

Cindy Pellicci
Principal

Tigard-Tualatin School District: 2026-2027 Middle 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 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.
- **Language Development:** Multilingual learners will make adequate gains in reading, writing, listening, and speaking to ensure academic gains and overall success K-12.
- **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.
- **Attendance (Kindergarten, 6th & 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.

Thomas R. Fowler Middle School

School Mission:

Fowler Middle School is committed to developing capable, responsible students who are prepared with the academic, social and emotional skills necessary for success in high school and beyond.

School Vision:

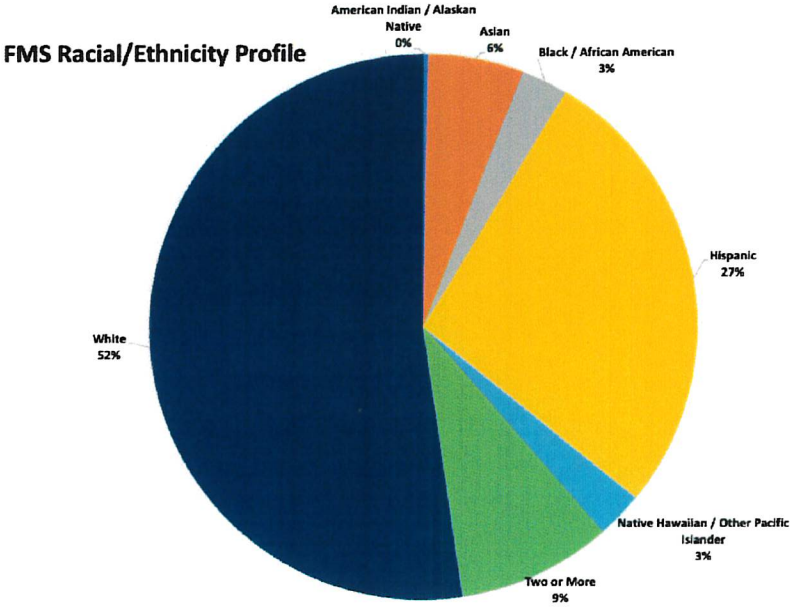
At Fowler middle school we will offer engaging, differentiated, and rigorous classroom experiences with an intentional focus on language-rich discourse that honors and empowers linguistically, culturally, and neuro-diverse scholars.

Core Values:

We are committed to creating a kind and calm environment where students are peaceful and productive while feeling safe and affirmed.

School Profile – Demographics

Total Enrollment: 782



Scholar Achievement: Implementation Plan

DISTRICT AIM #1: 8th Grade Reading

SCHOOL LEVEL GOALS:

Fowler Middle School will increase the percentage of 8th grade Scholars that are early on or above grade level in reading from 47% from Fall to 57% Spring as measured by the iReady Diagnostic Assessment.

At Fowler Middle School 50% of scholars who are one or more grade levels behind in reading will achieve their individual stretch growth targets by the end of the year, as measured by the iReady Diagnostic Assessment.

At Fowler Middle School 50% of Multilingual Learners of English who are one or more grade levels behind in reading will achieve their individual stretch growth targets by the end of the year, as measured by the iReady Diagnostic Assessment.

At Fowler Middle School We will increase the percentage of MLE scholars who are **On Track to English Language Proficiency (OTELP)** from 37.8% in spring of 2026 to 45% by June 2027, as measured by ELPA21 Summative domain growth.

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?**
    - In a longitudinal comparison, more students are proficient in Reading compared to Math.
    - We currently serve a small number of students in our Read 180 intervention compared to the number of students who are scoring 2+ grade levels below on iReady.
2. **What patterns or key takeaways emerge across data sources?**
    - All teachers need to focus on literacy strategies in their content area for systematic growth to occur.
    - Systemic social equity barriers yield predictable, disparate results in school academic outcomes.
    - MLE students struggle to engage with iReady lessons even when supported in after school programming.
3. **What strengths are evident, and where is there the greatest need for growth to better support student success?**
    - With a continued focus on explicit, scaffolded vocabulary instruction, we continue to see progress in iReady strand data.
    - We continue to struggle in the strand area of Informational Text.

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?**
EllevatED Workshop Attendance by All ELA/ELL Co-Teachers	The intended outcome was to increase scaffolding in the classroom in order to serve our MLE students in their co-teaching or integrated content areas and in their other core content areas.	Adopt	Teachers report that either participating in the workshops or taking the asynchronous courses have yielded immediate, usable skills to integrate into their instructional practices. We were able to use TSI/FSI grant funds to offer workshops and courses to both co-teachers and other core content teachers.
Increase content specific vocabulary in order to fuel rich student discourse.	The intended outcome was to increase the percent of students's accessibility to content area vocabulary in order to engage in classroom discussions.	Adapt	We realized we needed more instructional strategies and more professional development to enable ALL students access to engage successfully in rich discourse.
In alignment with the belief that all teachers are language teachers, Math teachers will engage in TDG training	TDG Trainings focus on the language functions required to analyze, justify and verbalize mathematical thinking.	Adopt	OSAS strand data indicate that FMS students scored higher than the state average in the area of explaining and justifying.

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?)
PD Focus on student/teacher clarity around objectives, learning targets and success criteria.	Congruent Instruction…	Teachers and support staff will have an increased ability to scaffold, differentiate and support language functions if we have a congruent understanding of standards and LT's.

DISTRICT AIM #2: 8th Grade Math

SCHOOL LEVEL GOALS:

Fowler Middle School will increase the percentage of 8th grade Scholars that are early on or above grade level in math from 26% from Fall to 45% Spring 2027 as measured by the iReady Diagnostic Assessment.

Fowler Middle School 50% of scholars who are one or more grade levels behind in math will achieve their individual stretch growth targets by the end of the year, as measured by the iReady Diagnostic Assessment.

At Fowler Middle School 50% of Multilingual Learners of English who are one or more grade levels behind in math will achieve their individual stretch growth targets by the end of the year, as measured by the iReady Diagnostic Assessment.

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?**
   - Both longitudinal cohort and year over year data indicate slow, small steady iReady growth.
   - Math scores are growing slower than Reading.
   - We currently do not offer any Math intervention classes but we do offer Read 180 and Code classes as Reading interventions.
2. **What patterns or key takeaways emerge across data sources?**
   - TDG is yielding a strong ability of our students to score higher in justification and reasoning.
   - Students are working in a more interactive manner in their Math classes and being supported in justifying their thinking process.
3. **What strengths are evident, and where is there the greatest need for growth to better support student success?**
   - **Strength -** Strong, progressive staff desire for positive outcomes. Strong desire for collaboration, alignment and outcomes.
   - **Growth** - Do we need a coordinated, level aligned Math intervention class so boost student understanding for those who are 2+ grade levels behind?

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?
Focus additional ELD IA support to math classes (TSI/FSI Grant Funded).	Students will increase their iReady diagnostic scores. Students will more frequently	Adopt	0% of ELD students met/exceeded their OSAS math assessment. This is a clear indication that we need to improve access. Increased IA

	complete classwork and engage in class activities.		support in Math will allow students to get clarity, instructional support and motivation in a general education setting.
EllevatED Workshop Attendance by All ELA/ELL Co-Teachers	By participating in EllevatED workshops, staff will strengthen their shared understanding of effective strategies for supporting multilingual learners. These sessions equip teachers with practical tools for integrating language development into every content area, leading to more consistent and intentional instruction across classrooms. As staff apply common frameworks and practices, students experience a cohesive learning environment where academic language and content are developed simultaneously—ultimately improving engagement, access, and outcomes for all learners.	Adopt	Teachers report that the EllevatED workshops provide them with knowledge and practical methodologies to apply to increased curriculum access for ELD students.

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?)
MLE Specialists will split the caseload for case management.	Congruent Instru…	Students will receive more targeted observation, support and follow up. Teachers will have more access to the MLE specialist for support more frequently than if there were only one person.

Safety, Culture and Climate: Implementation Plan

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

SCHOOL LEVEL GOALS:

6th Grade Attendance:

At Fowler Middle School We will increase 6th grade regular attendance from 68% from June 2026 to 80% by June 2027 for all scholars.

At Fowler Middle School We will increase 6th grade regular attendance from 47% from June 2026 to 75% for current ELD students by June 2027.

Student Perception Survey
Fowler Middle School
******Climate & culture survey question is under review. Baseline will be Fall Survey- and goal will be written as improvement to Spring Survey***

Office Discipline Referrals:

At Fowler Middle School 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

	All	Asian	Black	Hispanic	PI	Native Am	Multi-Racial	White	Sped	MLE	TAG
% with 0-1 Referrals	89%	100%	72%	88%	88%	100%	85%	89%	72%	86%	95%

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?**
    - 78% of TWI students were present 90% or more of school days while only 64% of Non-TWI students.

- 53% of the 8th grade cohort were at or above grade level on iReady Reading while only 33% of them were at or above grade level as 6th grade students.
- 22 students were responsible for 57.88% of all discipline referrals.
- 91.4% of all students answered, "Yes," to the prompt, "I have at least one adult in this school I can go to for help."
- About 85% of students responded favorably to the prompt, "I feel a sense of community or belonging at some point during the school day."
- 94% of licensed staff report, "I feel like I belong at my school."
- 94% of licensed staff report, "The principal at my school is an effective instructional leader."
- 100% of licensed staff report, "Administrators at my school respect staff, students and families of all backgrounds."
- 59% of licensed staff report, "Disciplinary practices are applied fairly to all students at my school."

2. **What patterns or key takeaways emerge across data sources?**
   - Current Tier 1& & Tier 2 behavior systems are producing general results that match anticipated outcomes.
   - We have a small number of students who are impacting the system in a disproportionate way.
   - Staff are feeling a strong sense of belonging, support and equal opportunity.
   - Staff feel that disciplinary practices are not fairly applied by other staff members.
3. **What strengths are evident, and where is there the greatest need for growth to better support scholar success?**
   - Strong connection with staff and admin.
   - Strong connection within staff.
   - Consistent growth over time with iReady benchmark assessments.
   - Nearly half of students are not reading on grade level and therefore we need to focus on literacy and language development.

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	Leverage Oregon Transformative SEL Framework for identifying key competencies based on grade and provide training and guidance on incorporating these into gen ed settings.	Staff will identify grade-level social-emotional competencies and intentionally embed them into general education instruction. Through targeted training and guidance, educators will strengthen their capacity to teach and model skills such as	Adapt	We used a small group of teachers to collaborate to create a scope and sequence of "Be Good People" lessons that incorporate the TSEL standards into our Morning Meetings. In addition, we extended the 6th Grade Seminar course to be one full year in order to meet the needs of the

		self-awareness, relationship-building, and responsible decision-making within daily routines and academic lessons.		students as they transition from 5/6.
Staff Pillar	Utilize Morning Meeting groups to form monthly competitions.	To strengthen the school community, foster positive peer relationships, and increase student engagement. By participating in friendly, team-based activities, students build collaboration, communication, and school pride while developing a stronger sense of belonging within their Morning Meeting group. The intended outcome is improved school climate, increased motivation, and stronger connections between students and staff.	Adopt	This was a big hit among staff and students. We are going to adopt the practice but more consistently host events throughout the year. We started stronger at the beginning of the year and then it waned, so we are doing a better job of planning up front.
Student Pillar	No Tardy Parties & High Attendance Parties	To promote a positive school culture that celebrates responsibility, consistency, and commitment to learning. By recognizing students with strong attendance and punctuality, the school reinforces habits that directly support academic success and engagement. These celebrations aim to motivate all students to attend regularly, arrive on time, and take pride in their role as active members of the learning community—ultimately improving overall attendance rates and school connectedness.	Adopt	We are having open commons with music and open gym with treats for those that meet the attendance or tardy goal. In addition we are adding a "No Referral" recognition event, too. Kids love being able to have free choice time when the others who didn't meet the goal have to stay in class.

	Weekly Recognition Certificates	To reinforce positive behaviors, academic effort, and contributions to the school community through consistent, meaningful acknowledgment. By celebrating students weekly, staff strengthen motivation, boost self-esteem, and promote a culture of belonging and appreciation.	Adopt	We continue to look at our data disaggregated by day of the week to know which day of the week to have these weekly, classroom recognitions. Teachers like the flexibility of recognizing students for a variety of things that happen both in and out of school.
Family Pillar	Host family information nights adding an online option.	To increase family engagement and ensure equitable access to important school information. By offering both in-person and virtual participation, the school removes barriers related to transportation, scheduling, or language, allowing more families to connect with staff and stay informed. This approach strengthens school-home partnerships, fosters trust, and ensures all families can actively support their students' success.	Abandon	Well this was a bust. What we have observed is that families are more apt to come into the building, or even log onto a meeting, when they are getting to see their students do, or show, something. We are going to incorporate the information we need to share with either conferences, multi-cultural celebrations or school wide events like Back to School Night.
Community Pillar	Host community bond engagement events for general and historically marginalized groups.	To ensure all voices are represented and valued in the decision-making process. By creating inclusive spaces for dialogue and feedback, the school fosters transparency, trust, and shared ownership of bond-funded improvements. These events aim to strengthen community relationships, elevate perspectives that have been historically underrepresented, and ensure	Adopt	With the changes in the design process due to budget constraints and geo-technical reports, we are meeting quite frequently with the Design Advisory Committee and Community at large in order to stay close to the projected timeline of the project. The acquisition of the two properties adjacent to our campus was partly due to the established relationship between one of the home owners and the school.

		equitable access to information and participation in shaping the future of our schools.		

	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	Create and staff a Tier 3, on-site Engagement Program	Critical Consciou…	Increase attendance of Tier 3 students. Decrease exclusionary needs for Tier 3 students. Increase positive interactions between teachers, students and administrators. Create a "safe space" for students with historical lack of trust for the system.
Staff Pillar	Staff/Student Silent Mentorship	Humanizing Cult…	To ensure every student has at least one adult in the building who is intentionally noticing, encouraging, and supporting them. Staff members quietly identify students with whom they will make a deliberate effort to build a connection through brief, authentic interactions—without students being formally told they have been assigned a mentor. The program is designed to strengthen students' sense of belonging and connection to school, particularly for students who may not naturally seek out.
Student Pillar	Strengthen student Affinity Group outputs to include school wide spotlights, showcase and impacts	Critical Consciou…	The purpose of strengthening Student Affinity Group outputs is to expand the impact of affinity groups beyond the students who directly participate by creating meaningful opportunities for schoolwide learning, visibility, and celebration. Affinity groups will develop schoolwide spotlights, showcases,

			activities, and other student-led contributions that elevate student voice, build awareness of diverse identities and experiences, and positively influence the broader school community.
Family Pillar	Host **Community Unity Showcase** Event.	Humanizing Cult…	Create a positive touch point in the spring for families to experience their students' work around the building while celebrating our diverse community. We will work to improve the student work showcases around the building and work to improve the Affinity Groups to our community at large.
Community Pillar	Collaborate with the Design Advisory Committee	Humanizing Cult…	To ensure that staff, students, families, and community members have a meaningful voice throughout the bond-funded school design and rebuild process. The committee will provide input and feedback on design priorities, educational needs, student experience, accessibility, safety, and the ways the new facility can best support teaching, learning, and the school community.The process will also build shared understanding and community ownership of the new school.

Bias & Hate Mitigation: 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.	Policies are reviewed at staff meetings, Hate Speech response protocols are practiced and reviewed. Parents are given the information via newsletter and website.	Principal, AP, PBIS Tier 1 Committee	Response to Hate Speech and Bias Incidents. Having a consistent process of response builds trust within our community.
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.	• Posters, lessons and announcements for both staff and students. Impact/Imprint lessons will be taught after winter break. • Black Excellence Module • Student Concern Form	Principal, AP, PBIS Tier 1 Committee	Response to Hate Speech and Bias Incidents. Having a consistent process of response builds trust within our community.
Scholars, staff, families, and community will be **equipped to talk about their lived experiences** and support for **conflict management and resolutions.**	• Conflict Resolution Lesson • My Culture is NOT Your Costume Lesson • Peer Mediators • Student Concern Form • Affinity Groups	Admin, PBIS Tier 1	This year, we are prioritizing support for students in developing the skills to navigate and resolve conflict effectively. Integrating our use of peer mediators, student concern form and trusted adults as allies.

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	• Affinity Groups • Celebration/Recognition of Heritage Months (Lessons) • Development of PBIS Tier 1 community norms • Weekly SEL lessons in Morning Meeting • Morning Meeting Competitions • Community assemblies and events	Administrators, BEC, Affinity Groups	• Showcases/Highlight through our new FNN program. • Quarterly meetings with Affinity Group facilitators. • Annual affinity group/admin meetings.
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	The PBIS framework supports the collective implementation and reinforcement of our expectations. Imprints lessons and instructional strategies provide the foundation for reteaching and restoring when expectations are not met.	The PBIS & Equity teams guide the process of building systems that promote shared expectations and accountability.	We are prioritizing staffing and encouraging students to participate in affinity groups. Our groups meet after school and we are exploring equitable ways to have time during the school day to meet.
Scholars, staff, families and community **collectively practice educating, informing, shaping, and living the values** set forth by the common agreements of being in community with one another	SEL lessons through Morning Meeting and SEL embedded throughout the day. Recognition systems to celebrate students demonstrating our community expectations and values (Fist Bumps, tokens, certificates)	This work is a shared responsibility carried out daily by everyone in our community. Although our systems are still evolving, each of us plays a part in upholding and practicing the agreements we've established.	Having retained the majority of our staff, we are working to refine and maintain our existing systems.
Scholars, staff, families, and community collectively **understand the steps required toward**	• SEL lessons in Morning Meeting. • Staff training on restorative	Administrators/Dean often lead this repair process, however, others are aware of how it works. Other staff	Administrators continue to focus on communicating with all those involved while navigating these

repairing relationships and strengthening the sense of **equity, inclusion, and belonging**	practices. • Reinforcement of Falcon Values & focus.	members may lead a repair process, depending on the situation.	situations in an effort to build understanding and empower others to take the lead in the future.

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?

Each incident of hate speech and bias is unique and requires close work over time to meet the needs of the individuals impacted both directly and indirectly. As our reporting mechanisms evolve, we are seeing a higher volume of reporting and recording of incidents. This is not necessarily a negative thing but gives us an actual picture of the day-to-day experience of our students and staff. We are in need of educational modules/activities for students that are age and developmentally appropriate. We have little "official" or vetted material to work from and the lack of resources creates barriers to healing when both students and families want to know what was done in that capacity. We will continue to cast a wide net when addressing incidents as we don't always know who was impacted during specific events. Some students do not report being impacted and when incidents happen in large occupancy areas like hallways and classrooms, we are working to expand how we address things. It is a balance between making something bigger and ensuring supportive measures are provided.

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

Recognizing that each incident of hate speech or bias has unique layers of harm and context deepens our commitment to proactive education and awareness. The increase in reported incidents signals not only a need for responsive measures but also a growing trust in our systems—a foundation we can build on. This understanding reinforces the importance of creating consistent, developmentally appropriate learning opportunities that help students and staff identify, interrupt, and reflect on bias before harm occurs.

Moving forward, we will focus on expanding access to vetted educational modules and restorative practices that promote empathy, belonging, and accountability with support from the equity department. Additionally, we will work to strengthen communication with families and staff so they understand both the preventive education taking place and the follow-up actions after incidents. Finally, we will prioritize community-wide awareness efforts that normalize reporting, elevate student voice, and foster a shared responsibility for creating a safe and inclusive environment for all.

Tier I move

- Universal Education: Implementing age-appropriate lessons, advisory modules, and discussions that help all students understand bias, identity, and the impact of language and behavior on others.
- Common Language and Expectations: Teaching shared definitions and clear expectations around respect, inclusion, and accountability within

our schoolwide behavior framework (e.g., PBIS, Morning Meeting, SEL lessons).

- Visible Commitment to Belonging: Displaying inclusive signage, celebrating cultural and identity-based events, and regularly communicating our school's values around respect and safety.
- Staff Capacity Building: Providing professional learning for all staff on recognizing and addressing bias, responding to microaggressions, gender affirming language and community trust building.
- Student Voice and Leadership: Involving students in leading awareness campaigns, assemblies, or peer-led activities that promote understanding and solidarity through affinity spaces, assemblies and Morning Meeting groups.
- Family and Community Partnership: Sharing resources and communication that encourage families to continue conversations about inclusion and respect at home.

Tier II move - Students who are repeatedly originators of harm can be referred to counseling, on site therapy, or our social worker for skill groups. This year we lost our partnership with REAP and so we are solely focusing on our internal TTSD support network. We have additional dean support this year who has a pedigree in working with higher populations of students of color. She has a strong background in restorative practices that we will leverage with repeat offenders.

Tier III move - For repeat originators we are looping in the district Tier 3 specialist and the Culturally Responsive Coordinator for additional lessons and support. Students who have special needs and who are acquiring English language skills pose a particularly unique challenge when it comes to hate speech and bias response. We will convene a team and may determine that additional instruction or support should be added to their IEP or Behavior Support Plan. We intend for our new dean to capitalize on her past experience to engage in ongoing intervention support with these students.

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