

Substance Use Prevention and Intervention

**Department of Student Support & Wellness
Tiered Intervention School Counselors**



**School Based Mental Health
Conference
August 19, 2026**



Learning Intentions

What am I learning?

- Overview of the Substance Use Prevention and Intervention Programming

Why am I learning it?

- So that I may help reduce non academic barriers to learning.

How will I know I learned it?

- I will have a clear understanding of the substance use prevention and intervention programming and how to refer a student and/or family to the interventions and resources available.

Success Criteria

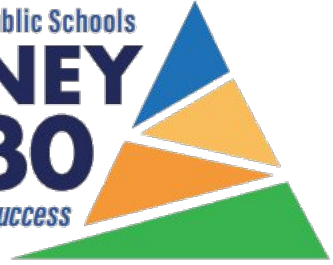


Strategic Focus Area: Academic Achievement

Goal: All students will engage in rigorous and meaningful learning experiences to build character and develop knowledge, citizenship, communication, collaboration, critical thinking and creative thinking skills.



Henrico County Public Schools
**JOURNEY
to 2030**
A roadmap for student success



Strategic Focus Area: Learning Environment

Goal: All students and staff will learn and work in safe, welcoming, and innovative space



Strategic Focus Area: Physical, Social, Emotional and Mental Health

Goal: All students and staff will be provided the opportunity to engage in support and services designed to address physical, social, emotional and mental health.



4

Goals



Strategic Focus Area: Recruit, Engage, Retain & Reward Staff

Goal: All students will benefit from the support and expertise of staff who are valued as professionals, recognized for their contributions and well compensated for their work.



Overview

Current Trends in Youth Substance Use

Signs of Substance Misuse

Impact on the Developing Brain

Coping Skills & Emotion Regulation

Role of the TISC and How to Access Services-Referral Process

Community Resources and Supports





National Trends in Substance Use



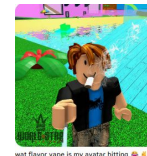
New Federal Study Highlights Progress on Youth E-Cigarette Use, but Nicotine Addiction Risks for Young People Remain

Jun. 24, 2026 <https://truthinitiative.org/press/press-release/new-federal-study-highlights-progress-youth-e-cigarette-use-nicotine-addiction>

- Troubling signs that nicotine dependence is deepening among young users are also emerging
- 76% of teens who vape report using their device within 30 minutes of waking
- Middle and high school students who vape daily and have tried but failed to quit has nearly doubled, from about 28% in 2020 to 53% in 2024.
- 2.7% of students (740,000) reported using multiple products at once, including e-cigarettes, cigarettes, and nicotine pouches.
- E-cigarettes remain the top tobacco product used by youth (5.2% or 1.44 million middle and high school students)

The nicotine marketplace has evolved rapidly!

- *flavored disposable vapes most popular with youth*
- *deliver higher concentrations of nicotine*
- *more puffs per device*
- *easier for young people to consume large amounts of nicotine*
- *often at lower cost and with continued ease of access*
- *New “smart vapes” with digital features and behavior modification tactics*
 - *such as games like puffing to feed avatars -VRChat, NFTs (Non-Fungible Tokens)-immersive events*
- *products are designed to keep users hooked and pose serious risks to young people, whose developing brains are especially vulnerable to nicotine’s effects on attention, learning, mental health, and risk of future addiction.*



KIT - Puff AVATAR FX

“We are encouraged that adolescent drug use remains relatively low and that so many teens choose not to use drugs at all,” said Nora D. Volkow, M.D., director of NIH’s National Institute on Drug Abuse (NIDA). “It is critical to continue to monitor these trends closely to understand how we can continue to support teens in making healthy choices and target interventions where and when they are needed.”

The data indicates that, compared to 2024, reported use of most drugs in most grades held steady in 2025. These are some of the key findings:

- **Alcohol use remained stable**—11% of 8th graders, 24% of 10th graders, and 41% of 12th graders reporting use in the past 12 months.
- **Cannabis use remained stable**— 8% of 8th graders, 16% of 10th graders, and 26% of 12th graders reporting use in the past 12 months.
- **Nicotine vaping remained stable**— 9% of 8th graders, 14% of 10th graders, and 20% of 12th graders reporting use in the past 12 months.

Current HCPS Trends in Youth Substance Use

Middle School Trends:

↑ Increase in # of incidents involving ATODs (largest increases in alcohol & other drug use—early onset of more risky substance use than in past years.)

Trends in Substance Use:

Products with a high potency of THC in common “foods” like candy, ice cream, baked goods, gummies and drinks. In addition, high potency gummies/vapes with as much as 2000 mg THC.

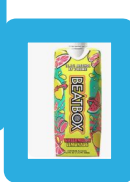
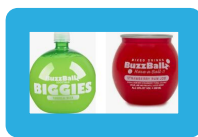


High ABV alcoholic beverages—
(BuzzBallz, BeatBox, CutWater, Four Loko)
TikTok Challenges



999 Drinking Challenge Review: 9/10 Recommendation

TikTok · kurtwoofs ·
Apr 16, 2026



Reported incident of use of inhalant in the classroom

Increased incidents of students passing around substances, sharing with multiple students and increase in visits to the ER or need for medical attention/assessment.

High School Trends:

↓ Decrease in BSC5 (tobacco/vaping) ↑

↑ Increase in alcohol & other drug incidents.

Decreases in ATOD incidents for Q1 and Q2, but Q3 and Q4 reported increases in incidents from previous years. ↓ ↑

Some schools have a higher # of incidents involving alcohol & other drugs compared to the # of tobacco products/vaping

In past years, incidents of tobacco product use (vaping) were traditionally higher than alcohol and other drug incidents. **THC Vapes are a growing concern, either equal to or surpassing nicotine vapes.**

Incidents of ATOD use/possession are highest in **9th and 10th grade.**

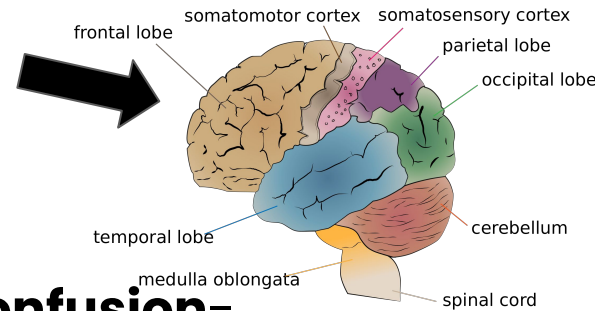


Signs of Substance Misuse

- Decline in grades or class participation
 - Signs of anxiety and depression
 - Substance use among adolescents is associated with poor mental health, including anxiety and depression. Mental health conditions and substance use disorders can also occur together. (CDC, 2025)
 - Decreased attendance rates and increased tardiness
 - Disruptive behaviors at school or in the classroom (fighting, sleeping, acting out)
 - Disciplinary infractions
 - Loss of interest in extracurricular activities they once enjoyed
 - Change in or isolation from social groups (friends/family/peers)
 - Difficulties at home
 - Violation of school policies
- 
- 

Impact on the Developing Brain

- Brain is not fully developed until **mid 20's**.
- The frontal lobe is the **LAST** part of the brain to develop (judgment, reasoning, decision making)
- **Genetic Predisposition** (Family History)
- Developmental Stage of **Identity vs. Role Confusion**—
Erik Erikson's Stages of Development
(<https://www.verywellmind.com/identity-versus-confusion-2795735>)



Why is this so important for young people? OPPORTUNITY to Intervene



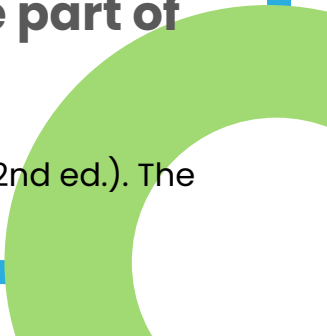
Coping Skills, Social Skills & Emotional Regulation Skills

One way to view substance use is to think about it as a coping strategy or as a way to try to self-medicate. Helping students to learn effective coping strategies is both important for prevention of substance use and for students to be able to sustain recovery.

Students who are able to achieve some success in school, have a positive social support system, can manage their moods, and who can successfully self-regulate their behaviors are far less likely to start using substances as way to cope and are better able to sustain long-term recovery when they quit using.

This is where all school-based mental health staff can be part of substance use prevention efforts.

Miller, W. R., Forcehimes, A., & Zweben, A. (2019). *Treating addiction: A guide for professionals* (2nd ed.). The Guilford Press.





Coping Skills, Social Skills & Emotional Regulation Skills

What Kinds of Skills?

- **Distress Tolerance Skills**– how to calm down when dysregulated
 - **Mindfulness Relaxation Skills**– how to notice when becoming agitated and use strategies to relax the body
 - **Organizational Skills**– understanding how to get and stay organized helps decrease feelings of overwhelm
 - **Communication Skills (including Refusal Skills)**– active listening skills, “I” messages, body language, how to be assertive but respectful when offered
 - **Skills for Coping with Cravings**– urge surfing, avoiding situations that may trigger urges, finding enjoyable distractions
 - **Behavioral & Emotional Self-Regulation Skills**– tracking thoughts, feelings & actions around situations and evaluating the outcomes of behavior
 - **Self-Compassion Skills**– how to give yourself the kind of grace and understanding you would give a friend
- 
- 

Role of the TISC and How to Access Services

Tier I: Universal Prevention (All Students)

- Substance Use Prevention
- Violence Prevention
- Mental Health & Wellness Education

Tier II: Targeted Small Group Interventions

- Anxiety
- Self-Regulation
- Teen Mental Health First Aid
- Teen Dating Violence Prevention

Tier III: Individualized Supports

- 1:1 Counseling
- Evidence-Based Individual Interventions

1-pager: [HCPS Substance Use Prevention and Intervention Programing-High School](#)

**SUBSTANCE USE
& PREVENTION
INTERVENTION PROGRAMMING**

Under the **Henrico CARES** plan, **Henrico County Public Schools (HCPS)** partners with County agencies and public/private providers to ensure that all students have access to **mental health care** and **substance use treatment options** that match their level of needs.

Below is a snapshot of the **evidence-based programs & interventions** available for delivery by HCPS school-based mental health providers **at no cost** to you.

Tier 3: Intensive Interventions & Supports
Teen Intervene- Screening, Brief Intervention, & Referral to Treatment program (SBRIT)
Individual Counseling- Goal-oriented, 1:1 counseling sessions utilizing Motivational Interviewing (MI)

Tier 2: Early Identification & Intervention
Back-on-Track- Online modules, small group, & assessment program that increases student awareness of the risks and impact of alcohol & drug use.
Project CONNECT- 6-8 week nicotine & vaping intervention program for adolescents.
DBT STEPS-A- Adolescent skills training program for emotional problem solving.
Small Group Counseling- 6-8 week psychoeducational group counseling sessions.

Tier 1: Promotion & Prevention Programming
Life Skills Training- Substance use & violence prevention curriculum.
Teen Mental Health First Aid- Mental health and substance use curriculum.
CATCH My Breath- Vaping & cannabis use prevention curriculum.
Hidden in Plain Sight- Interactive experience about risks related to substance use.
Silent No More- Assemblies/real-life stories geared towards parents/guardians about risks related to substance use.

Each HCPS high school has a dedicated **Tiered Intervention School Counselor (TISC)** available to provide students with the interventions outlined above as well as wrap-around services & supports:

Kelly Culbertson	HS/HS/Godwin	kaculbertson@henrico.k12.va.us	804-866-2685
Annaleigh Broad	Deep Run/ Hermitage	asbroad@henrico.k12.va.us	804-866-2687
Denise McCullough	Henrico/ Varina	drmcullough@henrico.k12.va.us	804-866-2684
Monica Tolliver	Glen Allen/ Tucker	mtolliver@henrico.k12.va.us	804-866-2681
Lauren White	Freeman/ AVR	lwhite@henrico.k12.va.us	804-866-2683

Kathy Johnson, Substance Use Prevention & Intervention Coordinator, is available to support elementary and middle school students at kjohnson@henrico.k12.va.us or 804-652-3031.

Role of the TISC and How to Access Services

Consultation, Collaboration & Referral Services

- Consultative services with school staff
- Transitions and supports for students (Re-Entry, Hazel Health, Care Solace)
- Referrals to Community Providers & Agencies (FACE & CIS)
- Parent/Guardian Workshops (NARCAN Training, Recognizing Teen Substance Use)

How to Access Services

- **Teachers:** Submit student names to the IT Team
- **Parents/Guardians, Administrators, School Counselors, Psychologists & Social Workers:** Complete school referral forms
- **Students:** May self-refer for services

Lead Middle School TISC: [Internal Middle School Substance Use Referral Form](#)

High School: Utilize the TISC referral form for your school



CATCH My Breath is an evidence-based youth nicotine vaping prevention program that will provide your students with the skills to resist peer pressure and media influences to try e-cigarettes.



FIRST EVIDENCED-BASED PROGRAM

CATCH
MY BREATH

5th

CATCH
MY BREATH

6th

CATCH
MY BREATH

7th-8th

CATCH
MY BREATH

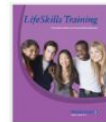
9th-12th



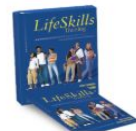
Elementary School
(3rd/4th Grade and
4th/5th Grade)



Middle School
(6th, 7th and 8th Grade)



High School
(9th-12th Grade)



Back on Track

Tier 2 Early Intervention Program

1

Vector Solutions
Student Learning
Modules

2

Back on Track
Student and Family
Group

3

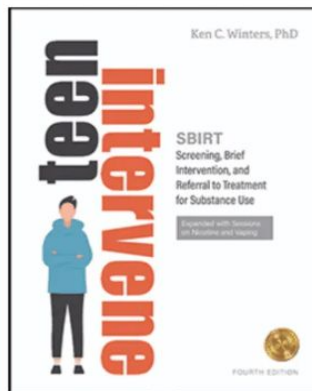
Confidential substance use
evaluation completed by a
clinician at Henrico Area Mental
Health and Developmental
Services



This program is a partnership
between Henrico County Public
Schools and Henrico Area Mental
Health

Kathy Johnson, M.Ed.,
Coordinator
Substance Use Prevention
and Intervention
kjohnson@henrico.k12.va.us

Teen Intervene



The [Teen Intervene](#) educational program is designed for youth ages 12 – 19 “who display the early stages of substance use problems.” The goal of *Teen Intervene* is to help teens identify their reasons for using substances, weigh the pros and cons of their use, learn skills to promote healthier behavior and take responsibility for their own changes in behavior.



Student Support and Wellness

HCPS Comprehensive School Mental Health Model: A Shared Commitment

Vision: 100% of HCPS students will have access to timely mental health promotion, early identification and intervention, and intensive intervention and support, as needed, free from stigma.

Mission: To provide a full array of school-based, school-linked, or community-based supports and services of various levels of intensity within a multi-tiered system of supports (MTSS) to match students' social, emotional, and mental health needs as they shift over time.



HCPS' Comprehensive School Mental Health Model provides a continuum of school-based, school-linked, and community-based supports and services of various levels of intensity to match students' social, emotional, and mental health needs as they shift over time. Provided within a multi-tiered system of supports, HCPS' Comprehensive School Mental Health Model aims to increase mental health equity and ensure that all students have access to mental health promotion, early identification and intervention, and intensive intervention and support, as needed, free from stigma.

Foundational Principles and Practices

- Youth-Family-School-Community Collaboration
- Established School Data-Based Decision-Making Teams
- Systematic Professional Learning & Implementation
- Formal Referral Pathways to School/Community Mental Health Services
- Continuous Communication Loop Between School/Community Mental Health Professionals
- School Mental Health Professional Staffing and National Ratio Recommendation Alignment
- Prioritization of School Mental Health Professionals for Tasks Central to Mental Health Service Delivery
- Evidence-Based Practices
- Funding and Sustainability
- Continuous Quality Improvement Practices

Tier 1: Universal Mental Health Promotion

Universal activities and practices that proactively foster school connectedness and behavioral, social, and emotional wellbeing for all students, including those at risk for or experiencing a mental health challenge, in safe, supportive, and affirming educational environments. Mental health promotion activities and practices may be implemented division-wide, school-wide, at the grade level, at the classroom level, and/or through school-sponsored programs.

- Integrated Social Emotional Learning (SEL) for Students & Staff
- Culturally Responsive Trauma-Informed Practices
- Positive Behavior Interventions and Supports (PBIS)
- Restorative Practices/Community Circles
- Substance Use Prevention Programming
- Suicide Prevention Programming
- Mental Health Literacy and Wellness Curriculum
- Relationship/School Connectedness Initiatives & Programs
- Alternatives to Exclusionary Discipline
- Psychoeducation for Parents/Guardians/Caregivers and Students
- Faculty/Staff Wellness Programming

Comprehensive School Based Mental Health Resource Map

Comprehensive School Mental Health Resource Mapping

Tier I

Tier II

Tier III

Resource Map

Tier I

Strategy/Intervention:

- Integrated Social Emotional Learning (SEL) for Students & Staff
- Culturally Responsive Trauma-Informed Practices
- Positive Behavior Interventions & Supports (PBIS)
- Restorative Practices/Community Circles
- Substance Use Prevention Programming
- Suicide Prevention Programming
- Mental Health Literacy & Wellness Curriculum
- Relationship/School Connectedness Initiatives & Programs
- Alternatives to Exclusionary Discipline
- Psychoeducation for Parents/Guardians/Caregivers and Students
- Faculty/Staff Wellness Programming

Delivered By:

- Shared Leadership Among School & Community Stakeholders:
 - Division Leaders
 - School Administrators
 - School Mental Health Professionals
 - School Nurses
 - Teacher & Support Staff
 - Community Partners
 - Students & Families

Tier II

Strategy/Intervention:

- Brief Individual Counsel
- Small Group Counseling
- Responsive Circles/Restorative Conversations
- Suicide Risk Screening
- Safety Planning
- Mental Health Crisis Response/Psychological Triage
- Substance Use Intervention Programming
- Behavior Support Programming and Planning
- Linking with Systems of Care
- Consultation & Co-Planning Strategies with Students, Families, & Community Providers

Delivered By:

- School Mental Health Professionals:
 - School Counselors
 - School Psychologists
 - Social Social Workers

Tier III

Strategy/Intervention:

- Individual Counseling
- Suicide Risk Intervention & Postvention
- Restorative Conferences
- Transition/Re-Entry Planning After Hospitalization/Residential Treatment
- Comprehensive Clinical Assessment
- Case Management
- Individual, Group, or Family Outpatient Therapy
- Crisis Stabilization & Intervention
- Intensive Care Coordination
- Referral to In-Patient Hospitalization or Residential Treatment

Delivered By:

- School Mental Health Professionals:
 - School Counselors
 - School Psychologists
 - Social Social Workers
- Community/Private Mental Health Providers

Instruction/Education

- Health Education classes shall include substance use awareness & prevention curriculum.
- Students have the opportunity to learn facts about use and misuse of substances, and where to find critical info, programs, support, and/or resources available to them.

Supportive Approach

- Creating a climate where students may seek counseling without fear of reprisal.
- Recognizing warning signs & symptoms so we may provide supportive interventions and/or warm handoffs to internal/external providers.



**Person-First
Language**

Notifications

- Principal or designee shall notify parents after a suspected overdose at school or school activity
- All school-related substance use incidents should be reported to the Coordinator of Substance Use Prevention & Intervention (in addition to Superintendent's designee, DRO, and your SRO).

Language Matters



Person who uses drugs	Drug User
Person with a substance use disorder/Person struggling with substance use	Addict, Junkie, Druggie, Alcoholic, Pothead, Drug Abuser, etc.
Treatment	Rehab
Use/Misuse	Abuse
Substance Use Disorder, Addiction*	Drug Habit, Addiction*
Substance-Free, Abstinent, Sober	Clean/Dirty
Person in Recovery	Recovering Addict, Recovering Alcoholic, Former Addict, etc.
Medication-Assisted Recovery	Substitution/Replacement Therapy
Recurrence of Use, Return to Use	Relapse*

Source: [Safe Project-Stop the Addiction Fatality Epidemic.](#)

Community Resources & Supports

Henrico Area Mental Health and Developmental Services: [Child and Family Services](#)

- a. Same Day Access: (804) 727-8515
- b. Access Services Call Center: (804) 727-8515
- c. Main Office: (804) 727-8500
- d. Emergency Services: Available 24/7 for mental health or substance use crisis. Please call **(804) 727-8484**.

CReST: This is a resource for youth, ages 5-18, who are in crisis and need help avoiding psychiatric hospitalization.

- e. Call the referral line at **1-833-968-1800** OR
- f. Submit a face sheet and psychiatric consult via secure email to: crest@rbha.org or fax to 804-819-4262, Attention: CReST



Each person who makes a referral will receive a follow-up contact from CReST within one business day.

Children's Crisis Stabilization Unit (CSU) The Children's CSU is operated in partnership with St. Joseph's Villa and offers a safe, therapeutic environment designed to assist youth (ages 5-17) in stabilizing a mental health crisis. Schools, parents, or other agencies may refer. **24/7 Call Center 804-874-9119**



EMPOWER HENRICO

Preventing, Treating and
Combating Substance Use



HENRICO AREA
MENTAL HEALTH &
DEVELOPMENTAL SERVICES
SERVING THE COUNTIES
OF HENRICO, CHARLES CITY AND NEW KENT



Community Resources & Supports

Child Savers Immediate Response: Offers immediate response mental health services including:

- a. 24/7 Immediate Response to a mental health crisis or traumatic event
- b. 24-Hour Follow-Up
- c. Continued Mental Health Services



For a mental health crisis or traumatic event involving a child (2- 18 years) call: **(804) 305-2420**

REACH – Children’s Services is a program to support individuals with developmental disabilities who are at risk of crisis due to challenging behavioral health needs which are negatively affecting their quality of life.

- d. **24/7 CRISIS & REFERRAL LINE – 1-833-968-1800**



Henrico CARES



Henrico CARES also provides the opportunity for **Henrico County Public Schools (HCPS)** to unite with the following providers, ensuring that all HCPS students have access to a full continuum of coordinated mental health care & substance use treatment services.



Care Solace is a free, confidential, multilingual service available 24/7/365 that quickly **connects** students, staff, and their families to **mental health providers** and **substance use treatment** matched to their needs, regardless of insurance. **Available at no cost.**

To access Care Solace, please call or text **(888) 515-0595**, visit caresolace.com/henricocps, or connect with your **school counselor/TISC** for a direct referral.



Hazel Health provides **all high school students**, with parent/guardian consent, access to **licensed therapists** for weekly, confidential, **virtual therapy sessions** from home to help students deal with depression, anxiety, loneliness, personal relationships, anger, academic stress, grief and loss, motivation and more. **Available at no cost.**

To access Hazel teletherapy services for HCPS 9-12th grade students, call **800-764-2935**, visit my.hazel.co/henricoschools, or connect with your **school counselor/TISC** for a direct referral.

Red Ribbon Week 2026



2026 Red Ribbon Week
Theme

2026-27 Red Ribbon
Week Activity
Ideas/Resources

Naloxone Nasal Spray Designated Trained Responder

Contact your school's nurse regarding Naloxone Nasal Spray Training

Directions to Trainer: Review the items on this form and verify the individual's knowledge and skills. Upon successful completion, add the individual's name to the list of designated trained responders for Opioid Overdose Reversal Medication (Naloxone Nasal Spray). Ensure the individual has watched the required Revive Video.

[Administrative Health Dashboard](#)

Designated Trained Responder Training Checklist - Naloxone Nasal Spray

Directions to Trainer: Review the items on this form and verify the individual's knowledge and skills. Upon successful completion, add the individual's name to the list of designated trained responders for Opioid Overdose Reversal Medication (Naloxone Nasal Spray). Ensure the individual has watched the required Revive Video.

Designated Staff Member Name (print):	School Name:
Trainer Name (print):	Date:

Knowledge Check for Administering Naloxone Nasal Spray	Trainer Initials	Date	Review Date/Trainer Initials
Correctly identifies location of Naloxone in the school.			
Accurately identifies needed supplies.			
Accurately reads and follows directions on Naloxone packaging.			
Accurately identifies who Naloxone use must be reported to in school district.			
Describes documentation and reporting according to district policy/protocol.			

Skills Check for Administering Naloxone Nasal Spray	Trainer Initials	Date	Review Date/Trainer Initials
Assesses the victim by shake, shout, and sternal rub.			
Calls/instructs someone to call 911 and activate school emergency response per protocol/policy.			
Obtains and correctly administers Naloxone nasal spray following steps below:			
1. Lay the person on their back to administer Naloxone.			
2. Remove medication from box. Peel back the tab with a circle to open.			
3. Hold the Naloxone spray with thumb on bottom of plunger and the third and middle fingers on the either side of the nozzle.			
4. Tilt the person's head back. Support the head with your hand under the neck.			
5. Gently insert the tip of the nozzle until your fingers on either side of the nostril are against the bottom of the person's nose.			
6. Press the plunger firmly to give the dose of Naloxone nasal spray.			
7. Remove Naloxone nasal spray and turn person to their side (recovery position).			
8. Monitor person, administer rescue breathing if needed. If no response to talking, touch or pain, additional Naloxone nasal spray may be administered every 2 - 3 minutes if available, until the person responds or EMS arrives.			
9. If needed, use steps 2 - 8 using a new Naloxone nasal spray in the other nostril.			
10. Put the used Naloxone nasal spray back in the box and give to EMS for disposal.			
12. Report according to district policy/protocol.			

Training is valid for 1 (one) school year. Review during the year is highly recommended. Initial & date review entries.

Designated Staff Member Signature: _____

☐ I acknowledge I have watched the Narcan training video.

Trainer Signature: _____



Questions?





Gratitude

Thank you for your support of our students and families.



Resources

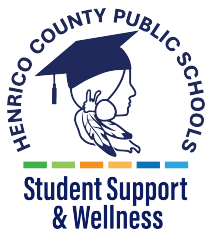
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<https://truthinitiative.org/press/press-release/new-federal-study-highlights-progress-youth-e-cigarette-use-nicotine-addiction>

https://monitoringthefuture.org/data/?_cf_chl_f_tk=xLhgWKJ3wlgr0Z6uIYJWsNq88GubyaabYUc55idfWE-1782833216-1.0.1.1-AZobWEE9R40PGUwzohb..Scx656IzgLC_tROiRnVg7M

<https://www.verywellmind.com/identity-versus-confusion-2795735>

Contact Information



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acjohnson2@henrico.k12.va.us

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Hermitage HS & Deep Run HS

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Highland Springs HS & Godwin HS

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Henrico HS & Varina HS

Coming Soon!

Freeman HS & AVR/PACE

Monica Tolliver, HS TISC

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Tucker HS & Glen Allen HS

Kathy Johnson, MS TISC

kjjohnson@henrico.k12.va.us

Middle Schools



Thank you!