

# **AUBREY INDEPENDENT SCHOOL DISTRICT**



## **INSTRUCTIONAL GUIDE**

# INTRODUCTION

We have created this plan to aid in navigating the reestablishment of our school where employees, students, and families feel safe and to reduce the impact of COVID-19 conditions upon returning to the district. The guidelines referenced in this plan are based on guidance from the Centers for Disease Control and Prevention (CDC) and the Texas Education Agency. Regular updates will be made to this plan based on information provided by the CDC, TEA, and applicable federal, state and local agencies. The safety of our students, staff, and visitors is our number one priority. Our hope in sharing this information is that it may assist in maintaining the highest levels of prevention and safety possible throughout AISD. Parental cooperation with the safety standards listed herein is vital for maintaining the highest levels of safety for our learning community.

This is a living document and, due to the evolving nature of the scientific understanding of COVID-19, it will likely change as new information becomes available. Thank you for your understanding.

## ACADEMIC INSTRUCTION PLAN

### INTRODUCTION AND CONSIDERATIONS

Aubrey ISD administration has been actively working on plans to navigate possibilities for opening school during the pandemic. The guiding principles for our leadership is always to ensure the safety and well-being of our students and employees while providing an exemplary and equitable education for all.

In an effort to get input from all district stakeholders, several groups including teacher groups from every campus, the site-based decision making team, the administrative team, and a select steering committee of parents, teachers, and administration gave input. The district has also requested input from the community and teachers through online surveys to gather information.

**The district is preparing for two instructional delivery methods including:**

- Remote Instruction - All students are online (Either intermittent or during extended closure)
- Choice Model - Parents Choose Face to Face or Asynchronous Virtual (by nine weeks period)
- TEKS Gap Recovery Plan (to be used in all scenarios above)

## REMOTE INSTRUCTION - (Intermittent or Extended)

### ONLINE PLATFORM - SEESAW (Grds PK-2), GOOGLE CLASSROOM (Grds 3-12)

In the case of either an intermittent or extended closure due to a COVID resurgence, Aubrey ISD is prepared to shift to an online learning environment for all students. Please note that **remote learning in this case will look significantly different than the emergency online learning that occurred in Spring 2020.**

Fall 2020 Remote Instruction	Spring 2020 Emergency Remote Instruction
Grades will be issued for online learning in the same manner as face to face following our district grading guidelines.	Only four grades were required and those grades were based on general knowledge and skills.
Students will be expected to turn in all assignments and participate in any scheduled online meetings to be considered present.	Teachers accepted a variety of work samples to show mastery of TEKS. No attendance requirements expected.
HS Course grades will count toward GPA and class rank as defined in district policy and procedure.	Grades from the last nine weeks did not count toward GPA and class rank.
Assignments and assessments will be the same or similar to what would be expected in a face-to-face class.	Assignments and assessments were streamlined to deliver only the most essential content.
Google Classroom will be the delivery platform in grades 3-12 and SeeSaw will be the delivery platform in grades PK-2.	Teachers used a variety of platforms to deliver instruction.

All 3rd-12th grade teachers will be prepared to use **Google Classroom** as the platform for online learning. PreK-2nd grade teachers will use **SeeSaw**.

Students can access their teacher's **Google Classroom** by following these steps:

- Login to Google Chrome using your student's username and password.
  - Username is usually first name last name@aubreyisd.net ([johnsmith@aubreyisd.net](mailto:johnsmith@aubreyisd.net))
  - Password is usually uppercase first initial lowercase last initial student ID (**Js22222**)
- Click on the Google "waffle" at the top right
- Click on the Google Classroom Icon

- All of your student’s classes should be listed here.
- Here is a helpful video to guide parents on Google Classroom: <https://youtu.be/IgS-hoSIjnw>

PreK-2nd grade students can access **SeeSaw** by following these steps:

- Login to Google Chrome using your student’s username and password.
  - Username is usually first name last name@aubreyisd.net ([johnsmith@aubreyisd.net](mailto:johnsmith@aubreyisd.net))
  - Password is usually uppercase first initial lowercase last initial student ID (**Js22222**)
- Find the Clever icon.
- You may have to login to SeeSaw the first time you use it using credentials provided by the teacher.

If you have difficulty logging in, please contact your child’s teacher or principal, or call the technology help desk at (940) 668-1550.

### **PARENT/STUDENT COMMUNICATION - ZOOM and EMAIL**

Frequent parent and student communication is key when students are learning in an online platform. Therefore, all of our teachers will hold parent and teacher conferences using ZOOM or through email.

Teachers will use zoom to have whole class online meetings, targeted small group meetings as well as one on one time and virtual office hours. **These meetings will be scheduled by campus to avoid conflict with other classes and students are expected to attend so that they receive attendance credit (see asynchronous virtual instruction below).**

In addition to scheduled office hours via zoom, teachers will be expected to be responsive to questions from parents and students regarding assignments between the hours of **8:00 - 4:00 PM** via email.

**Teachers will be expected at the minimum to the following guidelines:**

- Whole class meetings/progress monitoring ([As defined by TEA](#)) - daily
- Targeted small group meetings/individual progress monitoring - a minimum of three times per week
- Open Office hours for Q&A - daily until 4:00 PM

### **ASYNCHRONOUS VIRTUAL INSTRUCTION**

This model includes high quality lessons that are provided for students at home through a district designated Learning Management System (LMS) such as Google Classroom or SeeSaw. **In this method, students will be learning from instruction that is not necessarily delivered in-person or in real-time.** This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons from Aubrey ISD teachers and supplemented from other sources or game-based learning tasks that students complete on their own, pre-assigned worksheets, and formative assessments made available to students through the LMS.

**There will be an instructional schedule** which ensures the student is engaging with approximately the same amount of academic content as in a regular, on-campus school day, materials which are designed for an asynchronous learning environment, mechanisms for student progress monitoring and teacher/student interaction at scheduled times via zoom, email, or phone. **Students will be expected to engage in the learning each day to be counted present.**

With an asynchronous plan, student attendance is measured as “engagement.” [As defined by TEA](#), engagement will be measured daily using the following metrics:

- Daily progress in the Learning Management System (LMS), as defined in the approved learning plan; or
- Daily progress via teacher-student interactions, as defined in the approved learning plan; or
- Completion/Turn-in of assignments from student to teacher(s) (potentially via email, on-line, or mail).

**Sample schedule for an elementary student/teacher:**

STUDENT		TEACHER				
DAILY		Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Live Team Building Class Meeting	Live Team Building Class Meeting	Live Team Building Class Meeting	Live Team Building Class Meeting	Live Team Building Class Meeting	Live Team Building Class Meeting
8:45 - 9:15	elar	elar group 1	elar group 2	elar group 1	elar group 2	intervention
9:15 - 9:45		elar group 3	elar group 4	elar group 3	elar group 4	intervention
10:00 - 10:30	math	math group 1	math group 2	math group 1	math group 2	intervention
10:30 - 11:00		math group 3	math group 4	math group 3	math group 4	intervention
11:00 - 12:00	Lunch/Recess	lunch	lunch	lunch	lunch	lunch
12:00-12:45	CTT- Intervention	Intervention Time, GT, MTA, ESL	Intervention Time, GT, MTA, ESL	Intervention Time, GT, MTA, ESL	Intervention Time, GT, MTA, ESL	Intervention Time, GT, MTA, ESL
1:00 - 2:00	science/ss lesson	science live	science work	ss live	ss work	enrichment
2:15 - 3:15	Specials	PLANNING	PLANNING	PLANNING	PLANNING	PLANNING
3:15 - 4:00		Office hours for questions	Office hours for questions	Office hours for questions	Office hours for questions	Office hours for questions

**In the case of an extended closure, Middle and High School students would be expected to be engaged during the periods assigned on their regular schedule. Their regular schedule would translate to a block schedule to allow for more interaction with teachers. The teacher may or may not meet virtually with students as described in the *Asynchronous Virtual Instruction* section above, but students need to show participation in every class daily as defined above in order to be counted as present.**

**Sample Schedule for a secondary student/teacher:**

M/W and every other Friday - A Day

Period -	Time	Teacher check in time	Student Individual work time/ Teacher support
ExtraCurr/Conference/Planning	7:00-8:00		
1	8:00 - 9:30	8:00-8:30	8:30-9:30
2	9:30 - 11:00	9:30-10:00	10:00- 11:00
Lunch/Office Hrs	11:00-12:30	By appt	
3	12:30 - 2:00	12:30-2:00	1:00-2:00
4	2:00 - 3:30	2:00-2:30	2:30-3:30
ExtraCurr/Conference/Planning	3:30 - 4:30		

T/TH and every other Friday - B Day

Period -	Time	Teacher check in time	Student Individual work time/ Teacher support
ExtraCurr/Conference/Planning	7:00 - 8:00		
5	8:00 - 9:30	8:00-8:30	8:30-9:30
6	9:30 - 11:00	9:30-10:00	10:00- 11:00
Lunch/Office Hrs	11:00-12:30	By appt	
7	12:30 - 2:00	12:30-2:00	1:00-2:00
8	2:00 - 3:30	2:00-2:30	2:30-3:30
ExtraCurr/Conference/Planning	3:30 - 4:30		

\* Students will follow their normal periods according to the appropriate bell times during online instruction on an A/B day schedule. They will access teacher Google Classroom sites for assignments.

\*\* Juniors may elect to have one off period (late arrival or early release), while Seniors may elect to have two off periods (late arrival and/or early release)

\*\* Core Content - English, Math, Science, Social Studies; Elective - CTE course, Fine Arts, LOTE

### **GRADING/ATTENDANCE/ASSESSMENT EXPECTATIONS**

In order to provide the most effective online instruction, it is vital that students participate in any and all scheduled online meetings as well as complete all work on time. **Students are expected to attend any scheduled meetings and participate daily to be counted present.**

In addition, students are expected to complete work as assigned and turn it in on time as their work shows their participation for attendance. **Grades will be issued for online learning in the same manner as face to face following our district grading guidelines.** Please refer to the student and employee handbook for more information about grading guidelines, assignments, late work, and make-up work in the case of illness.

Both formative and summative assessments will be collected in an online environment. Teachers may use online assessment programs through **Google Classroom (such as GoFormative)** as well as small group and individual progress monitorings to determine the extent to which students have mastered the objectives. **Teachers may give timed exams, open-ended questions, and individually check with students to determine an assessment grade.**

Students are expected to adhere to the highest standards of honesty and integrity when working online to assure that assessments are a true reflection of the student's independent learning. **“A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students” Board Policy EIA (Local).**

### **ONLINE PEDAGOGY EXPECTATIONS**

Since learning on an online platform creates challenges, **AISD teachers will use the following pedagogy for creating an effective online learning environment.** These expectations will translate directly into the teacher's T-TESS appraisal.

#### **[AUBREY ISD ONLINE PEDAGOGY](#)**

### **SPECIAL PROGRAMS INCLUDING SPED, ESL, 504, GT**

Aubrey ISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can

be provided the special education and related services identified in the student's individualized education program (IEP).

Aubrey ISD will take a proactive approach to prioritize the needs of our students in specialized programs who choose asynchronous online learning or during intermittent or extended school school closures. Our district must adjust supports to meet the needs of identified groups of vulnerable learners, focusing on equity and quality over quantity and the status quo prior to school closures. To that end, our teachers and staff will maximize contact, communication, and instruction in a way that does what is best for our students.

Aubrey ISD staff will:

- Follow the same guidelines as in the [AISD Prevention and Response Protocol](#) with special consideration given to meet our student's individual needs.
- Continue to identify students within classes who need extra resources and targeted support and communicate with the following people, as required:
  - Dusty Wright, SST Coordinator ([dwright@aubreyisd.net](mailto:dwright@aubreyisd.net))
  - Monica Molinar, ESL Coordinator ([mmolinar@aubreyisd.net](mailto:mmolinar@aubreyisd.net))
  - MaryJo Turner, GT Coordinator ([mjturner@aubreyisd.net](mailto:mjturner@aubreyisd.net))
  - Campus Counselors for questions regarding 504 students
    - Tina Milacek - Brockett Elementary ([tmilacek@aubreyisd.net](mailto:tmilacek@aubreyisd.net))
    - Wendi Dowd - Monaco Elementary ([w Dowd@aubreyisd.net](mailto:w Dowd@aubreyisd.net))
    - Tabitha Hellman - Fuller Elementary ([thellman@aubreyisd.net](mailto:thellman@aubreyisd.net))
    - Jessi Whitfield - Aubrey Middle School ([jwhitfield@aubreyisd.net](mailto:jwhitfield@aubreyisd.net))
    - Susan Holloway - Aubrey High School ([sholloway@aubreyisd.net](mailto:sholloway@aubreyisd.net))
  - Denton County Special Education Cooperative
- Implement instruction that is consistent with IEP's/504 Plans/ ESL LPAC Plans
- Differentiate instruction and materials for a variety of levels.
- Collaborate with general education teachers to ensure lessons are designed to meet the needs of all students.
- Plan and ensure that IEP services are reflective of the school's new general education plan.
- Provide individualized instruction and **document frequent contact** with these students.
- Students will be assigned a **“caseworker” who will monitor their progress** online.
- The “caseworker” which may be the teacher or a special education paraprofessional, will contact the student daily, provide interventions, provide accommodations as needed, modify assignments as needed or determined by the IEP/ESL plan, consider and provide alternate supports to ensure success, and/or collect data regarding objectives/goals.
- Teachers should review the progress of each student on their caseload weekly (i.e., grade books, data collection, etc.) and determine what, if any, additional supports may be needed for each student to continue to progress in the general education curriculum and on their IEP/ESL goals/objectives.



## CHOICE MODEL - F2F or ASYNCHRONOUS VIRTUAL

It is highly likely that, even though TEA will allow students to attend school face to face, that some parents may choose to keep their student at home. Students may have a pre-existing health condition that causes them to be considered “high-risk” or may live with someone in that category. Coming to school and risking infection may not be an option for some students.

**Parents will have to designate that their child will be enrolled as an online learner at least two weeks before school begins.** To move from remote learning to on-campus learning or on-campus learning to remote learning, please notify the school by the following dates before each grading period:

August 3rd  
October 5th  
December 7th  
March 1st

If a parent has serious concerns about on-campus instruction, you may meet with the principal to discuss the possibility of moving to remote learning. Once in remote learning, a student must remain in that option until the next grading period.

### *Positive COVID Result or Quarantine*

If a student receives a positive COVID test result, they will be immediately moved to remote learning. If a student must quarantine, they will be moved to remote learning for the period of the quarantine.

## **FACE TO FACE INSTRUCTION CHOICE**

Learning happens in a traditional classroom setting with a teacher on campus. In order to accommodate all students returning to the classroom in-person, all safety measures described in the [AISD Prevention and Response Protocol](#) will be followed including:

- Weekly health screenings
- Daily temperature checks
- Reduced student transitions in the building and/or staggered pass periods at the secondary level.
- Two-way hallways with 6' social distancing or a one-way hallway system when possible.
- Reduced number of students in the cafeteria at one time/ meals may occur in other areas of the building (including classrooms) on a rotating bases
- Face shields /masks for staff; required for students age 10 and older
- Limited sharing of school supplies / equipment
- Consistent cleaning of instructional materials including technology devices throughout the day.
- Deep cleaning of the facility at the end of each day with a schedule of a broad based disinfectant treatment monthly.

## **ASYNCHRONOUS VIRTUAL SCHOOL INSTRUCTION**

This model includes high quality lessons that are provided for students at home through a district designated Learning Management System (LMS) such as Google Classroom or SeeSaw. **In this method, students will be learning from instruction that is not necessarily delivered in-person or in real-time.** This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons from Aubrey ISD teachers and supplemented from other sources or game-based learning tasks that students complete on their own, pre-assigned worksheets, and formative assessments made available to students on paper or through the LMS.

**There will be an instructional schedule** which ensures the student is engaging with approximately the same amount of academic content as in a regular, on-campus school day, materials which are designed for an asynchronous learning environment, mechanisms for student progress monitoring and teacher/student interaction at scheduled times via zoom, email, or phone. **Students will be expected to engage in the learning each day to be counted present.**

With an asynchronous plan, student attendance is measured as “engagement.” [As defined by TEA,](#) engagement will be measured daily using the following metrics:

- **Daily progress in the Learning Management System (LMS), as defined in the approved learning plan; or**
- **Daily progress via teacher-student interactions, as defined in the approved learning plan; or**
- **Completion/Turn-in of assignments from student to teacher(s) (potentially via email, on-line, or mail).**

**A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the teacher, and/or documentation of completion/turn in of daily assignment.** A teacher or campus representative will input the student’s daily attendance into the Student Information System (SIS) for the asynchronous method, based on the student’s daily engagement with the LMS or other instructional avenue and/or the daily contact with the teacher, by marking the student remote asynchronous present or absent on that day.

**Teachers will be expected at the minimum to the following guidelines:**

- Whole class meetings/progress monitoring - daily
- Targeted small group meetings/individual progress monitoring - three times per week
- Open Office hours for Q&A - daily until 4:00 PM

## **ASYNCHRONOUS VIRTUAL INSTRUCTION AT THE ELEMENTARY LEVEL**

**At the elementary level, AISD will designate a remote instruction teacher who plans and records lessons that will be delivered to students at home.** The remote instruction teacher will schedule both independent checks for understanding as well as small group targeted instruction with students who choose remote instruction. The remote instruction teacher will hold office hours for parent questions. In addition, every student will be assigned a “homeroom teacher” who will also connect with the student as they will likely be their teacher should they return to face to face instruction.

**The designated remote instruction teacher will create a schedule for students and will be available for questions from parents during office hours.** The remote instruction teacher will use SeeSaw/Google Classroom as their Learning Management System and will use Zoom as their communication platform as described in the *Remote Instruction* section above. **The remote instruction teacher will use the Aubrey ISD curriculum**, but may use a variety of resources including TEA’s Texas Home Learning 3.0 to supplement the curriculum to fit at-home learning.

**Students choosing the asynchronous model are expected to attend any scheduled meetings to be counted present and to complete all assignments as described in the *Asynchronous Virtual Instruction* section above. Students choosing the asynchronous option are required to participate in both state and local assessments.**

**A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the online teacher, and/or documentation of completion/turn in of daily assignment.** A teacher or campus representative will input the student’s daily attendance into the Student Information System (SIS) for the asynchronous method, based on the student’s daily engagement with the LMS or other instructional avenue and/or the daily contact with the teacher, by marking the student remote asynchronous present or absent on that day.

## **ASYNCHRONOUS VIRTUAL INSTRUCTION AT THE SECONDARY LEVEL**

At the secondary level, asynchronous virtual instruction will have a separate instructional design but will utilize the same curriculum and grading guidelines as face-to-face instruction. Asynchronous virtual instruction assignments may look different, but they will cover the same content and skills as on-campus instruction. **Aubrey Middle School and High School will utilize [Edmentum](#) to supplement the Aubrey ISD curriculum for all core classes and electives when possible. In addition, Aubrey ISD teachers will sequence units to mirror the classroom as well as supplement the Edmentum curriculum with class assignments, lectures, projects, and assessments that will ensure students who choose virtual instruction are receiving quality instruction.**

Principals are providing additional planning time for teachers to be the designated “online liaison” for each of the core subject areas.

The “online liaison” will be responsible for:

- Working with core classroom teachers to assign **Edmentum** units and any Aubrey ISD supplemental assignments, lectures, projects, and/or assessments.
- Monitor that students are engaged daily with their work.
- Take attendance [As defined by TEA](#) through student participation.
- Answer questions for students and/or parents or request information from the classroom teacher.

The “online liaison” will use **Zoom, email, and/or the telephone** as their communication platform as described in the *Remote Instruction* section above. **Students choosing the asynchronous model are expected to attend any scheduled meetings to be counted present and to complete all assignments as described in the Remote Instruction section above. Students choosing the asynchronous option are required to participate in both state and local assessments.**

**A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the “online liaison”, and/or documentation of completion/turn in of daily assignment.** A teacher or campus representative will input the student’s daily attendance into the Student Information System (SIS) for the asynchronous method, based on the student’s daily engagement with the LMS or other instructional avenue and/or the daily contact with the teacher, by marking the student remote asynchronous present or absent on that day.

**Some elective courses can require a student to come to campus to complete a required assignment or project if the course requires assignments that cannot be reasonably completed remotely.** For example, a welding course may have certain requirements that require a student to perform tasks on campus that cannot be completed in a remote setting. Aubrey ISD teachers will communicate any on-campus requirements and notify parents and students that failure to complete the required on-campus assignments could cause the student to not be awarded course credit before the start of the course, to ensure students have an option to select courses that can be completed remotely if desired.

**Dual Credit courses** will be offered online through our partnerships with institutions of higher learning such as North Central Texas College and Texas Woman’s University. All dual credit courses will be offered online in the 20-21 school year, except those taught by Aubrey ISD employees. NCTC Cosmetology will offer a blend of online and face to face as required by the instructor.

**Denton ATC Program courses** will be offered in a blended model as required by the instructor and Denton ISD. Since many of these courses require hands-on labs, students may participate in some classes online and be required to complete labs on campus.

**Secondary students are expected to take responsibility for their online learning.** They should engage in goal setting, independent work, and effective daily and weekly time management. Students in these grades are expected to interact with the “online liaison” and other online students in a respectful manner, engage fully with the content and instruction, and communicate with the instructor when they need additional help. **Students are expected to be prepared to engage with the “online liaison” during scheduled times when required.**

**The middle school schedule for asynchronous learners:**

Period	Time	Subject	Staff
1	8:00am -8:48am	Math	V. Clark
2	8:52am-9:40am	ELAR	J. Moreno
3	9:44am-10:32am	Elective / Work Time	
4	10:36am-11:24am	Elective / Work Time	
5	11:28-12:25	Science	S. Croswell
-	12:29-12:59	Lunch	
6	1:03pm-1:51pm	Elective / Work Time	
7	1:55pm-2:43pm	Elective / Work Time	
8	2:47pm-3:35pm	Social Studies	S. Hopkins

**The high school schedule for asynchronous learners:**

Period	Time	Subject	Staff
1	8:00am - 8:48am	Math	T. Bass
2	8:53am - 9:43am	Elective/Work Time	
3	9:48am - 10:36am	Elective/Work Time	
4	10:41am - 11:29am	English Language Arts	D. Dooley
5	11:34am - 12:23pm	Science	J. Bohannon
-	12:28pm - 12:59pm	Lunch	<input type="text"/>
6	1:04pm - 1:52pm	Social Studies	N. Brown
7	1:57pm - 2:45pm	Elective/Work Time	

# TEKS GAP RECOVERY PLAN

## DIAGNOSTIC ASSESSMENT

**Teachers will meet with their principals and teacher facilitators to develop diagnostic tests during their Assessment In-Lieu Day in all content areas.** For PK-2, the tests could be Circle, Tx-KEA, or a district-made test. For STAAR grades, it could be the Beginning of the Year Assessment designed by the state, or a similarly designed district-made assessment.

## INSTRUCTIONAL GAPS

We will take the data from the baseline assessment to determine where the gaps are with each student. Teachers will develop individual instruction plans for each student depending upon their areas of need. **Targeted and differentiated instruction will be key this year as student's needs will vary greatly and their deficits will need to be addressed in-class.** However, pull-out and after school tutoring will also be an option for students beginning early in the year.

## SCOPE AND SEQUENCE

**Teachers will meet with their principals and teacher facilitators on their Long-Range Planning In-Lieu Day to develop their instructional gap plan and to adjust their scope and sequence to include TEKS not covered in the previous year.** TEKS Resource has developed Gap Plans for Math and ELAR that roll in TEKS that were missed last year, all while staying on track to cover our required grade level TEKS. Teachers will spiral in missed TEKS during bellwork as well.

## TECHNOLOGY

Aubrey ISD families who do not have access to any/enough devices and/or an internet connection may request technology by contacting the technology help desk at (940) 668-1550 to arrange curbside pick-up at the administration building (415 Tisdell Lane).

# SOCIAL EMOTIONAL RESPONSE

Due to the Covid-19 related school closures many of our students and families have experienced added stress, anxiety, and potential trauma. These experiences have the potential to exacerbate pre-existing mental health issues, and/or create new challenges with mental wellness. In order to best serve our students' mental wellness, we are implementing a 3 tier intervention plan to serve all students of Aubrey ISD as we return to school.

## **TIER I- ALL STUDENTS**

All students will complete a short, 3-5 minute activity daily that addresses mental wellness. This will be implemented through the use of the social-emotional wellness app, Rhithm. The application encourages students and staff to reflect on their own mental state, teaches coping mechanisms, and provides feedback to teachers and administrators that will help us identify those who may need additional support. All teachers will receive training on how to use Rhithm prior to the start of school.

## **TIER II- ADDITIONAL SUPPORTS**

Some students will need additional supports beyond those provided at the Tier I level. These may include students who have previously had mental health concerns, students whose families have been affected by COVID-19, and others who have specific social-emotional needs. These students may be served with TIER II interventions such as daily progress monitoring with their teacher, an agenda to facilitate regular communication between school and home, mentoring, and/or targeted SEL lessons.

## **TIER III- MENTAL HEALTH TREATMENT**

Students who are in need of additional support beyond the Tier II interventions will have access to their grade level counselor, the district level student support counselor, and/or online therapy provided through Children's Medical Center. They may be seen in small group sessions with other students who have similar needs, or they may be seen individually, depending on circumstances and level of need. Guidance will be provided regarding self-care and appropriate coping mechanisms. These students will be identified through reports generated by Rhithm, teacher recommendations, parent requests, and student requests. Referrals to outside agencies and/or facilities will also be provided.