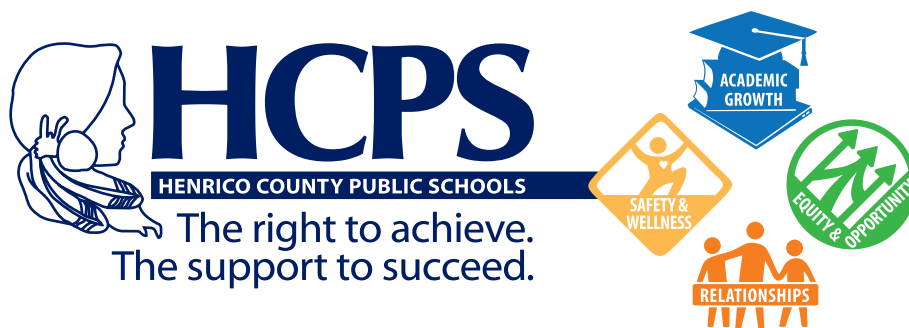


Henrico County Public Schools

Safe Return to In-Person Learning and Continuity of Services



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This document exists in compliance with Section 2001(i)(1) of the ARP Act and U.S. Department of Education's Interim Final Rule requiring each LEA that receives ARP ESSER III funds to submit a plan that describes how it will safely return to in-person instruction and ensure continuity of services, including LEAs that have already returned to in-person instruction.

Section 1: Introduction

The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation's students by addressing students' academic, social, emotional, and mental health needs. This plan describes how Henrico County Public Schools (HCPS) will maintain the health and safety of students, educators, and other school and division staff during and following the return to full in-person instruction. Questions about this plan should be directed to the appropriate member of the HCPS COVID-19 Task Force:

- Dr. Beth Teigen, Chief of Staff | 804-652-3720
- Dr. Ingrid Grant, Chief of School Leadership | 804-652-3676
- Dr. Lesley Hughes, Chief of Learning | 804-652-3754
- Lenny Pritchard, Chief of Operations | 804-652-3620
- Francine Bouldin, Chief of Human Resources | 804-652-3656
- Susan Moore, Director of Facilities | 804-652-3899
- Robin Gilbert, Supervisor of School Health Services | 804-343-6504
- Cortney Berry, HCPS Emergency Manager | 804-652-3511

Section 2: Maintaining Health and Safety

Henrico County Public Schools has implemented a COVID-19 Task Force (Task Force) to provide guidance, information, and support in all areas related to the coronavirus outbreak. The Task Force's central focus has been on protecting the health and safety of students, faculty, and staff. The Task Force is composed of a sub-group, the Transition Team, and each school has identified an administrator to serve as the school-based liaison to the Task Force. The Transition Team's objective has been to ensure all schools and administration buildings follow all health and safety guidelines and governor's orders, as well as provide training and updates to school-based liaisons and staff regarding all COVID-19 mitigation measures. The school-based liaisons will continue to oversee personal protective equipment needs for their school, as well as ensure any information pertaining to COVID-19 is shared with the appropriate audience, whether that be staff, students, visitors or families.

In addition, Henrico County Public Schools has adopted practices on each of the following safety recommendations established by the Centers for Disease Control and Prevention (CDC).

Universal and correct wearing of masks

Henrico County Public Schools will continue to follow the latest available guidance provided by the CDC and the Virginia Department of Health with regard to mask wearing on school grounds and while participating/attending school events (indoors, outdoors, etc.) Where applicable, online training will be provided to staff, students and families, as appropriate, in the proper use of multilayered cloth face coverings (bandanas, neck gaiters and masks with exhalation valves or vents are not acceptable).

Modifying facilities to allow for physical distancing

Based on the latest available CDC guidance, physical distancing will be implemented using the modification of layouts of classrooms and communal areas. Classrooms will not be limited in occupancy, but schools will provide physical distancing to the greatest extent possible.

Handwashing and respiratory etiquette

Online training will be provided to staff, students and families on effective COVID-19 and illness prevention strategies, including training in hand hygiene and respiratory etiquette.

Cleaning and maintaining healthy facilities, including improving ventilation

HCPS continues utilizing cleaning protocols consistent with CDC recommendations, to include using cleaning products identified as approved disinfectants for the SAR-CoV-2 virus. High-touch areas are cleaned more frequently and hand sanitizer dispensers will remain in all rooms within the schools. Disinfecting wipes have been available in all rooms in order to wipe down work spaces periodically throughout the day. Water fountains remain marked "out of use" and will only be restored based on the guidance of the CDC. All fountains and faucets continue to be flushed on a regular basis to maintain a healthy water system within the buildings. Bottled water was provided during the school days as needed to supplement each school's drinking water supply, and this will continue as long as the water fountains cannot be utilized.

Reusable masks will be available to students and staff as needed. Each school will receive an adequate supply of PPE supplies to meet current CDC recommendations. These supplies will be replenished as required. Informational and directional signage has been placed in every school as a daily reminder of symptoms, healthy hygiene practices and appropriate traffic flow within the building. Sneeze/cough guards have been installed at all high traffic areas as well as on each student desks. HCPS will continue to utilize directional signage and cough guards per guidance by the CDC.

All of the HVAC systems have been reviewed and adjusted for optimal ventilation in accordance with CDC and ASHRAE recommendations. Exhaust fans have been checked and repaired as required. System filters have been upgraded where existing systems allowed and systems that couldn't have upgraded filters have had the filters changed on a more frequent basis. The buildings' HVAC systems were flushed for two full hours prior to the start of the day and at the end of the day. The buildings were also flushed continuously for one week prior to school starting.

Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments

Contact tracing will be handled at the school level. Positive cases or exposures will be reported to the school site and information collected. A REDCap entry will be submitted by the school to the Richmond and Henrico Health Districts (RHHD) for contact tracing and communication to occur. RHHD will need to provide the return-to-work or return-to-school dates for both employees and students. The school administration or school nurse will provide seating charts to RHHD as needed for exposure and tracing.

Diagnostic and screening testing

School Health Services is pursuing the option for COVID-19 testing within specific schools and/or programs. Implementation at Glen Lea Elementary School for summer is anticipated with additional testing being rolled out to the sports programs with high contact. The proposal would include potential testing, with parental consent, of ill students. Testing would be done by licensed staff and/or trained back-up staff.

Efforts to provide vaccinations to school communities

Currently, the Pfizer vaccination can be given to those 12 years old and up as a result of the recent approval by the Food and Drug Administration (FDA) on May 10, 2021 to add those individuals from 12-15 years of age. Henrico County Public Schools is prepared and willing to partner with the Richmond and Henrico Health Districts and general government partners to provide mass vaccination events for students and their families at Richmond Raceway during May. Planning is underway to make the vaccine available in the middle schools, too, in order to make access to the vaccine as convenient and equitable as possible. Logistics will be coordinated with the RHHD in order to meet demand. Additionally, the RHHD is committed to providing vaccines at the middle school Summer Academy sites.

Appropriate accommodations for children with disabilities with respect to health and safety policies

Henrico County Public Schools School Health Services (SHS) will continue to work in collaboration with students, families, schools and providers to meet the medical, health, and safety needs of our students. Health plans are designed specifically for an individual student. SHS also participates in 504 meetings to address health concerns.

Coordination with state and local health officials

Members of the Virginia Department of Health (VDH) and the Richmond and Henrico Health Districts continue to meet weekly with the HCPS COVID-19 Health Committee to review data and any new guidance from the CDC and the VDH. They ensure the committee knows and understands any amendments to Executive Order 72. In addition, HCPS School Health Services continues to collaborate with the RHHD for contact tracing as described above.

Section 3: Continuity of Services

Henrico County Public Schools has taken and will continue to take actions to ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs.

Academic Needs

- All students will have the opportunity to continue to learn in-person or virtually.
- The Department of Teaching, Learning, and Innovation is committed to five distinct actions to support learning and move students forward in the 2021-22 school year. These are:

- o Align Teaching and Learning Instructional Practices.
 - Continue the transformation of newly-developed Deeper Learning curriculum.
 - Integrate all digital resources into the curriculum.
 - Expand strategic development and utilization of Schoology, the learning management system (LMS) utilized by HCPS.
 - Establish coherence of instructional components (CREM, SEL, Practitioner’s Guide, Teaching and Learning “Look Fors”) through the creation of a Teaching and Learning Framework.
 - Implement the HCPS Life-Ready Literacy Plan.
- o Review and respond to student progress data from a variety of sources: SOLs, digital resources, PowerSchool, etc.
- o Provide and monitor professional learning for Tier I instructional practices.
- o Establish intervention and remediation protocols and resources.
- o Use the school quality planning process to identify needs and monitor academic progress at all 72 schools and program centers.
- Students will return to a full-day instructional schedule that will include five days a week of learning.
- The elementary intervention framework has been refreshed to include consistent practices and resources to address learning loss.
- Intervention and remediation will continue to be provided to pre-K through 12th grade students using criteria such as assessment data and grades, to determine how to best address unfinished learning and mastery of concepts.
- To address continued COVID-19 safety concerns and K-12 students who have thrived in virtual learning, the Henrico Virtual Academy (HVA) will serve as a fully virtual option to meet the needs of students who desire to continue learning virtually. At the elementary level, students will have access to the same courses as their in-person elementary peers. Students will have rigorous and engaging options for English, math, science, social studies, world languages, health and physical education, fine arts, and CTE at the secondary level. This will include access to accelerated, Honors, and A.P. courses. All course offerings are posted on the HVA website. Due to staffing limitations, secondary offerings may be limited compared to the traditional school setting.
- Fifteen reading specialists at the elementary level are being hired to support literacy instruction.
- Continuation of digital resources introduced for the 2020-21 school year.

Social and Emotional Needs

To address students’ social-emotional learning, all students have access to a wide variety of resources, including:

- A comprehensive school counseling program that includes a preventative school counseling curriculum, small-group counseling, individual counseling, crisis response, and appraisal and advisement directed at improving students’ mental and social-emotional well-being.

- Students needing more intensive social-emotional learning and mental health support have access to school counselors, school psychologists and school social workers through a defined referral system. HCPS is expanding its staff in the 2021-22 school year to include the continuance of 10 school counseling positions originally funded through the Elementary and Secondary School Emergency Relief funds, and the addition of 30 school counseling positions as a result of supplemental ESSER II funding. This allows HCPS to bring the school staffing ratios down to a divisionwide average of one (1) school counselor to every 325 students and significantly increase the delivery of preventative, universal counseling curriculum, as well as increase student access to advanced tiered support and intervention measures.
- This year, HCPS fully implemented CASEL-aligned, research-based social-emotional learning curriculums and lessons at the elementary, middle, and high school levels.
 - At the elementary level, all students continue to participate in daily morning meetings with a social-emotional learning focus, and receive weekly curriculum instruction from the Harmony social-emotional learning program to foster communication, understanding, connection and community, inside and outside of school hours.
 - Middle and high school students continue to receive weekly instruction from the “Second Step” social-emotional learning curriculum and/or direct instruction developed using the CASEL framework during advisory periods to assist in the creation of supportive, successful learning environments uniquely equipped to encourage students to thrive in and out of school.
- On July 1, HCPS expects to receive the VDOE social-emotional learning standards which will be shared with all teachers and gradually embedded into daily lessons for students in grades K-12.
- HCPS will be providing Panorama Social Emotional Learning Surveys to students multiple times a year, beginning in the fall of the 2021-22 school year. The Panorama SEL survey for students is aligned with CASEL’s core competencies and includes targeted questions and prompts that will allow the Student Support and Wellness team to gather feedback and actionable data related to student well-being and social emotional learning to inform the approach and SEL supports for students at the division and school level.

Just as important is addressing the social and emotional wellness of HCPS employees. To do this, all staff members have access to:

- A “Social-Emotional Learning” group in Schoology to help employees find resources to support and facilitate social-emotional learning for themselves and their students.
- A “Wellness, Self-Care and Community Resources” group in Schoology to support their own wellness and self-care. Among these resources is the Panorama Adult SEL toolkit, containing adult SEL measures, strategies and activities, along with additional materials focused specifically on anxiety, stress, self-care, mindfulness, and coping skills for teachers and staff.
- Links and information to community and online resources, vetted by school-based mental health professionals, to use and share with families.
- Employee Assistance Program services and counseling through Optima Health.
- School division leadership has prioritized wellness and self-care as an area of focus for

professional learning by including wellness and self-care on its 2021-22 Leadership Roadmap. Through this vehicle, the Department of Student Support and Wellness will provide targeted opportunities for administrators to model and practice wellness and self-care activities that can be immediately implemented with their own staff.

- Additionally, HCPS will be providing a Panorama Teacher and Staff Survey in the fall and at multiple points throughout the year to gather teacher and staff perceptions of their professional well-being; capacity and efficacy around supporting academic, social and emotional learning; professional learning opportunities; cultural competency and awareness; school climate and culture; and relationships with colleagues, families and school leadership. This data will help division leaders and administrators prioritize support for teachers and staff, deliver targeted professional development, and create a more positive working environment.

To ensure that HCPS faculty and staff are prepared to prioritize social-emotional learning as they welcome students back to school in the fall of 2021, all staff require a basic level of exposure to trauma awareness or trauma-informed strategies.

- This past year, 100% of school employees completed one of two trauma modules in SafeSchools (Trauma Awareness or Trauma-Informed Strategies) based on their current position within HCPS. Moving forward, any new HCPS employee will be required to complete this trauma training as part of their onboarding process.
- Staff also had the opportunity to complete an in-depth virtual course, “Building Community & Supporting [Social-Emotional Learning] Online,” through HCPS U, the school division’s virtual learning campus. Staff continue to have access to the “Surviving and Thriving: Trauma and Resilience” Schoology module developed by Jon Richardson-Lauve with ChildSavers to enhance knowledge and application of trauma-informed practices.
- In January 2021, schools and programs completed the Trauma Responsive School Implementation Assessment (TRS-IA). Based upon the review of data submitted, individual school and division responses were compiled and schools were provided targeted resources and opportunities to support identified areas of growth in their trauma-informed practices. Moving forward, the TRS-IA will be completed yearly to monitor school and school division progress toward becoming more trauma-informed. HCPS Student Support and Wellness staff members will continue to directly support this work and offer more in-depth, community-connected, professional learning experiences with individual teachers and building leaders as requested.
- Numerous staff on the school-based mental health teams hold the status of certified trauma practitioner, or the equivalent, a designation which allows them to provide expert guidance in trauma-informed practices. In addition to staff with the formal certification, even more have completed the coursework required for this certificate, as well as other targeted trauma response training.
- The Trauma Advisory Committee continues to meet regularly and actively supports schools choosing to prioritize work related to trauma-informed practices.

- In addition, elementary and middle school staff will continue to receive an annual refresher in training on positive behavioral interventions and support. This will focus on the increased importance of Tier 1 classroom practices and how to incorporate the school’s intervention team in order to help students in need of Tier 2 practices. Elementary and middle schools’ school-based intervention teams will continue to receive annual training on how to help staff members use their teams when they think a student may require more targeted or intensive support.

Additionally, the Student Support and Wellness Department has prioritized the need to increase stakeholder awareness and access to the expansive repository of knowledge, skills, and resources our team members and our community partners can provide.

- A dedicated, centralized webpage that can be easily accessed from the HCPS website is available so that students, families and staff across the division can locate important contacts and resources consistently, quickly and efficiently.
- The Central Office Student Support and Wellness Staff will continue participating in monthly meetings facilitated by the Department of Equity, Diversity and Opportunity; English Language Learner Information sessions in collaboration with the Department of Family and Community Engagement, town hall meetings in collaboration with School Board members, and any other opportunities that will assist in increasing the level of community outreach.
- Student Support and Wellness staff regularly communicate with their students and families through a variety of platforms, and help facilitate connections with community resources and agencies, as needed.
- As a means to offer anytime-anywhere access to community agency contacts and reduce the number of places families need to look for information, each school-based mental health team will also be provided with a webpage template built with consistent local and regional information as well as activities and resources that can be further personalized for their own school communities and posted on each school’s website. These sites will also offer ideas to help families prepare their students for the return to school in the fall.

Mental Health Needs

- HCPS’ current model of school-based mental health clearly identifies the individuals assigned to each building who are uniquely qualified to provide these services in a way that is appropriate to the learning environment. HCPS school-based mental health providers (our school counselors, school psychologists, and school social workers) are clinically trained to provide counseling and other services to students within a school setting. All HCPS school-based mental health providers are uniquely qualified to provide mental and behavioral health prevention services, early identification and intervention, as well as crisis referral and follow-up services to students and their families.
- Staffing levels are increasing in the 2021-22 school year to include the continuance of 10 school counseling positions originally funded through the Elementary and Secondary School Emergency

Relief fund, and the addition of 30 school counseling positions as a result of supplemental ESSER II funding. This will bring the school staffing ratios down to a divisionwide average of one school counselor to every 325 students and significantly increase the delivery of preventative, universal counseling curricula, as well as increase student access to advanced tiered support and intervention measures.

- The Student Support and Wellness Department has identified and secured a number of additional, evidence-based intervention programs in preparation for the upcoming year, such as Coping Cat, The C.A.T Project, Check & Connect that will be coordinated and implemented by existing Student Support and Wellness staff, as appropriate.
- Working collaboratively with the Department of Teaching and Learning, the school-based mental health providers will implement the evidence-based prevention program, “Signs of Suicide” or “SOS” in all middle and high schools during the 2021-22 school year.
- Continued partnerships with Henrico County Mental Health and Developmental Services and additional community agencies continue to increase students’ access to additional targeted, intensive support as needed. Teaming with community-based providers and agencies ensures that services provided in school are appropriate to the learning context and those that are provided outside of school are appropriately linked to and supported in the school setting, with the goal of reducing the stress on families while supporting and honoring their role as primary caregivers and decision-makers regarding their child’s development.
- School-based mental health professionals remain available to provide support in the aftermath of a crisis that facilitate a return to normalcy, are sustainable, and can help to identify and work with students in need of more intense or ongoing intervention. Based on the PREPaRE model of crisis response, the Department of Student Support and Wellness is in the process of creating the HCPS School Mental Health Crisis Response, to provide a consistent, guided framework to identify and meet the mental health needs of HCPS students and staff in the aftermath of an acute, traumatic stressor or crisis in any HCPS school community. PREPaRE is an acronym for:
 - P—Prevent and prepare for crises
 - R—Reaffirm physical health and welfare, and perceptions of safety and security
 - E—Evaluate psychological trauma risk
 - P—Provide interventions
 - a—and
 - R—Respond to mental health needs
 - E—Examine the effectiveness of crisis preparedness

Student Health Needs

- Contact tracing will continue into the summer and the 2021-22 school year. As a part of contact tracing, employees and student families should notify the contact tracer if they are fully vaccinated. With permission, the contact tracer can verify full vaccination, which is the vaccination and two-week post vaccination period, which would allow an earlier return into the school as long as the individual is asymptomatic.

- As part of the transition into summer programs, contact tracing will also transition from School Health Services to the Richmond and Henrico Health Districts. SHS will partner with RHHD to collaborate with the individual schools. RHHD will follow HCPS cases and exposures as the primary contact tracing entity.
- Vaccination efforts will continue through local pharmacies and in collaboration with the RHHD at HCPS secondary schools as needed for all students 12 and over to be fully vaccinated. Once the vaccine is approved for those under 12 years old, School Health Services will partner with the RHHD to ensure that students have access to the vaccine through local clinics and/or their elementary and middle schools.
- In 2021-22, schools will continue to educate staff and students and the mitigation strategies in place to maintain everyone's health. The school will maintain their health isolation rooms, and they will be staffed with trained clinic assistants. Staff, based on their roles and CDC recommendations, will have the appropriate personal protective equipment.

Food Nutrition Services

Staff remained flexible regarding how food nutrition services were provided to school communities in 2020-21. This includes:

- In-school food service for students learning in-person.
- School nutrition hub options for students to receive meals.
- Community routes for food distribution.
- Financial support through the Henrico Education Foundation to provide \$100 grocery gift cards to Henrico families in need of additional food support.
- Continued localized distribution of weekend food bags through HCPS family advocates for targeted schools and families.

The HCPS Family and Community Engagement Department continues to stay connected and responsive to the nutritional needs of students. Through connections to pantries, local food banks, and community organizations, efforts remain focused on being resource connectors for families served within HCPS.

The departments of School Nutrition Services and Family and Community Engagement will continue to respond to students' needs into summer and the 2021-22 school year to ensure they are ready to learn.

Section 4: Opportunity for Public Comment

Staff, families and students have had opportunities to provide public comment and feedback through multiple venues, including the following:

- An opportunity to submit public comment online for each School Board meeting, and the comments submitted are shared with the School Board, superintendent and Division Leadership Team at each School Board meeting.
- An opportunity to provide public comment in-person at School Board meetings.

- Direct emails to the School Board, the Superintendent, and/or the Henrico County Public Schools COVID-19 Health Committee.
- Traditional lines of communication have been utilized to allow parents and community members to offer feedback directly to principals and directors, and these efforts include town hall meetings, parent coffee chats, focus groups, surveys, etc.

In addition to the venues mentioned above, Henrico County Public Schools sought feedback specific to the use of Coronavirus Aid Relief and Economic Security (CARES) Act Funding prior to the formal acceptance of the funds in June 2020, as the Board of Supervisors conducted a related public hearing prior to their appropriation of the funds to the 2019-20 school year budget on June 9, 2020. The School Board received a review of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act and Elementary and Secondary School Emergency Relief II Funding prior to accepting Henrico County Public Schools' allocation. The ESSER II allocation will provide funding for instructional, mental health, and other public health issues negatively impacted by the COVID-19 pandemic. The ESSER II plan was presented to the School Board in April 2021 and the Board of Supervisors in June 2021. There was public comment at each meeting and a public hearing was held by the Board of Supervisors in June 2021.

In developing the ARP ESSER Plan, Henrico County Public Schools continues to seek public input and took such input into account when developing plans for the 2021-22 school year.

Section 5: Periodic Review and Revision of Plan

During the period of the ARP ESSER award (until September 2023), Henrico County Public Schools will periodically review and, as needed, revise its plan for the safe return to in-person instruction and continuity of services. The plan will be reviewed at least every six months, and Henrico County Public Schools will seek and take into account public input during the review process. Plan revisions will address updated CDC guidance on safely reopening schools, if any are issued.

Section 6: Making the Plan Available to the Public

Henrico County Public Schools has taken the following steps to make this plan available to the public:

- The plan is posted at <https://henricoschools.us/backtoschool/>.
- The plan is available in Spanish, and can be translated into additional languages (written and verbal) upon request. Please contact the Welcome Center, located at J.R. Tucker High School, at 804-527-4604 or Sarah Modrak at 804-527-4064 for translation assistance. Parents may also work directly with their school for translation needs related to school specific information.
- Upon request, a parent or guardian with a disability as defined by the ADA may be provided with the plan in an alternative format, by contacting Cheri Guempel, HCPS policy and constituency services specialist, at clguempel@henrico.k12.va.us or 804-652-3714.