

HCPS 2020-21:

Mission Forward

Online for the first nine

2020-21 Learning Plan: A Handbook for Families and Students

First edition: August 2020

A welcome message from Superintendent Amy E. Cashwell

Henrico families,

Welcome to a school year unlike any other!

As you know, **HCPS will begin the 2020-21 school year using a predominantly virtual format.** This decision was made to prioritize health and safety, and minimize the spread of the coronavirus and contraction of COVID-19 among our students, families and employees. The decision, and this plan, are the result of an intensive examination of all angles and approaches while monitoring the latest public health conditions in the greater Richmond region. While we know this is a daunting challenge, **we also begin this new school year with great enthusiasm to serve our students and families in new and innovative ways.**



This booklet is meant to help our families visualize and understand what predominantly virtual learning to begin the school year will look like. Your student's experience will not resemble the "emergency learning" that was implemented back in March and April. **Our "Mission Forward" calls for a strong, structured and graded experience that is newly designed and developmentally appropriate.**

While virtual learning will be "school," we all realize it can never replace the many benefits of the in-person school experience. Please know that we will do everything we can to create an engaging virtual school day while we navigate this global pandemic. **Our families and staff told us what worked and what didn't with online learning in the spring.** We listened. Students will learn through direct instruction from their teachers, receive feedback on their work and foster relationships with both teachers and classmates. I'm excited about what our schools, principals and teachers have in store.

Some additional points I want to make clear:

- **Virtual learning does not mean students and teachers must be in front of their screens all day, every day.** We're responsible for teaching certain subjects, but this can take on different forms such as independent work, or creating a nondigital project. You'll see more about this in our sample schedules.
- No matter the educational format, **we have and will continue to have high expectations.** A predominantly virtual school day will not be a time for students to "check out."
- **We will continue to work to get students back in school, starting with select (small) groups for limited in-person instruction during the first nine weeks.** As health conditions allow, we will gradually return more students until everyone is back in our buildings.

Let's be honest. **A predominantly virtual nine weeks presents many challenges.** I pledge that we will work with families to address those hurdles however we can. I understand you may be feeling trepidation and concern about what's next. I know that any path toward the new school year comes with bumps along the way, yet I am inspired by the Henrico community and the way we will continue to come together in service of our children during this unprecedented time. **If you don't see information today about a topic that's important to you and your student, please know that the HCPS team is continuing to make plans and adapt to changing situations.** We will continue to make updates and adjustments before and after the school year begins.

Finally, I want to assure you that HCPS is invested in education, innovation and the journey toward excellence. We will continue to monitor local health information and make decisions that are grounded in data and the recommendations of health experts. **By proceeding in this way and implementing our health-risk mitigation strategies, we can work toward a measured, gradual return to in-person teaching and learning for all students.**

Thank you, our families, for your continued engagement and support. Together we are meeting the challenges of this difficult time.

Sincerely,

Amy
Amy E. Cashwell, Ed. D.
Superintendent
superintendent@henrico.k12.va.us

August 2020

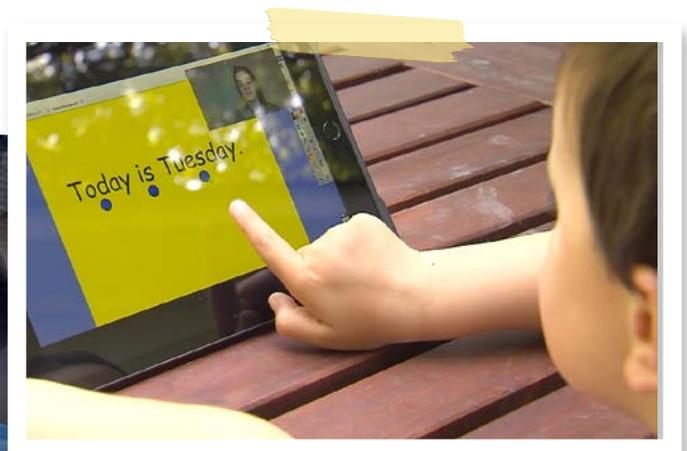
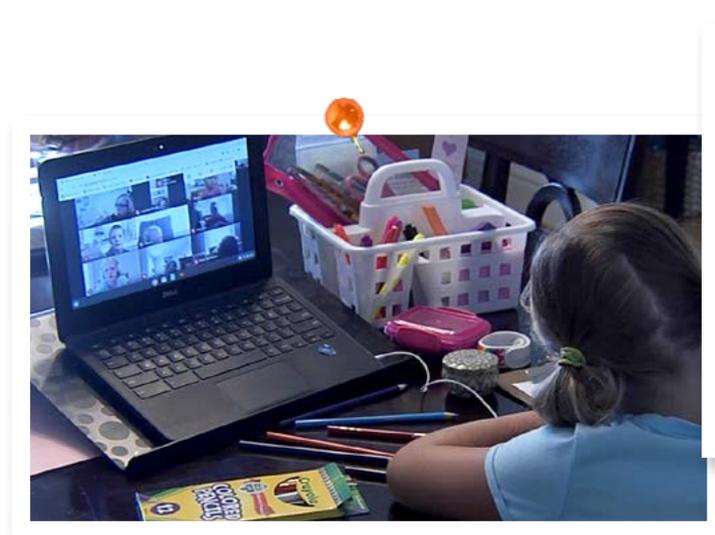


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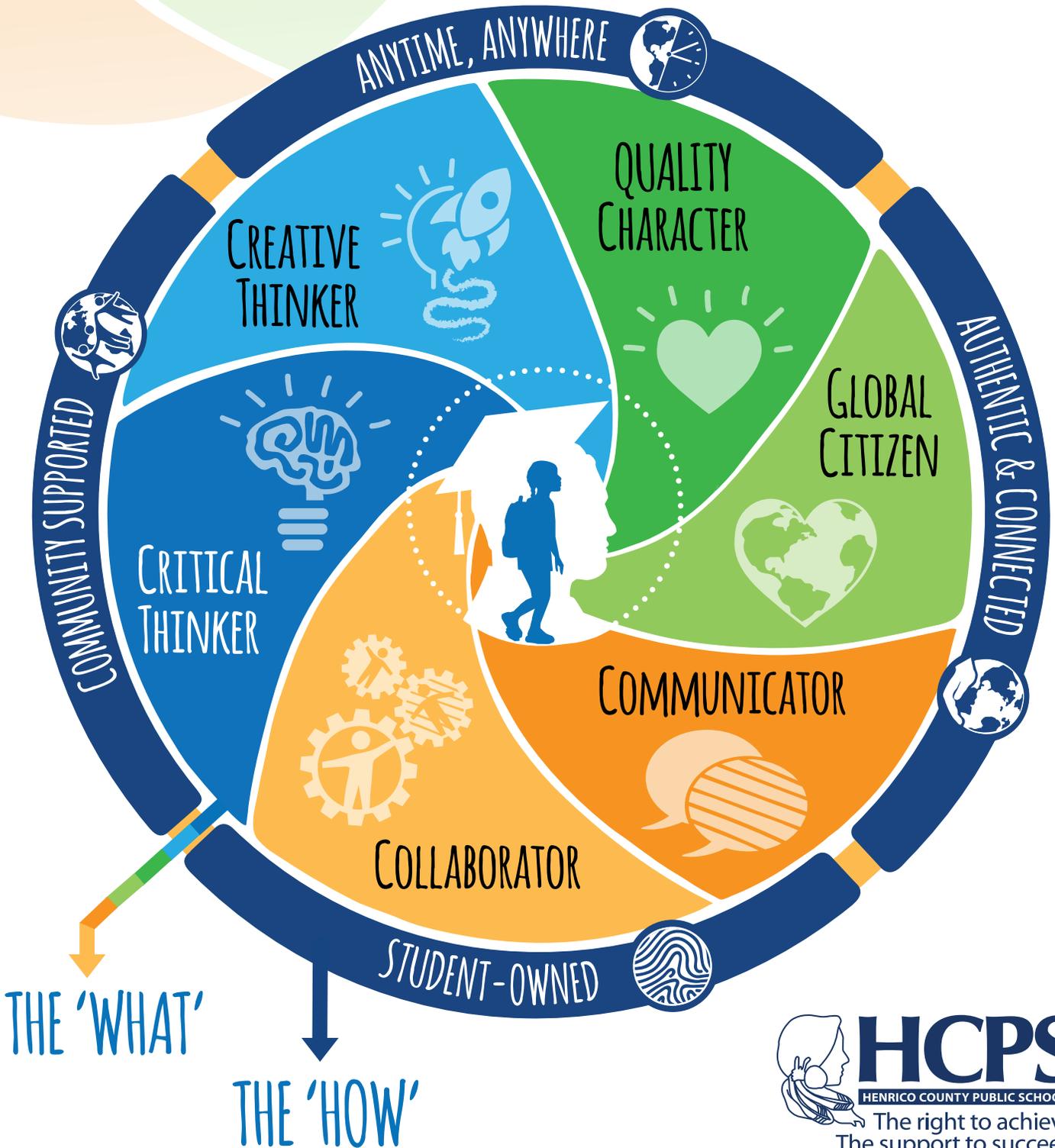
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HENRICO LEARNER PROFILE

henricolearner.henricoschools.us



THE 'WHAT' ATTRIBUTES AND SKILLS



QUALITY CHARACTER I inspire the trust of others and belief in myself to succeed. I nurture overall physical and mental well-being and practice honesty, integrity, and responsibility. I manage and monitor myself and my learning, and persevere in the face of challenges.



GLOBAL CITIZEN I serve as an active participant in a larger society. I contribute to solutions that address the needs of a broader community by building global awareness and demonstrating empathy, compassion, and respect for fellow community members.



COMMUNICATOR I explore and exchange ideas with other learners. I grow my understanding by actively listening to, honoring, and building on the voices of other learners, and I express my own understanding clearly, using a variety of formats depending on the purpose, audience, and setting.



COLLABORATOR I form partnerships with other learners. I work with others to achieve common goals by building relationships, managing team dynamics, making shared decisions, and learning from and contributing to the learning of others.



CRITICAL THINKER I analyze and synthesize ideas. I make decisions by processing and evaluating information, seeking patterns and connections, constructing meaningful knowledge, and applying knowledge in authentic context.



CREATIVE THINKER I generate new ideas and build on existing ones. I pursue imaginative approaches and solutions to challenges by asking questions, being flexible in my thinking, and learning from experimentation.

THE 'HOW' DEEPER LEARNING MODEL



PILLAR I

LEARNING IS ANYTIME, ANYWHERE

Learners seek answers to questions whenever they are curious. They possess the technology and mindset to learn actively at home, at school, and within the community.



PILLAR II

LEARNING IS AUTHENTIC & CONNECTED

Learners ask questions and explore solutions to problems that are important to them and their world. They work with peers and members of their communities to contribute toward outcomes that have an impact.



PILLAR III

LEARNING IS STUDENT-OWNED

Learners are agents of their own learning and have voice and choice in the learning process. They know how to set goals as well as assess, monitor, and reflect on their progress.



PILLAR IV

LEARNING IS COMMUNITY SUPPORTED

Learners understand the importance of relationships in their local, state, national, and global communities. They continuously refine the experience and attributes needed to solve complex problems and recognize future opportunities.

PART ONE : Stay Informed

Health and Safety Plan

School divisions are required to submit COVID-19 health plans. The full HCPS 2020-21 Health Plan, updated in August 2020, can be viewed, downloaded and/or printed from this page:

<https://henricoschools.us/returntoschool/>

Communication

Henrico County Public Schools uses several different ways to communicate with families, employees and interested citizens.

Division website: The main website for Henrico County Public Schools is www.henricoschools.us.

The English as a Second Language Welcome Center: Located at J.R. Tucker High School, 2910 Parham Road, Henrico, Va. 23294. For more information, please call the Welcome Center at 804-527-4604. Services include: Information on school and community resources, requests for a meeting at a school with an interpreter, and assistance with registration.

Para asistencia en español, llame al 804-527-4604.

SchoolMessenger: A mass notification service used daily by individual schools and the school system's central office to communicate important news and information. These messages are only available to employees and student households, and they come in three forms: **emails, robocalls and texts**. Families are automatically signed up for emails and robocalls during registration or when back-to-school forms are submitted. During registration, families also have the option to receive text messages.

Emails will go to the email address listed for Contact 1 and Contact 2 in PowerSchool.

Robocalls will go to the home phone number listed for Contact 1 and Contact 2 in PowerSchool.

Text messages will go to the cell phone number listed for Contact 1 and Contact 2 in PowerSchool. (Helpful tip: Text messages will always come from the number "67587." Give that number a name in your phone's contacts so you know it's about school.)

School websites: Each of our schools and program centers has its own website, updated by a web editor based at the school.

Elementary school websites: <https://henricoschools.us/elementary-schools/>

Middle school websites: <https://henricoschools.us/middle-schools/>

High school websites: <https://henricoschools.us/high-schools/>

Specialty center websites: <https://henricoschools.us/specialty-centers/>

The Binder: An electronic newsletter that is generally sent out every two weeks during the school year. An archive of past issues can be found at <https://henricoschools.us/thebinder/>.

Social media: We use several forms of social media in order to connect with families, students and the community:

Facebook: www.facebook.com/HenricoCountyPublicSchools

Instagram: [@henricocountyschools](https://www.instagram.com/henricocountyschools)

Twitter: [@HenricoSchools](https://twitter.com/HenricoSchools)

YouTube: <https://www.youtube.com/henricoschoolstv>

HCPS-TV: In Henrico County, if you have Comcast, watch us on channel 99. If you have Verizon FiOS, watch us on channel 38.

Media advisories and news releases: Important announcements from Henrico County Public Schools written primarily for the local news media and other interested community groups. These announcements often appear on our social media platforms as well. See the most recent announcements at <https://henricoschools.us/district-news/>.

Registration/Enrollment

Enrolling my child(ren)

Families who need to enroll their student(s) may do so by contacting your school to make an appointment to register in-person. You may also begin the process electronically by starting on the "Registration" page of our website: <https://henricoschools.us/registration/>

Not sure which school your student will attend? The Registration page includes a "School Locator" that will help.

PART TWO: New Learning For All Students

PREDOMINANTLY VIRTUAL APPROACH

In a predominantly virtual approach for the first nine weeks, most students will begin the school year participating in virtual learning and following their assigned class or course schedules. **At all levels, the schedule and expectations of the “virtual” school day would resemble a “normal” school day to the greatest extent possible.** In this approach, we will also provide for limited in-person learning (as health conditions allow), by focusing on groups of students for whom virtual learning presents more challenges. **This means, at the start of the school year, we’ll be prioritizing efforts to provide limited in-person learning for students in special education, early learners in grades pre-K through 3, English learners and other specialty programs.** This kind of limited in-person instruction could take the form of students being taught via scheduled appointments with teachers either individually or in small groups. You will hear more about these opportunities directly from your school at the appropriate times.

In addition, many specialty programs such as our Advanced Career Education Center classes involve hands-on skills that can best be learned and practiced in face-to-face experiences. School administrators and teachers would communicate these opportunities to families directly and would not require any in-person experience for families who opt not to participate.

Attendance

The Code of Virginia requires compulsory attendance for students in grades K-12. Attendance will be taken in the virtual environment. In accordance with the Virginia Department of Education’s guidance for tracking student attendance in a variety of settings, including a virtual/distance format, meaningful interaction and contact between the student and teacher is imperative for student success in the learning process. Therefore, students will be counted present if they fulfill the definition of meaningful interaction and/or contact as defined below. For each course, teachers will make clear to students their expectations for attendance in the virtual setting as well as expectations for assignment completion and deadlines. When a student is unable to attend class or meet an assignment deadline, parents or guardians should notify the teacher(s), the school counselor, and/or the school.

Definitions:

- **Meaningful Interaction:** Any task or interaction that promotes positive student engagement and learning that can be electronically documented to represent a student’s attendance and participation.
- **Meaningful Contact:** Any two-way interaction between a student and teacher/staff member that allows feedback or input on successes and challenges and can be electronically documented to promote student engagement. This contact can be done during school hours or after school hours. Examples of “meaningful contact” include student conferencing with the teacher, participation in email with the teacher, class webinars, and class discussion boards.

- Student Attendance: Students will be counted as present if they fulfill the requirements for meaningful interaction and/or contact.
- Student Absence: Students will be counted absent if they do not fulfill the requirements for meaningful interaction and/or contact.
 - o Excused Absence:
 - Parent documentation of illness or other principal approved absence
 - Current attendance policy applies
 - 10 days for illness before a doctor's note
 - 10 days for vacation
 - o Unexcused Absence:
 - No communication from the parent

What are the expectations for virtual learning?

Creating an effective and stimulating virtual learning environment is challenging. It will require that school leaders, teachers, students and families understand how the school day will work so everyone can join together to make it successful.

Expectations of HCPS students and their parents/caretakers (Preschool through Grade 5):

- Establish a consistent and comfortable work station for daily use.
- Have your materials and supplies ready (device charged overnight) for each school day.
- Know your daily schedule and be prepared to log in to Microsoft Teams a few minutes before the start of the day (Morning Meeting).
- Learn how to use the "mute" and "talk" button in Microsoft Teams and keep your "mute" button on when the teacher is giving directions.
- Keep your camera on as appropriate. Students will be encouraged to use a generic "virtual background" within Microsoft Teams.
- When your camera is off, make sure your virtual representation is school-appropriate (e.g, your name or initials).
- When you are engaging in a break, lunch/recess, or a digital activity by yourself, please "mute" your microphone.
- After a break, be mindful of time and return to your teacher's directed lessons at the scheduled time.
- Meaningful interaction and contact between the student and teacher is imperative for student success in the learning process. Teachers will make clear to students their expectations for attendance in the virtual setting as well as expectations for assignment completion and deadlines.
- Adhere to the HCPS Code of Student Conduct, and the rules and procedures established by your teacher for virtual learning.
- Students should be dressed for the virtual school day just as they would during the in-person school day. As part of that, students should dress comfortably for P.E. and other activities.
- Follow your teacher's guidelines for working together virtually.
- Practice using the functions of Microsoft Teams with your parent, guardian or teacher.

Expectations of HCPS students (Middle and High School):

- Meaningful interaction and contact between the student and teacher is imperative for student success in the learning process.
- Teachers will make clear to students their expectations for attendance in the virtual setting as well as expectations for assignment completion and deadlines.
- Students should follow the HCPS Code of Student Conduct, just as they would for the in-person school day.
- Have your materials and supplies ready (device charged overnight) for each school day.
- Follow your teacher's expectations, rules and procedures established for virtual learning, and the HCPS Code of Student Conduct.
- Student cameras should be on as needed. Students will be encouraged to use a generic "virtual background" within Microsoft Teams determined by their teacher.
- Control video and audio quality. This may include positioning your HCPS-issued tablet or computer close to an internet source, making sure windows or lamps/lights are not directly behind you, using headphones/earbuds, and muting your microphone when necessary.
- When your teacher says it's OK to have your camera turned off, use your name or initials for your icon.
- Engage in your online classroom community. Join discussions and ask questions when appropriate, using available features such as chat and hand-raising.
- At the middle and high school levels, attend all assigned classes on your course schedule. Log into Schoology and/or Microsoft Teams.
- Meet all expectations for academic integrity.

How families can support virtual learning:

- Review these sections with your student(s) to make sure they understood them.
- Help your student establish a daily routine. Maintain as much of a regular schedule as possible. Include time for school, meals, physical activity and relaxation.
- Designate a specific space for your student to work. Some students may be able to work in their bedrooms, but most will need a clear separation between work and personal spaces.
- Ensure that your student has the appropriate supplies and that technology tools are working correctly. Supply lists are posted on school websites or are available by contacting your teacher or principal.
- Monitor [PowerSchool Parent Portal \(https://henricoschools.us/powerschool/\)](https://henricoschools.us/powerschool/) and/or [Schoology \(https://app.schoology.com/login\)](https://app.schoology.com/login) to be up to date on grades and other messages. Contact your teacher for assistance using either of these platforms.
- Contact the school if your student is unable to participate in his or her scheduled classes for any reason (illness, power outage, technology issue, etc.)

HCPS teachers will:

- Establish a visually appropriate virtual setting that is free of distractions.
- Take attendance using HCPS' virtual guidelines.
- Provide access to a variety of resources such as recordings of live instruction, pre-recorded lessons and other materials so they will be accessible to students after school hours as needed.
- Plan and develop productive daily virtual classroom routines and rules that include consistent social-emotional learning.
- Provide feedback to students on assignments, whether graded or written.
- Respond within 24 hours to communication from students and parents outside of scheduled virtual learning time.
- Establish and communicate clear lesson plans, then share them and coordinate with school teams such as exceptional education teachers, language instructional educational teachers and administrators.
- Establish clear guidelines for student collaboration.
- Create a sense of community by encouraging students to engage in online discussion.

Virtual Classroom Tips for Students:

Before the school year begins, HCPS will provide students and families with a virtual learning "tip sheet." Students will be encouraged to keep this tool handy to assist with reminders about what to do before, during and after class.

Internet access:

HCPS will provide Wi-Fi hot spots to students in need of internet access, while supplies last. HCPS is also providing iPads, Chromebooks or Dell Laptops to every enrolled student. More details are available in the Technology section of this booklet.

Comcast is offering two free months of home internet service to low-income families who qualify for the company's "Internet Essentials" service. The website for the promotion is internetessentials.com/covid19.

Tech support:

Vans are being stationed at HCPS middle and high schools to act as mobile technology hubs for students and school division staff. The hubs are designed to support virtual learning in two ways: provide Wi-Fi hot-spot devices, as available, to families who don't have internet service; and provide a way for HCPS-issued devices to be repaired and exchanged. Specific scheduling details will be posted on the school division's main website: www.henricoschools.us.

You can also call the HCPS Technology "Help Desk" at 804-328-5207 and leave a message or send an email to helpdesk@henrico.k12.va.us. Our team will follow-up with you as quickly as possible, usually by the next weekday.

Para asistencia en español, llame al 804-527-4604.

“A Day in the Life”: Sample Schedules

Virtual learning will have “synchronous” and “asynchronous” components based on a schedule each day. What’s the difference between synchronous and asynchronous instruction?

- **Synchronous** (“live”) learning is online or distance education that happens in real-time, delivered by a teacher at a specific time. Methods of synchronous online learning include videoconferencing, teleconferencing, live chatting and live lessons.
- **Asynchronous** (“not live”) learning is online or virtual learning with students that happens on students’ schedules. While the content and resources are provided by the teacher, students have the ability to do their work using a flexible time frame. Methods of asynchronous online learning include virtual prerecorded lessons and preloaded resources.

Sample Schedule Considerations: All levels

The schedules you will see on the following pages are samples. Building administrators will be responsible for constructing a master schedule that meets the unique and often varied needs of their students. Individual teachers will maintain consistent amounts of time in each content area.

The schedules also incorporate elements of the following:

Synchronous Teacher-Led Instruction	Asynchronous Student Independent Work	Breaks Exercise, bathroom, lunch, etc.
<p>In a virtual classroom setting, agile and fluid instruction is a must. We fully expect that as routines are being established, predetermined instructional times may shift slightly.</p> <p>Teacher-led instruction can always be altered to meet the needs of a classroom in terms of size, engagement or feedback needs.</p>	<p>Targeted student activities and assignments can be flexibly scheduled for students who may have obstacles during regularly assigned times.</p> <p>One-to-one feedback and small-group instruction can be integrated throughout the various breaks, where appropriate, for academic or social-emotional needs.</p>	<p>Breaks will be embedded throughout the day in various ways, based on developmental needs.</p> <p>Teacher discretion is encouraged regarding times and durations.</p>

For days or parts of days designated as asynchronous learning, students can use a suite of software through their assigned devices to supplement the teaching and learning opportunities provided by teachers.

A Day in the Life: Pre-K Predominantly Virtual Sample Schedule

Below represents one sample classroom schedule for preschool students. **In this sample, the school day for preschool begins at 8 a.m. and generally ends by 2 p.m. Your student's learning activities may vary.** Building administrators will be responsible for constructing a master schedule that meets the needs of their students. Individual teachers will maintain consistent amounts of time in each content area, but instruction may occur at different times throughout the day as determined by the master schedule for the school. **Preschool schedules are expected to be finalized by Monday, Aug. 17.**

TL=Teacher-Led

BR=Break

ID=Independent

TIME	CONTENT		LEARNING ACTIVITIES
8 - 8:20 a.m.	Morning Meeting	TL	Question of the Day, Kid of the Day, Morning Message (20 min.)
8:20 - 8:30 a.m.	Morning Movement	TL	Teacher-guided (instructional focus through movement, example: Zoo-phonics song, alphabet review, etc.) (10 min.)
8:30 - 8:45 a.m.	Reading	TL	Read aloud (15 min.)
8:45 - 9 a.m.	Music and Movement	BR	Teacher-guided (gross motor activities with music) (15 min.)
9:00 - 9:20 a.m.	Small Groups (Two-to-three groupings) (20 min. total)	TL	Small group with teacher
		TL	Small group with instructional assistant
		Small group completing independent task	
		ID	• Smarty Ants or Lexia Core5 or PreK Math Platform
ID	• Teacher-provided activity		
ID	• Read to self, writing, drawing, or other extension		
9:20 - 10:20 a.m.	Choice Time (1 hour)	TL	Teacher time - teaching through play with individuals or small groups
		ID	• Choice board
BR	• Snack, bathroom		
10:20 a.m. - 10:40 a.m.	Small Groups (Two-to-three groupings) (20 min. total)	TL	• Small group with teacher
		TL	• Small group with instructional assistant
		Small group completing independent task	
		ID	• Smarty Ants or Lexia Core5 or PreK Math Platform
ID	• Teacher-provided activity		
ID	• Read to self, writing, drawing, or other extension		
10:40 - 10:55 a.m.	Music and Movement	BR	Teacher-guided (gross motor activities with music)(15 min.)
10:55 - 11:10 a.m.	Reading	TL	Read Aloud (15 min.)

Schedule continued on next page...

Schedule continued from previous page...

11:10 - 11:30 a.m.	Small Groups (Two-to-three groupings) (20 min. total)	TL	Small group with teacher
		TL	Small group with instructional assistant
		Small group completing independent task	
		ID	• Smarty Ants or Lexia Core5 or PreK Math Platform
		ID	• Teacher-provided activity
		ID	• Read to self, writing, drawing, or other extension
11:30 - 11:50 a.m.	Whole Group	TL	Closing Meeting/Recall (20 min.)
11:50 a.m. - 12:35 p.m.	Lunch	BR	Lunch break for all (45 min.)

Optional Afternoon Activities

Independent practice, rest time, recess

APPROXIMATE MINUTES PER DAY

Synchronous	Asynchronous	Break
140	40	95
Total: 275 (4 hours, 35 minutes)		

Pre-K: The Early Learning Preschool curriculum pacing has been reviewed and adjusted to allow for various learning scenarios and to help support consistency across classrooms. The curriculum is built on three main resources: Creative Curriculum, Zoo-phonics, and the PATHS social-emotional learning program. In addition, the pre-K Heggerty Phonological Awareness curriculum is an optional resource that is new this year. Virtual field trips are also included in the curriculum and pacing. HCPS' learning management system, Schoology, will support teachers as they design lessons, deliver instruction and assess students' learning. Digital resources such as Smarty Ants, Imagine Math, Lexia and BrainPOP Jr. will provide adaptive, age-appropriate learning experiences for students. Additional teacher-selected learning apps will be made available on the iPads provided to each pre-K student. Pre-K families will receive various at-home instructional materials, such as books, "manipulatives" for learning (such as blocks and puzzles) and curriculum-based documents.

Professional Learning, Planning Time, Instructional Support

ALL STAFF: 1:30-3:30 p.m.

Professional learning, team planning, data review meetings, staff meetings, and parent communications.

This time could also include scheduled time with students to collect data to support instruction.

Exceptional Education (Early Childhood Special Education)

Students with disabilities will receive support as outlined in their IEPs throughout the school day. The majority of students receive support which is embedded within the core content instructional times.

Students with disabilities will have additional opportunities for individualized support during the time that is allocated for extended services.

A Day in the Life: Grades K-2 Predominantly Virtual Sample Schedule

Below represents one sample classroom schedule for students entering grades K-2. **In this sample, the school day for grades K-2 begins at 8 a.m. and generally ends by 12:35 p.m. Your student's learning activities may vary.** Building administrators will be responsible for constructing a master schedule that meets the needs of their students. Individual teachers will maintain consistent amounts of time in each content area, but instruction may occur at different times throughout the day as determined by the master schedule for the school. **Elementary schools will release their master schedules on Thursday, Aug. 13 (teacher assignments will be available the week of Aug. 17.)**

TL=Teacher- Led

BR=Break

ID=Independent

TIME	CONTENT		LEARNING ACTIVITIES
8 - 8:20 a.m.	Morning Meeting	TL	Social-emotional connection and team-building (20 min.)
8:20 - 9:25 a.m.	Reading	TL	Whole-group reading (15 min.)
		TL	Whole-group phonics (20 min.)
			Small-group and Literacy Extensions (30 min.)
		TL	<ul style="list-style-type: none"> Reading group (est. four-to-six students)
		ID	<ul style="list-style-type: none"> Smarty Ants or Lexia Core5
		ID	<ul style="list-style-type: none"> Read to self, phonics practice or writing
9:25 - 9:35 a.m.	Stretch/ Movement Break	BR	Teacher-led or student choice (10 min.)
9:35 - 10:10 a.m.	Math	TL	Whole-group math focus (15 min.)
			Small-group and independent practice (20 min.)
		TL	<ul style="list-style-type: none"> Small-group focus (est. four-to-six students)
		ID	<ul style="list-style-type: none"> Math assignment or DreamBox practice
10:10 - 10:40 a.m.	Recess	BR	Student choice - optional P.E. choice board (30 min.)
10:40 - 11:10 a.m.	Science or Social Studies	TL	Direct instruction on Science and Social Studies concepts (20 min.)
		ID	Science or Social Studies assignments (Discovery Education Techbook, Science Journals, etc. (10 min.)
11:10 - 11:55 a.m.	Lunch	BR	Lunch break for all (45 min.)
11:55 a.m. - 12:25 p.m.	Library, Music, Art or P.E.	TL	Instruction from Art, Music, Library or P.E. teacher (30 min.)
12:25 - 12:30 p.m.	Brain Break	TL	Teacher-led or student choice (5 min.)
12:30 - 12:35 p.m.	Afternoon Meeting	TL	Social-emotional closing lesson of the day (5 min.)

APPROXIMATE MINUTES PER DAY

Synchronous	Asynchronous	Break
140-170	40-60	85
Total: 275 (4 hours, 35 minutes)		

Pacing for language arts and mathematics will follow preexisting HCPS documents but will have modified guided reading and math workshop guidelines. Social studies and science have been packaged together in alternating units throughout each quarter to maximize instructional time.

Professional Learning, Planning Time and Extended Services

Grades K-2*: 12:35-1:05 p.m. - Extended service time for students who require specialized support.

**Includes Special Education*

ALL STAFF: 1:35-3:30 p.m. - Professional learning, team planning, data review meetings, staff meetings and parent communication.

Special Education

Students with disabilities will receive support as outlined in their IEPs throughout the school day. The majority of students receive support which is embedded within the core-content instructional times.

Students with disabilities will have additional opportunities for individualized support during the time that is allocated for extended services as outlined above.

Integrated Services

Integrated services teachers will build their individual classroom schedules in ways that reflect the individual needs, goals and services of their students. Their schedules will be built within a consistent time frame, as outlined in the general schedule.

Integrated services schedules will include synchronous virtual interactions with students, parent/care-giver coaching and support, and the potential for supporting individuals or small groups of students within the physical classroom environment in a phased-in approach.

English Learners

Students will receive services embedded throughout the instructional day through whole-group and small-group support. These will be scheduled into the student's day as part of the master schedule or during the extended service block.

- Ensure that English learners have direct contact with our Language Instruction Educational Program (LIEP) teachers to the greatest extent possible.
- Provide English learners with the continued ability to receive direct language services through virtual learning experiences.
- Provide English learners with accommodations when accessing the general curriculum during grade level/content classes.
- Provide division and school-level communication in multiple languages.
- Provide virtual learning experiences that focus on the key areas of reading, writing, speaking and listening per the English Language Development Standards.

Gifted Learners

Students will receive services embedded throughout the instructional day through whole-group and small-group support. These will be scheduled into the student's day as part of the master schedule or during the extended service block.

- Ensure that gifted learners have direct services through instruction with our Gifted Resource staff.
- Provide gifted learners with challenging and rigorous virtual experiences ranging from small-group to whole-class instruction.
- Offer ongoing opportunities for students to develop critical and creative thinking skills.
- Conclusion of the gifted identification process.

A Day in the Life: Grades 3-5 Predominantly Virtual Sample Schedule

Below represents one sample classroom schedule for students entering grades 3-5. **In this sample, the school day for grades 3-5 begins at 8 a.m. and generally ends by 1:05 p.m. Your student's learning activities may vary.** Building administrators will be responsible for constructing a master schedule that meets the needs of their students. Individual teachers will maintain consistent amounts of time in each content area, but instruction may occur at different times throughout the day as determined by the master schedule for the school. **Elementary schools will release their master schedules on Thursday, Aug. 13 (teacher assignments will be available the week of Aug. 17.)**

TL=Teacher-Led

BR=Break

ID=Independent

TIME	CONTENT		LEARNING ACTIVITIES
8 - 8:20 a.m.	Morning Meeting	TL	Social-emotional connection and team-building (20 min.)
8:20 - 9:30 a.m.	Reading	TL	Whole-group reading (20 min.)
		TL	Whole-group word work or writing (20 min.)
			Small-group and literacy extensions (30 min.)
		TL	<ul style="list-style-type: none"> Reading group (est. four-to-six students)
		ID	<ul style="list-style-type: none"> KidBiz or Lexia Core5
		ID	<ul style="list-style-type: none"> Read to self, word work or writing
9:30 - 9:40 a.m.	Stretch/ Movement Break	BR	Teacher-led or student choice (10 min.)
9:40 - 10:20 a.m.	Math	TL	Whole-group math focus (20 min.)
			Small-group and independent practice (20 min.)
		TL	<ul style="list-style-type: none"> Small-group focus (est. four-to-six students)
		ID	<ul style="list-style-type: none"> Math assignment or DreamBox practice
10:20 - 10:50 a.m.	Recess	BR	Student choice - optional P.E. choice board (30 min.)
10:50 - 11:30 a.m.	Science or Social Studies	TL	Direct instruction on Science and Social Studies concepts (25 min.)
		ID	Science or Social Studies assignments (Discovery Education Techbook, Science Journals, etc. (15 min.)
11:30 a.m. - 12:15 p.m.	Lunch	BR	Lunch break for all (45 min.)
12:15 - 12:45 p.m.	Library, Music, Art or P.E.	TL	Instruction from Art, Music, Library or P.E. teacher (30 min.)
12:45 - 12:55 p.m.	Brain Break	TL	Teacher-led or student choice (10 min.)
12:55 - 1:05 p.m.	Afternoon Meeting	TL	Social-emotional closing lesson of the day (10 min.)

APPROXIMATE MINUTES PER DAY

Synchronous	Asynchronous	Break
165-195	45-65	85
Total: 305 (5 hours, 5 minutes)		

Pacing for language arts and mathematics will follow preexisting HCPS documents but will have modified guided reading and math workshop guidelines. Social studies and science have been packaged together in alternating units throughout each quarter to maximize instructional time.

Professional Learning, Planning Time and Extended Services

Grades 3-5*: 1:05-1:35 p.m. - Extended service time for students who require specialized support.

**Includes Special Education*

ALL STAFF: 1:35-3:30 p.m. - Professional learning, team planning, data review meetings, staff meetings and parent communication.

Special Education

Students with disabilities will receive support throughout the school day, as outlined in their IEPs. The majority of students receive support that is embedded within core-content instructional times.

Students with disabilities will have additional opportunities for individualized support during the time allocated for extended services, as outlined above.

Integrated Services

Integrated services teachers will build their individual classroom schedules in ways that reflect the individual needs, goals and services of their students. Their schedules will be built within a consistent time frame, as outlined in the general schedule.

Integrated services schedules will include synchronous virtual interactions with students, parent/care-giver coaching and support, and the potential for supporting individuals or small groups of students within the physical classroom environment in a phased-in approach.

English Learners

Students will receive services embedded throughout the instructional day through whole-group and small-group support. These will be scheduled into the student's day as part of the master schedule or during the extended service block.

- Ensure that English learners have direct contact with our Language Instruction Educational Program (LIEP) teachers to the greatest extent possible.
- Provide English learners with the continued ability to receive direct language services through virtual learning experiences.
- Provide English learners with accommodations when accessing the general curriculum during grade level/content classes.
- Provide division and school-level communication in multiple languages.
- Provide virtual learning experiences that focus on the key areas of reading, writing, speaking and listening per the English Language Development Standards.

Gifted Learners

Students will receive services embedded throughout the instructional day through whole-group and small-group support. These will be scheduled into the student's day as part of the master schedule or during the extended service block.

- Ensure that gifted learners have direct services through instruction with our Gifted Resource staff.
- Provide gifted learners with challenging and rigorous virtual experiences ranging from small-group to whole-class instruction.
- Offer ongoing opportunities for students to develop critical and creative thinking skills.
- Conclusion of the gifted identification process.

What will Elementary Reading and Writing Look Like?

SYNCHRONOUS: Whole Group Instruction (live)		
Time	Instructional Context & Focus	Virtual Adaptations
Approximately 15-20 min.	<p>K-2: Comprehension, Concept of Word or Writing Whole-group lesson</p> <p>3-5: Comprehension Whole-group lesson</p>	<ul style="list-style-type: none"> Interactive Read Aloud: Share a screen to show pictures if text is digital, or hold pictures up to camera. Shared Reading: Share a screen to show text (EPIC!, Concept of Word poems, Newsela, etc.) Use think-aloud to model application of comprehension or vocabulary strategy. Co-construct anchor charts and/or graphic organizers (chart paper or digital.) Write together using chart paper or digital resources. Teacher-led phonics/word work: <ul style="list-style-type: none"> Use chart paper, dry erase board or digital templates to build words, segment words, conduct word talks, etc. Go on word hunts using text on a shared screen. Students participate by: <ul style="list-style-type: none"> Typing answers into the chat. Sharing ideas in discussion. Using signals or movement. Saying it at once or whispering to a toy. Holding up cards with thoughts/answers. Writing on white board.
Approximately 20 min.	<p>K-2: Phonics and Phonemic Awareness Whole-group lesson</p> <p>3-5: Word Analysis, Vocabulary or Writing Whole-group lesson</p>	<ul style="list-style-type: none"> Teacher-led phonics/word work: <ul style="list-style-type: none"> Use chart paper, dry erase board or digital templates to build words, segment words, conduct word talks, etc. Go on word hunts using text on a shared screen. Students participate by: <ul style="list-style-type: none"> Typing answers into the chat. Sharing ideas in discussion. Using signals or movement. Saying it at once or whispering to a toy. Holding up cards with thoughts/answers. Writing on white board.
SYNCHRONOUS: Small Group - Guided Reading (live)		
Approximately 15 min.	<p>Teacher-Led Small Groups</p> <p><i>Literacy Footprints Digital Readers will be used to facilitate guided reading groups.</i></p>	<ul style="list-style-type: none"> Teacher shares a screen so students can read text. Follow guided reading lesson plan templates and the Literacy Footprints Digital Readers lesson cards.
ASYNCHRONOUS: Independent Student Work Time (not live)		
Approximately 30 min.	<p>Literacy Extensions</p> <p><i>Independent practice completed outside of synchronous class meetings.</i></p>	<ul style="list-style-type: none"> Use of digital resources - required each day as independent practice (approx. 15 min.) Other independent work could include: <ul style="list-style-type: none"> Choice boards. Daily 5 activities. Writing seeds. Reading responses. Practice related to whole- or small-group concepts.

What will Elementary Mathematics Look Like?

SYNCHRONOUS: Whole Group Instruction (live)

Time	Instructional Context & Focus	Virtual Adaptations
Approximately 5 min.	Number Sense Routine	<ul style="list-style-type: none"> Teacher-led presentation with Nearpod, Desmos, Promethean, slideshow, document camera, whiteboard or other resources. Students participate by: <ul style="list-style-type: none"> Typing answers into the chat. Sharing ideas in discussion. Using signals or movement. Saying it at once or whispering to a toy. Holding up cards with thoughts/answers. Writing on white board. Interacting with shared digital resources.
Approximately 10-15 min.	Focus Lesson	

SYNCHRONOUS: Small Group (live)

Approximately 10-20 min.	Teacher-Led Small Groups	<ul style="list-style-type: none"> Teachers may meet with small groups of four-to-six students for remediation or enrichment during the asynchronous time. Teachers may meet with one group for 20 minutes or meet with multiple groups for a shorter amount of time.
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ASYNCHRONOUS: Independent Student Work Time (not live)

Approximately 15 min.	Independent Stations Independent practice completed outside of class meetings.	<ul style="list-style-type: none"> Choice boards. Completing daily assignments delivered through Schoology. Completing DreamBox sessions (recommended to complete 5 lessons per week).
Approximately 5 min.	Reflection After completing independent work, students should reflect on what was learned that day.	<ul style="list-style-type: none"> Responding to a discussion board post in Schoology. Possible prompts: <ul style="list-style-type: none"> How does something you learned today connect with something you already knew? What was your favorite part of the lesson today? What do you still have questions about? What did you like? What did you dislike? Write down three math vocabulary words you used today. What questions do you still have about today's lesson? Talking about these questions with an adult at home. <ul style="list-style-type: none"> Share something you learned. How did you know that you were successful? How will what you learned help you solve problems?

Lessons are designed to follow a modified math workshop structure for Focus Lesson and Learning Stations. Synchronous class meeting time together online should total 15-20 minutes for math (15 minutes for K-2, 20 minutes for grades 3-5). Asynchronous independent student work time outside of the synchronous class meetings should be about 20 minutes each day. Teachers may meet with small groups of four-to-six students during the asynchronous independent student work time.

What will Elementary Science and Social Studies Look Like?

SYNCHRONOUS: Whole Group Instruction (live)

Time	Instructional Focus	Ideas for the Virtual Classroom
Approximately 20-25 min.	Direct Instruction on Concept	<ul style="list-style-type: none"> • Teacher-led Nearpod or presentation. • Lecture. • Guided notes or videos.
	Hands-on Investigations	<ul style="list-style-type: none"> • Teacher-led demonstrations of labs or investigations. • Students record observations and data. • Students analyze collected data.
	Discourse and Discussions	<ul style="list-style-type: none"> • Live class discussions. • Total participation techniques. • Share student work/projects/ideas/questions.

ASYNCHRONOUS: Independent Student Work Time (not live)

Time	Instructional Focus	Ideas for the Virtual Classroom
Approximately 10-15 min.	Daily Assignments	<ul style="list-style-type: none"> • Independent work. • Self-paced Nearpods. • Reading text. • Digital breakouts. • Formative assessments. • Summative assessments.
	Digital Resources	<ul style="list-style-type: none"> • Newsela. • Discovery Education. • Epic, PebbleGo, BrainPOP.
	Projects	<ul style="list-style-type: none"> • VDOE at-home inquiry lessons. • STEAM activities. • Research. • Performance tasks.
	Reflection	<ul style="list-style-type: none"> • Discussion boards. • Flipgrid, Padlet and other collaborative tools. • Written reflection.

Pacing: All lessons are designed to follow the science and social studies unit pacing schedule. Units can be moved as needed within the nine-week period. Teachers will focus on the major concepts of the unit due to modified time within the virtual classroom schedule.

A Day in the Life: Middle School Predominantly Virtual Sample Schedule

Below represents a sample bell schedule for middle schools. **In this sample, the school day for grades 6-8 begins at 8:30 a.m. and generally ends by 3 p.m. Your student's learning activities may vary.** Building administrators will be responsible for constructing a master schedule that meets the needs of their students. Individual teachers will maintain consistent amounts of time in each content area, but instructional delivery will differ by class. **Middle schools will release their master schedules and teacher assignments after 4 p.m. on Friday Aug. 28.**

TL=Teacher-Led

BR=Break

ID=Independent

TIME	CONTENT		LEARNING ACTIVITIES
8:30 - 9:05 a.m.	Advisory/Homeroom	TL	Social-emotional learning, intervention, enrichment (30 min.)
9:05 - 9:10 a.m.	Transition/Break	BR	Use the restroom, get water, get supplies (5 min.)
9:10 - 10:25 a.m.	Period 1/5	ID	Attendance/warmup (10 min.)
		TL	Whole-group instruction (20 min.)
		TL/ID	Small-group and independent practice (35-40 min.)
		TL/ID	Review/exit activity (5-10 min.)
10:25 - 10:35 a.m.	Transition/Break	BR	Use the restroom, get water, get supplies (10 min.)
10:35 - 11:50 a.m.	Period 2/6	ID	Attendance/warmup (10 min.)
		TL	Whole-group instruction (20 min.)
		TL/ID	Small-group and independent practice (35-40 min.)
		TL/ID	Review/exit activity (5-10 min.)
11:50 - 12:20 p.m.	Lunch	BR	Lunch (30 min.)
12:20 - 1:35 p.m.	Period 3/7	ID	Attendance/warmup (10 min.)
		TL	Whole-group instruction (20 min.)
		TL/ID	Small-group and independent practice (35-40 min.)
		TL/ID	Review/exit activity (5-10 min.)
1:35 - 1:45 p.m.	Transition/Break	BR	Use the restroom, get water, get supplies (10 min.)
1:45 - 3 p.m.	Period 4/8	ID	Attendance/warmup (10 min.)
		TL	Whole-group instruction (20 min.)
		TL/ID	Small-group and independent practice (35-40 min.)
		TL/ID	Review/exit activity (5-10 min.)
3 - 3:15 p.m.	Extended Services	TL	Instructional support (15 min.)

APPROXIMATE MINUTES PER DAY

Synchronous	Asynchronous	Break
270-310	100-120	60
Total: 405 minutes (6 hours, 45 minutes)		

Special Education

Students with disabilities will receive support throughout the school day, as outlined in their IEPs. Most students will receive support that is embedded within core-content instructional times.

Students with disabilities will have additional opportunities for individualized support during the time allocated for extended services, as outlined above.

Integrated Services

Integrated services teachers will build their individual classroom schedules in ways that reflect the individual needs, goals and services of their students. Their schedules will be built within a consistent time frame, as outlined in the general schedule.

Integrated services schedules will include synchronous virtual interactions with students, parent/caregiver coaching and support, and the potential for supporting individuals or small groups of students within the physical classroom environment in a phased-in approach.

English Learners

Students will receive services embedded throughout the instructional day through whole-group and small-group support. These will be scheduled into the student's day as part of the master schedule or during the extended service block.

- Ensure that English learners have direct contact with our Language Instruction Educational Program (LIEP) teachers to the greatest extent possible.
- Provide English learners with the continued ability to receive direct language services through virtual learning experiences.
- Provide English learners with accommodations when accessing the general curriculum during grade level/content classes.
- Provide division and school-level communication in multiple languages.
- Provide instructional virtual learning experiences that focus on the key areas of reading, writing, speaking and listening per the English Language Development Standards.

Gifted Learners

These services will be scheduled into the student's day as part of the master schedule or during the extended service block.

- Ensure that gifted learners have direct services through instruction with our Gifted Resource staff.
- Provide gifted learners with challenging and rigorous virtual experiences ranging from small-group to whole-class instruction.
- Offer ongoing opportunities for students to develop critical and creative thinking skills.

A Day in the Life: High School Predominantly Virtual Sample Schedule

Below represents a sample bell schedule for high schools. **In this sample, the school day for grades 9-12 begins at 9 a.m. (8 a.m. for early bird) and generally ends by 3:55 p.m. Your student's learning activities may vary.** Building administrators will be responsible for constructing a master schedule that meets the needs of their students. Individual teachers will maintain consistent amounts of time in each content area, but instructional delivery will differ by class. **High schools will release their master schedules and teacher assignments after 4 p.m. on Friday Aug. 28.**

TL=Teacher-Led

BR=Break

ID=Independent

TIME	CONTENT	LEARNING ACTIVITIES
8 - 8:55 a.m.	Early Bird Classes (depending on course selection)	ID Warmup (5 min.)
		TL Whole-group instruction/review previous learning (20 min.)
		TL Small/whole-group practice (10 min.)
		ID Independent practice (15 min.)
		TL Review/exit activity (5 min.)
9 - 10 a.m.	1st Period	ID Warmup (5 min.)
		TL/ID Whole-group instruction/independent work (flexible by day) (20 min.)
		TL/ID Small/whole-group/independent practice (flexible by day)(10 min.)
		ID Independent practice (20 min.)
		TL Review/exit activity (5 min.)
10 - 10:10 a.m.	Transition/Break	BR
10:10 - 11:40 a.m.	2nd/3rd Period	ID Warmup (5 min.)
		TL/ID Whole-group instruction/independent work (flexible by day) (25 min.)
		TL/ID Small/whole-group/independent practice (flexible by day)(30 min.)
		ID Independent practice (20 min.)
		TL Review/exit activity (10 min.)
11:40 - 11:45 a.m.	Transition/Break	BR
11:45 a.m. - 12:10 p.m.	Extended Learning	TL Small-group instruction on specified activities Social-emotional learning
12:10 - 12:40 p.m.	Lunch	BR Lunch break for all
12:45 - 2:15 p.m.	4th/5th Period	ID Warmup (5 min.)
		TL/ID Whole-group instruction/independent work (flexible by day) (25 min.)
		TL/ID Small/whole-group/independent practice (flexible by day) (30 min.)
		ID Independent practice (20 min.)
		TL Review/exit activity (10 min.)
2:15 - 2:25 p.m.	Transition/Break	BR
2:25 - 3:55 p.m.	6th/7th Period	ID Warmup (5 min.)
		TL/ID Whole-group instruction/independent work (flexible by day)(25 min.)
		TL/ID Small/whole-group/independent practice (flexible by day)(30 min.)
		ID Independent practice (20 min.)
		TL Review/exit activity (10 min.)

APPROXIMATE MINUTES PER DAY

Synchronous	Asynchronous	Break
270	120	55
Total: 415 minutes (6 hours, 55 minutes)		

Special Education

Students with disabilities will receive support throughout the school day, as outlined in their IEPs. The majority of students receive support which is embedded within core-content instructional times.

Students with disabilities will have additional opportunities for individualized support during the time allocated for extended services, as outlined above.

Integrated Services

Integrated services teachers will build their individual classroom schedules in ways that reflect the individual needs, goals and services of their students. Their schedules will be built within a consistent time frame, as outlined in the general schedule.

Integrated services schedules will include synchronous virtual interactions with students, parent/caregiver coaching and support, and the potential for supporting individuals or small groups of students within the physical classroom environment in a phased-in approach.

English Learners

Students will receive services embedded throughout the instructional day through whole-group and small-group support. These will be scheduled into the student's day as part of the master schedule or during the extended service block.

- Ensure that English learners have direct contact with our Language Instruction Educational Program (LIEP) teachers to the greatest extent possible.
- Provide English learners with the continued ability to receive direct language services through virtual learning experiences.
- Provide English learners with accommodations when accessing the general curriculum during grade level/content classes.
- Provide division and school-level communication in multiple languages.
- Provide instructional virtual learning experiences that focus on the key areas of reading, writing, speaking and listening per the English Language Development Standards.

Gifted Learners

These services will be scheduled into the student's day as part of the master schedule or during the extended service block.

Family and Student Support, Involvement

Technology

How will HCPS support virtual learning for my family?

Henrico County Public Schools will provide a touch-screen tablet or computer for each of HCPS' more than 50,000 students. These devices, which include iPads, Chromebooks and Dell laptops, are being distributed in August. Families are receiving detailed instructions from their individual schools about specific times and places to pick up devices.

- **Aug. 10-13:** Distribution of Dell laptops to new middle school students. Rising sixth-graders will exchange their HCPS-issued Chromebooks and receive Dell laptops. (This will include newly enrolled middle school students who did not previously have an HCPS-issued device.)
- **Aug. 17-20:** Distribution of Chromebooks to elementary school students. Rising first-graders will receive Chromebooks, as will all other students in grades 2-5 who still need one.
- **Aug. 24-28:** Distribution of iPads to pre-K and kindergarten students. Preschool and kindergarten students will pick up iPads (and in some cases exchange their Chromebooks issued in the spring).
- **Aug. 31-Sept. 4:** Remote technology hubs open at all HCPS middle and high schools to complete device distribution (including devices for newly enrolled high school students and families who may have been unable to participate in an earlier distribution due to vacations or other reasons). The hubs will also support other student and staff technology issues.

HCPS is providing Wi-Fi hot spots to students without internet in their homes, while supplies last. If hot spots are available after students' needs are addressed, staff members may also receive hot spots.

HCPS is also considering the feasibility of providing additional internet resources for families who have internet service, but limited bandwidth.

Security measures such as internet filtering, antivirus updates and software updates will still be in place when HCPS devices are not connected to the HCPS network.

HCPS will use a variety of software for group interactions, including Microsoft Teams.

As stated above, HCPS will have technology support available at all middle and high schools to complete distribution of devices and help students and staff with technology issues. Support will also be made available regularly at elementary schools to meet any staff technology issues.

While devices will be repaired whenever possible, they may need to be replaced if they are significantly damaged. Intentional damage will be referred to school leadership to handle as a discipline matter.

Is my student required to use the HCPS-issued tablet or computer?

Can a personal device be used?

Students are encouraged to use the HCPS-issued devices. Our Technology team can offer tech support for HCPS devices, and we know HCPS devices will work for remote learning. A student's personal device may

still be used for accessing the digital content, but HCPS would be unable to offer tech support if something doesn't work properly.

What are the digital resources my student(s) may be using for classwork?

For more information, turn to "Appendix A: Digital Resources" later in this booklet.

School Supplies

Most elementary schools post school supply lists on their websites between late June and early August:

Elementary school websites: <https://henricoschools.us/elementary-schools/>

Supply lists for middle and high school courses will often be communicated by teachers once schedules are released in mid-to-late August.

TIP: In virtual learning, headphones or earbuds with built-in microphones are a particularly useful item for students of all ages.

Professional Learning

Teachers and staff are participating in a combination of voluntary and required professional learning experiences. These support quality teaching and learning, using the curriculum in both virtual and in-person models. For example, through "HCPS U," our virtual campus for professional learning, staff members are participating in courses organized by grade level and instructional content, or selected from a broader selection of specialized learning sessions.

Learning options in HCPS U reflect topics most requested by staff, and the courses are intentionally designed to meet their needs. Courses and workshops are designed specifically for Henrico educators and are being facilitated by HCPS division leaders, coaches and teachers.

HCPS U features staff learning courses such as the "HCPS Online Educators Workshop" and the "Ensuring Equity" series. Staff members can take advantage of these flexible professional learning experiences at times and places that work for their schedules.

Example of courses include:

My Schoology Classroom, Part 1: This course gives all HCPS teachers the Schoology essentials they need to teach in hybrid and virtual learning environments, using the division's learning management system. The course covers the basics of the Schoology environment, giving Henrico educators the essential skills and knowledge to design and deliver instruction using Schoology.

My Schoology Classroom, Part 2: This course extends teachers' understanding of the tools needed to access and deliver distance learning. The course gives teachers the pedagogical framework to design and deliver high quality online instruction in Henrico distance learning classrooms. It is organized into three modules: (1) How to access division curriculum, (2) How to take this curriculum and use it in strong instructional design that incorporates deep learning, culturally responsive instruction and social-emotional learning, and (3) How to deliver this instruction in a meaningful way, both synchronously and asynchronously.

How can families find out more about HCPS' available digital resources?

We realize our families may not know about the many instructional resources available to students. HCPS is developing a course to help parents and guardians navigate Schoology (the division's learning management system) and other digital platforms that are used at various grade levels.

Grading

Just as when school is conducted using a fully in-person format, students will receive periodic reports on their scholastic progress and attendance as designated in the school calendar.

Grading is designed to acknowledge mastery and support and encourage student success. The method of grading used by each teacher is decided by each department and reviewed by the administration. Teachers will share grading methods with families and students before assignments are given.

Teachers will update grades at least once in every five-school-day period, and grades assigned must be consistent with county grading guidelines.

When a student has been absent, it is expected that the teacher and student will communicate regarding a timeline for makeup work. Opportunities to make up work must be completed within the nine-week period/grade change deadline.

Teachers may offer extra help through after-school sessions, and parents and guardians will be notified in advance when extra help is available.

What about testing and assessments?

For information about HCPS testing/assessment plans, turn to "Appendix B: Assessments" later in this booklet.

Music and Performing Arts

Virtual music classes will, to the greatest extent possible, mirror in-person instruction through the use of an integrated music platform (e.g. MusicFirst, SmartMusic, Musicplay, QuaverMusic).

- Students will have the opportunity to participate in individual and collaborative performances (e.g. solos, duets, small ensembles).
- Students will focus on essential knowledge related to the 2020 Fine Arts Standards of Learning, including Creative Process, Critical Thinking & Communication, History, Culture and Citizenship, and Innovation in the Arts.
- The HCPS Marching Band course has been moved to the spring of 2021.

In-person meetings:

- Teachers may use on-campus spaces (as deemed appropriate by the school administrator) for small group meetings (10 people or less) and/or equipment maintenance.

Athletics

The Virginia High School League has voted to delay high school athletics, and reshuffle the order of the sports seasons. The tentative schedule is:

High School Athletics 2020-21

- Out-of-season practices can begin following the “Return to Sports” plan once it is approved by the Virginia Department of Education.
- The director of student activities and the certified athletic trainer at each high school will monitor out-of-season practice.
- High school athletic seasons will operate on a condensed plan for the 2020-21 school year, and seasons will be shuffled.

Condensed Interscholastic Plan:

- Season 1 (Winter): Dec. 14-Feb. 20 (First contest: Dec. 28)
 - Basketball, gymnastics, indoor track, swim/dive, wrestling
- Season 2 (Fall): Feb. 15-May 1 (First contest: March 1)
 - Cheer, cross country, field hockey, football, golf, volleyball
- Season 3 (Spring): April 12-June 26 (First contest: April 26)
 - Baseball, lacrosse, soccer, softball, tennis, track and field

**SCHEDULE IS SUBJECT TO CHANGE BASED ON STATE GUIDELINES AND RESTRICTIONS*

HCPS continues to develop additional information about offseason workouts and practices for sports at all levels. School principals, directors of student activities, and coaches will be communicating additional details as they become available.

Middle School Athletics 2020-21

Fall Athletic Season

Fall sports have been canceled at the middle school level for the 2020-21 school year. Eighth-graders can try out for the J.V. teams at their zoned high schools for any middle school sport that was canceled (football, boys soccer, girls basketball and girls tennis). Any eighth-grader interested in trying out at their zoned high school should contact the athletic department at that high school for dates, times and any materials required for tryouts.

Winter Athletic Season (Condensed Plan):

- Boys basketball and cheer: Dec. 14-Jan. 28 (First contest: Jan. 12)
- Wrestling: Dec. 14-Feb. 4 (First contest: Jan. 14)
- Gymnastics: Feb. 5-March 17 (First contest: Feb. 22)

Spring Athletic Season:

- Track, baseball, softball, boys tennis, girls soccer: March 18-May 20 (First contest: April 14)

**SCHEDULE IS SUBJECT TO CHANGE BASED ON STATE GUIDELINES AND RESTRICTIONS*

Clubs and Extracurricular Activities

While school will be predominantly virtual for at least the first nine weeks, it may be more important than ever for students to build relationships, when available, around shared interests. Clubs and organizations are encouraged to meet.

Virtual meetings:

- Club meetings should take place virtually whenever possible.
- All large club meetings (more than 10 people) are required to take place virtually.
- Virtual meetings must be organized and led by an HCPS staff sponsor.

In-person meetings:

- Clubs and other organizations may meet in small groups (10 people or fewer) and use a space inside or outside a school building.
- All CDC guidelines must be adhered to for all in-person meetings.
- Individuals with underlying health conditions should not attend in-person meetings.
- Individuals running a temperature or exhibiting cold and flu-like symptoms should not attend in-person meetings.
- Sponsors must obtain permission from school administrators before any meeting can take place in a school building.
- Before any participants enter a meeting area, hard surfaces within that area should be wiped down and sanitized.
- Sponsors will record attendance at meetings and have that information available upon request.
- Hand sanitizer should be available to individuals during the meeting.
- All individuals in the meeting should wear face coverings and social distancing should take place at all times.
- Physical contact (such as fist bumps, high fives or hugs) is not permitted.
- Food and drinks should not be shared during meetings.
- At the end of the meeting, hard surfaces within the meeting area should be wiped down and sanitized before leaving.

Meals

Curbside pickup meal service will be offered at each HCPS school from 11 a.m. to 1 p.m., Monday through Thursday. Friday meals will also be available on Thursdays, upon request.

- We strongly encourage families to pay for meals using MySchoolBucks, in order to avoid cash transactions at curbside.
- You can apply for free and reduced-price meals using an online application available at <https://www.nlappscloud.com/District.aspx>.

Find out more about MySchoolBucks, free and reduced-price meals, school menus, special diets and more at our School Nutrition Services page at <https://henricoschools.us/nutrition-services/>.

Any changes to the meals distribution process will be posted to our website and shared with families.

Child Care

HCPS is exploring options for daytime child care with local organizations that routinely provide after-school care in our schools, to see if they can provide affordable options for elementary school parents during the day. These organizations include the Henrico Education Foundation, Henrico PALs (Police Athletic League) and the YMCA. HCPS is also reaching out to employers to explain how critical virtual education is to students and families, and asking employers to provide flexible options for their employees. To assist working families, teachers would also provide access to recordings of lessons so that students would have the flexibility to complete assignments outside of school hours.

More information will be announced as plans and agreements are finalized.

What additional resources are there for families?

For tips and information, including videoconferencing tips, accessing and using Schoology, logging into Clever, resetting passwords and other frequently asked questions about HCPS digital resources, go to:

<http://blogs.henrico.k12.va.us/hlp/families>

Don't see what you're looking for?

We are continuing to refine plans and adapt to changing situations. Your school may be able to provide additional information about specific questions. We will also continue to post updated information on our website at our "HCPS 2020-21: Mission Forward" page:

<https://henricoschools.us/returntoschool/>

Social-Emotional Learning

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

- A comprehensive school counseling program that includes school counseling curriculum, small-group counseling, individual counseling, crisis response, and appraisal and advisement directed at improving students' social-emotional well-being.
- Students needing more intensive social-emotional learning and mental health support will have access to school counselors, school psychologists and school social workers through a defined referral system.
- At the elementary level, all students will participate in regular morning meetings with a social-emotional learning focus and receive curriculum instruction from the Sanford Harmony social-emotional learning program to foster communication, understanding, connection and community, in and outside of school hours.

- Middle and high school students will receive regular instruction from the “Second Step” social-emotional learning curriculum 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.

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 them 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.
- 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.

To ensure that HCPS faculty and staff are prepared to prioritize social-emotional learning as they welcome students back, all staff members will complete a “Safe Schools” trauma module, “Trauma-Informed 101” to prepare for the reopening of schools. They will also have 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.

In addition, elementary and middle school staff will receive an annual refresher in training on positive behavioral interventions and support. This will focus on the increased importance of Tier-I classroom practices (virtually and in person) and how to incorporate the Intervention Team in order to help students in need of Tier-II practices.

Elementary- and middle-school based Intervention Teams will receive annual training on how to help staff members use their teams when they think a student may require more targeted or intensive support. They will also learn how to help staff members who need guidance using resource maps to determine Tier-II/III interventions for students.

Finally, the “HCPS Online Design & Delivery Guide” includes sections directly focused on social-emotional learning and relationship-building in an online environment.

Family and Community Engagement

Family engagement is a critical component of our learning plan. Through a “build, bridge and boost model” we will maintain a robust family and community engagement approach.

Building Relationships and Connecting to Resources:

- Relationships are paramount. We will maintain the basics of relationship-building by connecting and communicating consistently. Beyond attendance, we will prepare staff to “hear what they don’t hear” and “see what they don’t see.”
- HCPS will identify resources in each school community, in order to help school leaders and staff provide whole-child and whole-family support.

Bridge High-Impact Collaboration and Partnerships:

- Collaboration and partnerships among stakeholders will make a difference in our ability to positively affect student outcomes. These stakeholders include businesses, nonprofits, faith communities, government agencies, foundations, families and community leaders, as well as students themselves.
- As opportunities are identified, we will work with partners to fill needs. Proactive identification of partners and resources will allow us to quickly respond as needed.

Boost Transformative Family Engagement:

- In a virtual learning environment, family engagement continues to be a critical component for staying connected. Staff will be equipped to provide this type of engagement in their school communities.
- Transformative engagement efforts have four components. They are inclusive, individualized, impactful and integrated.
 - Inclusive: Embracing and valuing diverse perspectives.
 - Individualized: Meeting the unique needs of every family and child.
 - Integrated: Connecting and aligning to the education system.
 - Impactful: Empowering families to support their child's success.

Equity

How will the school division work to ensure that all students have access to education?

HCPS will:

- Establish measurable goals and monitoring systems for student access and engagement, social-emotional development and academic learning.
- Develop a data analysis plan to determine periodic progress toward the goals.
- Plan and ensure that IEP services are reflective of the school's new general education plan/schedule.
- Conduct ongoing needs-assessments that encompass all stakeholders.
- Make considerations in how we define attendance to account for students with limited or slow internet access.
- Ensure that culturally responsive teaching practices are being used to recognize the importance of including students' cultures in every aspect of teaching. Every child has a culture that includes family norms, traditions and historical legacies that helped shape them.
- Use effective and student-focused teaching practices, including:
 - Inquiry-based learning.
 - Project-based and/or performance-based assessments.
 - Personalization and differentiation through instructional practices, including performance assessments.
 - Build in opportunities for student choice, voice, pace and place options.
- When using video clips, audio sources and visuals, ensure that diversity is represented and diverse literature is being used within instruction.

PART FOUR: Limited In-Person Instruction

Pre-K through 3, English learners, students with special needs

What is the plan for limited, in-person learning?

In keeping with the gradual strategic approach to returning students to in-person instruction, we will strive to gradually increase opportunities, as health and safety conditions allow, for limited in-person learning. We will start by focusing on groups of students for whom virtual learning presents more challenges. For example, at the start of the school year, we will prioritize limited in-person learning opportunities for students in special education, early learners in grades pre-K through 3, English learners and other specialty programs. It is our intent to phase in students in order to build relationships, facilitate initial academic screening, establish/practice routines, facilitate one-to-one or small-group instruction, and provide social-emotional support to students. Schools will issue additional communication about these opportunities at the appropriate times.

Students in Pre-K through 3

Later in the first marking period, small groups of students in pre-K to grade 3 will be brought in to engage in limited, in-person learning opportunities. In order to protect the safety and health of students and staff, in-person instruction will be provided to students in groups of five or fewer. Additionally, teachers and students participating in in-person learning opportunities will wear masks and adhere to social distancing guidelines. While content and activities will be tailored to meet the needs of the participating students, in-person learning segments will focus on relationships, routines and key reading and math skills.

In terms of student selection, all pre-K and kindergarten students will be invited to participate in limited, in-person learning opportunities. In grades 1-3, first consideration for in-person learning will be given to students performing below grade level.

Again, schools will issue additional communication about these opportunities at the appropriate times.

Advanced Career Education

Advanced Career Education and program centers:

Additionally, many specialty programs such as our ACE Center classes involve hands-on career and technical education skills which can best be learned and practiced in face-to-face experiences. These include the house-building project and ISAEP (Individual Student Alternative Education Plan) program, where students receive one-on-one instruction on skills such as masonry in an outdoor setting and/or as they prepare for the GED testing.

This kind of limited in-person instruction could take the form of students coming into schools and classrooms via scheduled appointments with teachers, while following all aspects of our health plan. Teachers may offer limited small-group opportunities in their classrooms as well as by appointment.

School administrators and teachers would communicate these opportunities to families directly and would not require any in-person experience for families who opt not to participate.

Individual Advanced Career Education and Academy at Virginia Randolph programs will have the opportunity to resume weekly, limited, face-to-face instruction based on competency requirements starting Oct. 5, 2020 (Week 5). Teachers, specialists and administrators will review individual program competencies and instructional sequence requirements for the first semester. Programs that have identified face-to-face requirements would be eligible to teacher students at the ACE Centers using the identified schedule below.

Why in-person?

- To provide face-to-face instruction required to enable students to obtain individual program certifications.
- To teach competencies that can't be taught virtually.
- To provide face-to-face instruction required for students to obtain prerequisite certifications. Example: The Emergency Medical Technician program requires that students receive their CPR certification to begin EMT coursework.

Advanced Career Education Education In-Person Sample Schedule				
Group A Sample Schedule				
Day 1 All Virtual	Day 2: 1A In Person	Day 3: 2A In Person	Day 4: 1B In Person	Day 5: 2B In Person
<p>Advanced Career Education Tentative Schedule</p> <p>9-10 a.m.: Students attend first-block virtual class at home school.</p> <p>10-10:45 a.m.: Students transition to ACE Center from home school.</p> <p>10:45 a.m.-3:15 p.m.: Maximum of 10 students (20 students for two teacher programs) attend ACE class, lunches staggered in class spaces with breaks established for teachers.</p> <p>3:15-3:55 p.m.: Students transition from ACE Center to home school.</p>				

Advanced Career Education Education In-Person Sample Schedule				
<i>Using the same weekly schedule above, students would attend one 2-hour lab session one day per week.</i>				
Group B Sample Schedule				
Day 1 All Virtual	Day 2: 1A In Person	Day 3: 2A In Person	Day 4: 1B In Person	Day 5: 2B In Person
<p>Advanced Career Education Tentative Schedule</p> <p>9-10 a.m.: Students attend first-block virtual class at home.</p> <p>10-11 a.m.: Students attend ACE Center class virtually from home.</p> <p>12:15 p.m.: Students report to home school.</p> <p>12:30-1:15 p.m.: Students transition to ACE Center from home school.</p> <p>1:15-3:15 p.m.: Maximum of 10 students (20 students for two-teacher programs) attend ACE class, lunches staggered in class spaces with breaks established for teachers.</p> <p>3:15-3:55 p.m.: Students transition from ACE Center to home school.</p>				

Advanced Career Education Education In-Person Sample Schedule

Group C Sample Schedule

Day 1 All Virtual	Day 2: 1A In Person	Day 3: 2A In Person	Day 4: 1B In Person	Day 5: 2B In Person
Day 6 All Virtual	Day 7: 1C In Person	Day 8: 2C In Person	Day 9: 1D In Person	Day 10: 2D In Person

Advanced Career Education Tentative Schedule

9-10 a.m.: Students attend first-block virtual class at home school.

10-10:45 a.m.: Students transition to ACE Center from home school.

10:45 a.m.-3:15 p.m.: Maximum of 10 students (20 students for two teacher programs) attend ACE class, lunches staggered in class spaces with breaks established for teachers.

3:15-3:55 p.m.: Students transition from ACE Center to home school.

Considerations (Advanced Career Education Centers)

- Program participation will be based on a comprehensive review of competencies.
- Students will not be penalized academically for not attending in person. However, program certification may not be possible without face-to-face instruction for some programs.
- Lunches will not be provided based on students attending 2.0 hours.
- Students may be allowed to drive in an effort to reduce transportation needs.
- Masks will be worn unless working outside or 6-foot social distancing cannot be maintained.
- Temperature checks will occur daily as students enter the building.
- Outdoor spaces will be utilized whenever possible.
- ACE Centers and the Academy at Virginia Randolph may blend students and staff, based on program needs.
- Springer Preschool Academy will open to existing families once high school students return full time. Preschool students under 6 years old will not be required to wear masks once they return.
- If a teacher needs to be absent from class, the class will plan to meet virtually for that day. This would include planned time off and sick days if notice is able to be given the day before.
- Grouping of students will be based on where they live, to help with transportation and contact tracing.
- First four weeks of virtual instruction will focus on safety and workplace readiness skills.

Service Minutes (Face-to-Face Time, ACE)

330 minutes per week based on program competency requirements (Option A).

175 minutes per week based on program competency requirements (Option B).

330 minutes every two weeks based on program competency requirements (Option C).

Alternative Programs

Alternative programs such as the Individual Student Alternative Education Plan (ISAEP) and General Academic Development (GAD) program may be able to provide students with in-person instruction on a limited basis while remaining in compliance with current social distancing regulations. The maximum number of individuals per classroom (students and instructor) will be determined by, and adjust with, the Centers for Disease Control and Prevention guidelines.

Alternative Programs In-Person Sample Schedule

Proposal Option A

ISAEP students will attend class Monday through Friday, from 9 a.m.–12:45 p.m.

GAD students will attend class Monday through Friday from 1:15–3:45 p.m.

Proposal Option B

Both in-person ISAEP and GAD cohorts will attend class from 9 a.m.–12:45 p.m. on alternating days (“A” Days and “B” Days).

ISAEP students will be assigned to “A” Days. GAD students will be assigned to “B” Days.

1:15–3:45 p.m. will be reserved for instructors to engage students who opt for 100% virtual instruction.

Considerations (Alternative Programs)

- Students must obtain the required number of classroom hours through in-person learning, virtual learning or a combination of both methods.
- Teachers who do not feel comfortable teaching in person will have the option of engaging students virtually.
- Students will not be penalized academically for not attending in person.
- Upon entering an HCPS building, students will be met at designated entrances and escorted to their classroom in order to minimize hallway traffic.
- All students and staff will be required to wear face coverings while in the building.
- All students will be asked to wash hands upon entering the building.
- Larger spaces (e.g. cafeteria, auditorium) will be used as instructional spaces whenever possible.
- Students or staff with a temperature of 100.4 F must participate in virtual instruction until it is deemed safe for them to return to campus.
- Student desks will be disinfected between classes.
- Students will be provided with paper, pencil and other needed supplies. Nonessential outside items will not be brought onto campus.

Service Minutes (Face-to-Face Time, Alternative Programs)

Option A: 900 minutes (15 hours) minimum per week.

Option B: Approximately 360-540 minutes (6-9 hours) per week, combined with virtual instruction.

Purpose (ISAEP)

Provide face-to-face instruction to enhance the probability of success for student attainment of a GED® certificate.

Transportation

During predominantly virtual learning, transportation will be provided for students attending private day schools or participating in limited, in-person instruction at HCPS facilities.

In preparation for transporting students, school bus drivers and bus assistants will receive in-person training on the health plan and required protocols prior to driving students to school sites. This includes training on proper use of personal protective equipment and the procedures for properly cleaning and sanitizing buses after each run.

Bus drivers and bus assistants will be required to complete a health screening at home before reporting to work each day and to wear cloth face coverings while on the bus. Face shields will also be provided as an additional layer of protection, if needed.

Students will be required to complete a health screening at home before leaving for their bus stop in the morning and wear cloth face coverings when on the bus. Drivers will have a daily route sheet to account for students riding the bus each day. The daily route sheets will be kept in transportation zone offices in case there is a need for contact tracing.

Students will load from the back to the front of the bus and unload from the front to the back to minimize crossing paths with other students.

Physical distancing will be created among students on buses. Three-foot social distancing allows one student per seat on the bus (see diagram below). The only exceptions are siblings or students living in the same house, who would be allowed to sit together in one seat without the need for social distancing.



As conditions permit, some students will be transported to school sites for limited, in-person learning opportunities. This may require multiple runs that differ from regular routes and timeframes. Drivers will complete practice runs to prepare.

In addition to transporting students, the Pupil Transportation Department may help distribute school meals, digital devices and learning resources to neighborhoods.

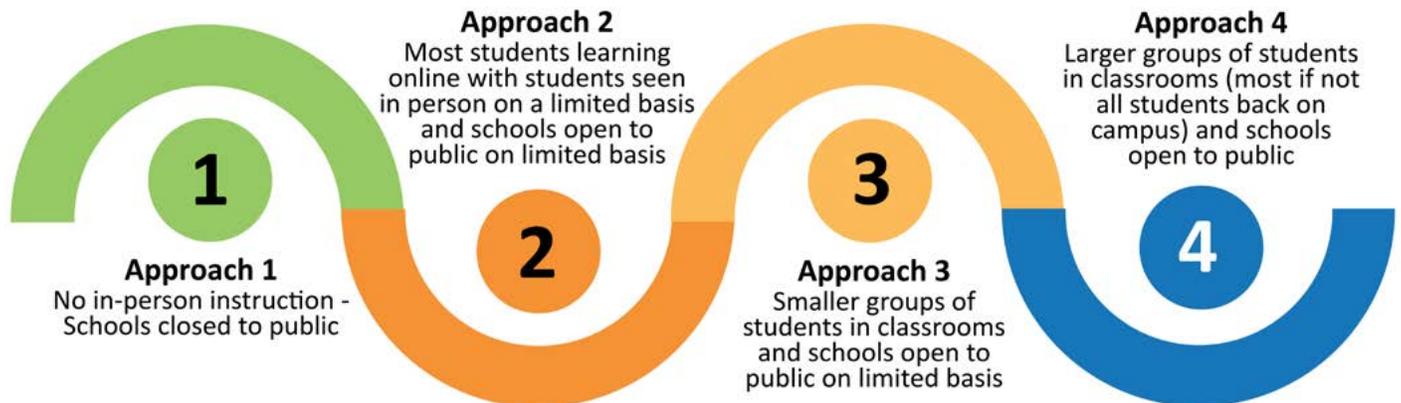
PART FIVE: Gradual Return to School

Instructional Planning: Continuum of Reopening Approaches

Four Approaches to Reopening

The image below is a continuum of how Henrico County Public Schools envisions taking a measured, strategic approach to return to full in-person instruction, moving from full virtual learning with limited in-person opportunities for select groups, to larger groups of students, until all students are back in classrooms every day. HCPS may revert to fully virtual learning at any time the Governor shifts Virginia back to Phase 1 or 2.

Continuum of Reopening Approaches



Students

- 1 Schools CLOSED to students, staff and public
- 2 All students learning virtually with limited in-person learning (individual or small group)
- 3 A hybrid of two days in person and three days of virtual learning (*fully virtual learning options available)
- 4 All students in person for five days of instruction (*fully virtual learning option available)

Community

- 1 School offices and classrooms CLOSED to students, staff and public
- 2 School offices open by appointment only
- 3 School offices open by appointment only
- 4 School offices open to the public during business hours

This gradual, measured approach would consist of the following approaches and allow the division to respond to what is a dynamic and fluid situation:

Approach 1: No in-person instruction. All meetings and teaching and learning are virtual. Schools are closed to the public.

Approach 2: Most students are learning virtually, with in-person learning on a limited basis for select individuals or groups of students. During Phase 2, students and teachers are engaged in five days of virtual instruction. Teachers would have the flexibility of teaching virtually from home or their classroom.

Approach 3: Shifts to in-person instruction for students. In the hybrid approach, students would receive two days of in-person learning with three days of virtual learning. Teachers would have the flexibility to teach in person or virtually with a half-day for planning and/or professional learning each Friday. Families would have the option to continue having their children learn in a 100% virtual capacity that parallels their peers.

Approach 4: Transitions to business as usual. Schools and offices are open to the public during regular business hours. Teachers and students are engaged in in-person learning five days a week and a virtual option is available for teachers and students.

PART SIX: Appendices

Appendix A: Digital Resources

To assist teachers with instructional delivery, HCPS purchased a variety of digital resources, many of which are adaptive for learners, so that all pre-K through 12 students will have equitable access and opportunities to interact with quality digital experiences that adjust based on students' needs. Many of these digital resources include a teacher dashboard that provides valuable data for teachers to ascertain students' level of performance. This critical data will assist teachers with identifying gaps that will allow them to adjust instructional practices for individual students' needs.

ELEMENTARY

Resource	Content Area(s)	Grade Levels	Student Usage Expectation	Teacher Usage
Lexia Core	ELA	K-5	Varies by student (adjusted monthly based upon performance) About 15 minutes 2-3 times/week	Review data weekly
Smarty Ants	ELA	Pre-K through 2	15 minutes 2-3/week	Review data weekly
KidBiz (Achieve 3000 Literacy)	ELA (cross-content topics)	3-5	Grades 3-5: one article per week Grade 2: Selective use in first semester	Assign article to students Review data weekly
Newsela	Social Studies, Science, ELA	2-5	As assigned by teacher or by independent choice	Assign articles to students, review data as needed
DreamBox	Math	K-5	Complete five lessons per week through three 20-30 minute sessions	Review data weekly
Discovery Techbook	Science	K-5	Time varies depending on whole-group versus independent use.	Use for instructional planning, engagement hook and embedded simulations. Assign to students and monitor student progress.
Literacy Footprints	ELA	K-5	As assigned by teacher or independent choice	Use for synchronous guided reading groups Set up students and assign books for student bookshelf
Nearpod	All subjects	Pre-K through 5	As assigned by teachers	
BrainPOP BrainPOP Jr. BrainPOP ELL	All subjects	Pre-K through 5	As assigned by teachers	

SECONDARY

Resource	Content Area(s)	Grade Levels	Student Usage Expectation	Teacher Usage	Schoology Integration
NoRedInk	Reading/ ELA	6-12	<ul style="list-style-type: none"> As assigned by the teacher or independent practice 	<ul style="list-style-type: none"> Select and assign skills to students Review student data dashboard 	Link out to or embed in Schoology
Imagine Math	Math	6-12	<ul style="list-style-type: none"> As assigned by the teacher or independent practice 	<ul style="list-style-type: none"> Select and assign skills to students Review student data 	Link out to or embed in Schoology
Newsela	Social Studies, Science, ELA	6-12	<ul style="list-style-type: none"> As assigned by the teacher or independent practice 	<ul style="list-style-type: none"> Select and assign articles to students Review student progress 	Link out to or embed in Schoology
Explore Learning Gizmos	Science	6-12	<ul style="list-style-type: none"> As assigned by the teacher or independent practice 	<ul style="list-style-type: none"> Select and assign gizmos to students Review student data dashboard 	Link out to or embed in Schoology
Brain Pop	All subjects	6-8	<ul style="list-style-type: none"> As assigned by the teacher or independent practice 	<ul style="list-style-type: none"> Select and assign activities to students Review student data 	Link out to or embed in Schoology
Nearpod	All subjects	6-12	<ul style="list-style-type: none"> As assigned by the teacher or Student paced review and practice 	<ul style="list-style-type: none"> Create/copy and assign presentations to students Review student data dashboard 	Add Materials in Schoology, link out to or embed

Appendix B: Assessments

Identification of Instructional Gaps and Student Needs

Henrico County Public Schools is committed to a balanced assessment program using purposeful (diagnostic, formative and summative) measures of various types aligned with content standards and guided by the Henrico Learner Profile. Assessments will provide timely and meaningful student achievement and growth data in order to support, guide and maximize learning.

Diagnostic assessments (D) determine student areas of strength and academic need prior to instruction. Formative assessments (F) are designed to intentionally collect information about the nature or degree of student learning during instruction, providing feedback to students, families and teachers allowing for instructional adjustments and modifications. Summative assessments (S) are used to evaluate student learning, skill acquisition and academic achievement at the conclusion of learning. Typically, summative assessments are comprehensive and associated with high-stakes decisions.

In a survey conducted with HCPS families in July 2020, families were asked to select their top priorities for virtual learning in 2020. Overall, the highest rated priorities included “Frequent feedback on student progress.” The division’s 2020-21 assessment plan provides opportunities for providing students, families and teachers with feedback on student learning progress and needs, whether in person or virtually.

The division’s 2020-21 assessment plan includes information in the following tables.

Type	Assessment	Purpose	Testing Window	Administration
Preschool and Elementary				
D	Bracken School Readiness Assessment	Assessment of academic readiness by evaluating understanding of 88 concepts in the areas of colors, letters, numbers/counting, size, comparisons and shapes. The Bracken test scores can be converted to percentile rank scores and standard test scores (pre-K)	Fall, spring	In person (as possible) or virtually (if protocols are established to ensure consistent administration)
F	Teaching Strategies GOLD Assessment	Assessment is tool-based for 38 research-based objectives that include predictors of school success and are aligned with state early-learning guidelines and the Head Start Child Development and Early Learning Framework. (pre-K)	Fall, winter and spring	In person (as possible) or virtually
F	PATHS Preschool Student Evaluation	A progress-monitoring tool to show improvement in social-emotional development across three domains: Aggression/disruptive behavior; Concentration/attention; Social and emotional competence (pre-K)	Fall and spring	TBD
D	Phonological Awareness Literacy Screening	State-required screening tool for Virginia's Early Intervention Reading Initiative (grades pre-K through 3)	Fall, winter and spring	In person (as possible) or virtually as directed by PALS and the Virginia Department of Education
D	Reading-Level Assessment	Assessment of student reading level (grades K-5)	Fall	Virtually
D	Virginia Kindergarten-Readiness Program (VKRP)	State-required measure of school readiness in Mathematics, Literacy, Self-Regulation and Social Skills (kindergarten)	Fall, spring	In person (as possible) or virtually, as directed by VKRP and the Virginia Department of Education
D	Henrico Math Screener	Assessment of student math knowledge (grades 1-2)	Fall, spring	In person (as possible) or virtually
D	Cogat	Gifted identification assessment of student reasoning and problem-solving abilities (grade 2 and other grades as needed)	Winter	In person (as possible)

Type	Assessment	Purpose	Testing Window	Administration
Secondary				
D, F	Preliminary SAT	Practice assessment of college-readiness (grades 9-11)	Fall, spring	In person (as possible)
F	Reading and Writing Performance Tasks	Performance assessment of student reading and writing (grades 6-12)	Ongoing	In person (as possible) or virtually
S	Advanced Placement (AP) Tests	Assessments for students enrolled in A.P. courses (grades 9-12)	Spring	In person (as possible) or virtually as directed by College Board
S	Work Keys	SOL substitute test for high school retesters	Ongoing	In person (as possible) or virtually as directed by ACT
S	Final Exams	End-of-course assessment of student learning (high school courses)	Spring	In person (as possible) or virtually

Type	Assessment	Purpose	Testing Window	Administration
Across All Levels				
D,F,S	ACCESS for English Learners (E.L.)	State-required assessment of English language (English Learner Students)	Winter	In person (as possible) or virtually as directed by WIDA and the Virginia Department of Education
F	Alternative Authentic Assessments (Replacement of SOL/VAAP specific grade/content tests)	State-required performance assessments (grade 3 Science and History, Grade 5 Writing, Grade 6 and 7 History)	Ongoing	In person (as possible) or virtually
F	Classroom Assessments	Teacher-created formative assessments to monitor student learning of the curriculum (grades K-12) <i>*As part of the comprehensive curriculum audit and update, content specialists identified areas of concern from the spring of 2020. Teachers will be provided with exemplars of formative assessments designed to identify gaps in content and skill development based on the spring 2020 curriculum.</i>	Ongoing	In person (as possible) or virtually
F	Curriculum Checkpoints	Division-directed assessments to monitor student learning and progress (grades K-12) <i>* Checkpoints will replace the semester benchmark assessment and will be determined by grade/content. Checkpoints may include assessments referenced in the testing calendar, online learning resource assessments and/or short division-created assessments to monitor learning progress and needs.</i>	Ongoing	In person (as possible) or virtually
S	Non-Writing and Writing Standards of Learning Tests (SOLs)	State-required assessments of student learning of the Virginia Standards of Learning (Grades 3-12)	Spring	In person (as possible) or virtually as directed by the Virginia Department of Education
S	Virginia Alternate Assessment Program (VAAP)	State-required portfolio assessments to evaluate the performance of students with significant cognitive disabilities who are working on academic standards (Grades 3-11)	Ongoing	In person (as possible)
D,F,S	Student Growth Measures	Assessments determined by grade/content for monitoring student growth and used for teacher evaluation (K-12)	Ongoing	In person (as possible) or virtually

About Henrico County Public schools

HCPS is the sixth-largest public school division in Virginia, and is comprised of 72 schools and program centers serving more than 50,000 students. The division's schools reflect the geographic diversity of Henrico County, and lie in bustling near-urban and suburban settings; small towns; and quiet rural areas.

The school system serves the families of Henrico County, Va., a diverse community of more than 320,000 which wraps west, north and east of the independent city and state capital of Richmond. Henrico is Virginia's fifth-most populous county.

HENRICO COUNTY PUBLIC SCHOOLS

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