students recognize the value of live instruction and interaction with teachers is essential to improving attendance, engagement, and academic success.

Connecting with families can also be challenging when phone calls, emails, and ParentSquare messages go unanswered. We continue to use mailed communication and are exploring home visits in partnership with our newly appointed FPA. New student orientation emphasizes the connection between attendance, active participation, and completing coursework. Strengthening these connections with students and families remains a priority.

2. **What patterns or key takeaways emerge across data sources?**
    - Attendance remains a significant area for growth, with 32% of 9th graders and 50% of 9th graders receiving Special Education services meeting regular attendance expectations in 2025–26.
    - Office discipline referrals are low, with 98% of students having zero or one referral. All reported student groups meet the 80% target, although some referrals occurred before students enrolled at TTVA.
    - Intentional relationship-building is essential in an online environment. Student participation in WIN, school activities, and opportunities for peer connection continues to be an area of focus.
    - Student and family voice is important in identifying barriers to engagement and strengthening school culture. Fall and spring perception surveys will provide additional information about students' sense of connection and belonging.

3. **What strengths are evident, and where is there the greatest need for growth to better support student success?**

TTVA's strengths include caring relationships, individualized support, low discipline referral rates, and a school culture focused on helping students feel accepted and valued. Our greatest opportunities for growth are improving regular attendance, strengthening connections between students and staff, and increasing meaningful participation in school activities. Relationship mapping, Family Partnership Days, and expanded opportunities for student voice will help us build a stronger sense of belonging and engagement for all students.

Culture/Climate Reflections from Prior Year

GOAL: At TTSD, we create an environment where scholars, staff, families and community feel connected, valued and engaged.

	Change Ideas from Current School Year	What was the intended/predicted outcome?	Adapt, Adopt or Abandon	Why? What data is informing this decision?
Leadership Pillar	Continue building the combined Instructional/Equity Leadership Team.	Distribute leadership and increase opportunities for teachers and staff who work directly with students to provide feedback, contribute ideas, and participate in action planning.	Adopt	Rotating teacher participation brings diverse perspectives and challenges existing thinking and practices. This team has already contributed to school improvement efforts, including the WIN reboot this year.
	Continue to build our integrated ELD model	Improve participation and outcomes for multilingual learners by replacing the previous pull-out elective model with integrated language development support.	Adapt	The number of students requiring ELD services varies each year. This model allows us to meet student needs within our current staffing structure. Students have also shared positive feedback, appreciating that they no longer have an “extra” class in their schedule.
Staff Pillar	Engagement Team Tier 3 Strong Start Plans	Provide students identified as Tier 3 at the end of the previous school year with an intentional support plan to promote a successful start to the new year.	Adapt	While each school year provides a fresh start, patterns of attendance and engagement from the previous year often continue. This year, we began interventions earlier rather than waiting for concerns to reemerge. Plans included scheduled check-ins and progress monitoring leading up to Family Partnership Days. Our focus is on proactive intervention rather than waiting for students to fall further behind.
Student Pillar	Replace the T-shirt design contest with a sticker design	Build school identity, student voice, and community through a	Adapt	The design contest has generated strong participation, with nearly half

	contest this year	fun, accessible opportunity for students to contribute to TTVA's visual identity.		of our students voting for their favorite design last year. Student feedback indicated interest in taking a break from T-shirts and trying stickers as an alternative. The contest also provides multiple opportunities for students to participate.
Family Pillar	Vision and Voice night	Gather input from a variety of families about what is working well and where we can improve to better support students and families.	Adopt	Family feedback and school climate information highlight the importance of continuing to create meaningful opportunities for families to share their experiences and help shape school improvement efforts.
Community Pillar	Continue to build partnerships	Create more visibility so folks in the community know we exist. Participate in a district video about TTVA.	Adopt	TTVA continues to have limited visibility and awareness within the broader community. We are exploring additional ways to share who we are and what we offer, including expanding our presence through the school's social media page.

	Additional Change Ideas for Next School Year	**Alignment to CCRE Framework Priority Tenet**	**Intended/Predicted Outcome** (How will this change idea impact scholar outcomes?)
Leadership Pillar	Conduct relationship mapping twice each year to identify students with limited connections to staff and prioritize intentional outreach.	Humanizing Culture and Climate	Ensure every student is known, supported, and connected to at least one caring adult at TTVA. Use the mapping process to identify gaps and guide intentional relationship-building.
Staff Pillar	Claim Evidence Reasoning writing in all subject areas	Congruent Instructional Practices	Build students' ability to support their thinking with evidence and explain their reasoning. Consistent use across content areas will help students recognize and apply the process in

			different learning contexts.
Student Pillar	Peer Tutoring during WIN	Humanizing Culture and Climate	Increase meaningful participation in WIN while strengthening academic skills, confidence, and peer connections for both tutors and students receiving support.
Family Pillar	Family Partnership Days: move to in-person evening conferences, morning virtual conferences	Humanizing Culture and Climate	Increase family participation and provide more accessible opportunities for families to connect with teachers, discuss student progress, and partner in supporting student success.
Community Pillar	Strengthen partnerships and increase TTVA visibility with TTSD middle schools.	Humanizing Culture and Climate	Build awareness and understanding of TTVA among middle school students, families, and staff so that students and families can make informed decisions about TTVA as a high school option.

Bias & Hate: E.A.S.H Plan

School Continuous Improvement Plans (CIPs) will be revised to include an Anti-Bias Education, Accountability for Implementation, Solutions, and Healing (EASH) plan that will articulate actions the staff and school will take to establish and sustain an anti-bias school culture.

Plans will outline and describe each school's goals, strategies, and tactics for implementing this policy, and any other relevant anti-racist and anti-bias programs.

Education & Engagement Plans

Education Objective	**How is the objective being met?**	**Who is leading the work?**	**What is being prioritized, reinforced, and in maintenance and why?**
Scholars, staff, families and community are **aware of and understand our policies on bias and hate**, bullying and harassment.	Include reminders about district policies in beginning-of-year communication and classroom syllabi. Reinforce TTVA's commitment to belonging and respectful interactions, with information about where students and families can find policies and report concerns. Maintain access to reporting resources in the Canvas Main Office.	Administrator, Instructional/Equity Leadership Team, Teachers	Reinforce: Regular communication about expectations and reporting procedures. Maintain: Canvas access to policies and resources. Students and families need to know both what is expected and how to seek support.
Scholars, staff, families, and community are able to **define, identify, intervene, and repair/heal from incidences of bias** in the community, interpersonally, within the classroom, common spaces, or school-wide/district-wide.	Reinforce classroom norms and expectations for respectful communication in live classes, chat, and other online school spaces. Revisit bias and hate reporting procedures with staff and provide student reminders and instruction about identifying and reporting harmful behavior.	Administrator, Counselor, Teachers	Prioritize: Student understanding of bias, harmful language, and reporting procedures. Reinforce: Staff knowledge of intervention and restorative practices. Awareness is established, but consistent understanding and application need continued attention.

Scholars, staff, families, and community will be **equipped to talk about their lived experiences** and support for **conflict management and resolutions.**	Provide opportunities for students to share experiences through surveys, classroom conversations, and student listening sessions. Teachers establish expectations for respectful dialogue and support students in navigating disagreements.	Administrator, Teachers	Prioritize: Opportunities for student voice and respectful dialogue. Students need opportunities to be heard and to practice navigating differences in a supportive environment.

Engagement Objectives	**How is the objective being met?**	**Who is leading the work?**	**What is being prioritized, reinforced, and in maintenance and why?**
Scholars, staff, families, and community **define their collective identity** as a community and **how they want to be in community** with one another	Gather student and family perspectives through surveys, listening opportunities, and Vision and Voice. Continue opportunities for student participation through WIN clubs, school activities, and student leadership. Use relationship mapping to identify students who may not feel connected to staff.	Administrator, Instructional/Equity Leadership Team,	Prioritize: Student voice and intentional relationship-building. Reinforce: Family input and opportunities for community connection. Our online setting requires deliberate efforts to help students and families feel part of the school community.
Scholars, staff, families, and community collectively **set agreements and common expectations to support accountability** toward operationalizing collective identity as a community and what happens when repair is required	Continue co-constructed classroom norms and consistent expectations for respectful participation in live classes, chat, and school activities. Reinforce that classroom chat is a school space where all students should feel welcome and safe. Staff work with administration and counseling when situations require additional support or repair.	Teachers, Administrator, Counselor	Maintain: Classroom norms and clear expectations. Reinforce: Consistent application across online spaces.
Scholars, staff, families and community **collectively practice educating, informing, shaping, and**	Reinforce TTVA's values through classroom interactions, student recognition, WIN activities, peer tutoring, and schoolwide	Instructional/Equity Leadership Team, Administrator, Teachers, Engagement Team	Prioritize: Meaningful student participation and peer connection. Reinforce: Recognition, inclusion, and positive relationships. We want

living the values set forth by the common agreements of being in community with one another	communication. Expand opportunities for students to contribute to the school community through student voice activities, clubs, and school identity projects. Family Partnership Days provide opportunities to strengthen relationships between home and school.		students to experience our school values through daily interactions, not simply hear about them.
Scholars, staff, families, and community collectively **understand the steps required toward repairing relationships** and strengthening the sense of **equity, inclusion, and belonging**	Reinforce restorative approaches through staff collaboration and administrative support. Use relationship mapping and Grade Guardian to identify students needing additional connection or support. When harm occurs, work with those involved to understand the impact, determine appropriate next steps, and rebuild trust.	Administrator, Counselor, Teachers, Engagement Team	Reinforce: Trusted adult connections and individualized support. Students need to know that concerns will be addressed and that relationships can be repaired with appropriate support and accountability.

Accountability for Implementation of Solutions and Healing
(cut and paste QTR4 Bias and Hate Speech Data)

EASH Mitigation Plans:

What lessons were learned in facilitating solutions and healing?
Previous experience reinforced the importance of carefully reviewing concerns, clearly communicating expectations and procedures, and ensuring that individuals involved understand the process. In an online school, written communication, classroom chat, and live interactions create unique opportunities to identify concerns and respond promptly. However, addressing the incident is only one part of the process. Intentional follow-up is important to support accountability, repair relationships, and restore a sense of belonging.

How will that understanding impact your work to prevent and create awareness in your community?

Tier I move - Reinforce classroom norms, respectful communication, and district policies through syllabi, Canvas resources, and schoolwide messaging. Provide opportunities for student voice, peer connection, and community-building through WIN, student activities, and family engagement.

Tier II move - Provide additional relationship-building and conflict resolution support for students experiencing challenges. Use trusted adult connections, counselor support, and communication with families to address concerns early. Document interventions and coordinate support through Grade Guardian as appropriate.

Tier III move - Work with district partners, administration, counseling, and families when incidents require a more intensive response. Follow district reporting and investigation procedures, develop individualized support and accountability plans as appropriate, and provide ongoing follow-up to support safety, healing, and restored relationships.

Relevant Policies: GBB/JBC Bias Incidents and Hate Speech | JBC/GBB | ACB All scholars Belong | ACB-AR Bias Incident Complaint Process