HANOVER COUNTY PUBLIC SCHOOLS: RETURN TO LEARN PLAN
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OVERVIEW

PHASE GUIDANCE FOR VIRGINIA SCHOOLS

In June 2020, the Commonwealth of Virginia released *Phase Guidance for Virginia Schools* (updated July 6, 2020) to correspond with the *Forward Virginia Blueprint* used to guide the reopening of business. This document provides an overview of the three phases for reopening schools in order to provide opportunities for new learning to take place. School divisions are required to create both a health plan and an instructional plan. For each phase, guidance is provided in terms of programmatic recommendations; and health, safety, and physical distancing recommendations. Phase I is the most restrictive of all phases, limiting most instruction to remote learning, with Phase II increasing the opportunities for face-to-face learning to a wider group of students, and Phase III allowing for face-to-face instruction for all students. Currently, the entire Commonwealth is in Phase III.

HCPS DECISION-MAKING LENSES

As a first step, Hanover County Public Schools identified the lenses through which planning would proceed.

*Alignment with Mission, Vision, and Beliefs* – Are the decisions in alignment with the division’s current Long-Range Plan?

*Health and Safety* – Are the decisions based upon utilizing mitigating strategies promoted by health-related organizations?

*Resource Capacity* – Are the decisions based upon the best use of existing or obtainable resources of the school division?

*Instructional Best Practices* – Are the decisions based upon the division’s ability to provide for new instruction for all students while implementing strong recovery strategies to eliminate learning gaps?

*Resource Capacity* – Are the decisions based upon the best use of existing or obtainable resources of the school division?

*Compliance* – Are the decisions based upon current requirements from the federal, state, and local authorities and government agencies?

*Social and Emotional Wellness* – Are the decisions based upon the social and emotional needs of students, staff, and families?

*Equity* – Are the decisions based upon meeting the needs of all students through allocation of resources and supports, with specific focus on vulnerable populations?

HCPS TASK FORCE

After the Commonwealth of Virginia released *Phased Guidance for Virginia Schools* and its larger guidance document, *Recover, Redesign, Restart 2020*, Hanover County Public Schools convened a Return to Learn Task Force to examine the process for reopening schools and providing new instruction in all phases. The task force included approximately 100 stakeholders to include students, parents, teachers, administrators, division-level leadership, and community members.
Staff organized the work of the task force in order to align with the Recover, Redesign, Restart 2020 document and address issues and questions through the identified lenses. The five groups included Instruction, Infrastructure, Employee Wellness and Health Plan, Social-Emotional Wellness, and Equity. Although the groups worked independent of one another, team leads met regularly to share information and align the work. All groups were tasked with reviewing available guidance, providing feedback on potential scenarios and developing new ones, creating recommendations for implementation, and identifying any policy and/or compliance issues.

Additionally, staff created a community feedback questionnaire to collect information related to technology, transportation, and parental preferences related to instructional models. Staff is using this information to plan for implementation. Parents were also able to ask questions and provide comments.
Per an order from the Virginia Public Health Commissioner, Hanover County Public Schools (HCPS) is required to submit a COVID-19 mitigation health plan outlining the strategies that we will use to reopen schools in accordance with the Virginia Phase Guidance for Schools. We are evaluating multiple options for learning that include strategies for full-time in-person instruction, online instruction, or a hybrid approach (a blend of in-person and remote instruction). All scenarios rely upon the guidance provided by the Governor of Virginia, the Virginia Department of Education, and the Virginia Department of Health. The School Board must approve a learning plan prior to its implementation.

PLANNING TO REOPEN

CREATION OF A COVID-19 TEAM

HCPS established a COVID-19 Return to Learn Task Force made up of administration, teachers, support staff, health services staff, transportation staff, parents, students and community members to form a plan to return to school during Phase III, as well as steps to take if a directive is given to return to Phase I or II.

The school nurse will be the primary point of contact for each school, and the principal will provide additional support as needed.

MONITORING ABSENCES

School nurses and staff will be instructed to contact the Health Services Coordinator for any report of a student that tests positive for COVID-19, as reported by a parent or a medical provider; a suspected case of COVID-19; or an exposure to COVID-19. The Health Services Coordinator or designee will report all COVID-19 occurrences or concerns to the Hanover Health Department and will follow their guidance in regards to response and communication with families.

Each school nurse will maintain absenteeism reports and records of positive COVID-19 cases and suspected cases of students. The reports will be maintained on a Google form that can be accessed by the Health Services Coordinator and shared with administration as appropriate in accordance with all FERPA and HIPAA guidelines.

Any employee who tests positive for COVID-19 will be required to provide medical documentation of a negative test to Human Resources before he or she is permitted to return to work. Employee positive cases will be reported to the Health Department.

COMMUNICATION

- Parents, guardians, and staff will receive information about the division’s plans to return to learning prior to the start of the school year through a variety of methods, including email, social media, websites, and other electronic means.
- Parents and guardians will be responsible for screening students for COVID-19 symptoms prior to students arriving at school each day. However, trained employees will also be available to screen students when needed by use of a verbal questionnaire. Staff will send all students who are exhibiting signs or symptoms of COVID-19 to the clinic or isolation area for further evaluation by a school health professional or designee. The following will be used as a guideline for verbally screening students:
  - “Have you had any of the following since your last day in the building?” (Answering “yes” or “no”):
• A new fever (100.00 degrees or higher) or a sense of fever such as feeling flushed or having chills?
• A new cough that cannot be attributed to another health condition?
• New shortness of breath that cannot be attributed to another health condition?
• New chills that cannot be attributed to another health condition?
• A new sore throat that cannot be attributed to another health condition?
• New muscle aches that cannot be attributed to another condition or specific activity (such as physical activity)
• A new loss of taste or smell?

● For children in grades K through 2, the parent will be contacted for immediate pick-up. The parent will be required to respond to the screening for the student, before the child can return to the school.

● Plans for communicating an outbreak or positive cases detected at the school
  o A student or staff member who has been in contact with any student or staff member who tests positive or who is presumed positive by a health care provider will be notified.
  o Notification and contact tracing will be led by the Health Department. HCPS will assist the Health Department with this activity to the extent possible.

● Visitors to the school will be prohibited unless essential. Essential visitors will be by appointment only and will conduct the health screening upon entering the building.

PREPARATION OF STUDENT HEALTH SERVICES

● School nurses and assistants will have professional development before the opening of school to discuss plans for re-opening during COVID-19. Specific guidance will be provided on the following:
  o Signs and symptoms of COVID-19
  o Signs and symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C)
  o Guidelines for when to call 911-emergency for COVID-19 symptoms
  o Interim CPR guidelines

● The school nurse will contact the Health Department for consultation, as needed.

● PPE is being obtained from various vendors and stored for use in the fall, to include:
  o Surgical masks or KN95 masks
  o Isolation gowns
  o Face shields
  o Non-latex gloves
  o Hand sanitizer
  o Safety goggles
  o N95 masks if commercially available. Staff that use N95 mask will be fit-tested.

● Isolation rooms will be designated at each building and will be separate from the clinic (well-visits only).

● School nurses will ensure that information about COVID-19 and safety precautions to mitigate the spread of the virus is posted throughout the building.

STUDENT AND EMPLOYEE MENTAL HEALTH

● A list of mental health resources will be available to students and families.
  o A list of resources will be posted on the division website.
  o Resources are listed on the school counselor webpage.

● Staff will be aware of possible trauma related to COVID-19
• Human Resources will provide employees with information on the Employee Assistance Program (EAP), when needed for personal and/or work-related problems.

PROMOTING BEHAVIORS THAT REDUCE THE SPREAD OF COVID-19

EDUCATION AND TRAINING FOR EMPLOYEES, STUDENTS AND FAMILIES

• Orientation and training for staff and students specific to the most current COVID-19 mitigation strategies include:
  o Videos that outline the signs and symptoms of COVID-19 and cleaning for staff
  o Specific training for students regarding hygiene best practices
  o Use of facial coverings
  o Maintaining social distance guidelines when possible
  o Frequent hand washing
  o Respiratory etiquette
  o The importance of staying home when ill
  o Avoiding contact with individuals that are ill
  o Proper cleaning techniques for commonly touched surfaces
  o Cleaning procedures when students leave the classroom
  o Cleaning products that are approved for use
  o Following markers provided in common areas for distancing
  o Following one-way hall traffic where instituted when permissible
  o Avoiding congregating in groups
  o Avoiding sharing of equipment and classroom materials
  o Avoiding sharing food, drinks, and utensils
  o Avoiding sharing electronic devices, toys, books, or other learning materials
• Adequate supplies to promote healthy hygiene habits at each school facility will be provided as available.
• Signs and posters promoting healthy hygiene habits as well as COVID-19 symptoms will be displayed prominently both inside and outside of school facilities.
• Staff will use cloth face coverings when physical distancing cannot be maintained whenever possible. Face shields will be used as an alternative when necessary and only with documented need (e.g. teachers for deaf children)
• Staff will use face shields when working with students who have hearing impairments.
• Students must use cloth face coverings during any phase of a stay at home order. Cloth face coverings as is medically and developmentally appropriate will be used, when physical distancing cannot be maintained whenever possible.
• Every effort will be made to maintain student distance with a goal of 6 feet.

PROMOTION OF PHYSICAL DISTANCING

BUILDING OPERATIONS

• School leaders and operational staff have reviewed and recommended alternative designs for classrooms and common areas to promote social distancing as detailed above.
• The number of students in a classroom will be reduced to promote physical distancing to the greatest extent possible.
• Building and maintenance personnel will ensure that water systems are safe after a prolonged shutdown.
• Discontinue the use of water fountains. Add water bottle filling stations as available funding allows.
• Building and maintenance personnel will regularly check the ventilation system in each building to assure it is working correctly.
• Develop physical/social distancing and directional markers to remind students/employees to stay apart.
• Prohibition of External Facility Use except for those licensed to provide child-care.

TRANSPORTATION

• Families of students with disabilities are encouraged to transport their students to and from school.
• Pupil transportation will be limited based upon capacity and may not be available to all students.
• To maximize transportation of students, one student will be permitted per seat. All students must wear a face covering, as medically and developmentally appropriate. Siblings or those who live in the same household may share a seat.
• Bus drivers, bus attendants, and drivers of other county vehicles will use cloth face coverings while transporting students.
• Buses that can safely open windows are encouraged to allow fresh air to circulate.
• Protocols for cleaning and disinfecting buses and county vehicles after each route will be established and monitored.
• Student field trips will be suspended.

FOOD SERVICES

• Student meals will be provided with social distancing practices leveraged during the purchase or consumption of the meal.
• Signs and floor markings will highlight safe distancing, as identified above, through the lunch line, at tables and throughout the cafeteria.
• Disposable serving trays and utensils will be used.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Guidelines for recreational sports and other recreational activities will be followed as prescribed by state guidelines for Phase I-III.

INSTRUCTION

• Remote learning will be an option for students.
• Restrictions around mixing of student classes will be implemented.
• Limit student movement between classes when possible.
• Prohibition of field trips.

MAINTAINING HEALTHY ENVIRONMENTS

• All staff will review and sign a contract outlining expectations required for safety and self-reporting of COVID-19 symptoms. The forms will be audited to ensure compliance.
• Parents will be responsible for screening students for COVID-19 symptoms prior to students arriving at school. However, trained employees will also be available to screen students as they arrive at school by
use of a verbal questionnaire. Staff will send all students who are exhibiting signs or symptoms of COVID-19 to the clinic who will be triaged and students displaying any COVID-19 symptoms of illness will report to the sick-isolation area. The interior of the clinic will be used for well visits.

- Hygiene practices will include education and training in the following areas:
  - Cleaning and disinfection protocols
  - Transport vehicles
  - Schedule for increased cleaning
  - Routine cleaning and disinfecting
  - Ensuring adequate cleaning supplies
  - Correct usage and storage of cleaning supplies
  - Hand sanitizer stations will be located at the entrance to the school and in common areas.
Sanitizing supplies will be in each classroom.

### MAINTAINING HEALTHY OPERATIONS

- Staff who are at a greater risk for illness based upon medical documentation will be given the option of telework if their role allows and their skillset is needed virtually.
- Students who are at greater risk for illness or who are not comfortable wearing a mask will have the option of online learning or homebound instruction as deemed necessary by a health care provider
- In-person gatherings will be limited to the number of individuals based on the most current Executive Order in effect. Social distancing will be followed to the greatest extent possible. Facial coverings will be required. Those who are ill or in quarantine based on CDC guidelines will not be allowed to attend. Signage will be posted to reflect all requirements. Virtual events will be encouraged in lieu of in-person gatherings. (e.g., student assemblies, special performances, school-wide parent meetings, and spirit nights)
- Staff who test positive for COVID-19, have a suspected case, or are in quarantine due to exposure will be given the option of telework if their role allows. COVID sick leave will be implemented for those who cannot telework or are too sick to work for up to four weeks.
- Students who test positive for COVID-19, have a suspected case, or are in quarantine due to exposure will have the option of remote learning from home.
- In anticipation of staff absences due to illness or quarantine, directors/leaders will decide which staff can be cross-trained to fill in.

### PROTECTING VULNERABLE INDIVIDUALS

- Students and staff that are at risk due to medical conditions will be given options for return to school or return to work when feasible.
- When students are out of school due to illness:
  - they will be offered remote learning, if possible.
  - they will have extra time to make up work or have extra instruction when they return.
  - homebound instruction will not be available during isolation or quarantine
- Upon receiving medical documentation confirming that an employee is at a higher risk for severe illness from COVID-19, the division has considered the following options to support employees:
  - modified job duties, if feasible
  - telework, if the job duties allow
PREPARING FOR WHEN SOMEONE GETS SICK

● Students or staff presenting with COVID-19 symptoms will be assessed in a triage area of the clinic and if needed moved to a separate isolation room and will be required to wear a face covering as medically and developmentally appropriate.
  ○ The area will be designated with markings to ensure social distancing
  ○ A non-contact thermometer will be used
  ○ Staff members conducting triage should wear a medical grade mask and should wear gloves if there is contact with the ill student. N95 masks will be used when commercially available.
  ○ A parent/guardian or other family-designated adult will be required to pick up ill children. In some cases, students who have a vehicle at school may be permitted to transport themselves.
  ○ The area will be cleaned after each student

● Parents/guardians of students who have been out of school due to illness or quarantine must communicate with the school nurse before returning to school. If a student has tested positive, a medical clearance will be required. A medical provider clearance may be requested for other suspected illnesses.

● The Hanover County Fire-EMS Department Infection Control team, in partnership with the Hanover Health Department, will provide guidance to HCPS regarding responding to and managing all Hanover County employees affected by COVID-19 as the employer. Staff members who test positive for COVID-19 or who are quarantined due to COVID-19 must communicate this information to Human Resources. Any employee who tests positive for COVID-19 will be required to provide medical documentation of a negative test before he or she is permitted to return to work.

PLANNING FOR A REDUCTION IN FACE-TO-FACE INSTRUCTION, FULL CLOSURE, OR PARTIAL CLOSURE

● Conditions that will trigger a reduction in face-to-face instruction
  ○ An executive order issued by the Governor of Virginia to move from Phase III to Phase II or Phase I.
  ○ Recommendation from the Health Department based upon an increase in confirmed COVID-19 cases in the school division.
  ○ A lawful order issued by local, state, or federal officials.

● Conditions that will trigger full or partial school closure
  ○ Recommendation from the Chickahominy Health District based on the most up-to-date guidance from VDH and CDC.
  ○ Recommendation from the Chickahominy Health District based on increasing numbers of community transmission of COVID-19.
  ○ An executive order issued by the Governor of Virginia to close school
  ○ A lawful order issued by local, state, or federal officials.

CONTACT INFORMATION FOR SCHOOL NURSING STAFF

• Meagan Forster, RN Atlee High School - (804) 723-2120 hforster@hcps.us
• Christy Lewis, RN, Battlefield Park Elementary School - (804) 723-3601 chlewis@hcps.us
• Brandy Hall, RN, Beaverdam Elementary School - (804) 449-6373. bbhall@hcps.us
• Shannon O’Connor, RN, Chickahominy Middle School - (804) 723-2190 eoconnor@hcps.us
• Mallory Hudson, RN, Cold Harbor Elementary School - (804) 723-3624. mhudson@hcps.us
• Sara Regan, RN, Cool Spring Elementary School - (804) 723-3563 sregan@hcps.us
• Karen Demyanovich, RN, Elmont Elementary School - (804) 365-8102  kdemyanovich@hcps.us
• Zarnesha Aaron, LPN, THCTT/The Georgetown School - (804) 723-2020  zaaron@hcps.us
• Jennie Miller, RN, Hanover High School - (804) 723-3735  jwmiller@hcps.us
• Meredith Holden, RN, Henry Clay Elementary School - (804) 365-8123  mholden@hcps.us
• Heather Maxey, RN, John M. Gandy Elementary School - (804) 365-4644  hmaxey@hcps.us
• Teresa Nelson, RN, Kersey Creek Elementary School - (804) 723-3444  tnelson@hcps.us
• Michele Martin, RN, Laurel Meadow Elementary School - (804) 723-2040  msmartin@hcps.us
• Christie Peace, RN, Lee-Davis High School - (804) 723-2205  cpeace@hp.us
• Terri Park, RN Liberty Middle School - (804) 365-8078  tpark@hcps.us
• Brandy Meanley, RN, Mechanicsville Elementary School - (804) 723-3644  bmeanley@hcps.us
• Katie Arno, RN, Oak Knoll Middle School - (804) 365-4770  karno@hcps.us
• Kim Vivaldi, RN, Patrick Henry High School - (804) 365-8015  kvivaldi@hcps.us
• Mary Helen Crowder, RN, Pearson’s Corner Elementary School - (804) 559-5536  mhcrowder@hcps.us
• Laurie Ahlgrim, RN, Pole Green Elementary School - (804) 365-4704  lahlgrim@hcps.us
• Allison Trevillian, RN, MSN, Rural Point Elementary School - (804) 723-3582  atrevillian@hcps.us
• Annette Cisek, RN, South Anna Elementary School - (804) 749-4222  acisek@hcps.us
• Jennifer Neidlinger, RN, Stonewall Jackson Middle School - (804) 723-2278.  jneidlinger@hcps.us
• Tracey Amos, RN, Washington-Henry Elementary School - (804) 723-2303  tamos@hcps.us
• Woody, Terry, RN, Director of Health Services – (804) 365-4500 twoody@hcps.us

Health Department Contact

• Dr. Tom Franck, Health Department, tfranck@vdh.virginia.gov
PHASE ONE

REVIEW OF PHASE GUIDANCE

According to the document, *Phase Guidance for Virginia Schools*, Phase I guidance includes:

**PROGRAMMATIC RECOMMENDATIONS**

- Remote learning is still the dominant method of instruction.
- School divisions may elect to provide in-person instruction for students with disabilities in both extended school year services and school year special education services, including private placements, with physical distancing. Students will only attend such programs if the Individualized Education Program (IEP) team agrees it is appropriate and the parent consents. Online instruction may remain appropriate for certain students who may be challenged with adherence to the strict social distancing and safety guidelines as determined by the IEP team and the parents’ consent.
- With the approval of the local division superintendent, or private school leader, accommodations may be offered for students to access the school building for critical instructional needs, such as accessing a secure assessment, if all health, safety and physical distancing measures are adhered to.
- Child care for working families may operate in schools but are subject to existing operational requirements for childcare programs and should be focused on providing programming/care to children of working families and limited to children in the local geographic area.
- Divisions should notify VDOE of their intent to provide in-person instruction or programming that varies from the phase guidance. This notification is only required when exceeding the recommended programmatic offerings, or deviating from the recommended health mitigation strategies in any phase.
- No athletics or extracurricular activities may be offered.
- Schools may provide student services such as school meal programs.

**HEALTH, SAFETY AND PHYSICAL DISTANCING RECOMMENDATIONS**

- Schools should follow operational guidance from the CDC, including enhanced physical distancing measures, physical distancing, and cleaning, disinfecting and other mitigation strategies.
- Physical distance should be created between children on school buses (e.g. seat children one per seat, every other row) limiting capacity as needed to optimize distance between passengers. In Phase I, limit bus capacity to 10 persons to the extent possible.
- The number of persons in a classroom should not exceed 10, and physical distancing of at least six feet should be maintained to the greatest extent possible.
- Other physical distancing precautions should include, but are not limited to:
  - Restrict mixing classes/groups of students.
  - Close communal spaces.
  - No large gatherings, assemblies, etc., per the Governor’s Executive Order.
  - No athletics or extracurricular activities.

**HCPS VARIATION FROM GUIDANCE**

Hanover County Public Schools is not varying from the guidance provided.

**OPERATIONAL INFRASTRUCTURE**
TRANSPORTATION

During Phase I, transportation will only be provided for those students whose IEP team determines that face-to-face instruction will continue. Adherence to the 10 student per bus limit will be followed.

SCHOOL SCHEDULES

During Phase I, school schedules (in physical buildings) will be modified to provide face-to-face services as agreed upon by the student’s IEP team.

Students enrolled in the Online School or learning remotely from home will adhere to a published schedule.

TECHNOLOGY

Through CARES Act funding allocated by Hanover County and original budgeted monies in the 2020-2021 adopted budget, student devices will be procured for distribution to students in grades 3-12. A timeline for distribution will be created based upon division priorities and product availability.

In Phase I, the majority of students will be learning in a remote setting, accessing lessons through a variety of methods, including synchronous and asynchronous instruction. In order to support learning in this phase, the following actions will take place:

- Students enrolled in the Online School will be provided a device for accessing instruction. Students in grades 3-12 will receive devices as they become available.
- Staff will provide extended HelpDesk hours for students and staff. Students will be able to schedule a visit for troubleshooting or student device swap.
- Division will expand wireless connectivity at some elementary school parking lots.
- Division will maintain inventory of student devices onsite for swapping to the extent that inventory is available.
- Division will continue to explore alternative connectivity strategies for families in rural areas.

FOOD SERVICES

During Phase I, HCPS will provide meals for pick-up for students at up to five locations, based upon National School Lunch Program (NSLP) granted waivers.

FACILITIES

During Phase I, all buildings will have normal operations for faculty use with no external facility use permitted.

HCPS will provide custodial support to County Parks & Recreation for any emergency childcare programs, as requested.

NEW INSTRUCTION

FRAMEWORK FOR INSTRUCTION
During Phase I, only students whose IEP team has agreed to face-to-face instruction will be permitted on site. All other students will engage in Remote Learning. In this framework, new instruction and recovery strategies will continue in order to support student learning. Student accountability will also continue.

For students who elected to receive instruction online in Phase III, instruction will continue uninterrupted. For students who elected to receive instruction face-to-face in Phase III, a shift will be made to remote learning.

Remote learning will include continuation of instruction provided by assigned HCPS staff. While all efforts will be made to support access to technology, high-quality instructional resources will also be available in hard copy. All online learning resources and communication during Phase I will originate from Schoology, the learning management system for all grades in HCPS.

Strategies and supports for transitioning to remote learning will be an integral part of the classroom experience and family engagement opportunities prior to a shift to Phase I, if at all possible. Teaching and learning expectations will be shared in advance, as well. In contrast to the emergency situation in Spring 2020, HCPS will have extensive plans in place to transition to remote instruction and maintain daily, quality instruction for all students.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

Professional learning is critical regardless of phase or instructional framework. Recognizing that all staff must attend to a wide array of challenges and opportunities for the upcoming school year and beyond, the division is offering professional learning opportunities in the following areas:

- **Behavior management, classroom management, and de-escalation**: Even prior to the closure of schools in Spring 2020, HCPS had identified student behavior as an area for growth and had begun developing professional learning around this topic. With the disruption to the learning community and the uncertainty related to COVID-19, staff must be equipped to proactively manage classroom behaviors, teach appropriate behaviors, and build a strong sense of community in the classroom.

- **Instructional planning**: During the 2019-2020 academic year, the division began work to enhance teachers’ instructional planning skills by introducing John Hattie’s work around visible learning. This work centers around making learning intentions and success criteria clear to students. In the upcoming year, this work takes on greater urgency across all learning environments. Students and teachers alike must be able to articulate the what, why, and how of the content so that streamlined instruction can take place in introducing new learning and recovering any learning gaps from the prior year.

- **Blended learning**: Staff has created numerous modules for teachers across the division to increase skills in creating blended learning opportunities for students. The work in this area is needed to support instruction both in the face-to-face and online instructional environments.

- **Social-Emotional learning and mental health awareness**: Teachers will receive training on signs of mental health issues in order to best support students. Additionally, the county has purchased a K-12 social-emotional learning curriculum. On-going professional learning on implementation will be provided.

- **Diversity, inclusion, and equity**: The division is collaborating with Virginia Centers for Inclusive Communities to bring professional learning to staff on culturally responsive teaching and other areas related to racial equity. This builds on early work conducted by the division.

DIVISION RESOURCES FOR INSTRUCTIONAL PLANNING
As Hanover County Public Schools moves from the planning stage into implementation, the division will be providing significant resources for teachers to use in their instructional planning. These resources may be specific to grade level, content area, or instructional model. The following list of topics for guidance prepared by the division should not be considered exhaustive:

- Pacing Guides: recommendations for length of time needed on each unit of study, connections to past learning, connections to future learning, and strategies for remote learning
- Streamlining Tools: criteria to prioritize emphasis within a given course or unit based upon relationship to future learning, Profile of a Hanover Graduate skill development, and needs of current students
- Assessment and Grading Guidelines
- Remote Learning Strategies
- High-Yield Blended Learning Strategies
- Social-Emotional Learning Strategies
- Culturally Responsive Teaching and the Brain (Z. Hammond work)
- Recovery Strategies: recommendations for building in “just-in-time” assessments of prior learning needed for the upcoming unit, providing scaffolded supports, and monitoring progress
- Intervention Strategies
- Planning for Work-Based Learning Opportunities

VULNERABLE POPULATIONS

As schools begin a new academic year, Hanover County Public Schools recognizes that its most vulnerable learners may return with increased learning gaps over their peers. In order to provide an equitable learning experience, deliberate supports and strategies will be developed and implemented in all phases. In Phase I, learners who have enrolled in the Online School will continue in that instructional model. More specific information regarding the support of those students can be found in the Instructional Model section later in this document. The majority of students who elected face-to-face learning will be served in a remote setting as only students with disabilities may be served face-to-face in Phase I. While many of the decisions related to support should be made at the individual student level, the following considerations are provided for those students receiving instruction in a remote setting:

- Students with disabilities will be served according to their IEPs. IEP teams should consider how IEPs can be implemented in a remote setting.
- English language learners may need adapted materials. Careful structures must be considered to ensure a strong school-home partnership given that language barriers may exist.
- Community-based internet access resources should be considered to assist families with accessing instruction during remote learning.
- Take-home resources and manipulatives should be provided during remote learning periods, as needed.
- Schools should promote increased family engagement strategies to work collaboratively in meeting learning needs. Materials for parents and caregivers on strategies for monitoring and supporting learning at home will be made available.
- Attendance issues need to be addressed swiftly as transitions between phases may occur suddenly. Schools will develop and implement attendance supports using a core group of employees.
- Schools and teachers will design and implement enrichment and extension activities within given units for gifted students.
During remote learning, teachers will continue to employ appropriate recovery strategies embedded in core instruction and available as additional interventions. On-going progress monitoring will inform instructional decisions.

During remote learning, a specific point of contact for each student will be identified and well-communicated to the student and family.

IDENTIFICATION OF STUDENT ACADEMIC NEEDS

In all phases, teachers and other staff must be able to assess student needs to begin recovery strategies in tandem with new learning. The following strategies will be utilized by staff:

Fall Screenings at Elementary: Staff will continue to use PALS, VKRP, Fountas and Pinnell BAS, and an HCPS math screener in the fall to identify student skill level.

“In-the-Moment” Screening: Throughout the division, at all grade levels, teachers will be using running records, division-led assessments, and other teacher-based assessments to capture information about student skill and knowledge acquisition in advance of teaching new content. These in-the-moment snapshots will focus on prior knowledge and core skills necessary to engage in new learning.

Recovery Strategies: With differentiated learning approaches, such as Math Workshop and a balanced literacy approach, student learning activities will match student needs in order to build-in recovery learning. Additionally, students whose skill deficits are more pronounced will be assigned to interventions to receive more targeted opportunities to build skills in addition to the work during core instruction.

Progress Monitoring: Teachers and their teams will continuously review student data on formative assessments to measure the progress of individual students and plan for appropriate recovery strategies.

Summer 2021: The division will create a summer program to continue to serve students whose learning gaps persist. The scope of these programs will be determined based upon need and division capacity.

ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES

During Phase One, no athletic nor extra-curricular activities will occur in a face-to-face environment. Certain extra- and co-curricular activities may continue in a remote environment through the use of technology and other communication strategies.

SOCIAL-EMOTIONAL SUPPORTS

The task force team for social-emotional wellness created a set of recommendations for staff to use in implementing universal supports for all students, employees, and families and providing more specific interventions for those who need them. For Phase I, when most students are involved in remote learning, the following are important considerations.

- Schools must develop a school-based team for social-emotional wellness that provide resources and supports for students and families during remote learning.
- Clear expectations for teaching and learning must be communicated.
- Communication approaches must meet the needs of all stakeholders and be consistent.
- Results from universal screenings for social-emotional wellness should be used to provide on-going remote support utilizing social workers, psychologists, school counselors, and other trained staff.
students have not been universally screened prior to entering Phase One, efforts to screen remotely should be considered.

- Schools should have protocols in place to engage with all families, with particular emphasis on those needing additional social-emotional supports or those identified as vulnerable learners.
- Schools should provide activities and strategies for students and families to remain connected to their school communities throughout Phase One.
- Schools should provide links to resources to students and families to outside mental health resources, as needed.
- Schools should provide parents and other caregivers with strategies on helping students develop the necessary skills for working remotely (resiliency, time management, and independence).
- School administrators, faculty, and staff should receive training on Mental Health First Aid.
- School administrators, faculty, and staff should participate in professional learning that focuses on cultural responsiveness, cultural awareness and cultural competency to include topics such as anti-racism and racial equality in order to create an inclusive learning environment.
According to the document, *Phase Guidance for Virginia Schools*, Phase II guidance includes:

**PROGRAMMATIC RECOMMENDATIONS**

- Extended school year and special education services that are allowed in Phase I may continue to operate.
- Emergency child care for working families which are allowed in Phase I may continue to operate.
- Summer camp in school settings may be offered to children of all ages. Programs should ideally be limited to children in the local geographic area.
- Schools may offer limited in-person instruction to preschool through third grade and English Learner students given the unique challenges of providing remote academic and physical emotional support to young learners and English language learners.
- Divisions should notify VDOE of their intent to provide in-person instruction or programming that varies from the phase guidance. This notification is only required when exceeding the recommended programmatic offerings, or deviating from the recommended health mitigation strategies in any phase.
- Schools may continue to ensure provision of student services such as school meal programs.
- Extracurricular activities (such as clubs) may be offered if physical distancing mitigation strategies can be implemented.
- Athletics should be limited to individual or team-based practice, skill-building drills or conditioning activities that allow maintenance of physical distancing at all times.
- It is not recommended that youth recreational/school sports competition take place in Phase II, unless physical distancing can be maintained at all times (e.g. individual swimmers showing up at scheduled times to have their event timed, etc). Competition that involves contact with other athletes should be avoided.
- If physically distanced competitions are taking place, the following conditions should also be met:
  - Outdoor recreational sports are allowable if 10 feet of physical distance can be maintained by all participants and spectators at all times and all shared items can be disinfected between uses. The total number of attendees (including both participants and spectators) cannot exceed the lesser of 50% of the occupancy load of the venue (if an occupancy load exists) or 50 persons.
  - Indoor recreational sports (including practices and classes) may occur if 10 feet of physical distance can be maintained by all participants at all items and all shared items can be disinfected between uses. The total number of attendees (including participants, referees, coaches, etc.) cannot exceed the lesser of 30% of the occupancy load of the room in which the sport is being held or 50 persons. Spectators may not be present except parents or guardians who are supervising children. Spectators must wear face coverings consistent with any active Executive Orders and due to behaviors which may bring greater risk (e.g. cheering), it is recommended that spectators be separated by 10 feet of distance from other persons.

**HEALTH, SAFETY AND PHYSICAL DISTANCING RECOMMENDATIONS**

- Schools should follow operational guidance from the CDC, including enhanced physical distancing measures, physical distancing, and cleaning, disinfecting and other mitigation strategies.
- CDC advises that individuals maintain six feet of distance to reduce the risk of COVID-19 transmission. The World Health Organization (WHO) advises that schools maintain a distance of at least one meter (approx.
three feet) between everyone present at school, and is monitoring ongoing research. Additionally, the American Academy of Pediatrics (AAP) says spacing as close as three feet may have similar benefits if students wear cloth face coverings and do not have symptoms of illness. Physical distancing is not limited to distance between children; physical distancing between adults is a key mitigation measure. It will be important to continue to monitor the community context of COVID-19 prevalence into the fall and winter. In areas where the community transmission of COVID-19 is more substantial, distancing of at least 6 feet will need to be strongly considered; this guidance may be subject to change as we learn more.

Therefore, in school settings, schools are encouraged to aim for six feet of physical distance to the greatest extent possible however, if six feet of distance is not feasible (inclusive of buildings and school buses), schools should implement a combination of face coverings and a minimum of three feet distance between everyone present.

Physical distance should be created between children on school buses when possible (e.g. seat children one per seat, every other row and/or staggered, aisles and windows) limiting capacity as needed to optimize distance between passengers. If three to six feet of distance can not be maintained, wearing of face coverings is strongly encouraged and may help reduce disease transmission. Children (such as siblings) living together may sit together on the bus, and assign seating where possible. If possible given the age of students, weather conditions, etc., consider opening windows to improve ventilation.

In addition to physical distancing described above, other physical distancing precautions should include, but are not limited to:

- Restrict mixing classes/groups of students.
- Close communal spaces.
- Limited athletics and extracurricular activities.
- Limit outdoor activities/recess to 50 people, with a priority on physical distancing and restricting mixing of classrooms.
- No gatherings (assemblies, graduations, etc) of more than 50 people (indoor or outdoor). Indoor gatherings should be held only as necessary, and be limited in duration.

**HCPS VARIATION FROM GUIDANCE**

Hanover County Public Schools is not varying from the guidance provided.

**OPERATIONAL INFRASTRUCTURE**

**TRANSPORTATION**

During Phase II, the following will be in place for transporting students with disabilities only as required in the IEP. All other students who are allowed to and elect to continue face-to-face instruction will provide their own transportation.

- Parents of students with disabilities are also encouraged to transport their own students.
- A bus attendant will be present on each route.
- Students will be seated one per seat alternating every other row. Siblings or occupants of the same household may sit together.
- Drivers, attendants, and students are required to wear face coverings.
- Students will undergo a health screening before entering the bus.
- Drivers will clean seats and high touch areas after every route.
SCHOOL SCHEDULES

During Phase II, school schedules (in physical buildings) will be modified based upon transportation schedules, employee contract hours, and instructional needs of the students being served.

Students enrolled in the Online School or learning remotely from home will adhere to a published schedule.

TECHNOLOGY

Through CARES Act funding allocation from Hanover County and original budgeted monies in the 2020-2021 adopted budget, student devices will be procured for distribution to students in grades 3-12. A timeline for distribution will be created based upon division priorities and product availability.

In Phase II, the majority of students will be learning in a remote setting, accessing lessons through a variety of methods, including synchronous and asynchronous instruction. In order to support learning in this phase, the following actions will take place:

• Students enrolled in the Online School will be provided a device for accessing instruction. Students in grades 3-12 will receive devices as they become available.
• Staff will provide extended HelpDesk hours for students and staff. Students will be able to schedule a visit for troubleshooting or student device swap.
• Division will expand wireless connectivity at some elementary school parking lots.
• Division will maintain inventory of student devices onsite for swapping to the extent that inventory is available.
• Division will continue to explore alternative connectivity strategies for families in rural areas.

FOOD SERVICES

During Phase II, HCPS will provide meals for pick-up for students at up to five locations, based upon waivers, and make every effort to locate students attending school face-to-face at those sites. Staff will consider the efficiency of limited food service onsite or delivering meals from feeding sites, depending upon the number of students by school.

FACILITIES

During Phase II, all buildings will have normal operations for any face-to-face instruction. Maintenance staff will also follow normal operations. The following practices will be in place:

• Custodial services will stock spaces that will be utilized with cleaning supplies for staff use throughout the day.
• Staff will be trained to clean high-touch areas throughout the day.
• Custodial services will ensure emphasized cleaning for occupied spaces using a cleaning checklist by room type.
• HCPS will provide custodial support to County Parks & Recreation for any emergency childcare programs, as requested.
FRAMEWORK FOR INSTRUCTION

During Phase II, only students in grades PK-3, students with disabilities, and English Language Learners will be permitted on site for face-to-face instruction. All other students will engage in Remote Learning. In this framework, new instruction and recovery strategies will continue in order to support student learning. Student accountability will also continue.

For students who will continue face-to-face learning in Phase II, regrouping to encourage increased social distancing will occur using existing staff. For elementary schools, staff may also be reallocated from middle and high schools to support smaller grouping of students.

For students who elected to receive instruction online in Phase III, instruction will continue uninterrupted. For students who elected to receive instruction face-to-face in Phase III who are no longer permitted to attend school face-to-face, a shift will be made to remote learning.

Remote learning will include continuation of instruction provided by assigned HCPS staff. While all efforts will be made to support access to technology, high-quality instructional resources will also be available in hard copy. All online learning resources and communication during Phase II will originate from Schoology, the learning management system for all grades in HCPS.

Strategies and supports for transitioning to remote learning will be an integral part of the classroom experience and family engagement opportunities prior to a shift to Phase II, if at all possible. Teaching and learning expectations will be shared in advance, as well. In contrast to the emergency situation in Spring 2020, HCPS will have extensive plans in place to transition to remote instruction and maintain daily, quality instruction for all students.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

Professional learning is critical regardless of phase or instructional framework. Recognizing that all staff must attend to a wide array of challenges and opportunities for the upcoming school year and beyond, the division is offering professional learning opportunities in the following areas:

- **Behavior management, classroom management, and de-escalation:** Even prior to the closure of schools in Spring 2020, HCPS had identified student behavior as an area for growth and had begun developing professional learning around this topic. With the disruption to the learning community and the uncertainty related to COVID-19, staff must be equipped to proactively manage classroom behaviors, teach appropriate behaviors, and build a strong sense of community in the classroom.

- **Instructional planning:** During the 2019-2020 academic year, the division began work to enhance teachers’ instructional planning skills by introducing John Hattie’s work around visible learning. This work centers around making learning intentions and success criteria clear to students. In the upcoming year, this work takes on greater urgency across all learning environments. Students and teachers alike must be able to articulate the what, why, and how of the content so that streamlined instruction can take place in introducing new learning and recovering any learning gaps from the prior year.
- **Blended learning:** Staff has created numerous modules for teachers across the division to increase skills in creating blended learning opportunities for students. The work in this area is needed to support instruction both in the face-to-face and online instructional environments.

- **Social-Emotional learning and mental health awareness:** Teachers will receive training on signs of mental health issues in order to best support students. Additionally, the county has purchased a K-12 social-emotional learning curriculum. On-going professional learning on implementation will be provided.

- **Diversity, inclusion, and equity:** The division is collaborating with Virginia Centers for Inclusive Communities to bring professional learning to staff on culturally responsive teaching and other areas related to racial equity. This builds on early work conducted by the division.

### Division Resources for Instructional Planning

As Hanover County Public Schools moves from the planning stage into implementation, the division will be providing significant resources for teachers to use in their instructional planning. These resources may be specific to grade level, content area, or instructional model. The following list of topics for guidance prepared by the division should not be considered exhaustive:

- **Pacing Guides:** recommendations for length of time needed on each unit of study, connections to past learning, connections to future learning, and strategies for remote learning
- **Streamlining Tools:** criteria to prioritize emphasis within a given course or unit based upon relationship to future learning, Profile of a Hanover Graduate skill development, and needs of current students
- **Assessment and Grading Guidelines**
- **Remote Learning Strategies**
- **High-Yield Blended Learning Strategies**
- **Social-Emotional Learning Strategies**
- **Culturally Responsive Teaching and the Brain (Z. Hammond work)**
- **Recovery Strategies:** recommendations for building in “just-in-time” assessments of prior learning needed for the upcoming unit, providing scaffolded supports, and monitoring progress
- **Intervention Strategies**
- **Planning for Work-Based Learning Opportunities**

### Vulnerable Populations

As schools begin a new academic year, Hanover County Public Schools recognizes that its most vulnerable learners may return with increased learning gaps over their peers. In order to provide an equitable learning experience, deliberate supports and strategies will be developed and implemented in all phases. In Phase II, learners who have enrolled in the Online School will continue in that instructional model. More specific information regarding the support of those students can be found in the Instructional Model section later in this document. Many of the students who elected face-to-face learning will be served in a remote setting as only PK-3rd grade students, students with disabilities, and English Language Learners may be served face-to-face in Phase II. While many of the decisions related to support should be made at the individual student level, the following considerations are provided for those students receiving instruction in a remote setting:

- Students with disabilities will be served according to their IEPs. IEP teams should consider how IEPs can be implemented in a remote setting.
- English language learners may need adapted materials. Careful structures must be considered to ensure a strong school-home partnership given that language barriers may exist.
- Community-based internet access resources should be considered to assist families with accessing instruction during remote learning.
- Take-home resources and manipulatives should be provided during remote learning periods, as needed.
- Schools should promote increased family engagement strategies to work collaboratively in meeting learning needs. Materials for parents and caregivers on strategies for monitoring and supporting learning at home will be made available.
- Attendance issues need to be addressed swiftly as transitions between phases may occur suddenly. Schools will develop and implement attendance supports using a core group of employees.
- Schools and teachers will design and implement enrichment and extension activities within given units for gifted students.
- During remote learning, teachers will continue to employ appropriate recovery strategies embedded in core instruction and available as additional interventions. On-going progress monitoring will inform instructional decisions.
- During remote learning, a specific point of contact for each student will be identified and well-communicated to the student and family.

For students who will be served in a face-to-face setting, the following should be considered:

- Students with disabilities will be served according to their IEPs.
- English language learners should be served with push-in instruction to the greatest extent possible. Careful structures must be considered to ensure a strong school-home partnership given that language barriers may exist.
- Take-home resources and manipulatives should be provided if needed to support students in practice opportunities at home.
- Schools should promote increased family engagement strategies to work collaboratively in meeting learning needs. Materials for parents and caregivers on strategies for monitoring and supporting learning at home will be made available.
- Attendance issues need to be addressed swiftly as transitions between phases may occur suddenly. Schools will develop and implement attendance supports using a core group of employees.
- Schools and teachers will design and implement enrichment and extension activities within given units for gifted students.
- Classroom teachers will employ appropriate recovery strategies embedded in core instruction and available as additional interventions. On-going progress monitoring will inform instructional decisions.

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**IDENTIFICATION OF STUDENT ACADEMIC NEEDS**

In all phases, teachers and other staff must be able to assess student needs to begin recovery strategies in tandem with new learning. The following strategies will be utilized by staff:

*Fall Screenings at Elementary:* Staff will continue to use PALS, VKRP, Fountas and Pinnell BAS, and an HCPS math screener in the fall to identify student skill level.

*“In-the-Moment” Screening:* Throughout the division, at all grade levels, teachers will be using running records, division-led assessments, and other teacher-based assessments to capture information about student skill and
knowledge acquisition in advance of teaching new content. These in-the-moment snapshots will focus on prior knowledge and core skills necessary to engage in new learning.

Recovery Strategies: With differentiated learning approaches, such as Math Workshop and a balanced literacy approach, student learning activities will match student needs in order to build in recovery learning. Additionally, students whose skill deficits are more pronounced will be assigned to interventions to receive more targeted opportunities to build skills in addition to the work during core instruction.

Progress Monitoring: Teachers and their teams will continuously review student data on formative assessments to measure the progress of individual students and plan for appropriate recovery strategies.

Summer 2021: The division will create a summer program to continue to serve students whose learning gaps persist. The scope of these programs will be determined based upon need and division capacity.

ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES

In Phase II, all athletic and extra-curricular activities require division approval. The following guidelines ensure alignment with the Hanover County Public Schools Health Plan. Should modifications be made to that plan, guidelines for these activities may also change.

- Coaches must complete health and safety training prior to any activity.
- All schools will follow VHSL guidelines for Phase II out-of-season practices.
- All athletic activities must take place outdoors.
- Online School students are eligible to participate provided that they meet all VHSL eligibility requirements. Parents must provide transportation for practice.
- Coaches will develop individual plans for students to return to satisfactory physical condition.
- As all athletic activities must have administrative oversight, work schedules for Directors of Student Activities may be staggered.

SOCIAL-EMOTIONAL SUPPORTS

The task force team for social-emotional wellness created a set of recommendations for staff to use in implementing universal supports for all students, employees, and families and providing more specific interventions for those who need them. For Phase II, when most students are involved in remote learning, the following are important considerations.

- Schools must develop a school-based team for social-emotional wellness that provide resources and supports for students and families during remote learning.
- Clear expectations for teaching and learning must be communicated.
- Communication approaches must meet the needs of all stakeholders and be consistent.
- Results from universal screenings for social-emotional wellness should be used to provide on-going remote support utilizing social workers, psychologists, school counselors, and other trained staff. If students have not been universally screened prior to entering Phase One, efforts to screen remotely should be considered.
- Schools should have protocols in place to engage with all families, with particular emphasis on those needing additional social-emotional supports or those identified as vulnerable learners.
- Schools should provide activities and strategies for students and families to remain connected to their school communities throughout Phase One.
• Schools should provide links to resources to students and families to outside mental health resources, as needed.
• Schools should provide parents and other caregivers with strategies on helping students develop the necessary skills for working remotely (resiliency, time management, and independence).
• School administrators, faculty, and staff should receive training on Mental Health First Aid.
• School administrators, faculty, and staff should participate in professional learning that focuses on cultural responsiveness, cultural awareness, and cultural competency to include topics such as anti-racism and racial equality in order to create an inclusive learning environment.
PHASE THREE

REVIEW OF PHASE GUIDANCE

According to the document, *Phase Guidance for Virginia Schools*, Phase III guidance includes:

**PROGRAMMATIC RECOMMENDATIONS**

- In-person instruction may be offered for all students, however physical distancing measures should be implemented.
- Remote learning exceptions and teleworking should be options for students and staff who are at a higher risk of severe illness (as defined by the CDC).
- Mitigation strategies may impact operations and capacity limits. A multi-faceted instructional approach may need to be planned for Phase III.

**HEALTH, SAFETY AND PHYSICAL DISTANCING RECOMMENDATIONS**

- Divisions should notify VDOE of their intent to deviate from the recommended health mitigation strategies in this phase through the Phase III health plan submission form.
- Physical distancing and other measures will remain important prevention strategies. Additional operational requirements will include measures such as gathering limits (consistent with any existing Executive Order) and other mitigation strategies. Schools should follow all guidance from the CDC to the greatest extent possible.
- CDC advises that individuals maintain six feet of distance to reduce the risk of COVID-19 transmission. The World Health Organization (WHO) advises that schools maintain a 7 distance of at least one meter (approx. three feet) between everyone present at school, and is monitoring ongoing research. Additionally, the American Academy of Pediatrics (AAP) says spacing as close as three feet may have similar benefits if students wear cloth face coverings and do not have symptoms of illness. Physical distancing is not limited to distance between children; physical distancing between adults is a key mitigation measure. In areas where the community transmission of COVID-19 is more substantial, distancing of at least 6 feet will need to be strongly considered; this guidance may be subject to change as we learn more.
- Therefore, in school settings, schools are encouraged to aim for six feet of physical distance to the greatest extent possible; however, if six feet of distance is not feasible (inclusive of buildings and school buses), schools should implement a combination of face coverings and a minimum of three feet distance between everyone present.
- Physical distance should be created between children on school buses when possible (e.g. seat children one per seat, every other row, and/or staggered, aisles and windows) limiting capacity as needed to optimize distance between passengers. If three to six feet of distance can not be maintained, wearing of face coverings is strongly encouraged and may help reduce disease transmission. Children (such as siblings) living together may sit together on the bus, and assign seating where possible. If possible given the age of students, weather conditions, etc. consider opening windows to improve ventilation.
- In addition to physical distancing, other distancing precautions should include, but are not limited to:
  - Consider restricting mixing classes/groups of students.
  - Consider closing or staggering the use of communal spaces.
  - Consider limiting the size of groups participating in outdoor activities/recess, with a priority on physical distancing and limiting mixing of classrooms.
Large school gatherings are not encouraged and limited to 250 people, per the large group gathering limitation in Phase III of Forward Virginia.

For school athletics, indoor and outdoor recreational sports may occur if ten feet of physical distancing can be maintained by all instructors, participants, and spectators, with the exception of incidental contact or contact between members of the same household. This applies during instruction, practice, and during competitive events. Competition that involves close contact with other athletes must be avoided.

For school athletics, the total number of attendees (including both participants and spectators) cannot exceed the lesser of 50% of the occupancy load on the certificate of occupancy, if applicable, or 250 persons. For sports played on a field, attendees are limited to 250 persons per field.

This guidance is in alignment with the Forward Virginia Phase III Guidance for Recreational Sports.

HCPS VARIATION FROM GUIDANCE

In Phase III, Hanover County Public Schools will make every effort to create social distancing of between three and six feet in schools and on busses; however, there may be instances in which this cannot be achieved. Face coverings are required in all settings in order to mitigate the spread of disease.

OPERATIONAL INFRASTRUCTURE

TRANSPORTATION

In Phase III, transportation may be provided to students; however, resource capacity based upon available staffing and costs may limit the number of students that can be transported. The following will be implemented:

- Families are encouraged to transport their students to and from school.
- Parents will complete an online opt-in form to request transportation.
- School-to-home (home-to-school) service will be prioritized over day care transportation. Day care shuttles may require multiple trips to complete pick-up.
- Students will be seated one per seat. Siblings or occupants of the same household may sit together.
- Drivers, attendants, and students are required to wear face coverings.
- Drivers will clean seats and high touch areas after every route.
- No field trips will be permitted.

SCHOOL SCHEDULES

The division is currently evaluating school start and end times based upon transportation schedules, the need for bus cleaning between routes, and teacher schedules. Bus arrival and departure times will be staggered. Specific schedules will be shared at a later date.

TECHNOLOGY

Through CARES Act funding allocation from Hanover County and original budgeted monies in the 2020-2021 adopted budget, student devices will be procured for distribution to students in grades 3-12. A timeline for distribution will be created based upon division priorities and product availability.
In Phase III, students will either be face-to-face in their schools or participating in the Online School, accessing lessons through a variety of methods, including synchronous and asynchronous instruction. In order to support learning in this phase, the following actions will take place:

- Students enrolled in the Online School will be provided a device for accessing instruction. Students in grades 3-12 will receive devices as they become available.
- Staff will provide extended HelpDesk hours for students and staff.
- Division will expand wireless connectivity at some elementary school parking lots.
- Division will maintain inventory of student devices onsite for swapping to the extent that inventory is available.
- Division will continue to explore alternative connectivity strategies for families in rural areas.

**FOOD SERVICES**

In Phase III, food services must use strict mitigation strategies to provide for student breakfasts and lunches. The following will be in place:

- Classes will be staggered to go to the cafeteria to pick up meals and eat in the classroom.
- Staff will communicate all student allergies to the assigned teacher. Based upon severity, food restrictions may be placed upon some classes.
- Division staff will modify menu options for consumption in the classroom.
- In the cafeteria, floor markers will be used to promote social distancing and flow of student traffic.
- Schools will use disposable serving trays and utensils.
- Staff will serve food to students using a no-touch approach, as much as possible.
- Students will verbally give the cashier their account number or name.
- Staff will ensure frequent disinfectant wipe downs of high touch areas during meal service.
- Schools may use separate meal carts spaced out and used in the cafeteria, where possible.
- Students will not be permitted to share food.
- Students and staff will be required to practice handwashing or hand sanitizing before and after meal periods.
- Schools will utilize sneeze guards at point of sale location.

**FACILITIES**

In Phase III, the facilities at all schools will be reconfigured to promote health mitigation strategies and efficient cleaning. While the division will make every effort to create social distancing at the 3-6 foot range, there may be locations within buildings where that cannot be fully accomplished. The following will be implemented:

- Floor markers for social distancing and directional markers in halls and common areas will be installed.
- Hand sanitizing stations will be placed throughout school.
- Sneeze guards and plexiglass barriers will be installed as appropriate.
- Water fountains will be disabled or marked as “no use.” Bottle filler stations will be operational.
- Custodial services will ensure utilized spaces have an inventory of cleaning supplies to be used by all staff throughout the day.
- Staff will be trained to clean high-touch areas throughout the day.
- Custodial services will ensure emphasized cleaning for occupied spaces. Visual cleaning reminders will be posted.
Some bathroom fixtures will be marked for “no use” to encourage social distancing (for example, only every other sink will be in use.).

Doors will be propped open where possible to limit touch. Exterior doors must be monitored when open.

Only licensed daycare facilities may use schools for programming.

Facility use will only be allowed for parking lots.

Staff will plan for increased parent vehicular traffic on site for student drop-off and pick-up

No volunteers or visitors will be permitted without an appointment.

**NEW INSTRUCTION**

**FRAMEWORK FOR INSTRUCTION**

During Phase III, all students are permitted on site for face-to-face instruction. In this framework, parents can opt to enroll their students in a full Online School should they not wish to send their students to their assigned school. New instruction and recovery strategies will continue in order to support student learning in both instructional model options. Student accountability will also continue.

Both instructional options will follow parallel pacing, schedules, and calendars so that students who wish to change options between semesters can do so seamlessly. Both options will have limitations in terms of structure and course offerings based upon staffing and logistic limitations. Additional information on the two models can be found later in this document. Overall plans for each level include:

**High School:**

- Each school will create a schedule to serve students in a modified 4x4 schedule, in which students will take four classes each semester, rather than eight classes all year long.
- Some course offerings and electives may not be available for student choice.
- Staff is considering modifications needed for some classes/programs.
- Vulnerable learners will receive additional supports according to need.

**Middle School:**

- Each school will create a schedule to serve students using a team approach, in which students will be clustered with peers served by a team of teachers.
- The instructional focus will be on the four core areas with significant push-in collaboration with elective teachers.
- Students will be able to elect one elective for the first semester.
- Vulnerable learners will receive additional supports according to need.

**Elementary School:**

- Each school will create a schedule to serve students using a classroom approach, in which students will be clustered with peers served primarily by a single teacher.
- The instructional focus will be on the four core areas with significant push-in collaboration with resource teachers to cover appropriate standards for art, music, physical education, and library.
- Vulnerable learners will receive additional supports according to need.
PROFESSIONAL DEVELOPMENT FOR TEACHERS

Professional learning is critical regardless of phase or instructional framework. Recognizing that all staff must attend to a wide array of challenges and opportunities for the upcoming school year and beyond, the division is offering professional learning opportunities in the following areas:

- **Behavior management, classroom management, and de-escalation**: Even prior to the closure of schools in Spring 2020, HCPS had identified student behavior as an area for growth and had begun developing professional learning around this topic. With the disruption to the learning community and the uncertainty related to COVID-19, staff must be equipped to proactively manage classroom behaviors, teach appropriate behaviors, and build a strong sense of community in the classroom.

- **Instructional planning**: During the 2019-2020 academic year, the division began work to enhance teachers’ instructional planning skills by introducing John Hattie’s work around visible learning. This work centers around making learning intentions and success criteria clear to students. In the upcoming year, this work takes on greater urgency across all learning environments. Students and teachers alike must be able to articulate the what, why, and how of the content so that streamlined instruction can take place in introducing new learning and recovering any learning gaps from the prior year.

- **Blended learning**: Staff has created numerous modules for teachers across the division to increase skills in creating blended learning opportunities for students. The work in this area is needed to support instruction both in the face-to-face and online instructional environments.

- **Social-Emotional learning and mental health awareness**: Teachers will receive training on signs of mental health issues in order to best support students. Additionally, the county has purchased a K-12 social-emotional learning curriculum. On-going professional learning on implementation will be provided.

- **Diversity, inclusion, and equity**: The division is collaborating with Virginia Centers for Inclusive Communities to bring professional learning to staff on culturally responsive teaching and other areas related to racial equity. This builds on early work conducted by the division.

DIVISION RESOURCES FOR INSTRUCTIONAL PLANNING

As Hanover County Public Schools moves from the planning stage into implementation, the division will be providing significant resources for teachers to use in their instructional planning. These resources may be specific to grade level, content area, or instructional model. The following list of topics for guidance prepared by the division should not be considered exhaustive:

- **Pacing Guides**: recommendations for length of time needed on each unit of study, connections to past learning, connections to future learning, and strategies for remote learning
- **Streamlining Tools**: criteria to prioritize emphasis within a given course or unit based upon relationship to future learning, Profile of a Hanover Graduate skill development, and needs of current students
- **Assessment and Grading Guidelines**
- **Remote Learning Strategies**
- **High-Yield Blended Learning Strategies**
- **Social-Emotional Learning Strategies**
- **Culturally Responsive Teaching and the Brain (Z. Hammond work)**
- **Recovery Strategies**: recommendations for building in “just-in-time” assessments of prior learning needed for the upcoming unit, providing scaffolded supports, and monitoring progress
- **Intervention Strategies**
- **Planning for Work-Based Learning Opportunities**
VULNERABLE POPULATIONS

As schools begin a new academic year, Hanover County Public Schools recognizes that its most vulnerable learners may return with increased learning gaps over their peers. In order to provide an equitable learning experience, deliberate supports and strategies will be developed and implemented in all phases. In Phase III, students will elect to receive instruction in either a face-to-face setting at their assigned school or an Online School. More specific information regarding the support of online students can be found in the Instructional Model section later in this document. For the students who elect face-to-face learning, many of the decisions related to support should be made at the individual student level; however, the following considerations are provided:

- Students with disabilities will be served according to their IEPs.
- English language learners should be served with push-in instruction to the greatest extent possible. Careful structures must be considered to ensure a strong school-home partnership given that language barriers may exist.
- Take-home resources and manipulatives should be provided if needed to support students in practice opportunities at home.
- Schools should promote increased family engagement strategies to work collaboratively in meeting learning needs. Materials for parents and caregivers on strategies for monitoring and supporting learning at home will be made available.
- Attendance issues need to be addressed swiftly as transitions between phases may occur suddenly. Schools will develop and implement attendance supports using a core group of employees.
- Schools and teachers will design and implement enrichment and extension activities within given units for gifted students.
- Classroom teachers will employ appropriate recovery strategies embedded in core instruction and available as additional interventions. On-going progress monitoring will inform instructional decisions.

IDENTIFICATION OF STUDENT ACADEMIC NEEDS

In all phases, teachers and other staff must be able to assess student needs to begin recovery strategies in tandem with new learning. The following strategies will be utilized by staff:

Fall Screenings at Elementary: Staff will continue to use PALS, VKRP, Fountas and Pinnell BAS, and an HCPS math screener in the fall to identify student skill level.

“In-the-Moment” Screening: Throughout the division, at all grade levels, teachers will be using running records, division-led assessments, and other teacher-based assessments to capture information about student skill and knowledge acquisition in advance of teaching new content. These in-the-moment snapshots will focus on prior knowledge and core skills necessary to engage in new learning.

Recovery Strategies: With differentiated learning approaches, such as Math Workshop and a balanced literacy approach, student learning activities will match student needs in order to build in recovery learning. Additionally, students whose skill deficits are more pronounced will be assigned to interventions to receive more targeted opportunities to build skills in addition to the work during core instruction.

Progress Monitoring: Teachers and their teams will continuously review student data on formative assessments to measure the progress of individual students and plan for appropriate recovery strategies.
Summer 2021: The division will create a summer program to continue to serve students whose learning gaps persist. The scope of these programs will be determined based upon need and division capacity.

ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES

In Phase III, all athletic and extra-curricular activities require division approval. The following guidelines ensure alignment with the Hanover County Public Schools Health Plan. Should modifications be made to that plan, guidelines for these activities may also change.

- Coaches must complete health and safety training prior to any activity.
- All schools will follow VHSL guidelines for Phase III out-of-season practices and competitions.
- Athletic activities should take place outdoors, whenever possible.
- Online School students are eligible to participate provided that they meet all VHSL eligibility requirements. Parents must provide transportation for practice.
- Coaches will develop individual plans for students to return to satisfactory physical condition.
- As all athletic activities must have administrative oversight, work schedules for Directors of Student Activities may be staggered.
- For spectator participation, all aspects of the Governor’s Executive Order will be followed.
- Both the division and individual schools must take into consideration impacts on athletic budgets related to increased costs for transportation, reduction/elimination of gate receipts, and reduction/elimination of concession revenue.

SOCIAL-EMOTIONAL SUPPORTS

The task force team for social-emotional wellness created a set of recommendations for staff to use in implementing universal supports for all supporting students, employees, and families and providing more specific interventions for those who need them. For Phase III, students will be learning either in a face-to-face environment or an online one. While the supports themselves may be implemented differently in the two settings, the following are important considerations.

- Schools must develop a school-based team for social-emotional wellness that can provide resources and supports for students and families.
- School schedules should provide specific opportunities for social-emotional learning, developing cultural competency, cultural awareness, and community building.
- Clear expectations for teaching and learning must be communicated.
- Communication approaches must meet the needs of all stakeholders and be consistent.
- Results from universal screenings for social-emotional wellness should be used to provide on-going support and interventions utilizing social workers, psychologists, school counselors, and other trained staff.
- Schools should have protocols in place to engage with all families, with particular emphasis on those needing additional social-emotional supports or those identified as vulnerable learners.
- Schools should provide activities and strategies for students and families to support the transition back to full-time schooling.
- Schools should provide links to resources to students and families to outside mental health resources, as needed.
• Schools should provide parents and other caregivers with strategies on helping students develop the necessary skills for working remotely (resiliency, time management, and independence) should the need arise in the future.

• School administrators, faculty, and staff should receive training on Mental Health First Aid in order to support the social/emotional wellbeing of students.

• School administrators, faculty, and staff should participate in professional learning that focuses on cultural responsiveness, cultural awareness and cultural competency to include topics such as anti-racism and racial equality in order to create an inclusive learning environment.
OVERVIEW

All students who elect to begin the school year in an online environment can expect the following:

- **Synchronous Learning:** All students will have a specific schedule to follow throughout the day, which will include online meetings with teachers and peers, independent and small group work opportunities, and academic intervention when needed. Students will be assigned to classes with students and teachers from around the division. Teachers who are teaching in the online school will, to the extent possible, not be those teaching in the face-to-face setting so that students can have access to their teachers regularly. All students will have access to Schoology, which will be the primary access point for all instruction and materials.

- **Attendance:** Students will attend classes online each day as scheduled. In the event of prolonged (more than three days) personal illness or quarantine, a designated contact person at the school will remain in daily communication with the student to provide instructional support.

- **New Instruction:** All students will participate in new instruction aligned with the requirements and standards provided by the state.

- **Recovery Strategies:** Throughout the division, at all grade levels, teachers will be using running records, division-led assessments, and other teacher-based assessments to capture information about student skill and knowledge acquisition in advance of teaching new content. These in-the-moment snapshots will focus on prior knowledge and core skills necessary to engage in new learning. With differentiated learning approaches, such as Math Workshop and a balanced literacy approach, student learning activities will match student needs in order to build in recovery learning. Additionally, students whose skill deficits are more pronounced will be assigned to interventions to receive more targeted opportunities to build skills in addition to the work during core instruction.

- **Technology Resources:** All students will be issued an HCPS device appropriate for online learning. The division will make every effort to assist with connectivity issues for students residing in rural areas.

- **Strong School-Home Partnership:** Teachers will have clear and consistent methods of communication. All students will designate an adult “learning coach” in the home who will be able to assist with navigating instruction and interacting with teachers.

- **Semester Commitment:** All students electing this option will be making a commitment to this model for the entire fall semester (September through the end of January). This commitment will allow the division to appropriately allocate resources to both options for instruction.

- **Access to Extra-Curricular Activities and Athletics:** All students who attend the online school may participate in any extra-curricular or athletic activity at their zoned school provided that they meet all other eligibility requirements. Students must provide their own transportation to these activities.

**ELEMENTARY SCHOOL**

Students will be assigned to a core teacher who will collaborate with resource teachers, special educators, gifted and talented teachers, and school counselors to provide a full spectrum of instruction:

- **Instruction** will provide a strong focus on core instruction that provides for “in-the-moment” formative assessment for identification of learning gaps, embedded recovery strategies, and enrichment activities.
Push-in instruction for music, art, school counseling, and library will be built upon best practices of interdisciplinary study and the state standards for those areas.

Consistent instruction in social-emotional skills will be provided through morning meetings, direct instruction, and/or embedded lessons within core content.

Physical education lessons will promote overall wellness.

MIDDLE SCHOOL

Utilizing a middle school teaming approach, each team will create a virtual, synchronous schedule to allow for the following:

- Instruction will provide a strong focus on core instruction in math, language arts, social studies, and science that provides for “in-the-moment” formative assessment for identification of learning gaps, embedded recovery strategies, and enrichment activities.
- Students will have at least one opportunity for a student-selected elective, based upon course availability.
- Push-in instruction for music, art, school counseling, and library will be built upon best practices of interdisciplinary study and the state standards for those areas.
- Consistent instruction in social-emotional skills will be provided through morning meetings, direct instruction, and/or embedded lessons within core content.
- Physical education lessons will promote overall wellness.

HIGH SCHOOL

Utilizing a modified 4x4 schedule, each school will create a virtual, synchronous master schedule that will allow for the following:

- Students will take at least two core academic courses for credit each semester.
- Students will elect to take up to two elective courses each semester.
- High school electives in the online setting will be limited by capacity, staffing, and other constraints inherent in an online setting. While every effort will be made to match students with their selected electives, students and parents should anticipate needing to choose different options.
- Options with Virtual Virginia, International Baccalaureate, and Reynolds Community College will be explored for students engaged in our advanced studies options when division staffing capacity does not provide a viable option.
- CTE courses with work-based learning opportunities will not be available within the online school. Students enrolled at THCTT and HSSC will need to consult with the principal/program director to discuss options for continuation.
- The division will consider additional options for students to continue their elective studies in hands-on electives that cannot be fully offered in an online setting.
- Social-emotional learning will be embedded into the master schedule (flex, mentor groups, interdisciplinary study) in order to build a sense of community.
- Consideration should be given to physical movement for students during the day outside of physical education classes.

VULNERABLE LEARNERS

As schools begin a new academic year, Hanover County Public Schools recognizes that its most vulnerable learners may return with increased learning gaps over their peers. In order to provide an equitable learning experience,
deliberate supports and strategies will be developed and implemented in all phases. For the students who elect online learning, many of the decisions related to support should be made at the individual student level; however, the following considerations are provided:

- Students with disabilities will be served according to their IEPs. IEP teams should consider needs specific to online learning, including assistive technology.
- English language learners will be supported by a teacher for English Language Learners; push-in support should be a scheduling priority.
- Community-based and division-provided internet access resources will be considered to assist families with connectivity.
- Take-home resources and manipulatives will be provided.
- Increased partnering with families to work collaboratively to meet learning needs will be designed using a home learning coach. Materials for home learning coaches on strategies for supporting an online learning environment will be provided.
- Attendance issues need to be addressed swiftly. Schools will develop and implement attendance supports using a core group of employees.
- Enrichment and extension activities within given units will be developed for gifted students with the support of an endorsed gifted teacher.
- Recovery strategies will be both embedded in core instruction and available as interventions. Progress monitoring is essential for these groups of students.

FACE-TO-FACE LEARNING

OVERVIEW

All students who elect to begin the school year in a face-to-face environment can expect the following:

- Mitigation Strategies: All students and staff will be expected to conform to all health mitigation strategies put in place by the division. This will include the wearing of face coverings on school property and in school busses. Current mitigation strategies can be found in the Health Plan earlier in this document.
- Learning Environments: Although students will attend school in a traditional face-to-face setting, some instructional strategies and approaches will need to be modified in order to practice health mitigation strategies. Specifically, students and teachers will practice social distancing that will limit the ways in which small groups and one-on-one instruction can be accomplished.
- Attendance: Students will attend school according to the division calendar. In the event of prolonged (more than three days) personal illness or quarantine, a designated contact person at the school will remain in daily communication with the student to provide instructional support.
- New Instruction: All students will participate in new instruction aligned with the requirements and standards provided by the state.
- Recovery Strategies: Throughout the division, at all grade levels, teachers will be using running records, division-led assessments, and other teacher-based assessments to capture information about student skill and knowledge acquisition in advance of teaching new content. These in-the-moment snapshots will focus on prior knowledge and core skills necessary to engage in new learning. With differentiated learning approaches, such as Math Workshop and a balanced literacy approach, student learning activities will match student needs in order to build-in recovery learning. Additionally, students whose skill deficits
are more pronounced will be assigned to interventions to receive more targeted opportunities to build
skills in addition to the work during core instruction.

- Technology Resources: The division will be issuing devices to students in grades 3-12 in the fall with
delivery dates to be determined. The division will make every effort to assist with connectivity issues for
students residing in rural areas should remote learning need to be in place in Phase I and II.
- Strong School-Home Partnership: Teachers will have clear and consistent methods of communication. In
all phases, the division will continue to focus on a sense of community and building relationships between
school and home.
- Semester Commitment: All students electing this option will be making a commitment to this model for
the entire fall semester (September through the end of January). This commitment will allow the division
to appropriately allocate resources to both options for instruction.

**ELEMENTARY SCHOOL**

Students will be assigned to a core teacher who will collaborate with resource teachers, special educators, gifted
and talented teachers, and school counselors to provide a full spectrum of instruction:

- Students will be consistently grouped with the same peers, and teachers will rotate into the classrooms,
as needed, as part of the health mitigation strategies.
- Instruction will provide a strong focus on core instruction that provides for “in-the-moment” formative
assessment for identification of learning gaps, embedded recovery strategies, and enrichment activities.
- Push-in instruction for music, art, school counseling, and library will be built upon best practices of
interdisciplinary study and the state standards for those areas.
- Consistent instruction in social-emotional skills will be provided through morning meetings, direct
instruction, and/or embedded lessons within core content.
- Physical education lessons will promote overall wellness.

**MIDDLE SCHOOL**

Utilizing a middle school teaming approach, each team will create a virtual, synchronous schedule to allow for the
following:

- Students will be consistently grouped with the same peers, and teachers will rotate into the classrooms,
as needed, as part of the health mitigation strategies.
- Instruction will provide a strong focus on core instruction in math, language arts, social studies, and
science that provides for “in-the-moment” formative assessment for identification of learning gaps,
embedded recovery strategies, and enrichment activities.
- Students will have at least one opportunity for a student-selected elective, based upon course availability.
- Push-in instruction for music, art, school counseling, and library will be built upon best practices of
interdisciplinary study and the state standards for those areas.
- Consistent instruction in social-emotional skills will be provided through morning meetings, direct
instruction, and/or embedded lessons within core content.
- Physical education lessons will promote overall wellness.

**HIGH SCHOOL**

Utilizing a modified 4x4 schedule, each school will create a virtual, synchronous master schedule that will allow for
the following:
As much as practical, students will be consistently grouped with the same peers as part of the health mitigation strategies. The modified 4x4 schedule will limit the amount of regrouping necessary.

Students will take at least two core academic courses for credit each semester.

Students will elect to take up to two elective courses each semester.

High school electives in the face-to-face setting will be limited by capacity, staffing, and other constraints related to health mitigation strategies. While every effort will be made to match students with their selected electives, students and parents should anticipate needing to choose different options.

Options with Virtual Virginia, International Baccalaureate, and Reynolds Community College will be explored for students engaged in our advanced studies options when division staffing capacity does not provide a viable option.

Division staff will continue to explore work-based learning opportunities for CTE classes in accordance with industry-related guidance and state requirements.

The division will consider additional options for students to continue elective-based opportunities through extra-curricular experiences when elective courses cannot be provided.

Social-emotional learning will be embedded into the master schedule (flex, mentor groups, interdisciplinary study) in order to build a sense of community.

Consideration will be given to physical movement for students during the day outside of physical education classes.

VULNERABLE LEARNERS

As schools begin a new academic year, Hanover County Public Schools recognizes that its most vulnerable learners may return with increased learning gaps over their peers. In order to provide an equitable learning experience, deliberate supports and strategies will be developed and implemented in all phases. For the students who elect face-to-face learning, many of the decisions related to support should be made at the individual student level; however, the following considerations are provided:

- Students with disabilities will be served according to their IEPs.
- English language learners should be served with push-in instruction to the greatest extent possible. Careful structures must be considered to ensure a strong school-home partnership given that language barriers may exist.
- Take-home resources and manipulatives should be provided if needed to support students in practice opportunities at home.
- Schools should promote increased family engagement strategies to work collaboratively in meeting learning needs. Materials for parents and caregivers on strategies for monitoring and supporting learning at home will be made available.
- Attendance issues need to be addressed swiftly as transitions between phases may occur suddenly. Schools will develop and implement attendance supports using a core group of employees.
- Schools and teachers will design and implement enrichment and extension activities within given units for gifted students.
- Classroom teachers will employ appropriate recovery strategies embedded in core instruction and available as additional interventions. On-going progress monitoring will inform instructional decisions.

REMOTE LEARNING

In the event that the state or local government reverts to either Phase II or I, students who have elected face-to-face learning as their option will begin learning remotely unless they fall into populations defined in each phase for
continuing face-to-face instruction. In this framework, new instruction and recovery strategies will continue in order to support student learning. Student accountability will also continue.

Remote learning will include continuation of instruction provided by assigned HCPS staff. While all efforts will be made to support access to technology, high-quality instructional resources will also be available in hard copy. All online learning resources and communication during Phase I will originate from Schoology, the learning management system for all grades in HCPS.

Strategies and supports for transitioning to remote learning will be an integral part of the classroom experience and family engagement opportunities prior to a shift to Phase I or II, if at all possible. Teaching and learning expectations will be shared in advance, as well. In contrast to the emergency situation in Spring 2020, HCPS will have extensive plans in place to transition to remote instruction and maintain daily, quality instruction for all students.
COMMUNICATION PLAN

Hanover County Public Schools utilizes a variety of communications platforms to keep our parents, students, staff, and community informed. Regular and timely updates will be provided as additional information becomes available.

COMMUNICATIONS PLATFORMS

WEBSITE

The Return to Learn Plan (including the Health Plan and FAQs) will be posted on our website at http://hcps.us and updated regularly. It is recommended that parents, students, and staff bookmark the page for quick and easy access.

BLACKBOARD CONNECT

Parents, students, staff, and community members may sign up to receive email, phone calls, and/or text messages from the division or specific schools through Blackboard Connect at https://hanover.bbcportal.com.

SOCIAL MEDIA

Facebook - @HanoverCountyPublicSchools https://www.facebook.com/HanoverCountyPublicSchools/

Twitter - @HanoverSchools (https://twitter.com/HanoverSchools)

Instagram - @hanovercountypublicschools (https://www.instagram.com/hanovercountypublicschools/)

SCHOOLEGY

Parents (https://app.schoology.com/login), students (https://hcps.schoology.com/home), and staff have access to Schoology to view information on a school page, the division page, as well as individual classes.

WHAT TO EXPECT

The Return to Learn plan will be posted on the division website following the School Board meeting on July 14th. The school division and each school will send an email and text message to all Blackboard Connect subscribers with a link to the website. A similar message will also be posted to the division Facebook, Twitter, Instagram, and Schoology page.

The division website and other platforms will be updated regularly as new information becomes available. In addition, information on school events and how to plan for Back to School will be communicated in August.
EQUITY AUDIT

The Office of Equity and Community Engagement at the Virginia Department of Education created an Equity Audit designed to assist divisions in their planning efforts. In Hanover County Public Schools, the Task Force designated a team comprised of numerous stakeholders, both internal and external, to complete this work. The information found below includes the language from the Equity Audit and HCPS’ self-assessment. The gaps identified in the audit will be a focus as the division moves forward in both planning and implementation.

PLAN DEVELOPMENT

<table>
<thead>
<tr>
<th>YES</th>
<th>Did we use disaggregated data to inform our planning?</th>
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<tbody>
<tr>
<td>YES</td>
<td>Did we engage in representative stakeholder voices in the development of our plan?</td>
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<tr>
<td>YES</td>
<td>Did we conduct a needs assessment of our community to inform our planning?</td>
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<tr>
<td>NO</td>
<td>Did we evaluate our plan to ensure that it does not perpetuate lower expectations for particular student groups?</td>
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</table>

Team Notes:
The Equity Task Force completed their task in July. Many members of the equity team have expressed interest in continued contributions through the establishment of a team to further address racial equity. There was a clear call from teachers and students to establish expectations and to establish routines for both face-to-face and online learning.

CULTURAL COMPETENCE

| NO  | Does our plan reflect that we value diversity? |
| NO  | Does our plan ensure that curriculum and instruction (including remote delivery) is culturally affirming? |
| NO  | Does our plan ensure that our instructional model (Remote/virtual/blended etc) reflects and celebrates students’ cultures? |
| NO  | Does our plan include a process to ensure that cultural competency principles are executed in the delivery of our recovery plan? |
| NO  | Does our plan utilize strategies/interventions that rely on assumptions about student groups? |

Team Notes:
Hanover County Public Schools will begin working with the Virginia Center for Inclusive Communities (VCIC) to better understand racial equity and to prepare our leaders to have difficult conversations. The division’s return-to-learn plans need to be reviewed to make sure they convey that the division values diversity and that its curriculum is culturally affirming. The equity team recommends that this be done by a variety of HCPS equity and/or instructional teams.

MEETING STUDENT NEEDS

<p>| YES  | Does our plan include a process to assess each student and tier services to meet their needs? |
| YES  | Does our plan include a process and procedures for engaging wrap around service providers to meet student/family needs? |</p>
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
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<tbody>
<tr>
<td>YES</td>
<td>Does our plan assess the ways in which social determinants of health and health inequities affect our school(s) and communities?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan evaluate our student code of conduct and student discipline referral process to ensure it includes safeguards that assess student trauma manifesting through behaviors (especially for students disproportionately impacted by exclusionary discipline policies and economic insecurity)?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include a review of our student code of conduct and student discipline referral process?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include strategies to foster safe and supportive school climates for all students and families?</td>
</tr>
<tr>
<td>NO</td>
<td>Does our plan include measurable goals to monitor progress that narrows gaps between the least and most advantaged students?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan place an emphasis on high expectations for all students while providing proper scaffolds and support?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include providing ongoing support for student social and emotional needs?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan specify provisions for students with disabilities and students in need of specialized instruction, related services, or other supports?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan specify supports and instructional strategies to meet the needs of English Learners (ELs)?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include a process for measuring student progress?</td>
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</tbody>
</table>

**Team Notes:**

In conjunction with the social-emotional wellness team, the equity team recommends that a high emphasis be placed on the social and emotional needs of our students and faculty. Each school will have access to Connect with Kids (social/emotional curriculum) to begin the year, and will have a school-based social emotional team. A district social-emotional wellness team will continue to address progress.

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**STUDENT AND FAMILY ENGAGEMENT**

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<thead>
<tr>
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<th>Question</th>
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<tbody>
<tr>
<td>YES</td>
<td>Does our plan allocate resources to engage families?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include an assessment of student and family needs?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include built in processes for ongoing evaluation of family needs?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include staff training on engaging with families post COVID?</td>
</tr>
<tr>
<td>YES</td>
<td>If yes to the question above: Is this training inclusive of strategies focused on communicating with marginalized groups (especially families marginalized by language, poverty, race, and ability)?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include targeted engagement strategies? (especially families marginalized by language, poverty, race, and ability)</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan establish protocols to ensure that family engagement strategies and initiatives are developed and implemented through an economic and cultural competency lens?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include resources to build the capacity of caregivers to support instruction?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include providing ongoing support for student social and emotional needs?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan specify provisions for students with disabilities and students in need of specialized instruction, related services, or other supports?</td>
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<tr>
<td>YES</td>
<td>Does our plan include a process for measuring student progress?</td>
</tr>
</tbody>
</table>

**Team Notes:**
The equity team recommends that specific expectations be created to ensure contact with families and students, especially those participating in online learning.

**COMMUNICATIONS AND COMMUNITY ENGAGEMENT**

<table>
<thead>
<tr>
<th>YES</th>
<th>Does our plan specify established channels of communication with community partners?</th>
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<tbody>
<tr>
<td>YES</td>
<td>Does our plan assess the effectiveness of our communication channels with community partners?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include an assessment of the resources available in the community?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include a coordinated plan and point of contact overseeing community engagement?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include strategies to engage non-traditional education stakeholders (i.e., civil rights organizations, out of school providers, health agencies, etc.)?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include a process to ensure that engagement and communication strategies are inclusive of the language, dialects, and literacy needs of all families?</td>
</tr>
<tr>
<td>NO</td>
<td>Does our plan include an accessibility review process for all communication materials?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan appear in publicly available spaces (accessible through district and school websites, email, and U.S. mail)?</td>
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</tr>
<tr>
<td>YES</td>
<td>Does our plan leverage multiple communication channels, strategies, and partners (email, social media, television, school and local media outlets)?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan specify supports and instructional strategies to meet the needs of English Learners (ELs)?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include a process for measuring student progress?</td>
</tr>
</tbody>
</table>

**Team Notes:**
The equity team recommends that through the Equity Community Advisory Board, the Equity Planning Team, and a hybrid team on racial equity, the division should evaluate programs and the process towards stated equity goals. These teams are made up of Hanover faculty, parents, students, and community business and faith leaders.

**INSTRUCTION**

<table>
<thead>
<tr>
<th>YES</th>
<th>Does our plan provide instruction to students previously and currently enrolled in alternative settings (i.e., state operated programs, specialty programs, alternative schools, etc.)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Does our plan establish targets and indicators of success that will answer the question; are we adequately meeting the needs of all student groups?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan incorporate tiered and scaffolded supports for all learners?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan structure instructional time to meet the needs of students with varying levels of access to the internet and technology?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include strategies for providing at home learning support?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include professional development and instructional resources for teachers to support student engagement and cultural relevance?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include professional development to support increased efficacy in delivery of remote and virtual distance learning instruction for teachers?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan identify internal and external barriers to student learning and success by student group?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan include remote instruction delivery for students unable to access internet/virtual learning resources?</td>
</tr>
<tr>
<td>YES</td>
<td>Does our plan provide access to translated instructional materials or translation services for non-English speaking caregivers to support student learning?</td>
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</tbody>
</table>

**Team Notes:**
The equity team notes that the instructional staff will continue to meet to evaluate instructional quality and delivery. This task force team supports a review of instruction, ensuring it is culturally relevant and engaging to all of our students.

**RESOURCE ALLOCATION**

| YES | Does our plan prioritize the needs of marginalized students and vulnerable student groups? |
| YES | Does our plan align budget allocations to the prioritization of marginalized and vulnerable students? |
| YES | Does our plan utilize CARES Funding to close equity gaps? |
| YES | Does our plan address teacher retention and recruitment and its impact on teacher assignment in high need schools specifically? |
| YES | Does our plan allocate human and collateral resources to deploy new and targeted communication strategies? |
| YES | Does our plan allocate resources to improve communication with students and families (interpretations services, multilingual collateral)? |
| YES | Does our plan allocate resources to mitigate the impact of gaps in access to technology/internet connectivity? |
| YES | Does our plan allocate resources to develop a division Distance Learning Plan that includes coordination of instruction across schools and assurance of equitable access for all students? |
| YES | Does our plan allocate resources to deploy devices and internet connectivity to students in need? |
| YES | Does our plan provide access to translated instructional materials or translation services for non-English speaking caregivers to support student learning? |
| YES | Does our plan specify supports and instructional strategies to meet the needs of English Learners (ELs)? |
| YES | Does our plan include a process for measuring student progress? |

**Team Notes:**
The equity team placed particular focus on ensuring our students and faculty have access to technology, wifi, transportation, attendance, social emotional and instructional support. The various task force teams are all addressing these needs.