

DPS

Reopening Plan & Distance Learning Plan



LAST UPDATED: Aug 19, 2020

Board adopted August 24, 2020

Message from the Superintendent

It has been a challenging ending to the recent school year and a challenging beginning to another, but I hope you have found ways to embrace the change to our typical routines. Thank you to the students, staff, parents, and community members who helped us succeed in this period of remote learning and to end the 2019-20 school year well. I am proud of the way all of us responded to this crisis.

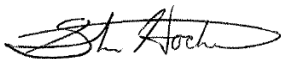
And now, we must consider what school will look like in the fall and how we can restore some form of in-person learning. This will be another daunting task we must undertake. We have to create a quality and meaningful learning experience for our students - while also making sure we maintain a safe learning environment for our staff and students.

For academic, social-emotional, and economic reasons, we are compelled to strive to return to an in-person learning model. However, we also cannot disregard that the threat of this virus remains, and we must take all practical steps to keep our schools from contributing to virus spreads within our community. We must also anticipate that there will be additional outbreaks, creating cycles through which we move from in-person to remote learning from time to time within our Level 1 operations. In addition, we must also prepare to begin the school year in our hybrid learning model (Level 2).

This document presents our most current thinking. It represents hundreds of hours of research, scenario modeling, and work from DPS's dedicated and talented staff. We also solicited and reviewed feedback from all of our employee groups as well as our parents and patrons.

I know that seeing this plan, especially for the first time, may be a jarring experience. We recognize that some of the concepts might be polarizing, and there may be strong opinions about the path in front of us. But we must remain open to what's possible and consider all options as we move forward.

Sincerely,



Dr. Shon Hocker
Superintendent
Dickinson Public Schools

Dickinson PUBLIC SCHOOLS

INTRODUCTION

In March 2020, Dickinson Public schools closed its school buildings for in-person learning due to the outbreak of COVID-19 and related public health orders. For the remainder of the spring semester, students engaged in remote learning throughout the district. While our preferred model of instructional delivery is a traditional face-to-face educational environment, we anticipate continued public health restrictions throughout this upcoming school year.

The purpose of this Reopening Plan is to maximize in-person learning opportunities. DPS has crafted a plan that allows us to respond quickly to changing local, regional, state and national conditions. As conditions change, we may be forced to change how we provide instruction during the school year. DPS's Reopening Plan includes a Level 1, 2, and 3 system that outlines what students, staff and parents can expect under different conditions.

- ◆ **Reentry Level 1: New Normal Operations** -- DPS's schools will reopen with all students attending school fulltime and schools implementing reasonable procedures in accordance with health guidance. It is anticipated that Level 1 may generally coincide with ND Risk Levels **Blue** and **Green**.
- ◆ **Reentry Level 2: Learning With Caution** -- DPS will shift to a hybrid schedule with students attending school on alternate days so some students are learning part-time in school and some students are learning part-time at home. Based on conditions, hybrid schedules could be implemented in a single school, within a cluster of schools or districtwide. It is anticipated that Level 2 may generally coincide with ND Risk Levels **Yellow** and **Orange**.
- ◆ **Reentry Level 3: Learn at Home & Stay Safe** -- In extreme conditions, which could include a local or state stay-at-home order, **DPS will close schools and shift to remote learning for all students**. It is anticipated that Level 3 may generally coincide with ND Risk Level **Red**.

DPS's Reopening Plan includes recommendations from health officials, and reasonable procedures to try and mitigate risks and minimize the spread of COVID-19. To accomplish our goal of reopening schools, it is imperative all students, staff and parents do their part by following health department guidance whether they're at school or out in the community. Everyone will also need to monitor their health and stay home if they are feeling sick or showing symptoms of COVID-19.

Dickinson Public School's Reopening Plan was drafted with input from stakeholders including parents, teachers, staff and local health officials. It includes feedback from more than 1,900 survey responses. **The plan is a living document and will be updated in accordance with new guidance** from the Governor's office, the State Department of Public Instruction, the ND High School Activities Association and local Health Officials.

DPS's Focus Everyday:

- ◆ Provide a rigorous, **comprehensive education** for all students no matter the mode of instruction.
- ◆ **Respect health guidance** from the Centers for Disease Control and local and state health officials, and adopt reasonable practices we can control to mitigate risks and minimize spread.
- ◆ **Be flexible, empathetic and ready to respond quickly** to support families as conditions change.
- ◆ **Clearly communicate shared expectations** for students, staff and parents.
- ◆ **Ensure every student has an iPad, Chromebook or a laptop** to use for learning in a classroom or learning at home.
- ◆ Provide **parents and teachers with training and support so they** can use tech tools and resources.
- ◆ **Provide Online options for parents** uncomfortable about sending children back to school in person.

Reentry Level 1 -New Normal Operations

DPS schools will reopen but incorporate health guidance and protocols to try and mitigate risks and limit the spread of COVID-19. Here's what to expect:

Districtwide Practices:	<ul style="list-style-type: none"> <input type="checkbox"/> Social distancing where possible and reasonable. <input type="checkbox"/> Shields, masks or cloth facial coverings will be worn by all employees and students where social distancing is not possible or reasonable. There will be strategic times implemented where masks will be removed. <input type="checkbox"/> Buildings routinely cleaned and disinfected according to CDC guidelines. Special focus on high traffic areas. <input type="checkbox"/> Handwashing integrated throughout the day. <input type="checkbox"/> Hand sanitizer available throughout buildings. <input type="checkbox"/> Schools share "Stop The Spread" information with focus on preventative measures and symptoms. <input type="checkbox"/> Parents will be provided an Online option of education for students. <input type="checkbox"/> Support and training for parents who need help accessing technology, tools and online curriculum. <input type="checkbox"/> Social distancing on school buses will be difficult so we encourage parents to consider alternate transportation to school such as having children walk or bike or carpool. When social distancing is not possible on the bus, all students and adults will wear face coverings.
Classroom Spaces:	<ul style="list-style-type: none"> <input type="checkbox"/> Students issued their own learning device -iPad, Chromebook or laptop. <input type="checkbox"/> Limited use of shared materials and supplies. <input type="checkbox"/> Desks arranged to allow for cohort groups and social distancing where possible and reasonable. <input type="checkbox"/> Staff and students working in close proximity will wear face coverings. <input type="checkbox"/> Teachers will teach their F2F class as though they are teaching Online. This will accommodate the anticipation of some students periodically needing to be absent from the F2F class due to Covid restrictions.
School Spaces:	<ul style="list-style-type: none"> <input type="checkbox"/> Sneeze guards and other protective measures may be implemented in all offices. <input type="checkbox"/> Some school events, assemblies and gatherings may be changed or cancelled to limit large gatherings. <input type="checkbox"/> Access to campus may be limited with new protocols for volunteers/visitors to campus.
Common Spaces:	<ul style="list-style-type: none"> <input type="checkbox"/> Students move in cohort groups where possible and reasonable to try and limit possible exposure. <input type="checkbox"/> School schedules may be adjusted to reduce the number of students passing in hallways and congregating in common spaces. <input type="checkbox"/> Lunch times may be staggered to reduce the number of students in the cafeteria and allow for some social distancing. Some students may eat in other areas of the school or outside, weather permitting.
Extracurricular Activities:	<ul style="list-style-type: none"> <input type="checkbox"/> We will follow guidance and directives from the ND High School Activities Association and the governing bodies of other extracurricular activities.
Priorities in Level 1:	<ul style="list-style-type: none"> * Ensure students/staff who are sick or showing symptoms stay at home. * Implement social distancing and cohort groups where possible.

Reentry/transition to Level 2 - Hybrid

Based on guidance from health officials, DPS may decide to shift to a hybrid schedule where students would attend on alternating days and learn part-time in school and part-time at home. Depending on conditions, hybrid schedules could be implemented in a single school, within a cluster of schools or districtwide. Here's what to expect:

Districtwide Practices:	<ul style="list-style-type: none"> <input type="checkbox"/> Maximize social distancing cohort groups by reducing the number of students in school buildings. <input type="checkbox"/> Shields, masks or cloth facial coverings will be worn by all employees and students where social distancing is not possible or reasonable. There will be strategic times implemented where masks will be removed. <input type="checkbox"/> Buildings routinely cleaned and disinfected according to CDC guidelines. Special focus on high traffic areas. <input type="checkbox"/> Handwashing integrated throughout the day. <input type="checkbox"/> Hand sanitizer available throughout buildings. <input type="checkbox"/> Schools share "Stop The Spread" information with focus on preventative measures and symptoms. <input type="checkbox"/> Parents will be provided an Online option of education for students. <input type="checkbox"/> Support and training for parents who need help accessing technology, tools and online curriculum. <input type="checkbox"/> Social distancing on school buses will be difficult so we encourage parents to consider alternate transportation to school such as having children walk or bike or carpool. When social distancing is not possible on the bus, all students and adults will wear face coverings.
Classroom Spaces:	<ul style="list-style-type: none"> <input type="checkbox"/> Students will attend school on a hybrid schedule and school times may be adjusted. We are looking at an alternate days schedule, and will try to ensure children from the same families attend school on the same days. <input type="checkbox"/> Approximately 50% of the students (all A-K last names) will attend school on Mondays/Wednesdays, and every other Friday with the remaining 50% of students (all L-Z last names) attending Tuesdays/Thursdays and every other Friday. <input type="checkbox"/> Teachers will teach their F2F class as though they are teaching Online. This will accommodate the anticipation that some students will need to be absent from the F2F class due to Covid restrictions. <input type="checkbox"/> Teachers will provide direct instruction on the day's students are at school. <input type="checkbox"/> Students will work independently to practice concepts and grow mastery when they're working independently at home. In general, students would not be learning new material independently at home. <input type="checkbox"/> Staff working closely with small groups of students will be required to wear face shields/masks.
School Spaces:	<ul style="list-style-type: none"> <input type="checkbox"/> Sneeze guards and other protective measures may be implemented in all offices. <input type="checkbox"/> Some school events, assemblies and gatherings may be changed or cancelled to limit large gatherings. <input type="checkbox"/> Access to campus may be limited with new protocols for volunteers/visitors to campus.

Common Spaces:	<input type="checkbox"/> Students will move in cohort groups where possible and feasible to try and limit possible exposure. <input type="checkbox"/> School schedules may be adjusted to reduce the number of students passing in hallways. <input type="checkbox"/> Lunch times may be staggered to reduce the number of students in the cafeteria and allow for some social distancing. Some students may eat in other areas of the school or outside, weather permitting.
Extracurricular Activities:	<input type="checkbox"/> We will follow guidance and directives from the ND High School Activities Association and the governing bodies of other extracurricular activities.
Priorities in Level 2:	* Ensure students/staff who are sick or showing symptoms stay at home. * Maximize social distancing cohort groups by reducing the number of students in school buildings.

Transition to Level 3: Learn at Home and Stay Safe

In extreme conditions, which could include a local or state stay-at-home order, DPS will close schools and shift to remote learning for all students. Based on local conditions, DPS could close a single school, a cluster of schools or close all schools. Here's what to expect:

Remote Instruction	<input type="checkbox"/> Focused, rigorous instruction on key learning essentials in each grade and content area. <input type="checkbox"/> Traditional grades and accountability. <input type="checkbox"/> Clear expectations and communication with students and families. <input type="checkbox"/> Some of the structure of a regular school day with face-to-face online instruction with some flexibility for families. <input type="checkbox"/> Support and training for parents who need help accessing technology, tools and online curriculum.
School Spaces:	<input type="checkbox"/> Closed to the general public except by special appointment. <input type="checkbox"/> There may be opportunities for in-person small group instruction or intervention.
Extracurricular Activities:	<input type="checkbox"/> We will follow guidance and directives from the ND High School Activities Association and the governing bodies of other extracurricular activities. <input type="checkbox"/> Athletics and other extracurricular activities would likely be suspended
Priorities in Level 3:	* Reduce the risk of further community spread by closing schools.

Keeping Schools Open Will Take Community Effort:

Health Checks: To accomplish our goal of reopening our schools and keeping them open, it will be important for students, staff, parents and patrons to do their part by following health guidance and monitoring their health.

In cooperation with local Public Health Officials, we ask as students and staff prepare for school each day, they ask themselves these questions:

- **Since your last day in school have you had any of these symptoms that are NOT attributable to another condition?**
 - o Fever or Chills (A fever is considered having a temperature of 100.4 F)
 - o Cough
 - o Shortness of breath or difficulty breathing
 - o Fatigue
 - o Congestion or Runny Nose
 - o Nausea, Vomiting or Diarrhea
 - o Muscle or Body Aches
 - o Headache
 - o Sore throat
 - o New loss of taste or smell

- **If the answer is YES to any of these symptoms we ask that:**
 - o You DO NOT send your child to school.
 - o Contact your healthcare provider for guidance to determine if testing for COVID-19 is recommended.

- **If your child has tested positive for COVID-19 OR was directed by a healthcare provider to stay home we ask that:**
 - o You DO NOT send your child to school UNTIL:
 - Your child has isolated for at least 10 days from symptom onset and at least 3 days have passed since symptoms have improved.....OR.....
 - Your medical provider has determined a different illness than COVID-19 and cleared your child to return to school.

- **If your child has had close contact (within 6 feet for more than 15 minutes) with someone testing positive for COVID-19, we ask that:**
 - o You DO NOT send your child to school UNTIL your child has isolated for 14 days and experiences no COVID-19 symptoms.
 - o If symptoms DO present during the isolation period, follow instructions above for seeking medical guidance and possible testing for COVID-19

Responding to a Confirmed Case of COVID-19: An important part of limiting the spread of COVID-19 in our community is identifying those who may be sick, infected or who have been exposed, and requires all of us working together to keep the virus in check.

Students/Families:

- If your child has tested positive for COVID-19 we ask that:
 - o You do not send your child to school.
 - o Notify your school of the positive test.
 - o Follow guidance from your health provider regarding isolation and contact tracing.

School & District:

- School personnel will alert Supervisor.
- Supervisor will contact local Health Officials and will assist Public Health with contact tracing and investigation.
- District will coordinate efforts to communicate to staff, students, and parents the possible exposure to COVID-19 while maintaining confidentiality as required by the Family Educational Rights and Privacy Act (FERPA) Health Insurance Portability and Accountability Act (HIPAA) and the Americans with Disability Act (ADA).

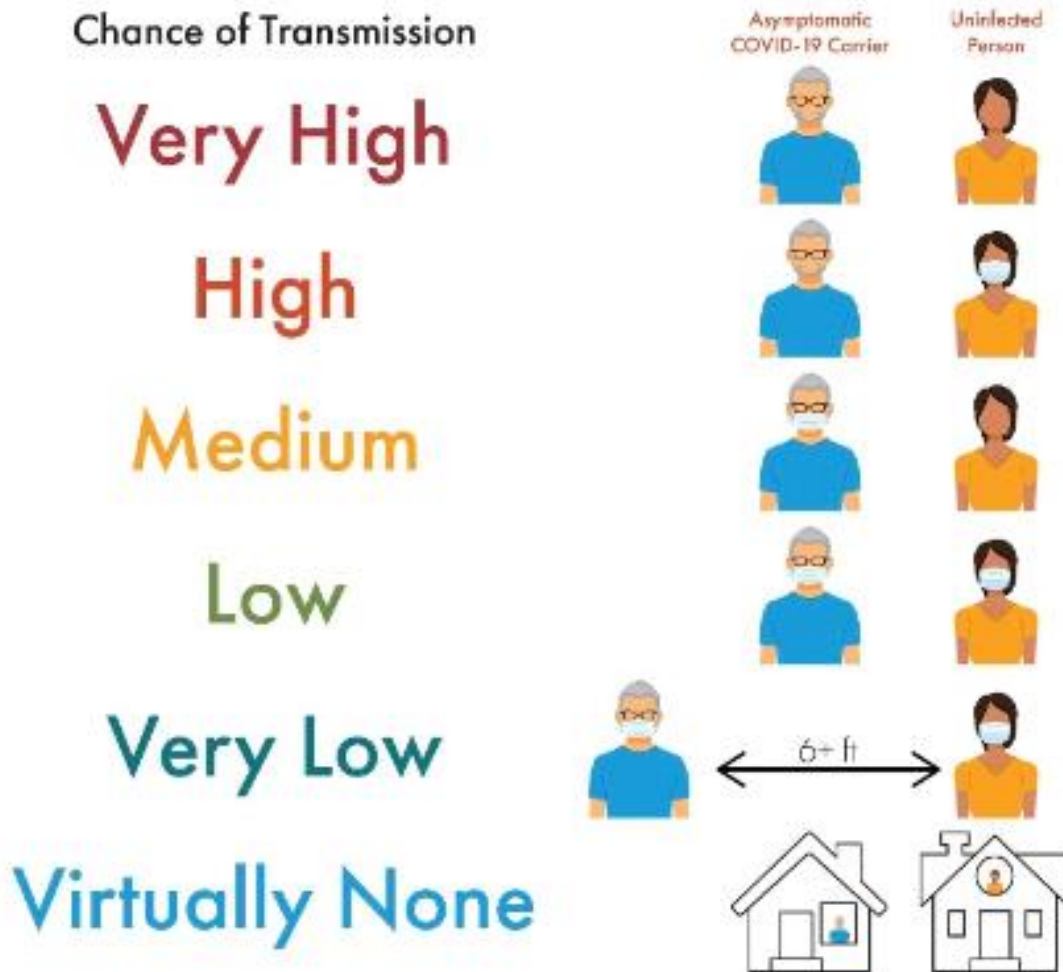
Next Steps:

- DPS Draft Reopening Plan will be shared with parents, teachers and staff to gather additional input (anticipate July 17-31). (completed)
- DPS Reopening Plan will go to the Board of Trustees for approval prior to the first day of school (Sept 2, 2020).
- Principals/Directors will develop plans outlining how they will implement new health protocols in their schools/departments and special programs.
- Training and staff development in new health protocols for all staff as they return in August.
- Promote plan and new health protocols to parents and patrons in early August.

Resources:

- [CDC Considerations for Schools](#)
- [CDC Guidance for Cleaning & Disinfecting](#)
- [COVID-19 Guidance for Schools-AAP](#)

Staff and student safety are the highest matters of concern and consideration. The DPS Reopening Plan is focused on achieving a “Low” to “Virtually None” chance of transmission as described by the ND Department of Health.



Distance Learning Plan

**(Primarily utilized during Levels 2 & 3 conditions,
with certain components utilized in Level 1 conditions)**

The Dickinson Public Schools Distance Learning Plan (DLP) addresses the following topics:
The following plans are attached on the next several pages:

- Lunch Plan
- Food Service Plan
 - DMS lunch pick up map
 - LES lunch pick up map
 - HRE lunch pick up map
- Professional Learning Plan
- Technology Plan
- K-5 Essential Agreements for Continued Learning
- 6-8 Essential Agreements for Continued Learning
- 9-12 Essential Agreements for Continued Learning
- Special Education Services Plan
- Mental Health Plan
- Family Resources
- Food Resource - Social Workers Plan
- Community Counseling Resources
- Staff Resources and Support
- Teacher Tip Sheet

Dickinson Public Schools Lunch Plan

In an effort to meet the physiological and social needs of our most marginalized students Dickinson Public Schools will offer food services to all our students. Grab-n-go breakfast and lunch pickup will occur at three locations: Lincoln Elementary, Heart River Elementary, and Dickinson Middle School from 11:00am-12:30 pm, Monday through Friday. Students who have been identified as being signed up for the Backpack Program can pick up their supplemental backpack for the weekend any day of the week.

Dickinson Public Schools will also use this time as a point of contact for some of our most at-risk students. Staff will be trained on strategies to check on families and students' mental health. A process for referring students and families for school or outside agency services has been developed. Counselors and social workers will lead that process for our students.

1.

Food Service Plan

A grab-n-go lunch, with breakfast for the following day, will be provided for Dickinson Public School students at three locations:

- Lincoln Elementary: 102 West 10th Street
- Heart River Elementary: 720 7th Street SW
- Dickinson Middle School: 2675 21st W

Aerial maps are located on <http://www.dickinson.k12.nd.us/>.

Families may drive up to any location and grab-n-go meals will be delivered to vehicles.

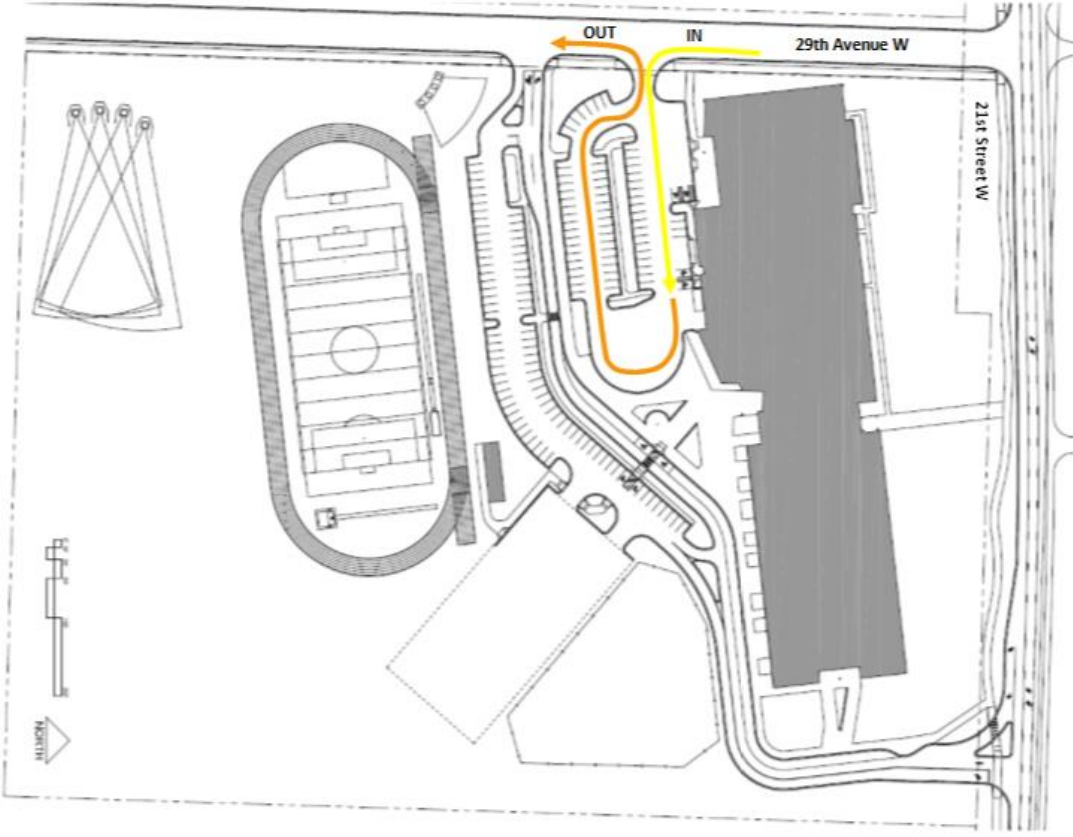
What families/students need to have:

- 1) Student Name
- 2) Grade Level
- 3) Home School.

Grab-n-go meals will be made available for DPS students through the lunch program when DPS is operating in Level 3.

Families and students who have been identified as being signed up for the Backpack Program can pick up their bag any day during the week.

Dickinson Middle School Lunch Pick up Map



LINCOLN ELEMENTARY SCHOOL



Enter Here

BUS LOOP

Pick Up Meals At Door 3

Door 3

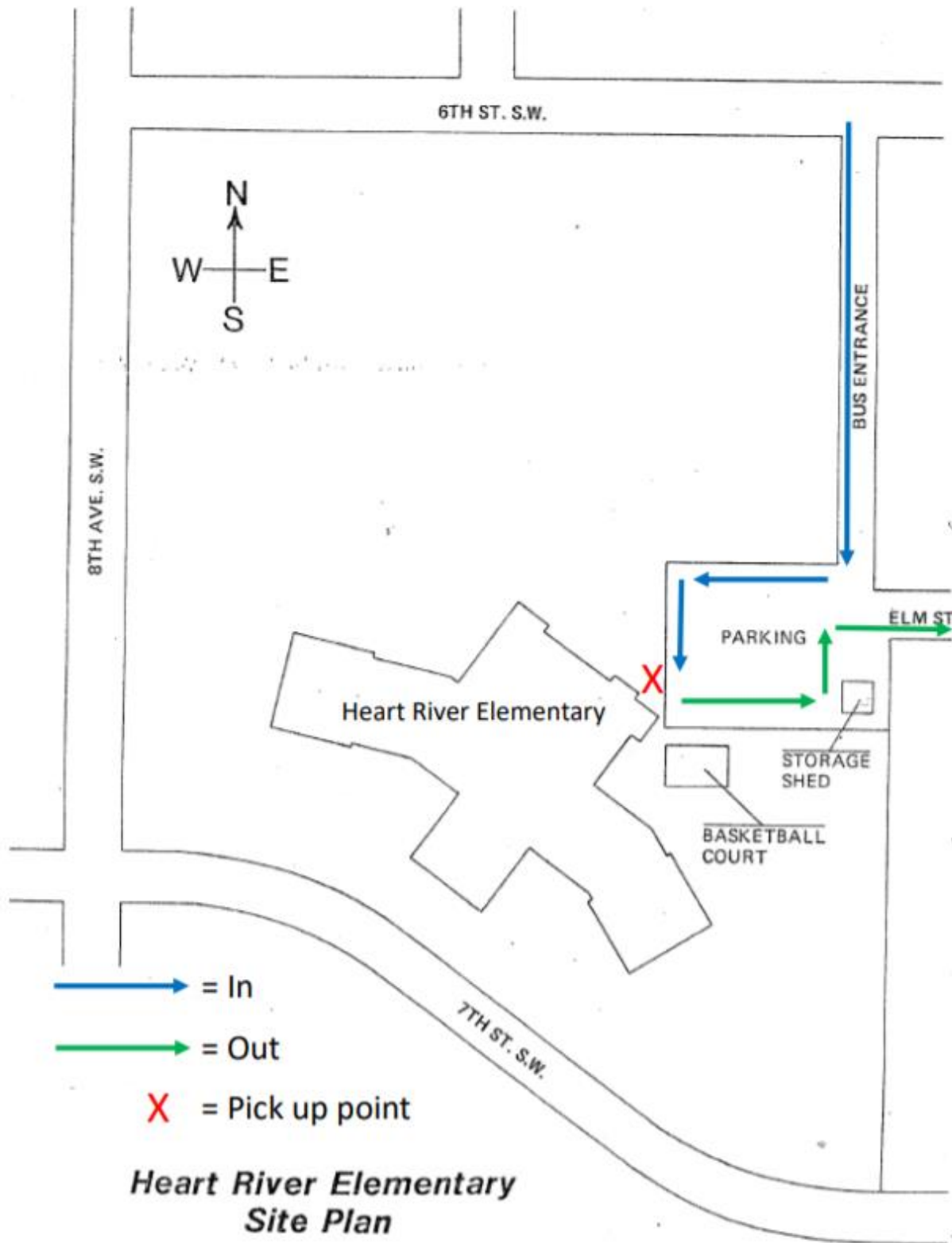
Front Door 1

DOOR

3rd Ave West

Sims St.

10th St. West



Professional Learning

A. Communication and Safety

1. **COVID19** - All staff will participate in a training regarding COVID19. This will include safety precautions such as hand washing and social distancing. Staff will access this training on the Frontline platform.
2. **Interacting with Empathy**
 - All staff will complete training on building relationships and using empathy when communicating or interacting with students and families in a stressful situation.
 - Staff members who will be interacting with students and families will be provided with tip sheets to help ensure empathy and positive interactions.
3. **Answering Questions** - Tips will be provided to staff on how to respond to students, parents, and community members regarding questions that may arise.

B. Instruction

1. **Learning Management Systems** – K-5 Certified teaching staff will utilize SeeSaw. 6-12 Certified Staff will utilize Schoology. Our Technology Integration Specialists continue to be available to address specific needs of teachers and administrators.
2. **Instruction** - *Essential Agreements for Continued Learning* have been developed for K-5, 6-8, and 9-12. These agreements describe the expectations for instruction at each level, communication with families, office hours to answer questions, teacher collaboration, and tracking of students at risk. These agreements are attached to the plan.
3. **Student Feedback** – Professional development on providing effective feedback to students in an online / at-home format will be provided to all certified staff. This will be provided in an online format.
4. **Student Collaboration** - Professional development on methods to include student collaboration in an online / at-home format will be provided to all certified staff. This will be provided in an online format.

Technology Plan

(Ensuring Equitable Services)

A. Devices and Internet

Dickinson Public Schools will provide a device for all students in grades K-12. Students may take their devices home each day.

Families

1. **Devices** - The district will distribute a Chromebook or iPad to all students.
2. **Internet** – It is important that parents have internet availability at home. There may be assistance available for qualifying households. Alternative plans for paper/pencil delivery methods will be implemented as needed.

3. **Teachers** – Many of our teachers already have a district provided laptop. It is important that teachers have internet at home. For those that do not, they will be allowed to work in their classroom.

B. Learning Management Systems

1. **Grades 6-12** – Schoology will be used as the LMS. Students will use the platform when face-to-face instruction is in place. Support will be provided if a student has trouble logging on from home.
2. **Grades K-5** – Seesaw will be used as the LMS in elementary. K-2 students currently login using a QR code. The QR codes will be sent home for each child. In addition, login information using email will also be provided along with instructions for an adult or sibling to help if needed. Staff will be available to answer student questions each day.
3. Additional online resources are commonly used by our students and will continue to be used. Examples of these resources include: DreamBox, Epic!, Raz-Plus, ebooks, formative assessment tools, etc.

C. Assistive Technology

Assistive technology will be provided when appropriate to meet the needs of students in a home learning environment.

D. Essential Agreements for Continued Learning

The grade band specific *Essential Agreements for Continued Learning* provide additional details regarding our technology and instructional plan.

Attendance Procedures

During an extended closure, student engagement in learning opportunities is critical to a student's continued academic growth. Attendance shall still be monitored by teachers through student logins to their learning platforms, communication with teachers (e.g. email, Google chat, live meetings, phone calls, etc.), and completion of assigned tasks. Any student demonstrating prolonged absence or disengagement is a cause for concern. Teachers will monitor student engagement daily. Teachers and RtI Teams will contact a student and/or students' guardian to seek input and assist them as needed to ensure participation.

High-Quality, Effective, Standards-Based Education

Teachers have previously identified essential standards for each grade level and course. They will continue to focus instruction on the essential standards and monitor student progress. Student work will be assessed as necessary and grades determined based on each student's progress on the identified essential standards.

The following K-12 Online Learning guidelines are for all Full-Time Online students as well as instructional practices in the event that we transition to Level 3.

K-5 Essential Agreement for Online Learning

Platforms for Daily Use:

→ Learning Management System

- ◆ Seesaw: K-5 will use Seesaw for their daily learning engagements and parent interactions. Teachers will invite all guardians to connect to the Seesaw Family App.

→ **Video Recording**

- ◆ Seesaw: Teachers can use Seesaw to record lessons, direct instruction, check-ins, work feedback, etc. that students can access directly in Seesaw.
- ◆ Screencastify: Teachers can use Screencastify to record lessons, direct instruction, check-ins, work feedback, etc. The video can be posted for students to watch in Seesaw.

→ **Staff Communications**

- ◆ The administration will determine a consistent method for Team collaboration.
Examples: Shared Google Doc, Email, Zoom, etc.

→ **Family & Student Communications**

- ◆ Seesaw: Students and parents will communicate through Seesaw with teachers. Administrators can send School-Wide Seesaw announcements.
- ◆ Email & Phone: Parent email and Parent Phone calls will be used to communicate formally with parents.

→ **Live Meetings**

- ◆ Zoom: Teachers/Staff will use Zoom for live meetings with students. Live meetings can be used to connect with individual students or small groups of students/families. You may also use Zoom meetings as office hours. Zoom meeting student participation cannot be required. Zoom meetings cannot be recorded.

→ **Attendance**

- ◆ Attendance will be based on either the completion of student check-in or completion of activities in Seesaw by the end of the week.
- ◆ Attendance will be recorded in PowerSchool at the end of the week or by no later than 9 AM on the following Monday.

Grades K-5 Expectations for Teaching and Learning:

- Teachers will plan online instruction, for each subject area, which includes a mini-lesson or teaching video that is ten minutes or less, as well as independent work for the students to complete. The assigned independent work should take, on average, 10-20 minutes for students in K-1, 15-25 minutes for students in 2-3, and 20-30 minutes for students in 4-5 to complete in each subject area.
- Students will use Raz-Plus and DreamBox daily for intervention and enrichment in addition to receiving Reading and Math instruction from the teacher.
- DPS recognizes the value of Social-Emotional Skills and will strive to keep it a priority for students attending both Online and Face to Face. Teachers will record a daily video that focuses on checking in with students and relationship building. Teachers may also choose to share a Social-Emotional Learning video for students.

- Grade level teachers of the same subject will offer consistency within reason. Teams may share lessons to assist in workload and use the Seesaw District & School Library as a resource.
- Teachers will post all assignments for the week by Monday at 7 AM. Teachers can schedule the assignments to post at that time in Seesaw. Students will have until Sunday at 11:59 pm to complete the assigned activities.

K-5 Schedule: Monday - Friday
SEL/Daily Check-in
Reading
Raz-Plus
Phonics (K-1) or Words Their Way (3-5)
Writing
Math
DreamBox
Science or Social Studies

- Music, PE, Art, Library Media, and Counselors will have a shared Specials class in Seesaw.
- All Specials Activities will be posted on Monday at 7 AM for the week. All Activities can be scheduled in Seesaw to post at that time. Each activity will include a video from the specials teacher. Students will receive 75 minutes of both PE and Music (grades K-5), as well as 30 minutes of instruction for Art (grades 1-5), Library Media (grades 3-5), and Counseling (grades K-5) each week. Students will have until Sunday at 11:59 pm to complete the assigned activities.
- Special Education teachers who provide modifications or accommodations for students in the regular classroom setting will be co-teachers for Seesaw. They will collaborate with the regular education teacher on how they will modify assignments/assessments to meet the needs of students with disabilities.
- Students will receive a checklist, in Seesaw, on Monday morning that will outline all of their work for the week. The work will be broken down for each day of the week. Students may choose to work through the work at their own pace. The checklist will also include a reminder to check their Specials classroom for activities that need to be completed.

Monday, September 14th	Tuesday, September 15th
-Morning Meetings Video	-Morning Meetings Video
-Phonics Video	-Phonics Word Building
-Reading Activity	-Reading Chart
-Raz-Plus free reading for 15 minutes	-Raz-Plus free reading for 15 minutes
-Math Lesson 4	-Math Lesson 5
-Complete 1 Lesson in DreamBox	-Complete 1 Lesson in DreamBox
-Writing Workshop - Narrative	-Writing Workshop - Narrative Editing
-Social Studies - Community Helpers	-Social Studies - Community Helpers
-Check your Specials Class!	-Check your Specials Class!

- Teachers will track student progress to ensure participation through Seesaw. Teachers will check-in with students if they are struggling or non-participatory students.
- Struggling students will be referred to the building level RTI team for support.
- EL students will receive services from their home school EL teacher.
- 5th-grade students who have qualified for Gifted and Talented will receive services from the GT teacher weekly.
- Teachers should provide meaningful feedback that promotes growth, on student work a minimum of 2 times a week. Seesaw provides options for private and/or class feedback opportunities for teachers to their students. Voice and video feedback options can be created through Seesaw.
- Teachers will schedule a minimum of 120 minutes each day where they will be available to respond to student and parent questions as well as provide support to meet the needs of their students and families. Times should be posted so students and parents are aware of the teacher's office hours. Each teacher can determine how they will be available (e.g. email, Seesaw, Zoom).
- Teachers will continue to focus instruction on the essential standards and monitor student progress. Student work will be assessed as necessary and grades determined based on each student's progress on the identified essential standards. Classroom teachers will use the Skills portion of Seesaw to tag essential standards and track student proficiency.
- Monitor the morale of your class and the workload of students carefully. You have the latitude to make good decisions for the well-being of your students.
- Please maintain a healthy work/life balance. Keep lines of communication open between all departments. Consult administration, educational technology, and literacy coaches if you are having any difficulty in this new frontier of learning. We are here to support you.

Essential Agreements for Continued Learning Grades 6-8

Platforms for Daily Use:

These platforms should already be familiar to students. Students will continue to use these platforms for all daily lessons. Consider these to be the home base for students.

Teachers should have already used the tool in class, with students, before using it for home online learning.

→ **Learning Management System**

- ◆ Schoology: 6-8 will use Schoology to engage student in learning each day and teachers will invite all guardians to access Schoology for reports.

→ **Live Meetings**

- ◆ [Google Meet](#): All teachers will use Google Meet to provide live interactions with students. Google Meet is a video conferencing software that works well with our Google tools. This can be found in our Google Apps.

→ **Video Recording**

- ◆ [Screencastify](#): Teachers will use Screencastify to record lessons, direct instruction, check-ins, work feedback, etc. Any recorded video should be posted to Schoology for students to watch.
- ◆ [Google Meet](#): In some cases, teachers may use Google Meet to record sessions with students.

→ **Staff Communication**

- ◆ Email: Email will be used for communications between staff.
- ◆ Schoology: Teachers will use Schoology for PLC and Team work.
- ◆ Google Drive: Teachers may use Google Drive as a shared PLC and Team space.
- [Google Meet](#): Google Meet will be utilized for live meetings between teams and PLCs.

→ **Family & Student Communication**

- ◆ Schoology: Parents will receive an access code to view student work and message faculty. Parents and students will receive schoolwide updates on this platform. Students may also message and communicate with teachers within Schoology.
- ◆ Email: Email can be used to communicate formally with parents.
- ◆ [Google Meet](#): Google Meet will be utilized for live meetings.

→ **Attendance**

- ◆ Attendance will be based on either the completion of two live student check-ins or completion of activities in Schoology by the end of the week with Sunday at 11:59 PM used as assignment due dates for distance learners.

- ◆ Attendance will be recorded in PowerSchool using these codes:
 - HL: (Hybrid Learner). This is what f2f students are marked as in PowerSchool on their online learning days.
 - OL: (online learning). This is what online learning students are marked as every day.
 - V: This is what we mark down if a student is out for a COVID related reason (quarantine, positive test, etc.).
 - DL: (distance learning). This is how we code f2f students who are not in school for any reason other than COVID but will be accessing classes online (family goes on vacation or a week, but student continues to do work while on vacation).
 - A: This is what we mark students as if they are absent. For example, if a student is sick or goes on vacation and is not accessing their classes online. Eventually this goes in as an E (excused absence) or U (unexcused absence).

Grades 6-8 Expectations for Teaching and Learning:

Video will be utilized for formal and informal interactions.

Advisory Schoology Classroom

- Advisory courses create and post one SEL activity per week by Monday at 8:00 AM. This assignment may be a video, game, circle, or activity for students to complete. Both online and on campus students complete this activity.
- Advisory teachers serve as a vital liaison for families.
- Advisory teachers provide Schoology access codes and instructions to families who have not yet connected on Schoology. Families will be referred for technical assistance, if needed.

Assignments

- All assignments are posted in Schoology, regardless of online or in person instruction.
- All assignments are posted clearly with an “I can” statement, so the activity objective is clear to all stakeholders. Written and video directions are highly encouraged.
- “Online” and “On Campus” students receive assignments in Schoology by Monday at 8:00 AM.
- “Online” students must complete assignments by the following Sunday at 11:59 PM.
- In the event “On Campus” students transition out of Level 1 midweek, any remaining assignments for the week will be adjusted accordingly as soon as possible and due the following Sunday at 11:59 PM.
- Teachers plan for online assignments to take, on average, 30 minutes per day per class period, or approximately 150 minutes per week per class. (On campus activities may take longer due to transitions, classroom management, and live teacher lesson adjustment.)
- DMS recognizes the value of Social Emotional skills and strives to incorporate this daily into the content of all courses.

Lesson Planning & Student Feedback

- Grade level teachers of the same subject will offer consistency within reason. Teams & PLCs are encouraged to share lessons to assist in workload.
- Lessons should capitalize on the home environment.
- Lessons should be cognizant of screen time and include physical activity as much as possible.

- Teams and PLCs will use [Google Meet](#) for live collaboration.
- Teachers will track student progress to ensure participation through Schoology and PowerSchool. Teachers will check-in with students using Schoology, email, and a home phone call for struggling or non-participatory students. Grace and understanding should always govern decisions.
- Feedback to students will be given on most assignments. This feedback can be given by the teacher, peers, or a tech tool. Schoology provides options for private and/or class feedback opportunities for teachers to their students.
- Voice and video feedback options will be created using and Screencastify Schoology.
- Student work will be monitored and can be assessed. Grades for students will be recorded/

Live OfficeHours

- Students enrolled both “Online” and “On Campus Level 3” connect a minimum of two times per week in a live, synchronous 1:1 or small group session with their designated support staff or advisory teacher. Designated staff members offer a minimum of 7 opportunities per week for students and families to choose from. Each session is scheduled for 20 minutes and will focus on classwork check in, Q & A, and/or a Social Emotional activity.
- Students will access this link on their student Schoology Calendar
- Teachers will contact families of students who are unengaged with their checkin. Teachers will also report students' concerns on the grade level MTSS minutes and follow up with admin & counselors for assistance.

Teacher Health

- We must all work hard to maintain a healthy work/life balance and keep lines of communication open between all departments.
- Teachers will consult administration, coaches, or counselors as needed to support this cause.

Further Resources

- This [link](#) is our information sheet for sharing these agreements with staff, families, and students.

Essential Agreements for Continued Learning Grades 9-12

→ Learning Management System

- ◆ Schoology: We will use Schoology to administer lessons for their daily learning engagements.

→ Live Meetings

- ◆ Google Meet: Teachers can use Google Meet to provide live interactions to students. Feel free to use other live meeting applications if you feel more comfortable with

→ Video Recording

- ◆ Screencastify: Teachers can use Screencastify to record lessons, direct instruction, check-ins, work feedback, etc. The video should be posted to Google Classroom for students to watch.
- ◆ Flipgrid: Teachers and students can record 5 minutes or less videos on Flipgrid for any topic of choice (academic or SEL) and respond to each other. The grid should be shared to Google Classroom for students to access.

→ Staff Communication

- ◆ Email: Email/group text messaging can be used for communications between staff.
- ◆ Google Meet: Google Meet can be utilized for live meetings between teams and PLCs.

→ Family & Student Communication

- ◆ Email: Schoology and email will be used to communicate formally with parents. However, if you've used a separate communication platform (i.e. Class Dojo or Remind) with your students/families, you may continue to do so. Reach out to parents who have not been active on these platforms through email. If no email is listed, reach out to the admin for support.
- ◆ Google Hangouts Meet: Google Meet can be utilized for live meetings with parents.
- ◆ Schoology: Students can communicate with teachers through "private" comments in Schoology or by email. Guardians should be invited by the teacher to access students' email reports.

→ Attendance

- ◆ Attendance will be taken by teachers each day in their face-2-face classroom. Teachers will progress monitor all hybrid (HL), full time online (OL), and distance learners (DL). Student data collected through a progress monitoring process and will be used to place students in the appropriate RTI tier.
 - Tier 1- Teacher-led interventions
 - Tier 2- Counselor-led interventions
 - Tier 3- Counselor and administration-led interventions
 - Administrator discretion can be used to change to attendance of HL, OL, and DL students based on the data that is collected.
- ◆ Attendance will be recorded in PowerSchool using these codes:
 - HL--face to face student on an off campus virtual day.
 - OL--full time online learning student that is not coming face to face
 - DL--distance learning student that may be out of school sick or medical issue that is completing work from home. ie--has a cold not COVID and is staying home until symptoms subside.

- A: This is what we mark students as if they are absent. For example, if a student is sick or goes on vacation and is not accessing their classes online. Eventually, this goes in as an E (excused absence) with parent approval or U (unexcused absence) if absence did not have parent approval.

Grades 9-12 Expectations for Teaching and Learning:

Posting Assignment Options

- Teachers will be expected to engage students in learning every day for students in each of your classes.
- Post assignment/lessons and other pertinent information to Schoology.
- Post a checklist or daily/weekly schedule of what you expect students to complete for each of your classes.
- Grade level teachers of the same subject/class will offer consistency within reason. Teams may have to share lessons to assist in workload.

Monitoring Student Progress

- Student work will be monitored and can be assessed. Grades for students will be recorded when appropriate.

Special Education

- Special education teachers will be expected to engage students in learning every day for students in each of the classes that they personally teach through Schoology.
- Special education teachers should be added as a co-teacher in Schoology classes in which they have students they service in the regular education classroom.
- Special education teachers will collaborate with the regular education teacher on how they will modify assignments/assessments for students with disabilities through eLearning platforms.
- Special education teachers will check in on all students on their caseload each day.

Counselors, Social Worker, ALC, and Librarian

- Counselors and social workers will set up an “Office Hour” schedule to be available for students to check in when they need help or have questions. We can set up meetings links using Google Meet.
- Counselors, social worker, ALC, and librarian will use the tracking form filled out by teachers for the students who are struggling and non-engaging. This team will get in contact with the students and/or families to find out what is holding back their remote learning experience and report this information to teachers, administrators, technology coach, or tech support.

Teacher Collaboration

- Teams will determine a consistent method for collaboration and include administration. Options can include text/email, shared Google Documents, or Google Meet video conference.

Screencasting/Videos

- Teachers who decide to create their own screencasts for direct instruction for students, limit the length of the videos to less than 15 minutes. If more than 15 minutes of direct instruction is needed for students, break up the video sessions with different assignments/assessments in between.
- If using videos from YouTube, Khan Academy, and other video providers, the video length should be less than 15 minutes at a time.

Student Tracking

- Teachers will track student progress to ensure participation through Schoology Classroom and other website applications you may be using.
- Teachers will use the RTI process to meet the needs of struggling or non-participatory students. A member of the response team will get in contact with these students to gauge what the learning issues are.
- Grace and understanding should always govern decisions.

Family/Student Communication

- Feedback to students should be given as often as possible, even if it is just a thumbs up. Schoology provides options for private and/or class feedback opportunities for teachers to their students. Voice and video feedback options can be created through FlipGrid, Screencastify, and Audio voice recording chrome extensions that can be uploaded.
- Keep parents in the loop as much as possible, especially if their son/daughter is struggling or not participating with the remote learning platform.
- Monitor the morale of your class and the workload of students carefully. You have the latitude to make good decisions for the well-being of your students.
- Please report students' concerns to the building principals and/or record concerns as a log entry on PowerSchool. Remember to lead with understanding and an open mind.

Office Hours

- Teachers should be available to answer student questions using the office hours schedule below. Each teacher can determine how they will be available (e.g. Email, live Google Meet sessions, question & answer templates you can post on Schoology, or other options) to ensure students can have their questions answered in a timely manner. This time should not be used for direct instruction for a large group of students.
- Teachers can hold live “office hours” for 30-45 minutes each day using Google Meet. Teachers should create a document with their office hours schedule that contains the links for each live session.

- Click on the link to make your own copy of the Student/Teacher Question and Answer Document if you wish to use it. [Click Here](#)
- The following is the office hours schedule we will be following and should be shared with your students:
- ◆ Period 1 Office Hours: 8:15-9:00 am
 - ◆ Period 2 Office Hours: 10:00-10:45 am
 - ◆ Period 3 Office Hours: 12:30-1:15 pm
 - ◆ Period 4 Office Hours: 2:00-2:45 pm
- Students will NOT be penalized for NOT participating.

Teacher Health

- Please maintain a healthy work/life balance. Keep lines of communication open between all departments. Consult administration and the educational technology coach if you are having any difficulty in this new frontier of learning. We are here to support you.

Service Assurances to Special Populations

A. Special Education Services Plan

Level 1: If school were to resume onsite:

Special Education services would revert back to previous practices, procedures, and processes. Along with following low risk environmental protocol.

Level 2: Out for 2 to 3 weeks – utilizing distance learning:

If the district provides education opportunities to students during the closure, this will include provision of special education and related services to the greatest extent possible, as part of the comprehensive plan. This requirement ensures students with and without disabilities are treated equitably as is required by federal and state laws. The district will consider special education needs on a case-by-case basis during the closure to address individual needs as well as health and safety concerns of students with disabilities. The district will be utilizing distance technology tools (e.g. G Suite for Education, Seesaw, Zoom meeting, etc.), the use of small groups of students with disabilities in schools and instructional phone calls, instructional video conferences, and other curriculum-based activities. When distance learning is not appropriate for students with disabilities, transportation options will be provided with an alternative schedule based on student needs. The district will also arrange the delivery of binders containing modified curricular materials when appropriate. When educational services are provided, districts will collect progress data for IEP goals in order to inform parents and IEP teams to make appropriate program changes or to assist in compensatory service decisions later.

There is no defined or correct delivery method that will equitably meet the needs of all students. The schools within the district will be flexible and consider employing a variety of delivery options based on student's LRE and continuum of services. DPS will continue to schedule and hold IEP meetings and assessment meetings in order to

meet compliance deadlines. Proper social distancing, phone conferencing or zoom meeting will be utilized to conduct meetings.

The schools within in the district will identify communication channels to and from parents and ensure there are real-time opportunities for questions and concerns to be responded to and needs addressed. The district will consider ways to use distance technology (e.g., Zoom, conference calls) to the extent possible to provide child find, hold initial and annual IEP meetings, and/or evaluation/eligibility meetings, if staff and parents are available but not able to attend in person. Continuing to complete IEP and evaluation/eligibility meetings will help decrease the workload when school resumes. If staff and/or parents are not available or believe their participation is impacted by the lack of an in-person meeting, the district will document the reason and complete the activity in a timely manner following the ending of school closures.

The district will communicate the expectation and will contact the Individualized Education Program (IEP) teams, including parents, when school resumes, to address student-specific needs resulting from the closure. This might include discussions of compensatory education and extended school year (ESY) services, made on a case-by- case basis. Any need for compensatory services related to school closure or inability to fully implement a student’s IEP will be addressed after school resumes.

More specific school-based plans with greater details are available upon request.

Level 3: Long-term plan:

Follow all guidelines in level 2 along with the following procedures:

During a long term shut down, DPS would consider establishing a central location for the delivery of special education services that are unable to be met via distance education options.

B. 504 Service Plans

Building principals and/or 504 case managers shall connect with students and families concerning continuation of services. Case managers should pay attention to:

- Resumption of services
- Duration and scheduling of services
- Educational services being provided

C. Title I Services

Title I teachers will be a part of the building level response team who will reach out to students and families to provide assistance as needed. Title I teachers will communicate with classroom teachers to provide assistance, as needed, to students they typically serve.

Title I teachers shall communicate with and provide support to our private school / parochial school partners to ensure they can meet the educational needs of the students served in their schools.

D. EL Services

EL students and the services they receive are unique during a closure. EL teachers will be a part of the building level response team who will reach out to EL students and families to provide assistance as needed. EL teachers will communicate with classroom teachers to provide assistance, as needed, to students they typically serve. Online educational opportunities shall be provided where appropriate using Google Classroom. EL teachers shall communicate with each EL student's family to address individual supports necessary. In addition, translation services shall be provided to EL families.

E. Gifted and Talented

Activities and lessons will be provided using Google Classroom for students who receive Gifted and Talented services.

Counseling and Student Support Services

Dickinson Public Schools will continue to offer school guidance counseling lessons leveraging Google Classroom and Seesaw. The district's counselors will be available for students and families to call in the event of a crisis, providing families with available resources and supports within the community

Mental Health Plan

◆ Office Hours

- ◆ School counselors and school social workers will provide office hours every weekday for two hours total and by appointment.
 - Each building will set those hours at their own discretion.
 - The hours can be all in one chunk or broken up.

◆ Individual Counseling

- We will not provide individual counseling to students due to confidentiality regulations and concerns that we may be operating outside of our scope of practice.
 - We will provide appropriate resources, do check-ins on students, and do welfare checks as needed.
 - Check-ins will be via phone calls, text messages, emails, video calls, and other technological resources as deemed necessary and appropriate by the building counselor, developmental level, and situation.
 - The content of the check-ins will vary depending on the student, age level, and most pressing need.
 - In the event of a crisis we will respond appropriately and involve the appropriate individuals and agencies.

- We will continue to utilize the Relay program 6th grade through 12th grade and administrators will collaborate with school counselors and social workers to address concerns that arise from this program.
- We will send out the updated [community counselor list](#) via our parent communication platforms and social media platforms.
- We will send out the Text-a-Tip information on the various learning platforms and social media platforms.

◆ **Social-Emotional Learning**

- K-5 Level
 - Counselors will be providing lessons targeting most essential skills needed during this experience.
 - These lessons, per district instruction, will be no longer than 15 minutes in length and will be provided through Seesaw for Kindergarten through 2nd grade and through Google Classroom for 3rd grade through 5th grade.
- 6-8 Level
 - Counselors will be providing lessons targeting most essential skills needed during this experience.
 - Each grade level counselor will provide one weekly lesson, to be no longer than 15 minutes. Lessons will be provided through Google Classrooms.

◆ 9-12 Level

- Counselors will provide appropriate social emotional resources, information, and support to students through Google Classrooms and other Google apps.

• **Resources to Support Staff**

- ◆ A resource list has been compiled and will be distributed to all staff.
 - Topics covered include:
 - Developing a Self-Care Plan
 - Vital WorkLife (Employee Assistance Program through DPS)
 - For Depression and/or Suicide Risk
 - DPS School Resource Officer contact information
 - Roughrider North Human Services

- Sanford Fit
- Responding to Distressed People - NDSU Extension Service
- Child Mind Institute
-

- **Food Resources**

- A flyer with information about food resources provided by DPS and other entities in Dickinson has been created by our school social workers for families.
 - Topics covered include:
 - School Grab-n-go Breakfast and Lunch
 - The Dickinson BackPack Program
 - DPS Pantry
 - Amen Food Pantry
 - Angel 37
 - United Way
 - Information about the role of school social workers

- ♦ **Teacher Tip Sheet**

- Teacher-Parent Phone Calls
 - Script for starting the call
 - Ending the phone call
 - Things to watch for
 - When to contact the school counselor or social worker
 - Tips on communicating with empathy

- ♦ **Family Resources**

- Resources for Talking to Kids About Coronavirus
- Social-Emotional Learning Resources
- Online Learning/Enrichment Resources
- Mental Health Resources

Resources for Talking to Kids About Coronavirus:

Talking to Children About COVID-19

<https://www.fcps.edu/blog/talking-children-about-coronavirus>

PBS Kids: How to Talk to Your Kids About Coronavirus https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus?fbclid=IwAR_26F2Tmdj3pJN3iv6yAtRyTQoC-AH0P3H1D5QgEqQneurBPnE_L6Omv30#.XmqzisKG7LA.facebook

Just for Kids: A Comic Exploring the New Coronavirus from NPR

<https://m.youtube.com/watch?feature=youtu.be&v=x2EiBzCnn8U>

Talking to Children About COVID-19 (Coronavirus): A Parent Resource

[https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource?fbclid=IwAR2qPcQ9tTi8fF3Ci81foJsGwstAEjhbPt5LLkUCn77w_2rzqWceI_OdFpM](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource?fbclid=IwAR2qPcQ9tTi8fF3Ci81foJsGwstAEjhbPt5LLkUCn77w_2rzqWceI_OdFpM)

How to Talk to Kids About the Coronavirus

<https://m.youtube.com/watch?v=WhVad8ToCiU&feature=youtu.be>

Resources to Help You Talk to Your Kids About COVID-19

<https://blackwellcounselors.weebly.com/>

Social-Emotional Learning Resources

Active Screen Time Resource

<https://www.gonoodle.com/for-families/>

Yoga, Mindfulness and Relaxation Designed for Kids Aged 3+

<https://www.youtube.com/user/CosmicKidsYoga>

Ultimate Guide to Mental Health and Education Resources for Kids and Teens

<https://onlinecounselingprograms.com/resources/ultimate-guide-to-mental-health-and-education-resources/>

Help Your Family De-Stress During Coronavirus Uncertainty

<https://www.common sense media.org/blog/help-your-family-de-stress-during-coronavirus-uncertainty>

Videos for Sleep, Meditation and Relaxation

<https://app.www.calm.com/meditate>

Progressive Muscle Relaxation for Kids

<https://www.youtube.com/watch?v=cDKyRpW-Yuc>

Interactive Tool for Job Seekers and Students to Learn More About Their Career Options

<https://www.mynextmove.org/>

Howard B. Wigglebottom Books, Animated Books, Songs, Posters and Lessons

<https://wedolisten.org/>

Mindfulness Websites/Activities

<https://pawsitiveschoolcounselor.files.wordpress.com/2020/02/mindful-resources.pdf>

Giant List of Ideas for Being Home with Kids

<https://docs.google.com/document/d/1o6kEgCKLn3cyIm2hehhhSTIk7yRTd0C3zx49JS4wwCI/mobilebasic>

Supporting your Children’s Social, Emotional, and Mental Health During the COVID-19 Pandemic

<https://confidentparentsconfidentkids.org/2020/03/13/my-kids-school-is-closed-so-now-what/?fbclid=IwAR06lg15U3ea2sRtlGBKpEVHcLB9LDsDCkoujJKUSecpAZfW2e2AcOYt3Kk>

Explore Brain Pop Videos and Activities

<https://jr.brainpop.com/health/>

Coping Skills Resources

https://depts.washington.edu/hcsats/PDF/TF-%20CBT/pages/cognitive_coping.html

10 Days of Live ‘Choose Love’ Lessons For Parents and Children

<https://www.jesselewischooselove.org/blog/2020/03/free-10-day-live-stream-for-parents-and-children/>

Kindness Videos

<https://www.randomactsofkindness.org/kindness-videos>

Online Learning/Enrichment Resources

**Education Companies Offering Free Subscriptions Due to School Closings:
Amazing Educational Resources**

<http://www.amazingeducationalresources.com/>

Free Personalized Learning Resource

<https://www.khanacademy.org/>

Free Online Learning Resources for Teaching Your Students Virtually

https://www.weareteachers.com/free-online-learning-resources/?utm_content=1584109337&utm_medium=social&utm_source=facebook#elementary

Library of Resources for Kids, Families, Teachers, and Librarians to Make Sure That Reading & Learning Can Happen Anywhere
<https://www.katemessner.com/read-wonder-and-learn-favorite-authors-illustrators-share-resources-for-learning-anywhere-spring-2020/>

Kahoot! Offers Free Distance Learning Tools During the Coronavirus Outbreak
<https://kahoot.com/coronavirus-remote-offer/>

Mental Health Resources:

For Depression and/or Suicide Risk

◆ **Call 211:** Statewide 24-hour helpline, health and human services information and referral

◆ **National Suicide Prevention Lifeline:** 1.800.273.8255

24-hour crisis intervention if you or someone you know are having suicidal thoughts

Text a Tip

◆ 701.260.7804

Roughrider North Human Services (Stark County Social Services)

- Provides services that help vulnerable North Dakotans of all ages to maintain or enhance their quality of life, which may be threatened by lack of financial resources, emotional crises, disabling conditions, or an inability to protect themselves.
- Supports the provision of services and care as close to home as possible to maximize each person's independence while preserving the dignity of all individuals and respecting their constitutional and civil rights.

o 701.456.7675

Sanford Fit

It's going to take a village to shape a generation with *fit* choices. Our free resources are designed to support parents, educators, coaches, child care providers, and community leaders. Together we can make a difference by helping kids make healthy choices for life.

- <https://fit.sanfordhealth.org/>

Food Resources – DPS School Social Workers



School Grab-n-go Breakfast and Lunch

Breakfast and lunch will be available to all students. Food will be available for pickup at Heart River Elementary, Lincoln Elementary, and Dickinson Middle School for students K-12. The pickup times will be:

- 7:00-8:30 Thursday, 3/19/2020, and Friday, 3/20/2020
- 11:00-12:30 Wednesday, 3/18/2020, through Friday, 3/19/2020

The Dickinson BackPack Program

The Dickinson BackPack Program is a food program which provides school age children with food on weekends, during school breaks, and in the summer for families with a financial need. The food in the back pack is easy to prepare food, snacks and beverages that will sustain one child over the weekend, school break, etc. The food packs are currently available at St. John's Lutheran Church at 146 6th Ave W, the DPS School Pantry at the Hagen Building, and at Headstart at 338 1st St SE.

Amen Food Pantry

Amen Food Pantry is a community food pantry available by referral from Social Services, Community Action, or a DPS School Social Worker. Their hours are Tuesday and Thursday from 2:00-4:00 and Saturdays from 10:00-12:00. They are located at 1100 3rd Ave W (behind 3rd Ave Floral).



Angel 37

Angel 37 is a community meal held on Tuesday evenings from 6 to 7 pm at Queen of Peace Church. At this time, Angel 37 will be offering take out and delivery only.

United Way

United Way is here to help vulnerable individuals who are in need of groceries or supplies. They will shop for you and pay for items in a secure manner. If you are in need of this service, please contact the United Way by texting 701-300-1094 or email unitedway@ndsupemet.com.

Who are we?! The School Social Workers are available to families at all schools and grades within Dickinson Public Schools. We serve to support families in helping their student achieve personal and school successes. We hope to link families to information and resources.

Dickinson Community Counseling Resources

The following list of counseling agencies was compiled as a general resource for interested persons. It is not a complete list of counselors in Dickinson, ND. Your selection of any provider from this list is a personal decision. Dickinson Public Schools is not affiliated with, nor does Dickinson Public Schools specifically endorse or recommend any individual provider and disclaims any liability thereof. We encourage your due diligence in the selection of any counseling provider.

<p style="text-align: center;">Abound Counseling 531 West Villard Street, Suite 1 Dickinson, ND 58601 701-271-1613</p> <p style="text-align: center;"><u>Therapist:</u> Chase Breitbach- <i>typically sees adolescents and adults</i></p>	<ul style="list-style-type: none"> ◆ Assessment, Evaluation ◆ Individual Therapy ◆ Family Therapy ◆ Topics: Depression, Anxiety, PTSD, Abuse, Substance Use, LGBTQ+ and Gender Non-Conforming Clients ◆ Evening/Weekend Appointments ◆ Accepts Blue Cross Blue Shield, Medicaid, Sanford Health Insurances, as well as self-pay options ◆ Services provided by a Social Work Intern, supervised by a Licensed Clinical Social Worker
<p style="text-align: center;">Badlands Human Service Center 300 13th Ave. West, Suite 1 Dickinson, ND 58601 701-227-7500</p>	<ul style="list-style-type: none"> ◆ Assessment, Evaluation ◆ Consultation & Referral Services ◆ Individual Therapy ◆ Group Therapy- Lego ◆ Behavior Modification Strategies ◆ Psychiatric services ◆ Income Based Fee Program ◆ Services provided by Licensed Psychiatrists, Psychologists, Counselors, Social Workers, and/or Nurses

Dickinson Family Counseling Center 11 2nd Avenue East, Suite B Dickinson, ND 58601
701-483-9720

Therapist:

Dr. Robert Baer- *typically sees adults and families*

- ◆ Individual Therapy
- ◆ Family Therapy
- ◆ Topics: Depression, Anxiety, Anger Management, Behavioral Problems, Grief & Loss
- ◆ Evening/Weekend Appointments Available
- ◆ Services provided by a Clinical Psychologist

<p>Summit Counseling Services 26 1st Street SE, Suite 102 Dickinson, ND 58601 701-334-6242</p> <p><u>Therapists:</u> Barbara Carrie</p>	<ul style="list-style-type: none"> • Individual Therapy • Family Therapy • Topics: Depression, Abuse, Anxiety, Behavior Problems, Mood & Personality Disorders, Parenting, Anger Management, PTSD • Accepts Blue Cross Blue Shield, Medicaid, Medicare, Sanford Health Insurances, as well as most major insurance companies • Services provided by a Licensed Professional Clinical Counselor
<p>Therapy Solutions (South Clinic) 446 3rd Ave West- Lower Level Dickinson, ND 58601 701-483-1021</p> <p><u>Therapists:</u> Jennifer Rosario- <i>typically sees children and adults</i> Russ Fast- <i>typically sees children (ages 8-17) and adults</i> Brenda Erie- <i>typically sees adults</i></p>	<ul style="list-style-type: none"> ◆ Individual Therapy ◆ Topics: Depression, Anxiety, Anger Management, PTSD, Mediation ◆ Bilingual Services- Spanish & English speaking therapists ◆ Services provided by a Licensed Clinical Social Worker
<p>Westwind Consulting Center Inc. 135 West Villard Street Dickinson, ND 58601 701-225-1050</p> <p><u>Therapists:</u> Kori Stockie- <i>typically sees children</i> Dr. Alan Fehr- <i>typically sees adults</i></p>	<ul style="list-style-type: none"> • Evaluations • Individual Therapy • Family Therapy • Income Based Fee Program • Services provided by a Clinical Psychologist
<p>Winds of Change Counseling Center</p> <p>701-290-5206 701-483-0240</p>	

Wonderment Therapies

PO Box 3201

Dickinson, ND 58602

701-765-3064

Therapist:

Jenna Weisz- *typically sees children (ages 3-12)*

- ◆ Individual Therapy
- ◆ Topics: Autism, Behavior Management, Social/Emotional Regulation, Attention/Focus, Social Skills, Executive Functioning, and Sensory Processing & Integration
- ◆ Accepts Blue Cross Blue Shield, Medicaid, United, Tricare West, Sanford Health Insurances
- ◆ Services provided by an Occupational Therapist & Board-Certified Behavior Analyst

Staff Resources and Support

Developing a Self-Care Plan:

<https://schools.au.reachout.com/articles/developing-a-self-care-plan?fbclid=IwAR1i2IibMhazYIvNXQ6qaSQnwgKbQcowRHCtXSaUFBThgsg4J4p540r8-z0>

- ◆ Seek your church for spiritual self-care
- ◆ Utilize online fitness classes offered by the community center and other local trainers (can be found on Facebook)

Vital WorkLife (Employee Assistance Program provided through DPS)

- ◆ We're here to help - by phone, in person, online.
- ◆ Unlimited telephone consultations - 24x7x365
- ◆ Face to face sessions also available For work & life support visit: www.VITALWorkLife.com

Username: dps Password: member

Call 1.800.383.1908

For Depression and/or Suicide Risk

- ◆ **Call 211:** Statewide 24-hour helpline, health and human services information and referral
- ◆ **National Suicide Prevention Lifeline:**
 - 1.800.273.8255
 - 24-hour crisis intervention if you or someone you know are having suicidal thoughts

DPS School Resource Officer

- Brandon Stockie (text preferred)
- 701.260.7804

Tips on communicating with empathy when working with families:

- ◆ [Communicating with Families: Operating from a Place of Empathy |](#)

Roughrider North Human Services (Stark County Social Services)

- Report of suspected child abuse/neglect
 - 701.456.7675
 - <https://apps.nd.gov/itd/recmgmt/rm/stFrm/efrms/Doc/sfn00960.pdf>

Sanford Fit

It's going to take a village to shape a generation with *fit* choices. Our free resources are designed to support parents, educators, coaches, child care providers, and community leaders.

Together we can make a difference by helping kids make healthy choices for life. <https://fit.sanfordhealth.org/>

Responding to Distressed People - NDSU Extension Service

- <https://www.ag.ndsu.edu/publications/kids-family/responding-to-distressed-people/fs1805.pdf>
- Sometimes you need help. Sometimes you are help.

Child Mind Institute

- The Child Mind Institute is an independent, national nonprofit dedicated to transforming the lives of children and families struggling with mental health and learning disorders. Our teams work every day to deliver the highest standards of care, advance the science of the developing brain and empower parents, professionals and policymakers to support children when and where they need it most.
- <https://childmind.org/>
- <https://childmind.org/article/how-to-avoid-passing-anxiety-on-to-your-kids/>

Teacher Tip Sheet

Teacher - Parent Phone Calls: DPS

* Ensure that you have taken self-care measures prior to making phone calls as you are going to encounter a variety of emotional responses during this time of unknown.

Remember to use your empathetic listening skills, using the frame to see another perspective, don't take it personally if parents do respond very emotionally, reiterate that you might not have all the answers and we are following the guidelines North Dakota has set for schools. Have the mindset that phone calls may last longer than you expect, but keep in mind **you are setting the safe/collaborative foundation for online learning.**

*Please use the space provided after each question to write down responses and notes.

Script for starting the call:

Good morning/afternoon (parent name), this is (teacher name). I am calling to connect with you during this time of school closure to answer some questions and ask some questions to find out how I can best support you and your family.

- ◆ How are you and your family doing?
- ◆ How would you rate your family's stress level during the pandemic (0 low-10 high)?
- ◆ Do you have childcare available during school closure?
- ◆ How is your family for supplies and meals?
 - School supplies
 - Paper products/cleaning supplies
 - Food
- ◆ Do you have WiFi?
- Do you feel comfortable assisting your child with academic lessons and technology? What time frame can your family commit to on-line learning?
 - How long?
 - During what hours?

Ending the phone call:

Thank you for taking the time to visit with me today. Our (School) staff is working diligently to meet the needs of all our students and families during this challenging time. Our goal is to communicate with you frequently, please don't hesitate to reach out to me if you have any questions or concerns.

If concerns arise during your phone contact that need to be communicated to the School Counselor, School Social Worker, and Principal please send an email with a **red flag to all three of us detailing the concerns. If you have any information to attach (notes from your calls, documentation, etc.), please do so.

Things to watch for:

- Below are potential red flags in which teachers may need to reach out to supportive staff such as school counselors, school social workers, or principals.
 - Academic concerns
 - Grades dropping
 - Lack of activity
 - Students seeking social connection
 - In need of reassurance
 - The continual reference to negative or concerning home-environment
 - Lack of access to basic needs

- A potential concern for neglect/abuse (previous concern)
 - Is there an underlying reason for the student-initiated teacher contact?
- Parent expresses concerns
 - Student behaviors, lack of academic motivation, mental health concerns (isolation, suppressed appetite, etc...)
 - The teacher hasn't heard from a student or student's parent
- Contact Counselor/Social Worker if deemed necessary or noticeable change (academic, social/emotional, mental well-being)

Tips on communicating with empathy when working with families:

- Article: [Communicating with Families: Operating from a Place of Empathy |](#)
- Video: <https://www.youtube.com/watch?v=8tyFJTzYtY>

Relay Program (Grades 6-12)

We will continue to utilize the Relay program 6th grade through 12th grade and administrators will collaborate with school counselors and social workers to address concerns that arise from this program.