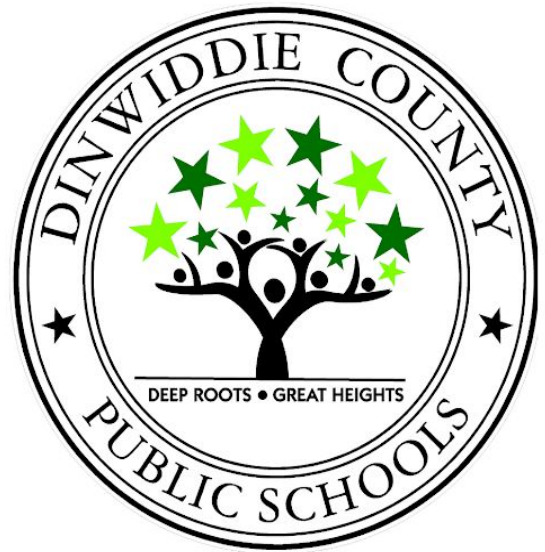


Dinwiddie County Public Schools

REVISED 11-05-2020

Return to Learn



Executive Summary

"Returning to school is important for the healthy development and wellbeing of children, but we must pursue reopening in a way that is safe for all students, teachers and staff. Science should drive decision-making on safely reopening schools. Public health agencies must make recommendations based on evidence, not politics. We should leave it to health experts to tell us when the time is best to open up school buildings and listen to educators and administrators to shape how we do it."

The American Academy of Pediatrics National Education Association
The School Superintendents Association

Dinwiddie County Public Schools (DCPS) is committed to partnering with families to provide a healthy and safe environment, quality instruction, daily meals for students, and other resources to ensure that students are engaged in learning.

Return to Learn Plan

The health, wellbeing, and safety of Dinwiddie County Public Schools' students and staff is paramount and served as the guiding principle for the Return to Learn Plan. In preparation for the start of the 2020-2021 school year, Dinwiddie County Public Schools has aligned its operations per the reopening guidelines outlined by the [Centers for Disease Control and Prevention \(CDC\)](#), the [Virginia Department of Health \(VDH\)](#), and the [Virginia Department of Education's \(VDOE\) School Reopening Guidelines](#).

The DCPS Return to Learn Plan ensures options for student learning, enhanced social distancing and physical distancing measures; and cleaning, disinfecting, and other mitigation strategies to the greatest extent possible.

The DCPS Return to Learn Plan was developed with input from parents/guardians, students, staff, advisory groups, and community

stakeholders, and submitted to the Virginia Department of Education on August 11, 2020.

Dinwiddie County Public Schools is planning to reopen for students on September 8; however, school as they once knew it no longer exists .

Based on current health data, the Plan presented below assumes that schools will open in Phase III; however, DCPS will continue to monitor public health conditions and will follow all executive orders and local guidance at the time of school opening. If health conditions warrant a change in the division's reopening phase, this Plan will be updated.

The safety and welfare of our students and staff are a top priority at Dinwiddie County Public Schools. Our school division like every other in the commonwealth of Virginia has been faced with many challenging factors as it relates to reopening schools in the fall. One of the essential questions guiding the work of the planning process is: *"How does Dinwiddie County Public Schools reopen, while keeping the safety of all stakeholders at the forefront of the planning process?"*

It is the intent of this document to outline the reopening process while providing the resources needed to students, staff, and families.

To that end, the following priorities were identified as the foundation of the Return to Learn Plan 2020-21:

- Provide a safe learning and work environment for all students and staff
- Provide equity of access to technology and internet at home for all students
- Use local public health recommendations and state guidance to inform school reopening planning and timelines
- Ensure the well-being of students and staff through a robust Tiered System of Support
- Provide a phased approach with flexibility of support to students, families, and staff in higher-risk categories for infection

- Set consistent expectations across schools through strong communication and community engagement during planning and implementation

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EQUITY

EQUITY CONSIDERATIONS

As we do with all our efforts, the Dinwiddie County Public Schools has kept equity at the center of our school reopening planning. We recognize that prioritizing the social, emotional, and physical wellness of students, families, and staff is the only way to adequately address equity and ensure health and safety. We believe that equity in instruction, resources, engagement and activities should be the foundation of all teaching and learning under each type of instructional model. We have considered access to resources and tools to improve educational outcomes for all students.

Dinwiddie County Public Schools (DCPS) will ensure that all students are able to participate in their learning and have access to all relevant services and supports. Considerations include, but are not limited to:

- Ensuring all students have access to new learning and required materials, including technology.
- Ensure the learning management system (Canvas) can effectively support the unique learning and teaching needs, including the ability to provide differentiated instruction as well as one-on-one support for students who need it. Regardless of where the learning is happening, support will be provided to English Learners, Students with Disabilities, and students with a 504 Plan.
- Provide training to staff, students, and parents/guardians on implementation of the virtual model and the learning management system.
- Provide programming options for school nurses, school counselors, school psychologists, school social workers, paraprofessionals, and other school specialists.
- Track the attendance of students.
- Ensure the distance learning model in use is secure and will not allow for the release of protected student or staff information.
- Determine the most appropriate way to communicate and provide instruction for each student which could include alternate learning approaches.

PHASED REOPENING

PHASED REOPENING OF VIRGINIA'S SCHOOLS

Governor Ralph Northam created a phased approach that allows Virginia schools to slowly resume in-person classes for the 2020-21 coming academic year. The K-12 phased reopening plan was developed by the Office of the Secretary of Education, Virginia Department of Health, and the Virginia Department of Education and is informed by guidelines from the Centers for Disease Control and Prevention (CDC).

All PreK-12 schools in Virginia will be required to deliver new instruction to students for the 2020-2021 academic year, regardless of the operational status of school buildings. The PreK-12 guidance is aligned with the phases outlined in the [Forward Virginia](#) blueprint and provides opportunities for school divisions to begin offering in-person instruction to specific student groups. The report outlines school reopening phases that are aligned with the Forward Virginia phases, through which the state will progress by monitoring COVID-19 public health data.

In the [Phase Guidance for Virginia Schools](#), divisions are expected to follow CDC guidance for schools pertaining to social and physical distancing, health and hygiene, and cleaning and disinfecting.

These include, but are not limited to:

- Implement strategies to prioritize the health of staff and students, mitigate disease transmission, and maintain healthy environments.
- Provide remote learning exceptions and teleworking options for students and staff who are at a higher risk of severe illness.
- Strongly encourage families, faculty, and staff to self-monitor their signs/symptoms and stay home when ill.
- Conduct daily health screenings for staff and students. These should be done safely and respectfully, in accordance with privacy laws. Encourage symptomatic individuals to stay home and seek care as appropriate.
- School staff (as well as bus drivers) should observe students throughout the day and refer students or faculty/staff who may be symptomatic to the school healthcare point of contact.

- Face coverings
 - For students: Students should use cloth face coverings when at least six feet of physical distancing cannot be maintained, as is medically and developmentally appropriate. The American Academy of Pediatrics (AAP) states that “if not developmentally feasible, which may be the case for younger students, and wearing face coverings cannot be done safely (e.g., the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so.”
 - For staff: Staff must wear face coverings unless medical documentation is provided.
 - During meetings or gatherings or in narrow hallways or other settings where physical distancing may not be easy to maintain, it would be prudent to wear a face covering. Other considerations such as speaking loudly, singing, etc. should be considered and may require additional distance.
 - The use of cloth face coverings by teachers may inadvertently impede the education process for some populations. In these situations, schools should consider options on a case-by-case basis, and optimize physical distancing and other mitigation strategies when possible. Examples include students who are deaf or hearing impaired, students receiving speech/language services, young students in early education programs, and English Language learners. Although there are products (e.g., face coverings with clear panels in the front) to facilitate their use among these populations, these may not be available in all settings.

- Before they will be allowed to enter Phase III, divisions must submit a plan to the Virginia Department of Education (VDOE) outlining strategies to mitigate public health risk for COVID-19 and comply with CDC and Virginia Department of Health (VDH) recommendations.

During all Phases, Dinwiddie County Public Schools (DCPS) is committed to partnering with families to provide healthy and safe environments, quality instruction, daily meals, and other resources to ensure that students are engaged in learning.

Phase 1

Permissible in-person instruction:

- Special education programs (class limit of 10 students) and child care for working families.

Limitations on gatherings:

- A maximum of 10 riders per bus, classroom, or other discrete place.
- *Social/physical distancing:*
- Six feet distancing to be maintained between desks, tables, workstations, and between students and staff to the greatest extent possible.

Groups:

- Restrict mixing groups of students.

Athletics and activities:

- Prohibited.

Communal spaces:

- Close communal spaces.

Phase 2

Permissible in-person instruction:

- Phase 1 plus PK-3 students, English learners, and summer camps in school buildings.

Limitations on gatherings:

- 50-person limit on gatherings with social distancing practices in place.

Social/physical distancing:

- Six feet distancing to be maintained to the greatest extent possible.

Groups:

- Restrict mixing groups of students.
- *Athletics and activities:*
- Limited extracurricular activities and athletics with mitigation strategies.

Communal spaces:

- Close communal spaces if possible, otherwise stagger use and disinfect between use.

Phase 3

Permissible in-person instruction:

- All students may receive in-person instruction as can be accommodated with strict social distancing measures in place, which may require alternative schedules that blend in-person and distance learning for students.

Limitations on gatherings:

- Large gathering limit (250), subject to updated Executive Order at the time.

Social/physical distancing:

- Six feet distancing to be maintained to the greatest extent possible.

Groups:

- Consider restricting mixing groups of students, adjusting schedules, transitions, recess options, and instruction.

Athletics and activities:

- Extracurricular activities and athletics with physical distancing.

Communal spaces:

- Close or stagger the use of communal spaces.

HEALTH AND SAFETY

The goal of Dinwiddie County Public Schools' Health Services Department is to provide a healthy school environment to foster greater academic achievement and healthier lives for students and staff.

The DCPS plan outlines the school division's efforts relative to student and staff health monitoring; communication; preparation of health services; promoting behaviors that reduce the spread of COVID-19; hygiene practices; protecting vulnerable individuals and preparing for when someone gets sick.

DAILY HEALTH PLAN

The DCPS Health Plan addresses daily screenings, physical distancing, social limitations; cleaning and disinfecting, the use of face coverings; and the use of communal spaces (cafeterias, gyms, auditoriums).

Students: All parents/guardians will conduct a health screening of their child each day before he/she reports to school or boards a school bus. Before leaving home, parents/guardians will ensure that their child(ren) does not have a fever or have any other symptoms of COVID-19 and has not been exposed to anyone who exhibits symptoms of the virus.

Staff: All DCPS staff will be required to ensure that they do not have a fever or any other COVID-19 symptoms and have not been exposed to anyone who exhibits symptoms of COVID-19 before reporting to work.

Additional screenings will be conducted upon arriving at school or work.

Individuals who have been sick with signs or symptoms of COVID-19 or exposed to COVID-19 will be mandated to stay home and self-isolate until cleared by a healthcare provider or by following the guidance provided by the [VDH – When It Is Safe To Be Around Others \(7/21/20\)](#).

To ensure the health and safety of all, students and staff should:

- Stay home when sick
- Wear a cloth face covering
- Cover coughs and sneezes
- Practice proper hand hygiene

- Maintain physical distancing
- Answer the daily health questionnaire before leaving for school or work

Throughout the school year, the Health Services staff will educate staff, students, and families about COVID-19 to include mitigating its spread. The entire health plan can be found on the school division's website or [click here](#).

COVID RESPONSE

The health plan has documented procedures for a likely or confirmed COVID case and positive health screening within DCPS.

A separate COVID isolation room will be available in each school/workplace for students or staff showing symptoms of COVID-19; parents **MUST** arrange for the child to be transported home as soon as possible. Disposable masks will be provided to those presumed to be infected, and isolation rooms will be cleaned and disinfected frequently.

Health Services staff will communicate directly with the local health district, as required. If a positive case has been identified and verified by the local health district. Health Services staff will communicate the next steps to all identified contacts as recommended by the health district.

Return to class/work protocols: staff or students who test positive for COVID-19 may return to school after all of the following conditions have been met:

- At least 10 days have passed since the diagnosis; and
- At least 24 hours have passed since the resolution of fever without the use of fever-reducing medications
- Symptoms have improved; and
- Note from a healthcare provider to return to school/work, per DCPS Policy GCBD-R (Leaves Regulations).

Face Coverings and PPE

Face Coverings: All DCPS students and staff will be required to wear a face-covering while on the bus and inside the building if social distancing is not possible unless the student or staff member is medically exempt. ([Executive Order 63](#))

Cloth masks will be provided to staff and students. Disposable masks will be available to students and staff who do not have a face-covering upon entering the building or boarding the school bus.

Personal Protective Equipment (PPE): Staff members who need gloves or other protective equipment will be provided these items. Examples of other protective equipment include face shields and gowns for Health Services staff and other staff where their work requires it to be safe.

PHYSICAL DISTANCING

All students and staff are expected to maintain a six-foot physical distance. Classrooms will be reconfigured to ensure that students will be seated at least six feet apart at desks or tables to the maximum extent possible.

As mandated by the Virginia Department of Education, one-on-one assessments and evaluations will be required for certain students; in these cases, teachers and staff will be required to wear masks and face shields. **If a six-foot distance cannot be maintained during small group instruction, teachers and staff are required to wear masks and face shields.**

To minimize group interaction, students will eat breakfast and lunch in the classroom.

School bus routes and schedules will be adjusted to allow for one student on each seat, and masks will be required.

Back-to-school events, including open house nights, will be held virtually.

CLEANING PROTOCOLS

Dinwiddie County Public Schools' cleaning schedules and practices comply with the current Centers for Disease Control and Prevention and Virginia Department of Health guidelines for cleaning and disinfecting public facilities.

Cleaning and sanitizing will occur daily. All frequently touched areas, including doors, countertops, knobs, hand railings, and windows will be cleaned throughout the day while buildings are occupied. Deep cleaning and disinfecting will occur twice weekly in all schools and offices. A comprehensive

cleaning and sanitizing plan has been developed by Service Solutions Corporation.

As a preventative measure, all water fountains will be wrapped to prevent public use. Students and staff will be encouraged to bring their own bottled water.

Hand sanitizer and disinfectant wipes will be available at the main entrance of each facility and other locations throughout our schools and offices.

In addition, a member of the transportation team will clean and sanitize buses following each route.

Community use of school division facilities during non-school hours will be restricted.

CLASSROOM CLEANING SUPPLY KITS

Each classroom in Dinwiddie County Public Schools will receive the following:

- First Aid Kit
- Gloves (for cleaning/ surface wipe down during day)
- Gallon Hand Sanitizer - with pump
- Disinfectant Spray Cleaner
- Roll Paper Towels
- Disinfecting Wipes
- Extra Masks

FACILITIES

CLEANING AND DISINFECTING SCHOOLS AND OFFICES

With the exception of Midway Elementary and the Pamplin Building (School Board Office), cleaning and disinfecting of schools and offices will be completed by Service Solutions Corporation (SSC).

All touchpoint areas will be disinfected several times throughout the day. These areas include but are not limited to the following: tables, doorknobs, light switches, countertops, handles, desks, elevator buttons, railings, vending

machines, drinking fountains, push plates, and bathrooms. SSC will be focusing on highly used areas.

Areas that are not being utilized will be cleaned less frequently and the focus and frequency will be on public spaces and high traffic areas. SSC will be focusing on deep cleaning the building while the majority of adults are not in the building.

Employees will disinfect his/her own keyboard, mouse, and phone. Devices should be disconnected prior to disinfecting. Employees should spray the disinfectant provided by SSC onto a damp paper towel. Paper towels should be used to wipe the surface of the keyboard, mouse, and telephone. Devices should not be reconnected until they are dry.

The cleaning and disinfecting of Midway Elementary School will be completed by Dinwiddie County Schools' custodial staff and Public Works' employees will oversee the cleanliness of the Pamplin Building as outlined in the COVID-19 Remobilization Guidelines.

Additional cleaning procedures may be identified for specific buildings by the supervisor responsible for overseeing the respective facility. Such requests should be communicated to the Director of Facilities. To review the detailed plan provided by Service Solutions, please see the appendix.

SCHOOL NUTRITION

To minimize interaction when students attend school in-person, students will eat breakfast and lunch in the classroom at their desk or table. No ala carte sales and cash transactions in the cafeteria.

Elementary and Middle Schools:

- All meals will be delivered to the classroom. Breakfast meals will be prepackaged, and students will receive bottled water, choice of milk and/or 100% fruit juice.
- At lunchtime, students may choose a hot or cold option with bottled water and milk.
- There will be no charge for breakfast and lunch for any elementary or middle school student during the 2020-21 school year based on DCPS' qualification for the Community Eligibility Provision.

High School:

- Meal rates apply. No cash accepted. All monies must be applied to the child's meal plan using the K12 Payment Center at <https://www.k12paymentcenter.com/>.
- Free/reduced meal applications will be accepted for students attending Dinwiddie High School. The application is available online at <https://www.lunchapplication.com/>.
- All meals will be delivered to the classroom. Breakfast meals will be prepackaged, and students will receive bottled water, choice of milk and/or 100% juice.
- At lunchtime, students may choose a hot or cold option with bottled water and milk.

Take-Home Meals Elementary and Middle Schools:

- Students receiving in-person instruction at school two days a week as part of the blended learning option will be served meals-to-go for the days they are out of school.
- Students attending school on the Monday/Thursday schedule will receive breakfast meals and lunches as they leave school each day.
- Students attending school on the Tuesday/Friday schedule will receive breakfast meals and lunches as they leave school each day.
- There will be no charge for take-home meals for any elementary or middle school student during the 2020-21 school year based on DCPS' qualification for the Community Eligibility Provision.

Take-Home Meals High School:

- Take-home meals will be made available at the student's current meal status rate.
- DHS Student Meal Rates are as follows if the student does not qualify for free/reduced meals:
 - Breakfast: \$1.45
 - Lunch: \$2.75

Meal Service for Distance Learning Students

- Families of students participating in the virtual learning option may pick up meals on Wednesdays at the school that the child/children attend. Five

breakfast meals and five lunches will be made available for each student enrolled in virtual learning.

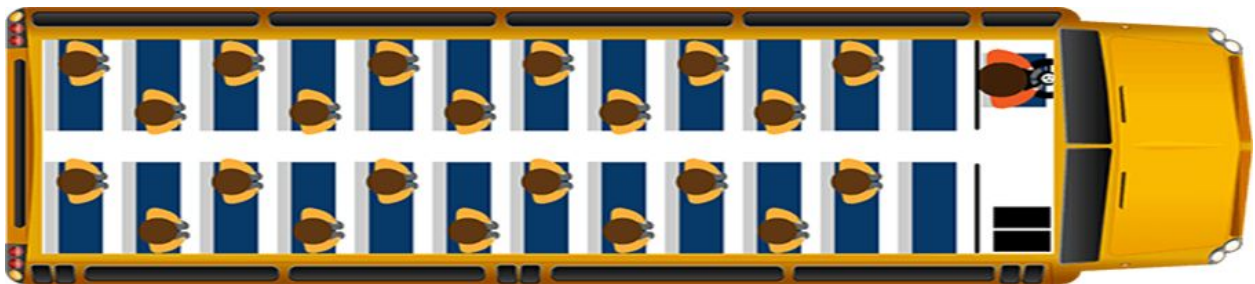
- There will be no charge for meals for any elementary or middle school student during the 2020-21 school year based on DCPS' qualification for the Community Eligibility Provision.
- DHS Student Meal Rates will apply.
- Specific information regarding Wednesday meal pick-ups will be provided by each school and listed on the DCPS School Nutrition website at <https://dinwiddieschoolmeals.com>.

For more information regarding the availability of all County feeding programs: <https://www.nokidhungry.org/> or text "FOOD" to 877-877 or contact the Director of School Nutrition at 804-469-4190.

TRANSPORTATION

Parents are encouraged to transport their student(s) as Dinwiddie County Public Schools will provide bus transportation for students to and from school in each reopening phase in compliance with CDC guidelines.

To ensure social distancing, buses will only be able to transport approximately 20-30 students at a time and all students and drivers must wear masks. Bus drivers may need to make several trips back and forth to school to carry all students who need bus transportation to and from school on their designated days of attendance.



Transportation may not be provided to/from private day care centers/providers.

In Phase III, Dinwiddie County Public Schools will make every effort to create social distancing of between three and six feet in schools and on busses;

however, there may be instances in which this cannot be achieved. Face coverings are required in all settings in order to mitigate the spread of disease.

A member of the transportation team will clean and sanitize buses following each route.

DCPS will work with families to ensure that students arrive at school safely and on time; however, school start and end times will need to be adjusted to allow for the travel restrictions and extra responsibilities.

During the COVID-19 response period, the start time and dismissal times are subject to change to ensure the safety of students and staff. Families will be provided advance notification in the event the school division needs to make adjustments.

HUMAN RESOURCES

LEAVE GUIDANCE

Employees who have COVID-19 concerns that may prevent them from working may consult with the Director of Human Resources. Any accommodations will be evaluated on a case-by-case basis with the submission of proper documentation.

We will apply leave policies and practices in consideration of the "[Families First Coronavirus Response Act](#)," and guidance from the Crater Health District. CDC guidelines will also be referenced. DCPS will follow guidelines for [FMLA](#), [EFMLA](#), and [short term disability](#).

Employees shall not engage in other employment that conflicts with their duties and responsibilities to the Dinwiddie County School Board. An employee who is on leave, in a paid or unpaid status, may not be employed by the School Board or any other employer in any capacity during the period of leave. Please refer to the school division's [Health Mitigation Plan](#) for general information and guidance concerning operations during the COVID-19 pandemic.

CHANGES TO EMPLOYMENT STATUS

Dinwiddie County School Board will provide work for all employees relative to one's primary or alternative work assignment, so long as it does not cause an undue hardship to the school division. We desire for all staff to have meaningful responsibilities, even if they cannot work in a way they are accustomed to performing.

In the event we are unable to sustain its operations due to insufficient resources, the School Board may place employees on a furlough, which is a temporary leave of absence without pay for any period that the School Board deems appropriate. In the event that a furlough is implemented, the pay that an employee is otherwise entitled to receive under this contract may be reduced by their daily rate of pay for each day furloughed.

Should further action need to be taken to address the School Board's ability to meet its obligations, a Reduction In Force (RIF) may be required. The School Board will consider all other possible alternatives before resorting to one that may impact one's employment status.

STAFF & STUDENT SUPPORTS

MENTAL HEALTH SUPPORTS FOR SCHOOL STAFF

According to Goldman, Danna, Maze, and Pickens, the COVID-19 crisis has taken a toll on everyone. Teachers and school staff, in particular, are facing additional professional stress. Many of their methods of practice have changed, and they have had to learn new skills and technology platforms while also assuring that they have the necessary means (including internet access) to shift to working from their homes. Additionally, they likely have their own personal stressors such as having their children and other family members at home, facing economic insecurity, or having concerns for their own health and the health of loved ones. As educators and staff began to connect with their students, they may also have felt concerns about their students. For example, some students may attend sporadically or not at all, or living in less than conducive conditions, or be unable to connect one-on-one. All of these layered issues have the potential to contribute to anxiety, depression, or symptoms of secondary traumatic stress.

Educators and school staff can consider the following strategies during this time, to help reduce the impact of these stressors:

- Practice self-compassion: remember that it is best to take care of yourself before you try to take care of others.
- Take time to check in with yourself to gain insight into any areas where you may be struggling. Once you identify the issues, create a plan to address the issues you can control and work on letting go of the ones you cannot.
- Utilize social supports as needed. Consider planning a virtual coffee break or lunch hour with colleagues or other educators. During these sessions, you might share strategies that are or are not working, talk about what you're cooking or watching on Netflix, and experience a much-needed sense of community.
- Create a routine that includes getting up at a regular time, then getting ready and dressed for the day, and following a work schedule. Incorporate into your day some physical movement, as well as some breaks to connect with others.
- Remember that, as adults, we can be the best guides for how our students and children will do. They are watching and listening to us, so when we take care of ourselves, we're modeling how they can take care of themselves, too.

- Be safe and follow the latest public health recommendations related to hygiene and protective equipment if you must go to the school or into the community for teaching supplies.

Administrators can consider the following strategies to support the well-being of their staff:

- Prioritize the physical safety of the entire school community when making decisions related to re-opening the school or holding any in-person events.
- Ensure the physical safety of all of your staff by following the latest public health recommendations related to hygiene and protective equipment, minimizing exposure as much as possible. Make sure that any staff on the school grounds or conducting school business are provided with the equipment, policies, and enforcement tools they need to maximize their physical safety.
- Check-in with your staff both collectively and individually. Encourage them to take time during the school day to manage their stress and take care of themselves and their families.
- Identify and distribute resources for staff who may need additional screening, assessment, and/or treatment for stress, mental health issues, or secondary traumatic stress symptoms. Many mental health resources are now available via telehealth platforms. Identify a range of resources that you can provide for your staff.
- Consider virtual professional development sessions that promote positive ways to cope with stress, and that help staff to understand the signs of secondary traumatic stress and the ways to prevent and address it. Offer wellness activities and promote routine health care and safety.
Trauma-Informed School Strategies during COVID-19 The National Child Traumatic Stress Network www.NCTSN.org 3
- Validate your staff members' concerns about their students.
Communicate your district's plan for identifying students who need to be located, for helping families who need internet access or hotspots, and for reaching students who may need additional services during this time. It's important for staff to understand the expectations around their roles in reaching students as well as the limits of their responsibilities, and what other supportive methods and resources are available.
- Create opportunities for staff to connect to one another, through peer check-ins or using professional development time to reflect and process.

Self-Care Strategies

Your mental well-being plays a major role in your health, safety, and well-being and it should be prioritized. Here are 6 tips that may be useful to you in maintaining your mental well-being during a quarantine. The information provided is not meant to be a replacement for medical advice. Click [here](#) to read the full article.

1. Keep a Routine
2. Get a Good Night's Sleep
3. Spend Time Outside
4. Leverage the Power of Technology
5. Don't Obsess over the News
6. Practice Positivity and Gratitude

If you still have concerns regarding your mental well-being while in quarantine, consider the resources listed below.

[Employee Assistance Program - EAP \(by Anthem\)](#)

800-865-1044 (Prior to October 1st)

Free, confidential help available to employees and dependents. 24 hours a day, 7 days a week. Beginning October 1, 2020:

1-855-223-9277 (Company Code: Commonwealth of Virginia).

[Substance Abuse and Mental Health Services Administration's National Helpline](#)

800-662-HELP (4357)

Free, confidential, 24/7, 365 days a year treatment referral and information service for individuals and families facing mental and/or substance use disorders.

[ADAA Reviewed Mental Health Apps](#)

[Coping with a Disaster or Traumatic Event](#)

[Employees: How to Cope with Job Stress and Build Resilience During the COVID-19 Pandemic](#)

[How can we help employees maintain mental well-being during a quarantine?](#)

SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Like many similar frameworks, CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are five core competencies that can be taught in many ways across many settings. Those competencies include:



Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Over the course of this school year, professional school counselors, school social workers, and school psychologists will be working collaboratively to support the SEL needs of students.

SEL services include but are not limited to:

- Tele-health
- Peer groups
- Virtual sessions

INSTRUCTION

Teaching and Learning

Dinwiddie County Public Schools is dedicated to providing high quality instruction to all students. All instruction and assignments will follow the Virginia Standards of Learning and align to the written, taught, and assessed curriculum to promote continuous learning.

During the 2020-2021 school year, the school division is expanding its one-to-one technology initiative to provide a Chromebook for every student in kindergarten through 12th grade and an iPad for all preschoolers to support learning in-person and online.

DCPS has developed two options for school reopening for families based on survey data from parents, staff, students, advisory groups, and other key community stakeholders. This proactive planning also allows for pivoting from Phase to Phase as the situation warrants.

OPTION 1: DISTANCE LEARNING

- Students engage in four days of at-home virtual learning with teacher support, and one day of independent learning.
- Students work independently on Wednesdays except for small group instruction for identified students.
- Instruction is facilitated by teachers using the Canvas Learning Management System.
- Students complete and submit assignments in Canvas.
- Teachers provide student feedback and/or post grades weekly as outlined in Policy [IKFAA-R](#).
- Teachers differentiate instruction to include enrichment and innovative lessons that provide student voice and choice in learning.

Distance Learning Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
At-Home Virtual Learning	At-Home Virtual Learning	Student Support, Office Hours, Staff Meetings, Teacher Planning, Professional Development	At-Home Virtual Learning	At-Home Virtual Learning

OPTION 2: BLENDED LEARNING

- Elementary students and specified special education students will attend school 4-days in person and one day of asynchronous learning at home.
- Secondary students will attend two days each week for face-to-face instruction, two days at home with synchronous learning, and one day of asynchronous learning on Wednesdays.
- Students work independently on Wednesdays except for small group instruction for identified students.
- Face-to-face class sizes are smaller in order to maintain social distancing and safety measures outlined by the CDC.
- Instruction is facilitated by teachers through the Canvas Learning Management System or may be provided via learning packets.
- Students complete and submit assignments in Canvas and/or to their teacher directly.
- Teachers provide student feedback and/or post grades weekly.
- Teachers differentiate instruction to include enrichment and innovative lessons that provide student voice and choice in learning.

Both the blended and virtual learning models give students the opportunity to engage in new learning with support and access to technology for instruction.

Blended Learning Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A Students (HS/MS) In-School Learning	B Students (HS/MS) In-School Learning	Student Support, Office Hours, Staff Meetings, Teacher Planning, Professional Development	A Students (HS/MS) In-School Learning	B Students (HS/MS) In-School Learning
B Students (HS/MS) In-School Learning	B Students (HS/MS) In-School Learning		B Students (HS/MS) In-School Learning	B Students (HS/MS) In-School Learning
Elementary) In-School Learning	Elementary) In-School Learning		Elementary) In-School Learning	Elementary) In-School Learning

LEARN ANYWHERE

The COVID-19 pandemic prompted schools throughout the Commonwealth to end traditional instruction and reinvent the delivery of student learning. During this time schools had to adopt alternative learning methods such as online learning, remote work, and other activities to help contain the spread of the virus.

To support the reopening of schools, every student will have access to an electronic personal device. Preschool students and students in the autism program will have access to a tablet and K-12 students will receive a chromebook.

TECHNOLOGY

During the 2020-2021 school year, Dinwiddie County Public Schools is expanding its one-to-one technology initiative to provide a Chromebook for every student in kindergarten through 12th grade to support learning in-person and online.

Access to Computers

- 1:1 Chromebooks for every student in Grades K-12
- For use in school and at home
- Familiar and easy to use platform
- Full implementation at all grade levels

To support blended learning, DCPS has accelerated our digital transformation plans and purchased enough Chromebooks so that every student in grades K-12 can have a device. Chromebooks are a familiar platform to DCPS students, as they are currently used in all grade levels and content areas.

Preschool students will be provided a comparable tablet for use during the 2020-21 school year.

Wireless Connectivity

Because DCPS is committed to ensuring that every student can participate in online learning, both on and off campus, we have partnered with the County to ensure all students have access to internet connectivity at home.

Data from the State and the City indicates that approximately 60% of the families in Dinwiddie County may not have reliable access to the Internet. Our own experiences following the COVID-19 closures confirmed those estimates. Dinwiddie County Public Schools will have 'Wireless on Wheels', outfitting 80 buses with wifi connectivity. These buses will be parked in blackout areas around the County for easier access by schools and families.

Families not meeting the eligibility requirements for no-cost Internet can still connect to the internet at the following hotspots located throughout the County:

Dinwiddie County Government Center (all lots)
Eastside Community Enhancement Center (parking lot)

McKenney Gym (front lot)
Robert & Betty Ragsdale Community Center (front lot)

Below are Chromebook and tablet pick up dates:

Important Dates	
August	September
26 - Dinwiddie High School	1 - Southside Elementary
27 - Dinwiddie Middle School	2 - Sutherland Elementary School
28 - Sunnyside Elementary School	3 - Midway Elementary School
31 - Dinwiddie Elementary	4 -

Distribution Information

*Dinwiddie High School: August 26
9th Grade/New Student Distribution Only
Pick up time: 9am to 1pm & 3pm to 6pm

**Dinwiddie Middle School: August 27 (6th-8th Distribution by Last Name)

Pick up times:

Last starting names A-G: 9am to 11am
Last starting names H-N: 11am to 1pm
Last starting names O-U: 2pm to 4pm
Last starting names V-Z: 4pm to 6pm

Students who cannot come on this day will have to wait until the week of September 7 to receive Chromebook from the technology department.

Tips On Cleaning And Care Of Your Chromebook

1. Use only mild cleaning solutions (non-ammonia based and non-abrasive) and a damp lint-free, soft cloth to clean the Chromebook.
2. Apply non-ammonia based cleaner onto the cloth.

3. Absorb the cleaner into a sponge or lint-free, soft cloth.
4. Squeeze out the excess liquid from the sponge or cloth.
5. Wipe the surface again with a dry, lint-free, soft cloth.
6. Wait for the surface to dry completely before you use the device.
7. Never pile any heavy objects on your Chromebook.
8. Never leave your Chromebook in direct sunlight.
9. Keep food and drink away from your Chromebook.
10. Do not force objects into ports on your Chromebook.

Will new instruction be provided for the 2020-2021 school year?

DCPS will provide all new instruction in accordance with the Virginia Standards of Learning and DCPS curriculum. A team of educators have ensured that previous content not covered is integrated into the curriculum to address gaps in learning caused by the unexpected school closure during the 2019-2020 school year.

THREE MAJOR COMPONENTS

The instructional return to learn plan has three major components: Content Delivery, Instructional Support, and Resources.

Content Delivery

- Dinwiddie County Public Schools (DCPS) will facilitate new instruction through a variety of digital and non-digital materials to promote academic growth for all learners. Instruction will be differentiated to ensure students have a rigorous and engaging learning experience.

Instructional Support

- We believe that families should never feel like they are doing this alone. DCPS has set up mechanisms to support our families. Teachers will be available to assist students and parents regarding course content. The technology department has created real-time support and a help desk to assist with your technology needs. Lastly, the school nutrition office can be reached regarding the school meals program.

Resources

- Every student enrolled in DCPS will have access to a device that can access the internet. Students in grades K-12 will be issued a Chromebook. Students in the Pre-K program will be issued a tablet. DCPS in collaboration with Dinwiddie County government has partnered to place buses in the community with wifi access. Additionally, paper packets will be generated for families that are unable to access the internet.

CONTENT DELIVERY

Dinwiddie County Public Schools will use two remote learning options identified in this plan:

Teacher-Led Hybrid Instruction

Hybrid learning is an instructional approach that includes a combination of online and in-person learning activities. For example, students can complete online self-paced assignments by a certain date and then meet on-site or online for additional learning activities. Hybrid instruction is for students that have been identified for "A" and "B" days.

Teacher-Led Full Distance Instruction

Full remote learning is an approach that includes digital and paper instructional content. Students access instruction directly from the district approved learning management system (Canvas). Teachers will hold classes during scheduled class time.

COURSE EXPECTATIONS

For families that have elected for their child(ren) to participate in a hybrid model, they **will attend** school on an "A" or "B" day. The number of students attending school on that day has been reduced to meet the CDC and Department of Health guidelines. Your child's teacher will provide information relative to class expectations and participation.

For families that have elected for their child(ren) to participate in distance learning, they **do not attend** school. Regardless of whether a student is enrolled in hybrid or remote learning, teachers will keep course attendance. Students will self-report attendance during this time. The teacher will closely monitor each student's participation and engagement in learning.

Teacher Responsibilities for Distance Learners:

1. All staff members will be required to report to work five days a week during contractual hours.
2. Teachers are expected to develop daily lesson plans using the planning format prescribed by the building administrator. All lessons and learning activities should be uploaded into Canvas, which is mandatory, by 3:00 pm on Friday for the upcoming week.
3. Alternative activities and methods for engagement should be made available for students that do not have access to the internet. Paper materials to include manipulatives and class resources should be provided to students that do not have reliable or readily available internet access.
4. Teachers should consider pre-recording lessons, audio and visual recordings, and activities that can be made available through flash drives or loaded into Canvas for those students that are unable to attend live virtual sessions.
5. Students will be required to do daily check-ins with the teachers. Students will need to self-report attendance during distance learning. A building administrator should be notified if you are unable to reach a student for two consecutive sessions.
6. During the distance learning period, Dinwiddie County Public Schools will follow the School Board approved 10-point grading scale. Your grade book should be kept up-to-date per your building administrator's guidance. Please see the [grading section](#) of this document. Teachers will maintain a communication log.
 - Student expectations for online learning should be posted in your Canvas. For students that do not have internet access, teachers will

make alternative methods available for students to engage in learning.

Student Responsibilities for Distance Learning:

1. It is expected that students will complete assignments for ALL classes during this online-learning experience.
2. Students will be held accountable for work during this time.
3. Students should log in each day to view assignments, and complete them in a timely fashion as prescribed by the classroom teacher.
4. Students (and/or parents) should contact the teacher via the preferred contact method with questions or concerns regarding assignments. Teachers will remain available via email throughout the school day.
5. Log in by 8:30 AM to view assignments

Parents Responsibilities for Distance Learning:

1. Parents should assure that their child(ren) has a method to access DCPS remote learning. Families should communicate immediately with the building principal to inform him/her that their child(ren) does not have internet access.
2. Ensure that their child is engaging daily/regularly in learning.
3. Review the appropriate grade-level information linked within the school division's website.
4. Ensure that they know their students' usernames and passwords for instructional resources that are accessible via the District portal and/or this website.
5. Ensure they are monitoring the school division's communications for up-to-date information regarding instructional continuation and school reopening plans.

PRESCHOOL

Dinwiddie County Public Schools preschool curriculum has been aligned with the Virginia Department of Education's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds. Creative Curriculum, a curricular which provides stimulating and engaging learning experiences, will be utilized to ensure students are prepared to enter Kindergarten.

Daily Routines

Teachers will report to their buildings daily from 8:00am - 3:00pm. Teachers will work from their classrooms (remotely/in person) to deliver lessons with Encore teachers pushing in. Weekly lesson plans will be submitted on the Friday prior to the week of instruction as instructed by the building administration. Likewise, all student activities, lessons, videos, etc. will be uploaded to Canvas by the Friday prior.

Wednesday Planning Days: Teachers will work with their instructional support teams to develop virtual and adaptive lessons that may include pre-recorded mini lessons to upload into Canvas. Teachers will prepare any handouts needed for the next week, including making any copies for distance learning that would have to be picked up (if necessary).

The VDOE approved instructional models for PreK core areas are found at [VDOE PreK Core Instructional Model](#)

All teachers should plan to utilize the Canvas platform daily for instruction. Students that are face-to-face will need to engage in the platform to ensure all students/parents are comfortable with virtual learning and the tools available to them regardless of learning model (distance or hybrid). Should the district or state feel the need to transition all students to distance learning, practice with Canvas will prove essential for student success.

Sample Virtual Schedule

Establishing routines and a daily schedule for preschoolers opting for distance learning is essential in providing structure and expectations. Preschoolers should

not be expected to remain focused and engaged for long periods of time; thus, multiple opportunities for brain breaks and movement is needed.

Below are the suggested number of minutes that students should spend in each content area per day. This does not mean the student is expected to remain online for the entire day. During the student's instructional day, there will be a variety of activities to include hands on as well as independent practice.

Preschool Sample Schedule		
9:00-9:30	Academic Time	Daily Lesson - Refer to Canvas for skill, explanation, and resources
9:30-9:45	Health/Wellness	Fitness Activity - Refer to calendar for suggested activities
9:45-10:15	Academic Time	Daily Lesson - Refer to Canvas for skill, explanation, and resources
10:15-10:30	Health/Wellness	Fitness Activity - Refer to calendar for suggested activities
10:30-11:00	Academic Time	Daily Lesson - Refer to Canvas for skill, explanation, and resources
11:00-11:15	Health/Wellness	Fitness Activity - Refer to calendar for suggested activities
11:15-11:45	Academic Time	Daily Lesson - Refer to Canvas for skill, explanation, and resources
11:45-12:30	LUNCH	
12:30-12:45	Health/Wellness	Fitness Activity - Refer to calendar for suggested activities
12:45-2:00	Rest Time	
2:00-2:30	Health/Wellness	Fitness Activity - Refer to calendar for suggested activities

Note: VDOE recommends 2 hours per day (10 hours per week) on learning content and one hour per day (5 hours per week) on health and wellness activities.

ELEMENTARY EDUCATION

Daily Routines

Teachers will report to their buildings daily during contractual hours. Teachers will work from their classrooms (remotely/in person) to deliver lessons with all resource teachers pushing in. Weekly lesson plans will be submitted on the Friday prior to the week of instruction as instructed by the building administration. Likewise, all student activities, lessons, videos, etc. will be uploaded to Canvas by the Friday prior.

Encore and remedial teachers will push into classrooms at their regularly scheduled time to do lessons and activities personalized to each classroom's specific needs.

Wednesday Planning Days: Teachers will work with their instructional support teams to develop virtual and adaptive lessons that may include pre-recorded mini lessons to upload into Canvas. Teachers will prepare any handouts needed for the next week, including making any copies for distance learning that would have to be picked up (if necessary). Instructional teams will utilize the DCPS curriculum website and approved resources to develop all student activities.

The VDOE approved instructional models for PreK-5 core areas are listed below:

[VDOE PreK Core Instructional Model](#)

[VDOE K-5 Core Instructional Model](#)

[VDOE K-5 Resources Instructional Model](#)

All teachers should plan to utilize the Canvas platform daily for instruction. Students that are face-to-face will need to engage in the platform to ensure all students are comfortable with virtual learning and the tools available to them regardless of learning model (distance or hybrid). Should the district or state feel the need to transition all students to distance learning, practice with Canvas will prove essential for student success.

Physical Education

In the blended learning model, physical education (PE) will be conducted while physical distancing is practiced. Teachers and students must wear face coverings. Classes, which will be limited in size, will be held outdoors whenever possible.

Prior to beginning PE, proper hand hygiene, respiratory etiquette and physical distancing will be taught. Signs and floor/field markings will be used to ensure physical distancing. Activities that require limited or no equipment will be considered as well as activities that can be performed within physical distancing guidelines. Students will sanitize hands prior to PE class and afterwards. If any equipment is utilized, the teacher will disinfect the equipment before the next class arrives.

Specific entrances and exits to and from the building/gym will be utilized for physical education classes.

Recess

Recess will be held outdoors whenever possible for students participating in hybrid learning. The CDC guidelines recommend separating classes for recess. All indoor and outdoor spaces will be considered to provide a range of activity options and minimize crowding. Physical distancing of 10 feet will be required during physical activity. If separate bins/bags of equipment are used for each class during recess, the equipment will be disinfected between recess periods.

A variety of outside spaces will be offered where free choice of different activities can take place including quiet, creative, and solo activity spaces. Various "zones" will be marked to reduce the number of students who are in contact with each other. Students will sanitize hands before and prior to the end of recess.

Playgrounds will not be utilized.

Art

Students learning through the blended learning model will be provided individual sketch pads and paper at school. Parents/guardians will be asked to

provide individual art supplies (markers, pencils, paint brushes, scissors, rulers, etc.) that will remain with the student.

Students enrolled in the virtual model will receive instruction online. Parents/guardians will be asked to provide individual art supplies (markers, pencils, paint brushes, scissors, rulers, etc.) for use at home.

Music

Group singing and sharing of instruments are not advised while social distancing guidelines are in place. Music teachers will alter the in-class curriculum and will focus on creative processes, critical thinking and communication, historical and cultural influences, and innovations in the arts.

Choral and instrumental students participating in blended learning will be encouraged to practice singing and playing at home, maintain practice logs or journals, and create recordings at home for feedback from the teacher.

Students enrolled in distance learning may record themselves singing and/or playing musical selections as advised by the teacher.

Library/Media

During in-person instruction, school librarians will assist teachers as needed to co-teach information literacy, guide inquiry learning and promote literacy enrichment. Students may check out books online, which will be delivered to classrooms for distribution. When books are returned, they will be sanitized and held at least 24 hours before being returned to circulation.

To support virtual learning, school librarians will assist students with inquiry projects, self-directed reading, and coursework.

School librarians will also host virtual book clubs and assist students with e-books for self-directed reading.

Staffing

Below is an outline of how instructional staff will support learning:

Title I and Reading Specialists will be an integral part of the core subject instructional teams. The primary role will be to develop tiered supports for students to ensure all are receiving targeted and individualized support as

needed. By working with teachers on curriculum development, implementation and assessment of content, targeted groups of students will be identified using data and supported with gap instruction modules to ensure success. Additionally, they may model and/or assist with instructional video/practices to be utilized in the classroom (face to face or virtual classroom).

Students will not be pulled for remediation. Title I teachers will be assigned a grade level(s) and push into classes (virtual or in person) to assist with team teaching and remediation.

Reading Specialists will assist the Title I teachers and classroom teachers with remediation focusing on Tier 2 and 3 while pushing in (virtual and in person).

Imagine Language and Literacy is a prescriptive program that will support the remedial efforts of PK-5 learners. Title I teachers and Reading Specialists will be the primary contact for this program and will manage all reporting and tracking of students. They will work with teachers and parents to utilize this resource.

Math Interventionists will work division wide to take a grade level and prepare activities and lessons for all teachers in the division. They will assist Innovation Specialists with the remote learning activities.

Encore Teachers will follow their original building schedules. They will push into classrooms and at their regularly scheduled time to deliver instruction in their core area. All materials will be given out per child. No sharing of materials. Encore teachers will plan weekly collaboratively so that division wide lessons have consistency.

PALS tutors will not be hired for the 1st 9 weeks. Beyond this window will be determined based on the current Phase of school operation. PALS and VKRP are still required assessments. Students will be tested by Reading Specialists before the November window closes.

Professional School Counselors will support students, parents, teachers, and community. Tele-counseling services will be offered beginning Day 1 of school. Additionally, counselors will support students' social and emotional needs to help ensure student success. School Counselors will schedule face-to-face and virtual sessions with students. Sessions will consist of both individual and small groups.

Innovation and Media Specialists will work division-wide to support teachers in the development of classrooms activities and lessons.

Library Media Specialists will assist during the literacy block as needed to co-teach information literacy, guide inquiry learning and promote literacy enrichment. Students may check out books online, which will be delivered to classrooms for distribution. When books are returned, they will be sanitized and held at least 24 hours before being returned to circulation.

To support virtual learning, school librarians will assist students with inquiry projects, self-directed reading, and coursework.

School librarians will also host virtual book clubs and assist students with e-books for self-directed reading.

Curriculum and Instruction

The elementary curriculum has been aligned to support all material missed as of March 13, 2020. Any missed concepts are embedded within the 2021-2021 curriculum and clearly labeled as "Covid Connection" within each weekly lesson. Below is information regarding the four core content areas for elementary education and available resources:

Reading: Students will utilize the **Houghton Mifflin Harcourt** consumable texts along with Virtual Virginia and the DCPS resources provided via parent and staff site.

Math: Students will utilize the **Pearson** consumables texts along with Virtual Virginia and the DCPS resources provided by parent and staff site.

Science: Students will utilize **StemScopes** (web based), **Virtual Virginia**, and the DCPS resources provided via parent and staff site.

Social Science: Students will utilize **Gallopade** consumable texts, Virtual Virginia, and DCPS resources provided via the parent and staff site.

Grading:

We will continue to utilize the DCPS grading scale. Grades will not be weighted during the remote learning window.

Assessments:

Pretests will be given during the month of September, Benchmarks will be given each 9 weeks to assess progress YTD. In the event of full remote learning, benchmarks will be edited to incorporate project based activities.

Sample Virtual Schedule

Below are the suggested number of minutes that students should spend in each content area per day. This does not mean the student is expected to remain online for the entire day. During the student’s instructional day, there will be a variety of activities to include hands on as well as independent practice.

K-5 Sample Schedule		
8:00 - 8:30	Start with Success!	Canvas login & attendance Teacher led morning drills/cumulative reviews
8:30 - 9:30	Reading & Grammar Academic Time	Daily Lesson - Refer to Canvas for skill, explanation, and resources
9:30 - 10:00	STEAM	Encore led activities for Art, Music, and PE
10:00 - 11:00	Math Academic Time	Daily Lesson - Refer to Canvas for skill, explanation, and resources
11:00 - 12:00	Lunch and Exercise	Daily Fitness Activity - Refer to calendar for planned activity
12:00 - 12:30	STEAM	Encore led activities for Art, Music, and PE
12:30 - 1:30	Prescriptive Programs & Printables	Daily Lesson - Imagine Learning (Reading and Math), additional assigned activities/websites/platforms
1:30 - 2:30	Science & Social Science Academic Time	Daily Lesson - Refer to Canvas for skill, explanation, and resources
2:30 - 3:30	Afternoon Exploration	Silent Reading, homework, continue prescriptive programs and teacher led Canvas activities

SECONDARY EDUCATION

Daily Routines

Teachers will report to their buildings daily during contractual hours. Teachers will work from their classrooms to deliver lessons to hybrid and distance learners. Weekly lesson plans will be submitted on the Friday prior to the week of instruction as instructed by the building administration. Likewise, all student activities, lessons, videos, etc. will be uploaded to Canvas by the Friday prior.

Instructional Enhancement Days (Wednesdays) - Teachers will work with their instructional support teams to develop virtual and adaptive lessons that may include pre-recorded mini lessons to upload into Canvas. Teachers will prepare any handouts needed for the next week, including making any copies and/or gathering supplies for distance learning that would have to be picked up (if necessary). Instructional teams will utilize the DCPS curriculum website and approved resources to develop all student activities. Instructional support and professional development needs of teachers will be provided as needed on these days.

Curriculum and Instruction

The VDOE approved instructional models for core areas are listed below:

[English 6-12](#)

[Math 6-12](#)

[Science 6-12](#)

[History and Social Science 6-12](#)

All teachers should plan to utilize the Canvas platform daily for instruction. Students that are face-to-face will need to engage in the platform to ensure all students are comfortable with virtual learning and the tools available to them regardless of learning model (distance or hybrid). Should the district and/or

state feel the need to transition all students to distance learning, practice with Canvas will prove essential for student success.

Physical Education:

In the blended learning model, physical education (PE) will be conducted while physical distancing is practiced. Teachers and students must wear face coverings unless exercising. Classes, which will be limited in size, will be held outdoors whenever possible.

Students are encouraged to come dressed for physical activity as locker rooms will not be utilized. Signs and floor/field markings will be used to ensure physical distancing. Activities that promote lifelong fitness and stress relief will be promoted as well as activities that require limited or no equipment and can be performed within physical distancing guidelines. Students will sanitize hands prior to PE class and afterwards. If any equipment is utilized, the teacher will disinfect the equipment before the next class arrives.

Specific entrances and exits to and from the building/gym will be utilized for PE classes.

Counselors:

Counselors will work through the Major Clarity platform to help students develop career goals, identify their preferred pathway and respective courses needed to graduate. Additionally, counselors will support students' social and emotional needs to help ensure student success.

School Counselors will schedule in-person and virtual sessions with students as needed. Online resources will support student learning. Families and students may contact their school counselor with questions or to request support.

Library/Media:

During in-person instruction, school librarians will assist teachers as needed to co-teach information literacy, guide inquiry learning and promote literacy enrichment. Students may check out books online following the guidance provided by the library media specialist. To support virtual learning, school librarians will assist students with inquiry projects, self-directed reading, and coursework.

Grading:

We will continue to utilize the DCPS grading scale and grading procedures maintaining categorical weights for classwork/homework, quizzes and tests.

Assessments:

Pretests will be given prior to starting units that contain instruction from the previous year as noted on the pacing guide. Assessment data from the gap instruction pre-assessments will be utilized to adjust pacing, remediation and additional individualized support. Benchmarks will be given each 9 weeks to assess progress YTD. In the event of full remote learning, benchmarks may be edited to incorporate alternative assessments.

Dinwiddie Middle School**Reading Specialist & Math/Science Instructional Coach:**

These specialists will be an integral part of the core subject instructional teams. Their primary role will be to develop tiered supports for students to ensure all are receiving targeted and individualized support as needed. By working with teachers on curriculum development, implementation and assessment of content, targeted groups of students will be identified using data and supported with gap instruction modules to ensure success. Additionally, they may model and/or assist with instructional video/practices to be utilized in the classroom (face to face or virtual classroom).

Exploratory and Career and Technical Education (CTE) Teachers:

At DMS, exploratory and CTE teachers will assist in the development and implementation of exploratory interactive modules for each subject area. In 6th grade, students will be required to practice keyboarding skills and will explore other areas in music, art, agriculture and world languages that align with their interests.

In 7th grade, all students will be required to complete all modules for Career Investigations. Counselors and encore teachers will assist students in taking their interest inventory and select a pathway that aligns with future goals. In 8th grade students will continue to participate in career exploration and complete their first draft of the Academic and Career Plan under the supervision of the school counselor.

Eighth grade students will have the opportunity to participate in high school credit bearing courses (Spanish I and Digital Applications). All courses that are for credit going toward graduation must be completed as developed in the DCPS curriculum that align with state SOL Standards and approved CTE competencies. Teachers will monitor student progress on modules and assist with core areas by pushing into classrooms to connect students with the real-world applications of content (e.g. - students working with the agriculture teacher to grow plants as related to the Life Science standards).

Sample Virtual Schedule: Middle School

Below are the suggested number of minutes that students should spend in each content area per day. This does not mean the student is expected to remain online for the entire day. During the student's instructional day, there will be a variety of activities to include hands on as well as independent practice.

Distance Learning Schedule (6-8)		
8:00 - 8:30	Preparing for the day	Check into and log in to Canvas. Check emails and have all supplies needed for the day.
8:30 - 9:30	1st Core Class	Daily Lesson - Refer to Canvas for skill, explanation, and resources
9:30 - 10:00	Daily Fitness Time	Daily Fitness Activity - Document activity in exercise journal provided by the PE teacher.
10:00 - 11:00	2nd Core Class	Daily Lesson - Refer to Canvas for skill, explanation, and resources
11:00 - 12:00	3rd Core Class	Daily Lesson - Refer to Canvas for skill, explanation, and resources
12:00 - 12:30	Lunch & Refresh	
12:30 - 1:30	4th Core Class	Daily Lesson - Refer to Canvas for skill, explanation, and resources

1:30 - 2:30	Elective Course	<p>Daily Lesson - Refer to Canvas for skill, explanation, and resources</p> <p>6th grade - Keyboarding Skills/Practice Required</p> <p>7th grade - Career Exploration Required</p> <p>8th grade - students enrolled in high school credit courses must complete all assignments to earn the respective credit toward graduation; students not enrolled in high school credit courses will continue with DMS exploratory courses</p>
2:30 - 3:30	Afternoon Exploration	<p>Silent Reading, homework, continue prescriptive programs and teacher led Canvas activities</p>

Dinwiddie High School

Reading Specialist:

The Reading Specialists will be an integral part of the core subject instructional teams. Their primary role will be to develop tiered supports for students to ensure all are receiving targeted and individualized support as needed. By working with teachers on curriculum development, implementation and assessment of content, targeted groups of students will be identified using data and supported with gap instruction modules to ensure success. Additionally, they may model and/or assist with instructional video/practices to be utilized in the classroom (face to face or virtual classroom).

Courses requiring hands-on experience (Career and Technical Education, Fine Arts and Laboratory Sciences)

Teachers will review the required SOLs/competencies for the courses assigned and determine what labs and activities can be completed virtually. Any standards that cannot be completed virtually and require face-to-face instruction will be completed in small group settings to ensure all students adhere to social distancing measures and all equipment is assigned to only one student or properly sanitized between users. In the case that hands-on labs or standards cannot be completed during the grading period, modules will be built

and completed during the next sequential course to ensure the student is prepared for the sequential course content.

Sample Virtual Schedule: High School

Below are the suggested number of minutes that students should spend in each content area per day. This does not mean the student is expected to remain online for the entire day. During the student’s instructional day, there will be a variety of activities to include hands on as well as independent practice.

Distance Learning Schedule (9-12)		
8:00 - 8:30	Preparing for the day	Check into and log in to Canvas. Check emails and have all supplies needed for the day.
8:30 - 10:00	1st period	Daily Lesson - Refer to Canvas for skill, explanation, and resources
10:00 - 11:30	2nd period	Daily Lesson - Refer to Canvas for skill, explanation, and resources
11:30 - 12:30	Lunch & Learn	Lunch, Club Meetings, Small Group Remediation and Support, Daily Exercise Routine
12:30 - 2:00	3rd period	Daily Lesson - Refer to Canvas for skill, explanation, and resources
2:00 - 3:30	4th period	Daily Lesson - Refer to Canvas for skill, explanation, and resources

EXCEPTIONAL EDUCATION

Dinwiddie County Public Schools will continue the provision of providing a Free Appropriate Education for students with disabilities in all options presented to the School Board. Services for students with disabilities will provide access to the curriculum. Within each option, specially designed instruction for students with disabilities will be provided using various service delivery methods.

The setting for service delivery will be determined by the Individualized Education Plan (IEP) team in consideration of the options approved by the School Board. IEP teams inclusive of parent/guardian as a participant, will address individual student needs. IEP amendments will be held to determine such services as appropriate.

Supporting students in a virtual or blended learning environment requires a great deal of instructional planning and preparation. The Least Restrictive Environment (LRE), types of services, frequency, duration, accommodations and modifications are all areas that will be determined by the IEP Team. IEP Teams will be tasked with determining the appropriateness of distance learning instruction for each student with attention to sound instructional practices that are inclusive of differentiated learning opportunities, clearly defined learning outcomes, and specific student supports that will be needed to ensure that students are making annual progress to the greatest degree possible.

Instructional Delivery

All instruction, live, teacher-directed (synchronous) and independent (asynchronous) will utilize the Canvas learning management system and paper-pencil activities. Daily teacher-directed instruction will be recorded daily.

Face-to-Face: In person instruction within a school building. All Instruction and support services will be provided by Teachers, Related Service Practitioners and support personnel maintaining social distancing and wearing protective equipment.

Distance Learning : Instructional, Related and Support services delivered through small group or individualized online/distance instruction. The IEP Team will determine the services, frequency, and duration that will be necessary to meet the students individualized needs. It is important to note that services such as nursing and special transportation cannot be provided in a distance learning setting. Should there be students whose needs are so significant that they can't be accommodated, school teams will need to determine compensatory educational services once it is deemed safe for face-to-face instruction.

Related Services

Related Services (Speech, OT, PT, Vision, Audiological, ASL Interpreter, etc) will be provided in accordance with the student's iep. Services may be provided in a face to face, or virtual model or combination of both in a hybrid model of services. For students receiving instruction in a distance learning format, parents may elect to transport the child (at the parent's expense) for face to face services. Students and parent/guardians entering the school building must adhere to all safety guidelines and procedures in place to ensure the safety of students, staff and the school community.

Child Find

The Child Find process will be continued as outlined by The Virginia Department of Education (VDOE). Child Find is a legal requirement that school districts have a process for identifying and evaluating children who may need special education and related services. Child Find covers every child from birth through age 21.

Evaluations

Evaluators (school psychologists, school social workers, speech pathologists, occupational therapists, physical therapists, nurses, special education teachers, etc.) will not be able to maintain 6 feet social distancing during the individual assessment procedures, protective measures will be taken before face-to-face assessments are conducted. Safety for the student and evaluator will be the priority.

Face-to-face testing will only be conducted when Virginia has entered Phase 2 or higher. Face-to-face testing may be suspended if the threat of the spread of the COVID-19 virus is considered to be high risk in Dinwiddie County even when proper procedures are in place. This will be based on recommendations from the Crater Health District officials and School Board Administration.

Evaluation components that require face to face evaluations will resume at the start of the 20 - 21 school year, when students are permitted to return to the brick and mortar school buildings. Each school should have a designated testing room equipped with PPE to ensure the safety of both the student and evaluator.

According to the responses received on an interview (including questions regarding COVID-19 exposure, impact and current mental health status of student) completed by the evaluator with the student's parent, a decision will be made whether or not to move forward with face-to-face testing. Ultimately, the parent has to agree to conduct face to face testing and the student be cleared through a health screening.

For those students participating in total distance learning instruction, the parent/guardian will be contacted to schedule an appointment for transporting the student to the school setting for special education evaluation (Transportation will be provided at the expense of the parent). Students and parent/guardians entering the school building must adhere to all safety guidelines and procedures in place to ensure the safety of students, staff and the school community.

Parents have the right to postpone testing until the threat of the COVID 19 virus has lessened or when comfortable with the process. Parents may elect to also continue to extend the 65 day timeline in writing or any parent wishing to rescind consent for special education evaluation may do so in writing to the Director of Exceptional Education if they do not want to allow their child to participate in face to face evaluations.

Gifted Education

In response to Covid-19, we will deliver gifted services (elementary and secondary) through a hybrid model 2 school days a week. This is based on the premise that pulling out gifted students when they are only getting direct instruction 2 days per week isn't prudent to their learning. Gifted Instruction will be administered via a distance learning model until students are back in school full time (5 full days a week).

For students who do not have access to internet services (less than 1% of our gifted population), we will make packets of similar work to deliver half days (Monday/Tuesday afternoons) to students.

Objectives for distance learning learning:

1. Students will use higher level thinking and research skills for self-initiated research based on the individual student interests.
2. Students will demonstrate the ability to use creative problem solving skills.
3. Students will work effectively in group situations, both as a leader and as a member of the group.
4. Students will acquire the skills to retrieve and disseminate information using a variety of media.
5. Students will generate, classify, and evaluate information, ideas, objects, and/or events in order to construct original projects.
6. Students will set realistic goals and objectives to complete each project/task. These goals and objectives will be evaluated periodically.
7. Students will perform basic computer skills such as organization, transfer, and copy files as well as using Google slides/docs/sheets to prepare and construct electronic presentations of findings and reports.

ENGLISH LANGUAGE LEARNERS

Dinwiddie County Public Schools uses a content-based English Language (EL) approach in the elementary, middle and high school: Content-based EL is an approach to teaching ELs which utilizes instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, and cognitive skills. English is used as the medium of instruction.

Dinwiddie County Public Schools uses the state approved English language proficiency standards designed by the WIDA consortium.

1. English Learners **communicate** for **Social and Instructional** purposes within the school setting;
2. English Learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**;
3. English Learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**;
4. English Learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**; and
5. English Learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

All teachers are responsible for language development and course or grade level content. Refer to Elementary and/or Secondary section.

English Language (EL) Teachers will be an integral part of the core subject instructional teams. The primary role will be to support English Learners with language acquisition in the core content. By working collaboratively with content teachers on lesson planning, implementation and assessment of content, students will be supported to ensure success. Additionally, EL Teachers will model and/or assist with instructional video/practices to be utilized in the classroom (face to face or virtual classroom).

GRADING

For the 2020-2021 school year, students participating in hybrid or distance learning will receive the letters grades as prescribed by school board regulation IKFAA-R.

The grading for elementary students in grades K-5 will continue to follow the current approved regulations, with a non-weighted change second through 5th during the distance learning period:

- **Kindergarten** (non weighted): **S** (Satisfactory), **P** (Progressing), **N** (Needs Improvement)
- **1st Grade** (non weighted): Reading, Language Arts, and Math - letter grades (**A, B, C, D, & F**) aligned to DCPS grading scale and Science and Social Studies will receive letter grades during the COVID response period.
- **2nd Grade - 5th Grade** (non-weighted): All subjects will receive letter grades (**A, B, C, D, & F**) aligned to DCPS grading scale.

DCPS 10-Point Grading Scale: Elementary

Letter Grade	Numerical Value
A	90-100
B	89-80
C	79-70
D	69-60
F	59-Below

DCPS 10-Point Grading Scale: Grades 6-12

Letter Grade	Numerical Value	Standard	Advanced Courses	Advanced Placement/Dual Enrollment
Excellent				
A+	98-100	4.25	5	5.5
A	93-97	4	4.75	5.25
A-	90-92	3.75	4.5	5
Very Good				
B+	87-89	3.25	4	4.5
B	83-86	3	3.75	4.25
B-	80-82	2.75	3.5	4
Satisfactory				
C+	77-79	2.25	3	3.5
C	73-76	2	2.75	3.25
C-	70-72	1.75	2.5	3
Needs Improvement				
D+	67-69	1.25	2	2.5
D	63-66	1	1.75	2.25
D-	60-62	0.75	1.5	2
Unsatisfactory/Failing				
F	59-Below	0	0	

ACADEMIC CALENDAR

The first day of the academic school year for students is Tuesday, September 8, 2020. Students enrolled in the hybrid model and full distance learning will follow the DCPS approved [2020-2021 school calendar](#). Below is information regarding progress reports, the 9 week marking period, and report cards.

Interims	End of 9 week Period	Report Cards
October 5	November 2	November 10
December 14	January 28	February 9
March 1	April 2	April 15
May 10	June 18	June 18

STUDENT ATTENDANCE

From the Virginia Department of Education: "Keeping attendance is a critical task for schools and divisions; attendance is a metric for a multitude of statutory and regulatory requirements as well as data that can be operationalized for important school functions.

Specifically, daily attendance is tied to compulsory attendance, monitoring truancy or gauging student well-being, determined funding by way of average daily membership (ADM), and serving as a proxy for student engagement, notably as it informs the chronic absenteeism indicator for accreditation. Because many school divisions are employing and adapting to new instructional delivery models beyond brick-and-mortar, the ability to track attendance by conventional measures - i.e. visual observation or face-to-face interaction - is less practical/feasible. Because each division, and even school, will have unique instructional models based on their individual needs and capacities, attendance tracking will look different according to modality and circumstance."

As per Virginia Department of Education guidelines (VDOE Superintendent's Memo #188-20), student attendance will be taken based on time-based and task/product completion, both of which can be demonstrated in multiple ways.

Specific attendance information relative to the instructional models is as follows:

Hybrid Learning

Due to the modifications made to students' schedules, it is essential that students enrolled in hybrid learning be present on their designated days. An administrator will be notified if a student misses two consecutive sessions.

Distance Learning

Students participating in distance learning are expected to engage in learning just as if they were attending school in the building. Teachers will take weekly attendance to ensure students are participating and submitting assignments. If a student does not self report attendance three days out of a week, an administrator will be notified.

TRAINING FOR STUDENTS AND FAMILIES

To support the needs of our students and families, Dinwiddie County Public Schools will be providing ongoing support related to the learning management system, Canvas, and any of the educational resources available to our learners.

See the links below with student and parent resources:

[Student Guide](#)

[Mobile APPS for Students and Parents](#)

[Parent Guide](#)

[Parent Video: Canvas Overview](#)

PROFESSIONAL DEVELOPMENT FOR STAFF

As we prepare to reopen schools, teachers and instructional staff have had access to a plethora of on demand training for Canvas and Virtual Virginia. To the end we will continue to support the development of staff through the school year. The innovation specialists along with members of the curriculum teams will be available to assist staff with the facilitation of learning. Additionally, we will

be updating the DCPS Employee PD & Training Site regularly with information relative to training available to support your content area(s) and interests.

Please click the link to view the information located on the [DCSP Employee PD & Training Site](#)

COMMUNICATIONS

Dinwiddie County Public Schools will keep stakeholders abreast of updated information through a variety of methods that may include mass robocalls, websites, social media, and printed materials.

Mass Robocalls: We will continue to use BlackBoard for mass robocalls to provide information to stakeholders. Parents, staff, and families should ensure contact information is up-to-date in Infinite Campus. To update information, please contact your child's school.

WEBSITES

Dinwiddie County Public Schools: www.dinwiddie.k12.va.us

Frequently Asked Questions:

<https://www.dinwiddie.k12.va.us/covid-19-information/faq/>

School Board Meeting Information:

<https://go.boarddocs.com/vsba/dinwiddie/Board.nsf/Public>

Board Bulletin (unofficial recap of the school board meetings):

<https://www.dinwiddie.k12.va.us/discover-dcps/school-board/board-bulletins/>

Questions can be emailed to Info@dcpsnet.org

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CONTACT INFORMATION

School Board Office 804-469-4190

Dinwiddie Elementary 804-469-4580

Midway Elementary 804-265-4205

Southside Elementary 804-469-4480

Sunnyside Elementary 804-478-2313

Sutherland Elementary 804-732-4168

Dinwiddie Middle 804-469-5430

Dinwiddie High 804-469-4280

Transportation Department 804-469-4680

School Principals will regularly communicate with parents and families regarding specific school-related information.

RESOURCES

APPENDIX

SSC COVID-19 Strategies

SSC will continue to monitor the safety of the workplace. As circumstances dictate, SSC will take all appropriate precautionary and preventive measures to ensure that our workplaces are safe, and we will regularly advise our associates of such on-going preventive measures. SSC continues to follow CDC guidelines as it pertains to monitoring, testing, reporting, and returning to work for those employees suspected or having tested positive for the COVID-19 virus.

SSC's goal is to support your campus during this challenging time. You may implement additional policies regarding COVID-19, and SSC associates shall be required to adhere to those policies to the extent that site policies impose greater restrictions than those set forth by SSC.

Additional planning will be developed by SSC once the site adopts in what manner instruction returns to the campus. SSC is currently working on a "fall cleaning plan" which will encompass the recommendations provided by your site and the CDC. Once SSC receives direction from the site, a plan can be customized to meet all those needs for additional services.

Actions taken to promote employee safety - Maintenance, Custodial, Grounds, and EDCS:

- Additional hand sanitation stands have been deployed at the employee time clocks.
- Time clocks are sanitized throughout the day.
- Staggered start times have been implemented for all crews.
- The use of facial covering was made mandatory when social distancing (6 ft.) could not be achieved. This applies to both the job site and while driving on campus.

SSC Contractor Guidance (Includes those working on WO's, PM's and Construction Sites)

- Contractors working on behalf of SSC on the Campus will be required to follow all CDC & site guidelines pertaining to the mitigation of the COVID-19 virus. In addition to CDC & site requirements, all contractors will be required to follow SSC's facial covering guidelines when working in any facility that is occupied with campus Staff, Faculty, and or Students.

Custodial Strategies for Covid-19

Below are the current strategies employed by SSC Custodial Staff in the mitigation of the COVID- 19 virus. Please note that SSC has begun to build additional inventory in the event that the site directs SSC to do so. However, increased cleaning will likely result in the need to increase staffing on the campus. This increase in staffing and material will have a financial impact on the site.

Inventory: SSC has been able to successfully procure all needed custodial supplies.

Equipment: SSC has procured electrostatic sprayers, backpack sprayers, and Clorox 360 machines utilized in the disinfection process. These particular units will be utilized in the fall cleaning plan to address the disinfecting of classroom space and public gathering spaces.

Current Approved Custodial Cleaning Plan- COVID-19

The attached cleaning specification approved by SSC and FDA will continue to be used with the following modifications. See Cleaning Specifications.

- All general cleaners have been replaced with EPA rated Virucides
- Frequencies of cleaning tasks will be modified on a building by building bases, based on occupancy and traffic.
- All touchpoint areas will be disinfected every weekday morning, note that buildings receiving 7 day service will be done daily. These areas include but are not limited to the following: Tables, doorknobs, light switches, countertops, handles, desks, elevator buttons, railings, vending machines, drinking fountains, push plates, and bathrooms.
- SSC will be focusing on highly used areas. Providing additional disinfecting and cleaning.
- SSC will also provide porter services for specific areas i.e. computer labs when requested by the site.

- Areas that are not being utilized i.e. Secured/closed areas will be cleaned less frequently and the focus and frequency will be on public spaces and high traffic areas.
- SSC will be focusing on deep cleaning the building while the majority of the students are not on campus.
- SSC recommended that staff/faculty clean and disinfect their personal items in their office, i.e. Phone, keyboard, mouse, TV and computer. SSC is willing to supply products to customers based on availability for an additional charge.
- SSC can provide disinfectant spray bottles and products to those labs requesting assistance. SSC will continue to follow this practice when Staff, Faculty, and Students begin to return to the campus.

Process for Special Cleaning: Areas suspected of COVID-19 exposure.

SSC has utilized electrostatic sprayers and aerosol disinfectant foggers to remediate areas that could have been contaminated with the Covid-19. Below is the process for treating the contaminated areas.

- A request will be generated listing specific areas that need disinfecting.
- Any areas having been exposed to the virus will be cleaned by SSC.
- As per recommendation of the CDC, SSC will clean isolated rooms 24 hours after area exposure.
- If exposure is in common areas, SSC will disinfect immediately.
- An electrostatic sprayer or a canned fog bomb containing an EPA rated virucide will be utilized initially and a wipe down with virucide will be done once fogged.
- SSC will notify the WO initiator once the task is complete.

General Cleaning Procedures during COVID-19:

Added safety procedures for the disinfecting process during the COVID-19 Pandemic include the following:

- Change out gloves after each of the following tasks.
 - Bathroom Cleaning
 - Floor Mopping
 - Office Cleaning
- Utilize spray bottles or a bucket of disinfectant taken from J-fills.
- Utilize a two-rag system while cleaning offices. (A rag that is used in an office is then disinfected while another is used in the next office).

- Wipes and rags are both used to clean touch points in the office.
 - Rags are changed out throughout the day
 - Restroom rags are changed out after use
 - Office and hallway/common areas are changed out periodically throughout the day
- Disinfectant utilized in buckets is changed out based on soil loading, or after each restroom cleaning is performed.

Return to school plans for A/B days:

Training

The local manager will train onsite with all of our associates. We use a combination of online and in person training. Employees have been trained on handwashing techniques, social distancing, mask use, pre-shift screenings, and disinfecting high touch areas.

Frequencies

Light switches, door handles, desks, egress doors, water faucets, entire bathroom, chairs, stair handrails, elevators, elevator buttons, and any other surface with a high frequency of human touch.

Area	Frequency	Priority
Entrances	3 x day	High
Elevators	3 x day	High
Stairs	3 x day	Normal
Bathrooms	3 x day	High
Common Areas	3 x day	Normal
Locker Rooms	After every use	Normal
Fitness Areas	After every use	Normal
<p>Touch Points*</p> <p>Light switches, door handles, desks, egress doors, water faucets, entire bathroom, chairs, stair handrails, elevators, elevator buttons, and any other surface with a high frequency of human contact</p>	<p>3 X day (every 2.5 hrs.)</p>	<p>High</p>

Staffing

We have adjusted the scope to bring in additional people during the day to allow us to accomplish the increased frequencies. Our plan is to bring evening people in earlier along with using fewer people on days the students will not be in the schools. Depending on the details on the final back to school plan from the district we may have to make adjustments.

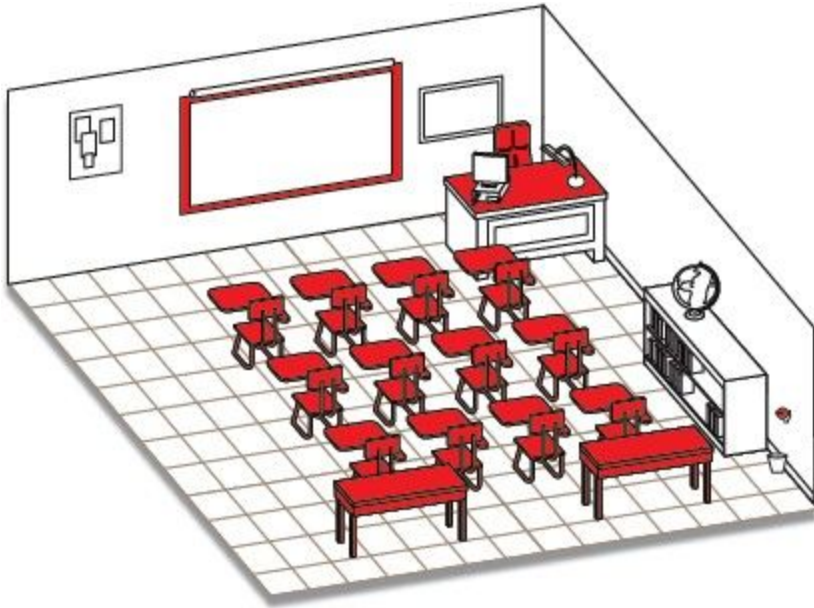
Disinfecting

Electrostatic spraying can be done if we have a few classrooms each night with a COVID case or suspected COVID case. If the district chooses to spray the entire school nightly then this would be an additional charge due to the labor, equipment, and supplies needed to accomplish the job. At no cost to the district we will have a handheld and backpack electrostatic sprayer on hand if we have a hotspot or need to spray rooms with a person suspected of having COVID19.

Quality Assurance

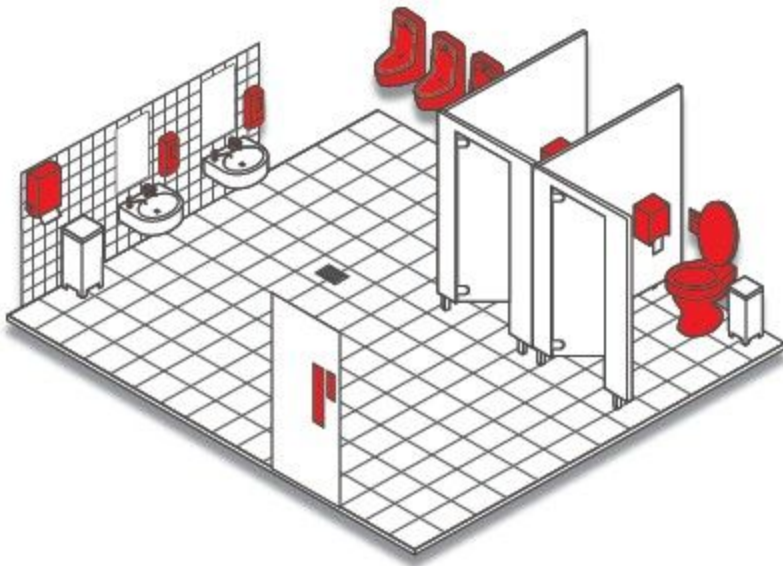
The manager and supervisor/day porters will walk buildings during the day and evening to ensure all work is completed. We will use a combination of online inspections and checklists to hold associates accountable to their sections.

Key touchpoints:



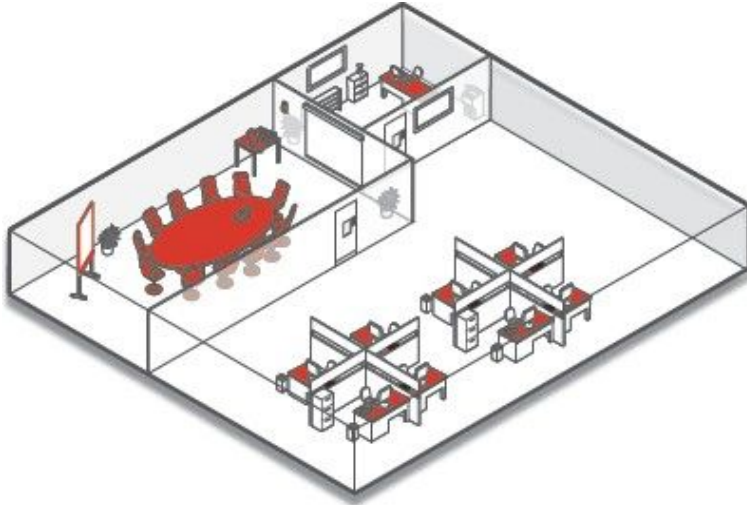
Classrooms:

-  telephones / computers / electronics
-  desks / tables
-  switches
-  door handles
-  chairs
-  pencil sharpener/ metal surfaces



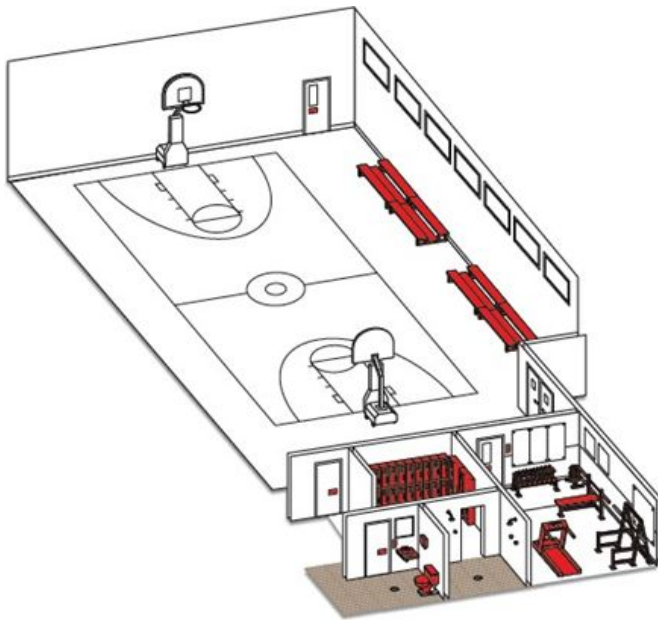
Restrooms:

-  door handles
-  switches
-  dispensers, paper towel holders
-  bathroom handles, toilet flush, shower control, taps
-  toilet seats, splash walls



Offices /Conference Areas:

-  telephones / computers / printers
-  desks
-  switches
-  door handles
-  metal surfaces



Athletic Facilities:

-  door handles
-  switches
-  dispensers
-  food contact surfaces
-  sinks, shower handles
-  toilet seats and flush handles, splash walls
-  hard surface benches / chairs
-  athletic equipment
-  locker exterior

The mission of Dinwiddie County Public Schools is to provide each student the opportunity to become a productive citizen, engaging the entire community in the educational needs of our children..



SCHOOL BOARD MEMBERS

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Mrs. Betty T. Haney, District 2

Ms. Barbara T. Pittman, District 3

Ms. Mary M. Benjamin, District 4

Ms. Sherilyn H. Merritt, District 5

Dr. Kari Weston, Superintendent

Dr. Royal Gurley, Assistant Superintendent