



Dickinson ISD

2020-2021 Re-Entry Plan

July 2020



Dear Parents and Employees,

As COVID-19 continues to challenge our community, county and state, Dickinson ISD remains committed to providing the best possible educational opportunity for all of our students. The health and safety of our students, staff, and families is of utmost importance, and when the 2020-2021 school year begins, school will look different compared to previous years due to new health and safety measures and options for instruction and learning.

There is no one-size fits all approach to reopening schools. Our planning during the summer has focused on academic instruction to enhance student performance and address learning loss. Based on feedback from the parent survey, we are working closely with instructional staff to ensure that Google Classroom is the platform used consistently throughout the district for lessons, assignments, and links to online resources. In addition, Gator Wellness has a new location at McAdams Junior High, and our team is ready to meet the social, emotional, and mental health needs of students and parents throughout the district. We will be enhancing our Social Emotional Learning and Restorative Practices framework with the addition of Character Strong at all campuses when the school year begins.

Based on the latest information from the Centers for Disease Control and Prevention, Texas Department of State Health Services, Galveston County Health District, medical experts from UTMB, and Texas Education Agency, safety strategies have been established. While it is not possible to eliminate all risk of furthering the spread of COVID-19, these strategies can help to significantly reduce the risks to students, staff, and families. COVID-19 will be closely monitored, and it is important to remember that these strategies may need to be scaled up or scaled down as the situation in our district and community changes.

The three sections in this re-entry document include: Instruction and Learning, Health and Safety Measures, and Social Emotional Learning (SEL) and Mental Health Support. A separate document, DISD Instructional Continuity Plan, will provide comprehensive information and additional guidance related to remote learning.

Planning for the reopening of Dickinson ISD provides us the opportunity to renew our shared commitment to improving growth and outcomes for all students. The virus that causes COVID-19 will remain in circulation and people will be susceptible to the virus until an effective vaccine is developed and widely used. It will take time for scientists to develop the “medical miracle” for COVID-19, so we must focus on behaviors we can change to address the pandemic. We must use this crisis as an opportunity to work together and strive for something better. Meeting this challenge will take all of us - educators, students, parents, and the community.

With gratitude,

Carla Voelkel

Carla Voelkel
Superintendent
Dickinson ISD



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Instruction and Learning



Instruction and Learning

Learning is the primary purpose of our schools, and good first instruction from a classroom teacher combined with interactive experiences with peers cannot be replaced. While we would all like to return to the normal school environment that existed prior to COVID-19, we realize that our families need options for 2020-2021. Provided below are the instruction and learning delivery systems available to Gator Nation students. Parents will need to designate their choice during the registration process. Rest assured that regardless of the delivery system chosen, we will support your decision, and we will provide your child with a high-quality educational experience.

- **Traditional Face-to-Face Instruction and Learning in the classroom (PreK-grade 12)**

- Daily, face-to-face instruction with DISD classroom teachers following a traditional schedule
- All core and elective courses
- Students who require support and interventions will receive them in person.
- Google Classroom will be used for daily plans, assignments, and links to online resources.
- Health and safety precautions will be required to help prevent and mitigate the spread of the virus during the school day and on buses. (Section 2)
- Students who receive special education services will have a commensurate schedule as those in general education, unless otherwise noted in the student's ARD committee meeting based upon the individual student's needs.
- Depending upon the number of positive COVID cases, intermittent closure may be necessary at an individual campus or across the district. If this occurs, teachers will immediately begin providing remote instruction to students.

- **Remote Instruction at Home (PreK-grade 12)**

- Asynchronous learning – instruction that does not require having the instructor and student engaged at the same time and includes forms of digital and online learning will be provided. Asynchronous learning requires:
 - students to be engaged in learning each school day,
 - instructional materials aligned to TEKS,
 - progress monitoring, and
 - teacher support.
- Addresses the required curriculum, per TEC §28.002
- Students must have internet access and a laptop, desktop computer, iPad, or Chromebook.
- Teachers will provide daily lessons and feedback.
- Students must be engaged each day as defined by the teacher's daily plan in Google Classroom and commensurate with the grade level or course load during normal school hours.
- Students in PreK – 4th grade must have a parent or adult who can help with learning each day.
- Students will be expected to participate in all tutorial sessions and/or video conferencing required by teachers.
- A Parent/Student Commitment Form will be required.
- Exit from Remote Instruction and return to Face-to-Face Instruction in the classroom will be permitted only at the end of a grading period (end of 1st 9 weeks, end of 1st semester, or end of 3rd 9 weeks).
- For advanced high school courses and many CTE courses, remote students must report to DHS on assigned days and times to complete assessments or performance-based assignments. Parents will be responsible for transportation.
- Students in grades 7-12 who are enrolled in Remote Instruction at home may participate in after-school UIL Athletics and Fine Arts. The parent must provide transportation to after-school activities. Remote Instruction students who do not meet daily instruction requirements will not be able to participate in after-school activities. Students must also meet all attendance/eligibility requirements outlined by the UIL to participate in after-school Athletics and Fine Arts activities.

Academic Calendar

The first day of instruction for students will be Monday, August 24. The hours of operation are provided below:

High School	7:05-2:35
Junior High/Middle School	7:45-3:15
Elementary	8:30-4:00

An additional 10 minutes has been added to the school day. In 2020-2021, TEA has no plans to issue missed school day or low attendance waivers due to COVID-19. The additional 10 minutes, along with time in the board-approved 2020-2021 calendar, will provide a 7-day cushion in the event of a weather-related or COVID-19 closure. If additional time is needed beyond the 7 days, the school year may be extended into June in order to make-up required time. If a calendar extension is needed, advanced notification will be provided.

Attendance

The minimum attendance for class credit rule of TEC §25.092 will be in effect for the 2020-2021 school year. Students are required to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus attendance in satisfying this requirement.

In Remote Instruction, student engagement is measured daily, and attendance is assigned based on the student's completion of that day's engagement measure. Students who do not complete the daily measure of engagement will be counted absent for the day.

Commitment to Instructional Delivery Choice

The selection of Face-to-Face Instruction or Remote Instruction will be part of the registration process in August.

If Remote Instruction is the selected option, once the school year begins, exit from Remote Instruction and return to Face-to-Face Instruction in the classroom will only be permitted at the end of a grading period (end of 1st 9 weeks, end of 1st semester, or end of 3rd 9 weeks).

Note: Students who begin receiving Remote Instruction as a result of staying home to isolate from COVID-19 exposure will be permitted to return to campus at the end of their isolation period, as opposed to the end of a grading period.

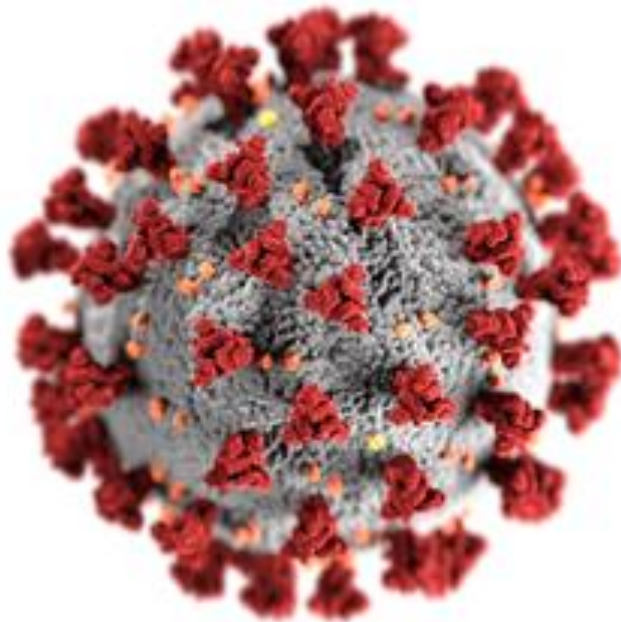
Grading

Grading procedures, PreK-grade 12, will be the same for students in Face-to-Face Instruction and Remote Instruction. For grades 9-12, Face-to-Face Instruction and Remote Instruction grades will count toward GPA, class rank and UIL eligibility.

Special Programs

Parents of students in Special Education, 504, Dyslexia, Bilingual Education, English Learners, Gifted and Talented, Career Technical Education, and Dual Credit, will receive specific program information before the school year begins. Individual Education Plans, accommodations and modifications will be followed for Face-to-Face Instruction and Remote Instruction. Progress will be carefully monitored to ensure continued growth on individual goals and objectives.

Health and Safety



Health and Safety Measures

COVID-19 can infect people of all ages, and DISD will do everything feasible to keep our students and staff safe. Using recommendations from the Centers for Disease Control, Galveston County Health District, University of Texas Medical Branch, and Texas Education Agency, the following prevention and mitigation strategies will be implemented at Dickinson ISD facilities.

Practices to Prevent COVID-19 from Entering Facilities

1. All employees are required to take their own temperature and self-screen for COVID-19 symptoms before entering a district facility each day. Employees must report to their campus/department administrator and Human Resources if:
 - a. they have come into close contact with an individual who is lab-confirmed with COVID-19; or
 - b. they themselves have COVID-19 symptoms or are lab-confirmed with COVID-19.
2. Prior to entering a school bus, parents must check the temperature of their children. No child with a temperature of 100° or higher should be put on a school bus.
3. Parents must ensure they do not send a child to school if the child has COVID-19 symptoms or is lab-confirmed with COVID-19. Each morning, students will be screened electronically or in person. Screening may include a temperature check upon arrival and during the school day.
4. Visitors, unless they have a scheduled appointment, will not be allowed on campuses. This includes cafeterias during breakfast and lunch. Before visitors are allowed inside campuses, they must be screened to determine if they have COVID-19 symptoms or are lab-confirmed with COVID-19. If so, they must remain off campus until they meet the criteria for re-entry as noted below. If visitors have had close contact with an individual who is lab-confirmed with COVID-19, they must remain off campus until the 14-day incubation period has passed. Screening of visitors may include a temperature check.
5. Parents will not be able to exit their cars during drop-off or pick-up.
6. Any individual who fails the screening criteria will not be admitted on a bus or a campus until they meet criteria for re-entry.

Individuals Confirmed, Suspected or Exposed to COVID-19

1. Any individuals including employees, students, parents, or other visitors who themselves either:
 - a. are lab-confirmed to have COVID-19; or
 - b. experience the symptoms of COVID-19 must stay at home throughout the infection period and cannot return to school until the district screens the individual to determine that the conditions for campus re-entry listed below have been met:
 - In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 1. at least three days (72 hours) have passed since recovery (free of fever without the use of fever-reducing medications);
 2. the individual has improvement in symptoms (e.g., cough, shortness of breath); and
 3. at least ten days have passed since symptoms first appeared.Individuals who might remain infectious longer than 10 days (e.g., severely immunocompromised) should consult with their healthcare provider before ending isolation.
(A medical professional's note clearing the individual for return will be required.)
 - In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the 14-day incubation period and the same three-step set of criteria listed above.
 - If the individual has symptoms that could be COVID-19 and wants to return to school before

completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) receive two separate confirmations at least 24 hours apart that they are free of COVID via acute infection tests at an approved COVID-19 testing location.

2. Individuals including students, employees, or other campus visitors who have close contact with someone who is lab-confirmed to have COVID-19 as determined by the public health agency, should stay at home through the 14-day incubation period. They will not be allowed on campus.
 - a. If close contact with the case continues for the duration of the illness (e.g., living in the same household and unable to isolate), the individual must be quarantined for 14 days from the date that the case is released from isolation. This means that certain close contacts may need to remain at home longer than the initial case.
 - b. Campuses will screen individuals after the incubation period has concluded, and if the individual did not experience COVID-19 symptoms during that period, the individual will be allowed back on campus. If the individual experienced symptoms, they must stay at home until the conditions outlined above (1b) have been met.

Identifying Possible COVID-19 Cases on Campus (Isolation)

- Campuses will immediately isolate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian. Parents who are contacted to pick up an ill child are requested to do so within 30 minutes of notification.
- Students who report feeling feverish will be given an immediate temperature check to determine if they are symptomatic for COVID-19.
- Campuses will clean the areas used by the individual who shows COVID-19 symptoms while at school (student or employee) as soon as feasible.

Practices to Respond to a Lab-Confirmed Case in a School

Required Actions if Individuals with Lab-Confirmed Cases Have Been in a School

1. If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify the local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
2. Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student or employee) until the non-porous surfaces in those areas can be disinfected, unless more than 3 days have already passed since that person was on campus.
3. Consistent with school notification requirements for other communicable diseases and consistent with legal confidentiality requirements, schools must notify all campus employees and families of all students in a school if a lab-confirmed COVID-19 case is identified among students or campus employees who participate in any on-campus activities.



COVID-19 Symptoms

In evaluating whether an individual has symptoms consistent with COVID-19, the following will be considered:

Have you recently begun experiencing any of the following in a way that is not normal for you?

- Feeling feverish or a measured temperature greater than or equal to 100° F.
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea

Close Contact

This document refers to “close contact” with an individual who is lab-confirmed to have COVID-19.

Close contact is defined as:

- a. being directly exposed to infectious secretions (e.g., being coughed on while not wearing a mask or face shield); or
- b. being within 6 feet for a cumulative duration of 15 minutes, while not wearing a mask or face shield;

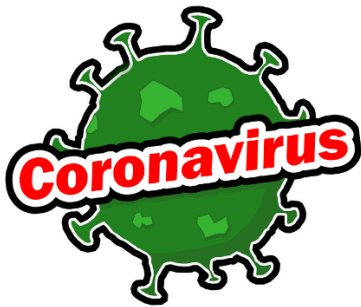
if either occurred at any time in the last 14 days at the same time the infected individual was infectious.

Individuals are presumed infectious at least two days prior to symptom onset or, in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.

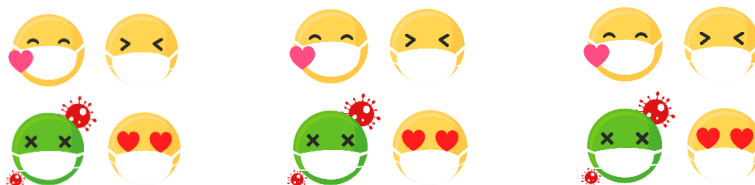


COVID-19 – Steps to Take

Individual reports having <u>close contact</u> with a person who has lab-confirmed COVID-19	Individual reports someone in their home was exposed to a person with lab-confirmed COVID-19	Individual is lab-confirmed with COVID-19	Individual has symptoms of COVID-19 and does not get evaluated by a doctor	Individual reports experiencing one or more symptoms of COVID-19 during the school day
<p>Individual does not report to school or school activities. They should seek guidance from a physician and remain home to monitor symptoms for 14 days.</p> <p><i>If close contact with the case continues for the duration of the illness, close contacts may need to remain at home longer than the initial case.</i></p>	<p>Individual may report to school. This is not considered prolonged close contact.</p>	<p>Individual must stay home and cannot return to school until screened by the school nurse. Three days (72 hours) must have passed since recovery, symptoms must have improved, and at least 10 days passed since symptoms began.</p> <p>Upon notification of a lab-confirmed COVID-19 case, campus employees and parents of students who were possibly exposed, will be notified.</p> <p>A medical professional's note clearing the individual for return will be required.</p>	<p>Individual must stay home and cannot return to school until screened by the school nurse. Three days (72 hours) must have passed since recovery, symptoms must have improved, and at least 10 days passed since symptoms began.</p> <p>To return to school before the stay home period ends, the individual must provide a note from a doctor with an alternative diagnosis and clearing him to return to school or provide two separate confirmations, 24 hours apart from an approved testing site, that they are free from COVID-19.</p>	<p>The individual will be isolated. Parents will be contacted to pick up the student. Employees will be sent home.</p>



To be considered exposed to COVID-19, an individual must have close contact with a person who has the virus. Close contact can be family members, friends, and co-workers, and it includes living in the same household, caring for a sick person infected with the virus, being within 6 feet of a person with the virus for at least 15 minutes without a face covering, or being in direct contact with infectious secretions.



Dickinson ISD COVID-19 Action Levels

Level 1	Level 2 (Moderate Transmission)	Level 3 (Significant Transmission)	Level 4 (Substantial Transmission)
<p>Students and employees who are ill must stay home.</p> <p>Daily self-screening for COVID-19 symptoms required of all students and employees prior to arrival.</p> <p>Face masks or face shields required of students, employees, and visitors.</p> <p>Face masks or face shields required on school buses.</p> <p>Teach healthy hygiene practices.</p> <p>Hand-sanitizer available and increased opportunities for hand-washing.</p> <p>No outside visitors without an appointment and no deliveries.</p> <p>Frequent cleaning of commonly touched surfaces and thorough cleaning of facilities and buses at the end of each school day.</p> <p>Extracurricular activities permitted following required health and safety protocols.</p> <p>Monitor virus in the community via GCHD.</p>	<p>All health and safety protocols in Level 1 remain in place.</p> <p>Individual class or group at a campus required to quarantine because of exposure.</p> <p>Students who are required to quarantine will receive Remote Instruction.</p> <p>Affected area closed for deep cleaning.</p> <p>Notification sent to parents and staff who were possibly exposed.</p> <p>Possible cancellation of after-school/extra-curricular activities.</p>	<p>All health and safety protocols in Level 1 remain in place.</p> <p>Campus temporarily closed if there are high concentrations (10% or more of occupancy) with reported COVID-19 symptoms or known lab-confirmed cases.</p> <p>All students at closed campus will receive Remote Instruction.</p> <p>District-wide notification sent to parents and staff.</p> <p>Disinfection of campus.</p> <p>All events at closed campus are canceled.</p>	<p>All campuses in DISD closed if multiple campuses have 10% or more of occupancy with suspected/confirmed COVID-19 cases.</p> <p>All students in DISD receive Remote Instruction.</p> <p>District-wide notification to parents and staff on the extent and length of the closure.</p> <p>Disinfection of all facilities and buses.</p> <p>All school events and outside use of facilities are canceled.</p> <p>Communicate to staff which staff members are to report to duty to maintain services to students and district operations.</p> <p>No travel outside of the district by employees or students for conferences, meetings, competitions, or special events.</p>

Health and Hygiene Practices to Mitigate the Spread of COVID-19 Inside Schools

General

1. On the first day of school, campuses will provide instruction to students on appropriate hygiene practices consistent with the mitigation practices used in DISD.
2. Printed resources from the CDC that promote protective measures will be displayed throughout campuses as reminders.
3. Hand sanitizer will be available at entrances and in multiple areas throughout each facility.
4. Anti-bacterial soap will be available at all hand-washing stations.
5. Students, employees, and campus visitors must sanitize and/or wash hands frequently.
 - Campuses will teach students good handwashing techniques.
 - Students will be encouraged to engage in handwashing for at least 20 seconds at least two times each day, in addition to being encouraged to wash hands after using the restroom and before eating.
 - Students, employees, and campus visitors will be encouraged to cover coughs and sneezes with a tissue, and if not available, covered in their elbows. Used tissues will be thrown in the trash and handwashing/hand sanitizer should be used immediately.
6. Staff will be required to complete education on proper environment disinfection and adhere to CDC guidelines for disinfecting school environments. Campuses will provide each classroom with a spray bottle of pre-diluted disinfectant spray and paper towels. Students will be provided an opportunity to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate.
7. Maintenance staff will follow CDC cleaning guidelines and provide additional cleaning and disinfecting of surfaces that are touched in common throughout the day, and all classrooms will be thoroughly disinfected at the end of each school day.
 - Cleaning – removes germs, dirt, food, body fluids and other material. Cleaning increases the benefit of sanitizing or disinfecting.
 - Sanitizing – reduces germs on surfaces to levels that are safe.
 - Disinfecting – kills germs on surfaces of a clean object.
8. Students must have their own basic school supplies. The use of shared materials will be limited.
9. Drinking fountains will be closed. Students are permitted to bring their own water bottle from home.
10. Restrooms will be monitored to ensure students stay spaced and are not lingering.
11. When possible, doors to common spaces will remain open to avoid multiple people touching handles.
12. No outside deliveries (food, gifts, food delivery services, etc.) for students or employees will be accepted during the school day. (If a student forgets to bring a lunch from home, a meal will be provided by the cafeteria staff.)
13. Personal touching, high fives, hugs, handshakes, etc., will not be permitted.
14. Parents may not drop off students at campuses before the doors open to receive students (7:15 a.m. – junior high and middle school campuses; 8:00 a.m. – elementary campuses).



Bus Transportation

1. If possible, parents are encouraged to drop off and pick up their child each day.
2. While waiting for the bus at the bus stop and while loading and unloading the bus, bus riders should social distance themselves 6 feet from each other.
3. No student should enter a bus with a fever that is 100° F or higher.
4. Hand sanitizer will be available on all buses, and students will be required to use hand sanitizer upon boarding the bus.
5. All drivers will complete a self-screener upon arrival to the Transportation Department, and they will wear face masks or face shields on the buses.
6. Face masks must be worn by students while riding a bus.
7. Riders will be kept as far apart as possible while riding the bus.
8. Buses will be loaded from rear seats to front seats and unloaded from front seats to rear seats, where possible.
9. Disinfectant supplies will be on each bus.
10. Buses will be cleaned after morning routes, and they will be misted with a disinfectant spray each evening.



Face Masks / Face Shields

Respiratory droplets from infected individuals, even from those who show no symptoms or have yet to show symptoms, are the main route the COVID-19 virus is transmitted between people. Droplets can come from coughing, sneezing, talking or just breathing. Masks are a first line of defense, and they can help prevent these droplets from dispersing and lingering in the air. It only takes one person in a classroom to infect others, and the use of a facemask or face shield can help prevent the spread of the virus to our students, staff, and families.

1. Masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth), or full-face shields to protect eyes, nose, and mouth. (Messages on facemasks must align to dress code standards.)
2. All students, employees, and visitors will be required to wear face masks or face shields unless:
 - they are alone in a classroom/office,
 - they have a medical condition or disability that prevents wearing a face covering,
 - they are consuming food or drink, or
 - they are exercising outdoors or engaging in physical activity outdoors and maintaining a safe distance from other people not in the same household.
3. Students, employees and visitors will be expected to wear face masks or face shields (inside the building, outside the building and on school buses) when they are in close proximity for an extended period and when physical distancing cannot be accomplished.



Food Service and Cafeterias

1. Plexiglas protective barriers are being installed at serving lines.
2. Free breakfast will be available to all students.
3. Students may bring a lunch from home or they may access food available in the cafeteria.
4. Meal times will be staggered.
5. Students will eat at assigned tables and/or with assigned groups each day. Other areas may be used during lunches to help with physical distancing.
6. Hand sanitizer will be available to students at the start of serving lines.
7. Floor markings/signage will be used for social distancing in serving lines.
8. To provide for social distancing, visitors will not be permitted in the cafeteria during meal times.
9. Students will be prohibited from sharing food with each other.
10. Tables will be cleaned and sanitized after each group eats.

Social Distancing

1. Students and employees will be taught to maintain distance from each other.
2. In classroom spaces that allow it, student desks/chairs will be placed a minimum of six feet apart.
3. In areas where students are regularly within six feet of one another, more frequent hand washing or hand sanitizing will be encouraged.
4. When feasible and appropriate (such as physical education) classes will be conducted outside. Recess and outdoor learning will be encouraged.
5. Campuses will plan for entry, exit, and transition procedures that reduce large groups of students in close proximity. Each campus will notify parents of their procedures.
6. Field trips, assemblies, and other large gatherings will not be planned until school returns to normal operating standards.
7. Congregating will not be permitted in hallways, common areas, faculty workrooms or breakrooms.

Nurses/Clinics

1. Campuses will implement protocols for students who require additional support from clinic staff (diabetes, asthma, medications, and regular care due to illness or injury, etc.).
2. Visits to the school clinic will be for essential services only.
3. School nurses will provide professional learning for students and employees regarding best practices for health and hygiene.

Extracurricular/UII Activities

1. Participation in extracurricular activities on campus will align with guidance in this document for non-UII extracurricular activities and with guidance from the UII for all UII activities.
2. Face masks or face shields and social distancing are required for extracurricular/UII activities.
3. Hand washing and/or hand sanitizer must be available for any activity.
4. The district will open facilities to the public for school-sponsored activities in accordance to the Governor's executive orders.

Visitors to Schools

1. Visitors to schools will be limited to only those essential to school operations.
2. All visitors, unless they are district staff, must have a scheduled appointment. Parents with a scheduled ARD, teacher conference or other meeting should wait in their car until a staff member notifies them that they are ready for the meeting.
3. Visitors will be screened upon arrival, and they must wear a facemask or face shield.
4. The number of visitors in the lobby of each facility will be limited.
5. Visitors will not be permitted in the cafeteria during breakfast or lunch.



Social Emotional Learning and Mental Health Support



Social Emotional Learning (SEL) Mental Health Support

Dickinson ISD is dedicated to social emotional learning, mental health support and awareness, resiliency, trauma informed practices, transition services, and overall wellness. For social emotional learning, the focus will be on the core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. All staff will be trained in Character Strong and will be expected to support and teach using this character development and social emotional learning program along with Restorative Practices. The Dickinson Gator Wellness Center is our central location for all Mental Health Related Supports and it is located at McAdams Junior High. A multi-tiered system of support (MTSS) for mental and behavioral health is put in place and will assist our team in supporting our students. Through a collaborative approach, we strive to meet the needs of our students and families. Our team of professional school counselors, licensed professional counselor, social workers, and community mental health partners under the leadership of our social emotional learning specialist will be offering the following support:

Professional School Counselors will:

1. Offer Guidance lessons virtually.
2. Support all staff on the implementation of Character Strong and Restorative Practices.
3. Provide individual planning to guide students as they plan, monitor and manage their individual educational, career, personal, and social development.
4. Provide responsive services to support students that have an immediate personal concern or circumstance, including providing individual and group counseling (virtually and face to face following all required guidelines).
5. Communicate with students, staff, and the community available supports and resources.
6. Provide mental health referrals to outside agencies.
7. Promote self-care/wellness for students, staff, and families.

Social Workers will:

1. Link families to community resources, including special education transition services in coordination with the transition specialist.
2. Provide families assistance with medical and prescription needs.
3. Assist families with applying for governmental benefits.
4. Act as a liaison between home and school for social work-related needs.
5. Provide additional supports to our homeless population.
6. Coordinate homebound services.

Social Emotional Learning Specialist will:

1. Coordinate and supervise the Dickinson Gator Wellness Center and its supports.
2. Communicate available resources to staff, parents and community.
3. Serve on district and community committees to ensure continuity of care.

Available Supports include:

- Family & Community Resource Center
 - Books and materials are available for checkout. These resources support social emotional learning and mental health awareness. For more information, please call our Gator Wellness Center at 281-229-6005 or refer to the Dickinson ISD website.
- Mental Health & Wellness Referrals
 - DePelchin (parenting support)
 - UTMB Texas Child Health Access Through Telemedicine (TCHAT)
 - Family Service Center (Counseling)

- School Counseling
- Communities in Schools (CIS)
- Bay Area Council on Drugs & Alcohol (BACODA)
- Basic Needs (food, clothing, & shelter)
- Other referrals are available depending on support needed
- Self-Care & Wellness
 - Offer supports and resources
 - Communicate utilizing the Dickinson Gator Wellness Facebook Page, Dickinson ISD website and through email
 - Care for the Caregiver (by Save the Children)
- Mental Health Calling Center
 - The calling center offers a listen and refer system. If you have questions or need to be linked to resources and/or supports, please call 281-229-6005.
- Professional School Counseling
 - Counseling support
 - Curriculum and resources
- Transition Services for students receiving special education
 - Instruction and related services for students who are 18+
 - Assistance with the Gulf Coast Center and Workforce Solutions referral process

Multi-Tiered Systems of Support (MTSS) for Mental & Behavioral Health

Dickinson ISD utilizes a tiered approach for supporting our students. Some of the supports that our staff will be implementing include the following:

Tier 1

- Character Strong
- Restorative Practices
- Emotional Backpack Project (mental health, suicide prevention, trauma informed practices and mindfulness)
- Trauma Informed Practices
- Youthworks Prevention and Positive Action (provided by BACODA)
- Child Safety Program (provided by The Child Advocacy Center of Galveston County)
- 2nd Steps Curriculum (PreK-8th)

Tier 2

- Journey of Hope (from Save the Children small group)
- Calm Crusaders curriculum for anxiety small groups
- Superhero Social Skills
- Niroga Dynamic Mindfulness
- Bounce Back small group
- Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
- Crisis Prevention Intervention (CPI)
- Gator Wellness Small Group Toolkits

Tier 3

- Texas Children's Hospital Trauma and Grief Therapy
- Bounce Back
- Cognitive Behavioral Intervention for Trauma in Schools
- Mental Health Referral

