

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

All stakeholders of Alvord Unified School District have played an imperative role in the development of this Expanded Learning Opportunities Grant Plan in identifying the needs of our Alvord students during a year of uncertainty. Primarily, all groups are focused on student learning and how all stakeholders will play a continued role in the development of successful learning and teaching opportunities.

Throughout the school year, parents, families, and guardians have contributed input regarding reopening and learning loss through community site and district meetings, surveys, Thought Exchange, and electronic communications. In addition, stakeholders were provided a presentation on the elements of the plan being discussed at a public meeting on April 21, 2021. During this public meeting, stakeholders

provided input which included, but was not limited to, support during summer intervention programs, identifying supports to learning loss, staff training, additional academic services for students, and mental health supports.

Sites have conducted parent advisory and council meetings that have not only addressed the needs of specific student groups, but how the student groups receive differentiation to support learning both in-person and via distance platforms. This has also occurred at the district level via the Alvord Parent Advisory committee meetings, District English Language Advisory committee meetings, and Local Control Accountability Advisory meetings. Families have provided indirect input to support the development of this plan throughout multiple family engagement workshops throughout the school year focused on on-line tools, assessment, resilience, and supporting students in Language Arts and Mathematics at the elementary and secondary levels.

In addition, Alvord families have been provided surveys and Thought Exchange conversations in preparation of identifying the needs of our students. These have included collecting the thoughts of our families to include how they feel about students returning to school in the hybrid model, opening during a global pandemic, and safety considerations.

Lastly, our parents have received weekly email updates from the Superintendent on how we continue to support all students in both in-person and distance learning models. Families have direct access to provide input to the superintendent using the email [2superintendent@alvordschools.net](mailto:2superintendent@alvordschools.net).

Teachers and staff have participated in many of the same methods of input as families. All sites have regular leadership and staff meetings in preparation of identifying the needs of all students to receive expanded learning opportunities. Alvord Unified School District is in regular contact with both associations (Alvord Educators Association and California School Employees Association #339) to identify the needs of all staff through collaborative conversations and negotiations to support all staff.

Alvord Unified School District has also worked closely with management staff in identifying how to best support students and staff with expanded learning opportunities. Educational Services and Fiscal services have worked closely and collaboratively to identify the educational needs of our Alvord students and to appropriately allocate funds to support these needs.

Finally, Alvord Unified School District has worked closely with the Alvord community through partnerships that support the needs of the entire school community. With close relationships with city council members, regular Board of Education updates, and email communications, Alvord has maintained awareness of the resources available throughout the city. Through this partnership, our community continues to receive mental health supports through McKinley, The Wiley Center, and Care Solace behavioral health programs. The data generated from these resources have informed the types of supports needed for mental health services for our students and staff. We also continue our support of families in need with Alvord Cares, a non-profit organization supporting our Alvord community with food, clothing, and school supplies.

A description of how students will be identified and the needs of students will be assessed.

In the 2020-2021 school year, Alvord Unified School District purchased i-Ready, a diagnostic assessment tool to measure the growth of students in Grades K - 12 in English Language Arts (ELA)/Spanish Language Arts (SLA) and Grade K - 8 in Mathematics. Grades 9 - 12 measured Mathematical progress towards mastery of standards using the Mathematics Diagnostic Testing Project (MDTP) assessment.

These assessments will continue to be utilized three (3) times per school year in identifying the academic needs of students. In addition, AUSD will be adding i-Ready Mathematics to Grades 9 - 12 for a uniform summative assessment used at all grade levels. Pre-school and Transitional Kindergarten needs will be assessed using teacher-developed and program adopted materials to identify the developmental and academic needs of Pre-school and Transitional Kindergarten aged students. The data from these assessments will be used to identify patterns and trends of skills needed to allow for all students to have access to grade level or content standard mastery.

In addition to i-Ready and MDTP, multiple on-going summative and formative assessments (i.e. DIBELS, IDEL, PELI, ELPAC, interim assessments, teacher created formative assessments) will be used to identify student needs and instructional practices to support growth and mastery for all students. The 2021-2022 school year will include Elementary Numeracy Teachers, Elementary Literacy Teachers, and Secondary Intervention teachers to provide specific skill-based instruction for students needing additional support based on the various formative and summative assessments.

At all levels, site based parent meetings, Student Success Teams, and Individual Education Plans will be designed to identify the unique needs of each student and develop actions focused on the specific needs of the student and how the school shall implement supports based on teacher recommendations and records of failing grades for students at the secondary level.

Summer Academy Bootcamp will be provided for students at the most risk of learning loss during a 6-week program at all school sites. For elementary and middle schools, the program will be in partnership with the Alvord Expanded Learning After-school program. Intervention will be taught by Alvord certificated teachers and supported with Alvord Instructional Assistants (including paraeducators) in providing academic support. Enrichment will be provided by contracted staff in providing activities in the area of physical education, science, music, arts and crafts. During the Summer Academy Bootcamp, certificated teachers will complete pre and post assessments to identify student growth during the 6-week program. This data will be shared with the teacher(s) for the following school year in support of identifying learning needs during the 2021-2022 school year. Summer School will be offered to 9-12th grade students will be provided in-person credit recovery based on their records of course completion. In addition, a two week high school Summer Academy will be held prior to school opening to support ELA and mathematics and transition to high school.

In addition to academics, Alvord Unified School District is focused on Social-Emotional Learning support for staff and students. Alvord USD will use data from the 2020-2021 School Climate Survey to best identify the needs of each school site. Elementary counselors will continue to use Second Step in delivering lessons to students in the areas of social-emotional learning. Secondary will continue with regular in-person counselor interactions. Data from Care Solace usage will be used to identify particular trends and patterns to support specific needs of students and staff. McKinley and Wiley Center services will continue to provide additional support within the school day.

Our most vulnerable families experiencing homelessness and/or our Foster Youth receive regular contact from the Alvord USD Coordinator of Mental Health and/or site Homeless/Foster Youth liaison.

Alvord recognizes how food insecurities may have existed during the 2020-2021 school year. The Alvord USD Child Nutrition Services department has provided free meals (breakfast and lunch) to our student population throughout the school year. In addition, families were able to pick-up meal kits on Friday's to support weekend meals. This included complete meal options of protein, carbohydrates, dairy, and produce.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Alvord Unified School District plans to ensure that all parents and guardians are informed of the opportunities for supplemental instruction and support by maintaining continuous communication with parents and guardians. All communications will be made available in families' primary languages through the utilization of English Learner Support Services Office interpreters, as well as online translation tools. Simultaneous Spanish interpretation is made available at all Board of Education meetings, and district family engagement meetings as district families who speak a language other than English predominantly speak Spanish. Our district and school site websites and Superintendent weekly messages can be translated into over 108 languages ensuring that language is not a barrier to access of information.

Using teacher assessments, as well as i-Ready assessment data, Alvord will invite families of students who need supplemental instruction and support to take advantage of opportunities such as the Summer Academy Bootcamp. Families of high school students in need of credit recovery will be invited to enroll students in summer school and credit recovery courses during the school year. Targeted support will also be offered to students in need through after-school programs that offer additional tutoring and enrichment.

Parents and guardians will be continuously reminded of, and invited to participate in, opportunities for supplemental instruction and support through multiple contacts and communication venues. These opportunities will be communicated through parent conferences, SST meetings, as well as academic counseling conversations with school counselors. School site personnel will identify students who would benefit from these supplemental opportunities and will conduct personalized outreach to families which include phone calls, emails, text messages, as well as home visits. The Aeries parent portal is available to all parents and guardians as a place where they can access student grades, report card history, transcripts, as well as where they can update their contact information to ensure clear channels of communication between school and families. Through the Aeries parent portal, Alvord Unified School District can create announcements seen by parents as soon as they log on. This added feature allows Alvord to strategically invite parents of students who need targeted support at the exact moment when parents are engaging with their students' academics.

Alvord Unified School District will continue to leverage our multiple social media accounts as an information distribution platform, as well as a venue where families can provide feedback on district programs. Through these platforms Alvord shares information by using multiple media such as flyers, photographs, videos, announcements and links to ensure that families have multiple ways to remain informed of the opportunities for supplemental instruction and support. Blackboard Parent Link will continue to be used to send phone calls, text messages, and emails alerting parents of students identified as needing supplemental instruction and support, and will be utilized strategically to ensure that students with the greatest need are given priority of access to these opportunities.

A description of the LEA's plan to provide supplemental instruction and support.

Alvord Unified School District will maintain a primary focus on providing supplemental instruction and support with continued efforts toward our multi-tiered systems of support framework. This will include tiered supports in the area of academics, attendance, social emotional mental health needs, and family-school communications. Over the last several years, Alvord staff and community have created a compelling message to support our multi-tiered system of support. The compelling message states: In our collective pursuit of equity and access, Alvord recognizes and honors our students diverse strengths and needs. Our multi-tiered system of support is the framework that fosters a culture where all students thrive. Attached are tables which identify our tiers of support and a description to support how Alvord will implement the

seven supplemental instruction and support strategies as described in the California Education Code (EC) Section 43521(b) in correlation to our continued levels of support.

The following describes how Alvord Unified School District will provide supplemental instruction and support.

## EXTENDING INSTRUCTIONAL LEARNING TIME

Extending instructional learning time includes increasing the number of instructional days or minutes provided during the school year, providing summer school or intersectional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.

The Alvord Unified School District plan for extending instructional learning time include:

- Elementary/Middle School: Expanded Learning After-school program support
- Secondary: After-school intervention academies
- Targeted after-school intervention for Elementary
- Summer Academy Bootcamp
- Saturday Academy (Secondary)
- Paraprofessional supports for after-school tutoring

## ACCELERATING PROGRESS TO CLOSE LEARNING GAPS THROUGH THE IMPLEMENTATION, EXPANSION, OR ENHANCEMENT OF LEARNING SUPPORTS

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports includes, but not limited to, tutoring, learning recovery programs and materials, and educator training for both certificated and classified staff.

The Alvord Unified School District plan for accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning support include:

- Elementary Numeracy Teachers
- Elementary Literacy Teachers
- Special Education support staff
- Materials and Supplies to support acceleration of learning gaps
- Secondary Intervention Teachers
- Teacher supports (additional hours) with intervention and Summer Academy Bootcamp
- Paraprofessional supports (additional hours) with intervention and Summer Academy Bootcamp/Summer School
- Resident substitute teachers at each site
- Additional hours for certificated/classified/management staff in preparation of re-opening, in-person instruction, and providing interventions

## INTEGRATED STUDENT SUPPORTS TO ADDRESS OTHER BARRIERS TO LEARNING

Integrated student supports to address barriers to learning can include provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social emotional learning, or referrals for support for family or student needs.

The Alvord Unified School District plan for integrating student supports to address other barriers to learning include:

- Site homeless/foster support
- Increase of health assistant hours
- Technology to support instruction (includes hardware and software)
- Hot spots to ensure connectivity as needed
- Extra hours for classified staff to support safety protocols
- Extra hours for classified staff to inventory collection and distribution of textbooks and technology to ensure access to learning is available for school re-opening
- Training to support school cultures with trauma informed practices
- Parent Square communication
- Cultural Bias training
- Mental Health supports
- Health Assistants for Summer Academy Bootcamp/Summer School
- Nurses for Summer Academy Bootcamp/Summer School
- Development and expansion of outdoor learning spaces
- Additional hours for classified staff to create appropriate learning spaces to accommodate social distancing guidelines

SUPPORTS FOR CREDIT DEFICIENT STUDENTS TO COMPLETE GRADUATION OR GRADE PROMOTION REQUIREMENTS AND TO INCREASE OR IMPROVE STUDENTS' COLLEGE ELIGIBILITY

- Saturday Academies
- Credit Recovery through Summer School and/or teacher/section buy-backs during the school year.

ADDITIONAL ACADEMIC SERVICES FOR STUDENTS

Additional academic services for students, include, diagnostic, progress monitoring, and benchmark assessments of student learning.

The Alvord Unified School District plan to provide additional academic services for students include:

- Technology programs focused -on providing additional assessment and academic services
- Sustain one-to-one devices and access to the internet for all students
- Sustain technology needed in classrooms for instructional purposes
- Support safety of extra-curricular activities
- Site allocations to support in-person teaching and learning
- Infrastructure IT, various sites
- Development and implementation of Independent Virtual Program

**TRAINING FOR SCHOOL STAFF ON STRATEGIES TO ENGAGE STUDENTS AND FAMILIES IN ADDRESSING STUDENTS' SOCIAL-EMOTIONAL HEALTH AND ACADEMIC NEEDS**

Alvord Unified School District plan to provide trainings for school staff on strategies to engage students and families in addressing students' social emotional health and academic needs include:

- Professional development opportunities and academic supports in teaching and learning, social-emotional needs, school climate, safety, and health services
- Professional development in supporting staff in safe, structured play/recess
- Family workshops and re-opening of the Family Engagement Center

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$954,000.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$8,127,399.00	
Integrated student supports to address other barriers to learning	\$4,502,667.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0.00	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$1,070,000.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional academic services for students	\$5,752,176.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$90,000.00	
Total Funds to implement the Strategies	\$20,496,242.00	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Under California Education Code (EC) 43521(b), Alvord Unified School District is required to design a plan for a learning recovery program that, at minimum, provides supplemental instruction and supports social and emotional well-being of students in the following groups: low-income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020-2021 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. This plan addresses how this will be accomplished in Alvord Unified School District as described above in the plan to provide supplemental instruction and support.

In addition, the Coronavirus Aid, Relief, and Economic Security (CARES) Act provides funding to Alvord USD through Section 18003 of the Elementary and Secondary School Emergency Relief (ESSER) Fund, to address the impact of COVID-19 on elementary and secondary schools.

The overarching coordination of both of these funding sources is to ensure all Alvord Unified School District students, staff, and community are supported in their academic and social development. AUSD will coordinate this funds in the following ways:

- Sustaining of technology (hardware, software, infrastructure)
- Safety and sanitation needs

- Maintaining of site support for academic supports (Elementary Numeracy Teachers, Elementary Literacy Teachers, Intervention Teachers, additional hours for targeted intervention)
- Adoption of curriculum with a focused approach towards alignment of Curriculum Frameworks and access to on-line and print materials
- Professional development

# Alvord Unified School District

## ACADEMICS MTSS

	ELEMENTARY	MIDDLE	HIGH
<p><b>TIER I - CORE INSTRUCTION</b></p> <p><b>80-90% Core that is received by all.</b></p>	<p>First Best Instruction</p> <p>Implementation of State Standards</p> <p>Data Discussion/Goal Setting</p> <p>Instructional Monitoring via iReady</p> <p>All students Kindergarten - 5th grade diagnostic assessment given in ELA/Math (data analyzed with Leadership/PLC time)</p> <p>Device access and connectivityGo Guardian/</p> <p>Supporting families in navigating Google Classroom</p> <p>Parent University</p> <p>AVID</p> <p>Learning Centers</p> <p>DIBELS Administration</p> <p>Coherent Guide to Core Mathematics and Math Tasks</p> <p>School-based learning Platforms</p>	<p>First Best Instruction</p> <p>Implementation of State Standards</p> <p>Data analysis/data-driven lesson planning</p> <p>Universal Diagnostic Assessments-iReady/MDTP</p> <p>Device access and connectivityGo Guardian/</p> <p>AVID</p> <p>Classroom Presentations- Counselors and administration</p> <p>In-class supports and interventions</p> <p>College and Career Readiness</p> <p>School-based learning platforms (Nearpod, Kami, Peardeck etc.)</p> <p>Personalized Academic Counseling</p> <p>California College Guidance Initiative</p> <p>Elective Courses</p> <p>Positive recognitions/incentives</p>	<p>First Best Instruction</p> <p>Implementation of State Standards</p> <p>Data analysis/data-driven lesson planning</p> <p>Universal Diagnostic Assessments-iReady/MDTP</p> <p>Device access and connectivityGo Guardian/</p> <p>AVID</p> <p>Classroom Presentations- Counselors and administration</p> <p>In-class supports and interventions</p> <p>College and Career Readiness</p> <p>School-based learning platforms (Kami, Peardeck,</p> <p>Personalized Academic Counseling</p> <p>California College Guidance Initiative</p> <p>FAFSA support</p> <p>CTE//VAPA/Athletics</p>

# Alvord Unified School District

## ACADEMICS MTSS

	ELEMENTARY	MIDDLE	HIGH
<p><b>TIER II - FOR SOME</b></p> <p><b>15% - 10% Evidence based practices with increased support. Some have access to this support.</b></p>	<p>Elementary Literacy Teacher</p> <p>Small Group Instruction</p> <p>Bilingual Assistant Support</p> <p>iReady differentiation</p> <p>Targeted Interventions (after-school)</p> <p>Small group intervention during teacher office hours (Monday - Friday)</p> <p>Modified class/home work</p> <p>Google Classroom support</p> <p>Parent-Teacher Conferences and Individualized supports</p> <p>BPST after diagnostic or running record</p> <p>SART/COST/SST Process</p> <p>DIBELS Administration</p> <p>DLI IDEL/Maravillas Administration</p> <p>ELAC/SSC/ATP/PTA/PTO</p> <p>DLI Imagine Learning - Español</p>	<p>iReady- learning path differentiated and adaptive for personalized support and intervention.</p> <p>Moby Max- differentiated math support</p> <p>Office Hours- targeted supports</p> <p>Targeted Interventions (after-school)</p> <p>Web-based content specific supports</p> <p>SART/SST/504 PROCESSES</p> <p>Failing Grade outreach</p> <p>Counselor academic guidance/Google Meets/Personal phone calls</p> <p>Parent-Teacher Conferences and Individualized supports</p> <p>Home visits</p> <p>Adult mentors</p> <p>Positive Incentives for improvement</p> <p>Parent workshop for struggling students</p> <p>ELAC/SSC/ATP/PTA/PTO</p>	<p>Office Hours- targeted supports</p> <p>Targeted Interventions (after-school)</p> <p>Web-based content specific supports</p> <p>SART/SST/504 PROCESSES</p> <p>Failing Grade outreach</p> <p>Counselor academic guidance/Google Meets/Personal phone calls</p> <p>Parent-Teacher Conferences and Individualized supports</p> <p>Transcript analysis</p> <p>Home Visits</p> <p>“Adopt a Senior” mentors</p> <p>Positive Incentives for improvement</p> <p>Parent workshop for struggling students</p> <p>ELAC/SSC/ATP/PTA/PTO</p>

# Alvord Unified School District

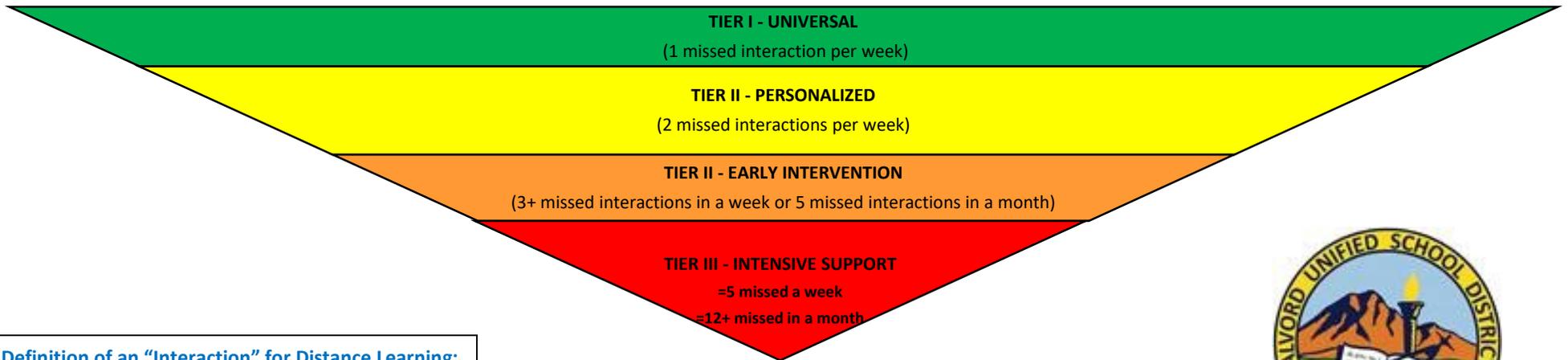
## ACADEMICS MTSS

	ELEMENTARY	MIDDLE	HIGH
<p><b>TIER III – FOR FEW</b></p> <p><b>5% - 10% Individualization of evidence-based practices to remediate and accelerate growth. Academic and behavior support is individualized and focused on prevention, as well as teaching and reinforcing goals. Few have access to these supports.</b></p>	<p>Targeted Interventions (after-school)</p> <p>One-on-one supports</p> <p>Modified class/home work</p> <p>Elementary Literacy Teacher</p> <p>Bilingual Assistant Support</p> <p>SART/COST/SST Process</p> <p>Rosetta Stone</p>	<p>Targeted Interventions (after-school)</p> <p>IEP</p> <p>One-on-one supports</p> <p>Modified class/home work</p> <p>Bilingual Assistant Support/ small group pull-out</p> <p>SART/COST/SST Process</p> <p>Rosetta Stone</p>	<p>Targeted Interventions (after-school)</p> <p>IEP</p> <p>One-on-one supports</p> <p>Modified class/home work</p> <p>Bilingual Assistant Support/small group pull-out</p> <p>SART/COST/SST Process</p> <p>Rosetta Stone</p>

# Alvord Unified School District

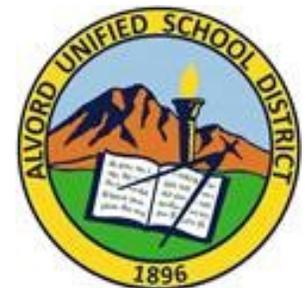
## COVID- 19 Attendance MTSS Plan

TIERS	TRIGGERS	STAFF RESPONSIBLE
<b>TIER I - UNIVERSAL</b>	<b>What triggers a universal check in?</b> <ul style="list-style-type: none"> <li>1 missed interaction per week.</li> <li>Must include multiple phone calls, text, and emails</li> </ul>	Attendance Clerk, Office Staff
<b>TIER I - PERSONALIZED</b>	<b>What triggers a more preventative check in?</b> <ul style="list-style-type: none"> <li>2 missed interactions per week.</li> <li>Must include multiple phone calls, texts, and emails.</li> <li>Should include a call to those listed on emergency card</li> </ul>	Attendance Clerks, Office Staff, School Site Administration
<b>TIER II - EARLY INTERVENTION</b>  <b>SART Letter 1 Generated and Mailed Home @ 3 Missed Interactions</b>	<b>What triggers a more on-going personalized support or outreach?</b> <ul style="list-style-type: none"> <li>3+ missed interactions per week or 5 in a month</li> <li>Must include multiple phone calls, texts, and emails</li> <li>Should include a call to those listed on emergency card</li> <li>Should include a socially distance home visit</li> </ul>	School Site Administration; Counselor; District Mental Health Coordinator; Case Carrier (Special Education Students); School Resource Officer (Welfare Check)
<b>TIER III – INTENSIVE SUPPORT</b>  <b>SART Letter 2 Generated and Mailed Home @ 5 Missed Interactions</b> <b>SART Letter 3 Generated and Mailed Home @ 7 Missed Interactions</b>	<b>What triggers an intensive support?</b> <ul style="list-style-type: none"> <li>5 missed interactions in a week or 12+ in a month</li> <li>Must include multiple phone calls, texts, and emails</li> <li>Should include a call to those listed on emergency card</li> <li>Should include a socially distance home visit</li> </ul>	Student Services Administrator; District Mental Health Coordinator; School Site Intervention Team (i.e., School Administration, Counselor, Student’s Teacher); School Resource Office (Welfare Check)



**Definition of an “Interaction” for Distance Learning:**  
*Student Log In and Visual Verification of Student*

**Definition of an “Interaction” for Hybrid Learning:**  
*Student Participation/Work Turned In*



# Multi-Tiered System of Support FAMILY-SCHOOL COMMUNICATIONS

Alvord Unified School District  
Family-School Communication MTSS

TIERS	SUPPORTS
<p><b>TIER I - UNIVERSAL</b></p> 	<ul style="list-style-type: none"> <li>• Aeries Gradebook</li> <li>• Google Classroom</li> <li>• Review IEP/504</li> <li>• Talk to Student</li> <li>• Parent Workshop Videos</li> <li>• Site Parent Groups (ELAC, SSC, ATP, PTA/PTO)</li> <li>• Various Social Media and District/Site Websites</li> </ul>
<p><b>TIER II - PERSONALIZED</b></p> 	<ul style="list-style-type: none"> <li>• Speak with Teacher</li> <li>• Speak with IEP/504 Case Carrier</li> <li>• Class Dojo/Remind</li> <li>• Speak with School Counselor</li> <li>• Speak with School Psychologist</li> <li>• Family Liaison or Family Engagement Office</li> <li>• District/Site Websites</li> </ul>
<p><b>TIER III – INTENSIVE SUPPORT</b></p> 	<ul style="list-style-type: none"> <li>• Contact School Office</li> <li>• Contact School Administration</li> <li>• Home Visits with Administration</li> </ul>

# Multi-Tiered System of Support Social Emotional Supports

<p><b>TIER I - UNIVERSAL</b></p> 	<p>Trauma Informed school wide presentations to students and parents            Bully Prevention Presentations            Needs Assessment for all students            New Student Orientation            Presentations: Promotion Requirements, College and Career, A-G, Transition to and from Middle School, Social Media, Problem Solving            Second Step Curriculum at Elementary Level            Cyber Safety for Elementary students            Suicide Awareness Campaigns            Multi-cultural Awareness            Office Hours            Google Classroom            Coffee with Counselor            Positive Post Cards Home (LSHS)            Announcing student success on remind and class announcements (AACHS)</p>
<p><b>TIER II - PERSONALIZED</b></p> 	<p>Small groups            SART Participation            SST Participation            Individual Counseling support            Parent/Teacher Conferences support</p>
<p><b>TIER III - INTENSIVE SUPPORT</b></p> 	<p>Small Groups focus on behavior, social emotional needs            Behavior support plan            Positive behavior Intervention support plan            Referrals to outside agencies: Wylie, McKinley, Care Solace            Foster youth and Homeless Youth support            Peer mediation/conflict resolution            Foster group (LSHS)            Individual counseling            Collaborate with feeder schools to address struggling students</p>