

Hanover County Public Schools

2016-2017



**PARENT-STUDENT
HANDBOOK**



HANOVER COUNTY PUBLIC SCHOOLS

2016-2017 CALENDAR

ADOPTED 1/12/2016

JULY 2016							AUGUST 2016							SEPTEMBER 2016						
Su	M	T	W	T	F	S	Su	M	T	W	T	F	S	Su	M	T	W	T	F	S
					1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				

- | | | |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <p>4 Independence Day</p> | <p>2-3 Administrative Leadership Conference
22-24 New Teachers Report
25-26 Teacher Professional Development
29-31 Teacher Workdays/Prof. Dev./Meetings</p> | <p>1-2 Teacher Workdays/Prof. Dev./Meetings
5 Labor Day Holiday
6 School Begins</p> |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|

OCTOBER 2016							NOVEMBER 2016							DECEMBER 2016							
Su	M	T	W	T	F	S	Su	M	T	W	T	F	S	Su	M	T	W	T	F	S	
						1				1	2	3	4	5					1	2	3
2	3	4	5	6*	<7>	8	6	7	8	9	10	11	12	4	5	6	7	8	<9>	10	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19+	20+	21	22	23	24	
23	24	25	26	27*	28	29	27	28	29	30				25	26	27	28	29	30	31	
30	31																				

- | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6 Early School Closing; Prof. Development
7 Interim Report Day
27 Early School Closing; Parent-Teacher Conf. School Level Extended Day (1.5)</p> | <p>4 Early School Closing; End of Nine Weeks
6 Daylight Savings Time Ends
7 Student Holiday; 1/2 Parent-Teacher Conf. Day; 1/2 Prof. Development
8 Student and Teacher Holiday
11 Report Card Distribution Day (K-12)
23 Student and Teacher Holiday
24-25 Thanksgiving Holiday</p> | <p>9 Interim Report Day
19-30 Winter Break
Dec. 19 & 20 are make-up days if there is a loss of 5 instructional days prior to and including December 2</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

JANUARY 2017							FEBRUARY 2017							MARCH 2017						
Su	M	T	W	T	F	S	Su	M	T	W	T	F	S	Su	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4				1	2	<3>	4
8	9	10	11	12	13	14	5	6	7*	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24*	25*	26*	27/	28	19	20+	21	22	23*	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31/+	

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <p>2 School reopens after winter break
16 Holiday
24-25 Exam Dates (Early Closing MS & HS Only)
26-27 Exam Dates & Early Closing (K-12)
30 First Day of Second Semester</p> | <p>3 Report Card Distribution (K-12)
7 Early School Closing; Prof. Development; 1/2 Make-up Day #6
20 Student and Teacher Holiday; Make-up day #5
23 Early School Closing - Parent-Teacher Conf. School Lev. Ext. Day (1.5); 1/2 Make-up Day</p> | <p>3 Interim Report Day
12 Daylight Savings Time Begins
31 Early School Closing; End of Nine Weeks; 1/2 Make-up Day #7</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

APRIL 2017							MAY 2017							JUNE 2017						
Su	M	T	W	T	F	S	Su	M	T	W	T	F	S	Su	M	T	W	T	F	S
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7*	8	7	8	9	10	11	<12>	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12*	13*	14*	15/	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>7 Early School Closing; Prof. Development; 1/2 Make-up Day #7
7 Report Card Distribution (K-12)
10-14 Spring Break
20 Kindergarten Registration
22 Arts and Sciences Festival</p> | <p>12 Interim Report Day
29 Holiday</p> | <p>12-13 Exam Dates (Early Closing MS & HS Only)
14-15 Exams & Early Closing (K-12)
15 Students Final Day & Elem. Report Cards
16 Teacher Workday
17 Graduation
23 MS/HS Report Card Distribution</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<p>KEY:</p> <ul style="list-style-type: none"> Teacher Planning & In-Service Day/STUDENT HOLIDAY (Blocked & Shaded) Holidays (Blocked) < > Interim Report Day / Early School Closing and End of Nine Weeks + Inclement Weather Days * Early School Closings 	<p style="text-align: center;">Early Closing Schedule</p> <p>Elementary: 12:30 P.M. Secondary: 1:15 P.M. Note: BES & SAES: 1:00 P.M.</p>
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Hanover County Public Schools

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Kathleen M. Brown Clerk of the School Board

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Barry Hewett Senior School Psychologist
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Christine Fix Human Resources Records Specialist
Kara Anna Medicaid Account Specialist
Judith Marston Compensation and Compliance Officer
Elisa Allen Wellness Coordinator
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Ed Buzzelli Director of Facilities
Adam Russo Director of Food Services
Michael Ashby Director of Pupil Transportation
Terri Hechler Director of Technology Services
Frank Smalara Assistant Director of Information Systems
TBA Accounting Specialist
Margaret Hill Business Partnerships Specialist

2016-2017

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Student Procedures and Services

ADMISSION REQUIREMENTS

All students entering Hanover County Public Schools for the first time must provide the following:

- certified copy of birth certificate or its legal equivalent (plastic wallet card); and,
- proof of physical examination performed by a physician within 12 months prior to entering public school for the first time; and certificate of immunizations against diphtheria, tetanus, pertussis, polio, measles, German measles (Rubella), and mumps. As stated in the Code of Virginia, school officials must receive immunization dates including month, day, and year prior to admitting a child to a public school for the first time.

Persons of school age must satisfy residency requirements as established in state law and School Board policy. A student enrollment checklist must be completed, and proof of residency must be shown.

ATTENDANCE

Virginia State Code: Compulsory Attendance

§ 22.1-254. Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article.

- A. Except as otherwise provided in this article, every parent, guardian, or other person in the Commonwealth having control or charge of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday shall, during the period of each year the public schools are in session and for the same number of days and hours per day as the public schools, send such child to a public school or to a private, denominational or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Board of Education and approved by the division superintendent or provide for home instruction of such child as described in § 22.1-254.1.

As prescribed in the regulations of the Board of Education, the requirements of this section may also be satisfied by sending a child to an alternative program of study or work/study offered by a public, private, denominational or parochial school or by a public or private degree-granting institution of higher education. Further, in the case of any five-year-old child who is subject to the provisions of this subsection, the requirements of this section may be alternatively satisfied by sending the child to any public educational prekindergarten program, including a Head Start program, or in a private, denominational, or parochial educational pre-kindergarten program.

Instruction in the home of a child or children by the parent, guardian or other person having control or charge of such child or children shall not be classified or defined as a private, denominational or parochial school.

The requirements of this section shall apply to (i) any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed his eighteenth birthday and (ii) any child whom the division superintendent has required to take a special program of prevention, intervention, or remediation as provided in subsection C of § 22.1-253.13:1 and in § 22.1-254.01. However, the requirements of this section shall not apply to any child who has obtained a high school diploma, its equivalent, a certificate of completion, or who has otherwise complied with compulsory school attendance requirements as set forth in this article.

- B. A school board shall excuse from attendance at school:
1. Any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, "bona fide religious training or belief" does not include essentially political, sociological or philosophical views or a merely personal moral code; and,
 2. On the recommendation of the juvenile and domestic relations district court of the county or city in which the pupil resides and for such period of time as the court deems appropriate, any pupil who, together with his parents, is opposed to attendance at a school by reason of concern for such pupil's health, as verified by competent medical evidence, or by reason of such pupil's specific case is determined by the court, upon

consideration of the recommendation of the principal and division superintendent, to be justified.

- C. A school board may excuse from attendance at school:
1. On recommendation of the principal and the division superintendent and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school; and,
 2. On recommendation of the juvenile and domestic relations district court of the county or city in which the pupil resides, any pupil who, in the judgment of such court, cannot benefit from education at such school.

- D. Local school boards may allow the requirements of subsection A of this section to be met under the following conditions:

For a student who is at least sixteen years of age, there shall be a meeting of the student, the student's parents, and the principal or his designee of the school in which the student is reenrolled in which an individual student alternative education plan shall be developed in conformity with guidelines prescribed by the Board, which plan must include:

- a. Career counseling;
- b. Mandatory enrollment and attendance in a general educational development preparatory program or other alternative education program approved by the local school board with attendance requirements that provide for reporting of student attendance by the chief administrator of such GED preparatory program or approved alternative education program to such principal or his designee;
- c. Counseling on the economic impact of failing to complete high school; and,
- d. Procedures for reenrollment to comply with the requirements of subsection A of this section.

A student for whom an individual student alternative education plan has been granted pursuant to this subsection and who fails to comply with the conditions of such plan shall be in violation of the compulsory school attendance law, and the division superintendent or attendance officer of the school division in which such student was last enrolled shall seek immediate compliance with the compulsory school attendance law as set forth in this article.

Students enrolled with an individual student alternative education plan shall be counted in the average daily membership of the school division.

- E. A school board may, in accordance with the procedures set forth in Article 3 (§ 22.1-276.01 et seq.) of Chapter 14 of this title and upon a finding that a school-age child has been (i) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person; (ii) found guilty or not innocent of a crime that resulted in or could have resulted in injury to others, or for which the disposition ordered by a court is required to be disclosed to the superintendent of the school division pursuant to § 16.1-305.1; (iii) suspended pursuant to § 22.1-277.06 or § 22.1-277.07 or subsection B of § 22.1-277, require the child to attend an alternative education program as provided in § 22.1-209.1:2 or § 22.1-277.2:1.
- F. Whenever a court orders any pupil into an alternative education program offered in the public schools, the local school board of the school division in which the program is offered shall determine the appropriate alternative education placement of the pupil, regardless of whether the pupil attends the public schools it supervises or resides within its school division.

The juvenile and domestic relations district court of the county or city in which a pupil resides or in which charges are pending against a pupil, or any court in which charges are pending against a pupil, may require the pupil who has been charged with (i) a crime which resulted in or could have resulted in injury to others, (ii) a violation of Article 1 (§ 18.2-77 et seq.) of Chapter 5 of title 18.2, or (iii) any offense related to possession or distribution of any Schedule I, II, or III controlled substances to attend an alternative education program, including, but not limited to, night school, adult education, or any other education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

This subsection shall not be construed to limit the authority of school boards to expel, suspend, or exclude students, as provided in §§ 22.1-277.04, 22.1-277.05, 22.1-277.06, 22.1-277.07, and 22.1-277.2. As used in this subsection, the term "charged" means that a petition or warrant has been filed or is pending against a pupil.

- G. Within one calendar month of the opening of school, each school board shall send to the parents or guardian of each student enrolled in the division a copy of the compulsory school attendance law and the enforcement procedures and policies established by the school board.
- H. The provisions of this article shall not apply to:
 - 1. Children suffering from contagious or infectious diseases while suffering from such diseases;
 - 2. Children whose immunizations against communicable diseases have not been completed as provided in §2.1-271.2;
 - 3. Children under ten years of age who live more than two miles from a public school unless public transportation is provided within one mile of the place where such children live;
 - 4. Children between the ages of ten and seventeen, inclusive, who live more than 2.5 miles from a public school unless public transportation is provided within 1.5 miles of the place where such children live; and,
 - 5. Children excused pursuant to subsections B and C of this section.

Further, any child who will not have reached his sixth birthday on or before September 30 of each school year whose parent or guardian notifies the appropriate school board that he does not wish the child to attend school until the following year because the child, in the opinion of the parent or guardian, is not mentally, physically or emotionally prepared to attend school, may delay the child's attendance for one year.

The distances specified in subdivisions 3 and 4 of this subsection shall be measured or determined from the child's residence to the entrance to the school grounds or to the school bus stop nearest the entrance to the residence of such children by the nearest practical routes which are usable for walking or riding. Disease shall be established by the certificate of a reputable practicing physician in accordance with regulations adopted by the Board of Education.

Students of school age shall attend their assigned schools during school days and hours in accordance with the compulsory attendance laws of the Commonwealth of Virginia, Section 22.1-254 et seq of the Code of Virginia. Parents or guardian(s) having control of a child must comply with these laws, and violation of the law will subject the parent or guardian to prosecution. The superintendent, designees, and the principal of each school shall be responsible for maintaining accurate records of attendance and for monitoring all absences.

Students, with the support from their parents, are expected to accept responsibility for good attendance. School attendance is related directly to academic achievement and the development of good habits, which are important in all post-secondary educational/training settings, college, and employment. Student attendance is a cooperative effort involving the school, parents, and student. Hanover County Public Schools recognizes that there are circumstances which may necessitate a student's absence from school. Among these are unexpected, prolonged illness; religious observances; and bereavement. Other circumstances which may necessitate a student's absence from school may be reviewed by the building level administrator or his/her designee.

A student who has been granted an alternative education plan and who fails to comply with the conditions of the plan shall be in violation of the compulsory school attendance law.

Perfect Attendance Recognition

All schools will recognize students for Perfect Attendance who meet the following criteria:

- 1. An elementary student who has been present to school every day and who has been tardy no more than three (3) times
- 2. A middle or high school student who has been present every day, every block and who has been tardy to school no more than two (2) days
- 3. Any student (elementary, middle or high school) whose only absences are necessitated by holidays for which observance is prescribed by the student's faith*

*Parents must notify the school in writing and in advance of the absence for those student absences which occur as a result of a religious holiday.

Outstanding Attendance Recognition

To recognize students who must be absent from school a minimal number of days but who otherwise have a strong record of attendance, all schools will recognize students who achieve Outstanding Attendance who meet the following criteria:

1. An elementary school student who has missed no more than three (3) days from school and who has been tardy no more than five (5) days during the academic year
2. A middle or high school student who has missed no more than three (3) blocks of instruction in any one alternate day schedule class
3. A middle or high school student who has missed no more than five (5) blocks of instruction overall

Student Attendance and Absences/Truancy

Students shall attend school for a full day unless otherwise excused. Secondary students shall be scheduled for a full school day unless they are enrolled in a cooperative work-study program. All other exceptions to a full-day schedule must be approved on an individual basis by the superintendent or his designee.

In the course of one school year, students shall not be absent for more than twenty (20) school days for elementary (grades K-5) or twenty (20) single class periods of any one class or ten (10) blocks of any one alternate day schedule class for secondary (grades 6-12) with the exception of those days, class periods or blocks missed due to scheduled school activities. Students who do not meet attendance requirements may not receive academic credit.

A reasonable effort shall be made to contact a parent/guardian of each absent student every day, and to obtain an explanation of the student's absence when there is no indication that the student's parent is aware of and supports the absence. A log will be kept of attempts to call those parents/guardians. Students who are absent must have a valid communication from a parent/guardian stating the reason for the absence. Absences shall be handled according to regulation issued by the superintendent. Student attendance shall be monitored and reported as required by state law and regulations.

If (1) a student fails to report to school for a total of five scheduled school days for the school year and, (2) there is no indication that the student's parent is aware of and supports the absence; and (3) reasonable efforts to notify the parent of the absences have failed, then the principal or designee shall make a reasonable effort to ensure that direct contact is made with the parent, either in person or through telephone conversation, by the attendance officer to obtain an explanation of the pupil's absence and to explain to the parent the consequence of continued nonattendance. The attendance officer, the pupil, and the pupil's parent shall jointly develop a plan to resolve the pupil's nonattendance. Such plan shall include documentation of the reasons for the pupil's nonattendance. If the student's parents have joint physical custody of the student and the school has notice of the custody arrangement, then both parents shall be notified at their last known addresses. If the parent(s) fail to comply with the principal's or designee's request within three school days, the principal or designee shall notify the attendance officer or superintendent who shall enforce the school compulsory attendance rules.

Upon Sixth Absence Without Parental Awareness and Support

If the pupil is absent an additional day after direct contact with the pupil's parent, and the attendance officer has received no indication that the pupil's parent is aware of and supports the pupil's absence, the attendance officer shall schedule a conference within ten school days, which must take place no later than the fifteenth school day after the sixth absence. At the conference, the pupil, his parent, and school personnel shall meet to resolve issues related to the pupil's nonattendance. Other community service providers may also be included in the conference.

Upon Additional Absence Without Parental Awareness and Support

Upon the next absence after the conference without indication to the attendance officer that the pupil's parent is aware of and supports the pupil's absence, the principal or designee shall notify the attendance officer or division superintendent who shall enforce the compulsory attendance rules by either or both of the following: (i) filing a complaint with the juvenile and domestic relations and domestic relations court alleging the pupil is a child in need of supervision as defined in Section 16.1-228 or (ii) instituting proceedings against the parent pursuant to Section 18.2-371 or 22.1-262. In filing a complaint against the student, the attendance officer shall provide written documentation of the efforts already undertaken to resolve the pupil's absence. If the student's parents have joint physical custody of the student and the school has notice of the custody arrangement, then both parents shall be notified at their last known addresses.

Parental Cooperation in Remediating Excessive Absences

It is expected that parents will cooperate with the attendance officer and other school officials to remedy the student's attendance problem. Where direct contact with a parent cannot be made, despite reasonable efforts, or where parents otherwise fail to cooperate in remediating the student's attendance problem, the division superintendent or his designee may seek immediate compliance with the compulsory school attendance laws. The attendance officer, with the knowledge of the division superintendent, shall institute proceedings against any parent who fails to comply with the requirements of the compulsory attendance laws. Where the complaint arises out of the parent's failure to comply with the requirements of Section 22.1-258, the attendance officer shall document the school division's compliance with this Code section.

Credit for make-up work will be granted only for absences which are preapproved in writing or with a written note from the parent when the student returns to school. Medical documentation may be required at the principal's discretion. Under certain conditions a waiver of these attendance policies may be considered by the superintendent. (See Regulation 7-2.4 (B))

Attendance Records/Pupil Accounting Records

One of the most important records that teachers are required to keep is the teacher's register, otherwise known as the daily attendance register. The purposes of the register are for proper pupil accounting in the instructional program, for school administration, and for the distribution of major state school funds. Hanover County Public Schools teachers shall maintain attendance registers in accordance with state law. At the end of each school year, each public school principal shall report to the division superintendent the number of pupils by grade level for whom a conference was scheduled pursuant to this policy. The division superintendent shall compile this information and provide it annually to the superintendent of public instruction.

Further, Hanover County Public Schools shall maintain an accurate record of each child with a disability attending a school in the division who is not a resident of the school division. This record shall be certified to the state following the end of the school year.

Dismissal Precautions

Principals shall not release a student during the school day to any person not authorized by the student's parent/guardian to assume responsibility for the pupil. Students shall be released only on request and authorization of the parent or guardian. The burden of proof on the authority of the person to receive the student is on the requesting party. A formal check-out system shall be maintained in each Hanover County public school.

Absences resulting from out-of-school suspension may not be counted as part of the twenty (20) days for elementary, twenty (20) single class periods or ten (10) blocks for secondary; however, the student may be required to make-up work missed during the period. (Regulation 7-2.4(B))

Students who transfer from other school divisions are not penalized for absences prior to the day of enrollment in a Hanover County public school; however, the transfer student may not be absent for more than the pro-rated share of the twenty (20) days for elementary or twenty (20) single class periods for any one class or ten (10) blocks of an alternate day schedule class. For example, if a student enters on day 90, he/she may not be absent for more than ten (10) days for elementary, ten (10) single class periods or five (5) blocks for secondary. When a student transfers within the county, the number of absences is transferred and applied toward the maximum allowable number. Residents of Hanover County who enter school late may be required to make up school work/time or to have the days counted toward the maximum allowable of twenty (20) days for elementary or twenty (20) single class periods or ten (10) blocks for secondary. (Regulation 7-2.4(B))

Under certain conditions a waiver of these attendance policies may be considered by the superintendent. (Regulation 7-2.4(B))

Conditions for a Waiver

The student and his/her parent(s) or legal guardian may request a waiver in writing at any time during the school year during which the attendance violation occurs or up to the first day of school for students of the next school year. The correspondence shall be directed to the division superintendent or his designee and shall include: a) the total number of student absences, b) the reason(s) for the absences, and c) the conditions under which a waiver is being sought e.g. medical hardship, extenuating education circumstances, transfer situation.

A waiver may be granted by the division superintendent or his designee for the following reason(s): a) medical hardship; condition whereby a student could not attend as certified by a licensed physician, b) extenuating

educational circumstances as determined by a committee appointed by the division superintendent or his designee or a special education eligibility committee, c) transfer situations as approved by a committee appointed by the division superintendent or his designee. The provisions for the waiver may include submission of missed work as outlined in a contract signed by the student, parent(s) and/or legal guardian, committee chairman, and school principal.

Notification of Parents

When a student reaches the maximum of twenty (20) days absence from elementary school, or twenty (20) single class periods of any one class or ten (10) blocks of any one alternate day schedule class for secondary schools, the school shall notify the student and parent(s)/legal guardian. Initial notification may be verbal; however, it shall be followed by written notification within three (3) school days. A copy of the letter shall be placed in the student's file.

All middle schools, with grades 6-8, shall monitor student attendance and shall report absences both by day and by individual class periods or blocks to students and parents/legal guardians. Attendance reports may accompany deficiency notices and/or report cards.

All high schools, with grades 9-12, shall monitor student attendance and shall report absences both by day and by individual class periods or blocks to students and parents/legal guardians. Attendance reports may accompany deficiency notices and/or report cards.

When a student reaches the maximum of twenty (20) days absence from elementary school, or twenty (20) single class periods of any one class or ten (10) blocks of any one alternate day schedule class for secondary schools, the school shall notify the student and parent(s)/legal guardian. Initial notification may be verbal; however, it shall be followed by written notification within three (3) school days. A copy of the letter shall be placed in the student's file.

Provisions for Students Who Exceed the Maximum of Twenty (20) Days for Elementary School or Twenty (20) Single Class Periods for Any One Class or Ten (10) Blocks of Any One Alternate Day Schedule Class for Secondary School.

The following options may be utilized with students who have failed because of attendance prior to the completion of the school year:

- enroll the student in a semester course(s);
- allow the student to take the equivalent of one semester of summer school if he/she successfully completes the requirements for credit for one semester (academic and attendance);
- develop an alternative education plan which includes a) description of the program, b) maximum number of credits that can be awarded, c) maximum number of absences, and d) conduct conditions. The alternative plan must be approved by the principal and the division superintendent or his designee. A contract signed by the principal, parent(s) or guardian(s), student and superintendent or his designee shall govern the program.

Grading Middle/High School Students Who Exceed the Maximum of Twenty (20) Single Class Periods for Any One Class or Ten (10) Blocks of Any One Alternate Day Schedule Class

- Report Cards: The actual grade(s) made by the student shall be entered on the report card. A credit of "0" shall be recorded. Comment Eleven (11) must be entered on the report card. *The student has violated Attendance Regulation 7-2.4(B). Although grades will continue to be recorded, the student is not eligible to receive credit. Under certain conditions, a waiver may be granted. Contact the school principal for details.
- Permanent Records: The actual grade(s) made by the student shall be entered on the permanent record. The course will carry no Carnegie unit of credit; a credit of "0" shall be recorded. The course(s) will not be included in the calculation of grade point average. The following statement shall be placed on the permanent record: *The student has violated Attendance Regulation 7-2.4(B). Although grades were recorded, the student is not eligible to receive a unit of credit or any fractional part thereof.
- Class Rank: The grade(s) earned by a student who does not receive academic credit (a Carnegie unit) because of violation of Regulation 7-2.4 (B) shall not be calculated into the grade point average.

Late Arrivals

Students who are late to school are expected to report to the office/attendance office and to present a note stating the student's full name, date of tardiness, reason for tardiness, and the signature of a parent/guardian. (This includes students who have early morning classes.) Elementary students should be signed in by a parent or guardian.

All tardy students are expected to go from the office to their regularly scheduled classes. Each student entering class late is expected to make up all work missed. Further, it is the student's responsibility to contact the teacher at a mutually convenient time to receive work or assignments missed.

Early Dismissal

Students needing to leave school early for any reason must have permission from the parent or guardian and the principal. Leaving school grounds before the designated closing of the school day without obtaining permission from the principal is prohibited. If a student leaves school early with permission from parent/guardian and principal, the student must sign out in the principal's office before leaving school grounds.

If a student needs to leave school for emergency reasons, the student must come to the principal's office and obtain permission from the parent/guardian and principal before leaving school grounds. A telephone call to the parent/guardian should be made and documented before seeking the principal's permission to leave for the emergency reason.

Truancy Referrals

Truancy is defined as the absence of a student for which neither the parent nor the school had prior knowledge and consent. The principal may exercise discretion in identifying an absence as a truancy, although the absence occurs with parental knowledge or consent. When the student is truant, the school authorities shall notify parents or guardian(s) of this truancy. Corrective action will be taken by the school authorities when truancy occurs. (Regulation 7-2.4(B))

For a student absent from school for five (5) days without parental awareness and support of the absence, the principal or attendance secretary shall make reasonable effort to make direct contact with the parent(s) (either in person or through telephone conversation) to obtain an explanation for the student's nonattendance. The attendance secretary, in addition to the daily telephone calls made by the county automated telephone system, will mail a letter to the parent(s). The principal and/or attendance secretary, parent(s) and student shall develop a plan to resolve nonattendance. Such plan shall include documentation of the reason(s) for the pupil's nonattendance. If the parent(s) fails to comply with the principal's or attendance secretary's request within three (3) school days, the case shall be referred to the school social worker for enforcement of compulsory attendance rules. (Regulation 7-2.4(B))

The Attendance and Support Coordinator will receive documentation of all truancy referrals and all school interventions regarding the student, including: contacts made with the student or parent, list of absences, copies of excuse notes, disciplinary history, and eligibility status and accommodations. Truancy referral documentation will follow flowchart procedures to satisfy guidelines of the Court Services Unit. Truancy referrals with incomplete documentation will be returned to the school social worker for monitoring.

The Attendance and Support Coordinator shall enforce compulsory attendance requirements (Virginia Code Section 22.1-254) by either or both of the following: (i) filing a complaint with the Juvenile and Domestic Relations Court alleging the student is a child in need of supervision as defined in Section 16.1-228 or (ii) instituting proceedings against the parent pursuant to Section 18.2-371 or 22.1-262. In filing the complaint against the student, the attendance coordinator shall provide written documentation of the efforts already undertaken to resolve the pupil's nonattendance. Such filings occur after review and approval by the Director of Special Education, where appropriate.

After initiating court intervention, the Attendance and Support Coordinator shall monitor active cases and report to the referring school, in an effort to support a plan for improved attendance and academic success.

- The County automated system will be activated and utilized for the high schools and middle schools.
- Elementary school personnel will continue to make direct phone calls for daily absences.

General Procedures

The principal shall submit to the school social worker the names of those students for whom no follow-up information can be obtained on the ten-day non-enrollment report.

The school social worker shall review the ten-day principal's report of non-enrolled children and identify potential truants.

At the end of the first semester, a list of all students absent for fifteen cumulative days shall be submitted to the Director of Special Education for review with the school social workers. Each secondary school shall be visited by the school social workers on a regularly scheduled basis. Any student may be referred to a school social worker for non-attendance at any time.

BICYCLES

Students may ride their bicycles to school after receiving written consent from the parents or legal guardian and written permission from the principal. Students' bicycles are not to be ridden or otherwise used during the school day. Bicycles shall not be allowed on school walkways due to the danger factor and the hazard to pedestrian traffic.

BUS PASSES

If it is necessary for a student to ride a bus other than his/her assigned bus or get off the assigned bus at a different stop, written permission from the parent/legal guardian must be sent to the school office and a bus permission slip given to the bus driver from the principal's office. Consideration must be given to not overloading buses when requests are processed by the principal or his/her designee.

BUS DROP-OFF AGE REQUIREMENT

Children in the second grade and below must be met at the bus stop by a parent or other responsible adult. It is the practice of the HCPS transportation department that when there is no one to meet young students at the bus stop, the bus driver will take them back to school. Parents will be responsible for picking up their child from the school.

DRUG-FREE SCHOOL ZONES

Section 18.2-255.2 of the *Code of Virginia* prohibits the sale or distribution of any controlled substance, imitation controlled substance, or marijuana at any time on or within 1,000 feet of school property.

EARLY SCHOOL CLOSINGS

When it becomes necessary to close schools because of inclement weather or an emergency, a decision will be made at the earliest possible time. Radio and television stations, including Hanover's TV99, will be notified to broadcast an announcement of school closings. School closing information is also posted on the school division website (www.hcps.us), sent via the e-mail connection, and sent to local radio and television stations, including Hanover's TV99. Parents and citizens may also call the Hanover County Public Schools Weather Hotline at (804) 277- 4960 to hear information that may affect the regular school schedule due to inclement weather. If there is no announcement of closings, parents and students should assume that schools will be open on schedule. Parents and students are asked not to call the school or the School Board office, the highway department, or the sheriff's department regarding school closings because the volume of calls may impair the ability to make public announcements as quickly as possible.

Parents should have arrangements in place for their children in case of emergency early dismissals. Parents and school staff should ensure that current information is maintained on emergency cards on file in the principal's office.

EXTRA-CURRICULAR ACTIVITIES

Student activities are extracurricular and supplement the regular school curriculum. Student activities are voluntary and do not carry credit towards graduation. Clubs and organizations are developed according to the needs and interests of students. They take the form of special interest groups, honor societies, publications, athletic teams, and other extensions of classroom work. All extracurricular activities are designed to promote character-building qualities of participation and leadership. Students are not permitted to participate in organizations and engage in related activities to the detriment of their classroom work. All student organizations and activities are under the supervision of the school principal or his/her designee. The administration appoints members of the faculty to serve as sponsors for each activity. The faculty sponsor is responsible for the guidance and general supervision of the activity and ensures that all activities conform to school policies and regulations.

The activities of each organization must be approved by the school principal. All school rules and regulations are in effect during extracurricular activities, whether held on campus or away from school. Written parental permission is required for students to participate in activities away from school.

Fraternalities, sororities, or any clandestine organizations are not permitted in the Hanover County Public Schools. Activities associated with such organizations are prohibited at school. Furthermore, student membership in organizations of this nature outside of school is strongly discouraged.

All students, grades 9-12, participating in any interscholastic competition sanctioned by the Virginia High School League (VHSL) including athletics, cheerleading, debate, drama/theatre, forensics, public speaking, and school publications shall meet the eligibility requirements of the Virginia High School League.

All students, grades 6-8, participating in interscholastic competition shall meet the eligibility requirements and regulations found in the Hanover-Henrico Middle School League Rules.

Extracurricular activities vary within each elementary school, based upon teacher/student interest, staffing duties, scheduling, and student enrollments. All assembly programs/extracurricular activities sponsored by local schools must be approved by the School Board and should not average more than forty minutes per week for the school year.

In addition to recognition students receive on the local school level for academic achievements, the division also sponsors several county-wide events. Among these events are the Spelling Bee (1-8), Youth Art Month (PreK-12), Festival of the Arts and Sciences (PreK-12), Project Plant It, and Agriculture (Ag) Day.

FIRE DRILLS, EMERGENCY EVACUATION, AND INTRUDER DRILLS

Emergency drills are held periodically throughout the school year. When the emergency signal or announcement is given, students should exit the building quietly and/or remain in the pre-designated location for further instructions. Emergency exit routes and directions are posted on classroom bulletin boards and in other conspicuous locations.

Like fire, tornado and lockdown drills, earthquake drills have been added to school emergency management plans. These drills allow students and staff members to practice effective responses to emergency situations.

FOOD SERVICES

School Food Services offers nutritious breakfasts and lunches, providing both value and convenience for busy families. The menus meet the Federal National School Breakfast and Lunch Program standards. Each day, choices of menu items are available, including freshly made chef salads or vegetarian options with hummus or yogurt as part of the meal. Visit the department's website (www.hcps.us/finance/food) for menus nutrition/allergen information, online payment options, the application for free or reduced price meal benefits, and answers to frequently asked questions. Interactive breakfast and lunch menus can be found at www.hanover.nutrislice.com. A parent brochure with detailed information about offer vs. serve, the reimbursable meal components, and a la carte purchasing policies can also be downloaded from the department website.

Breakfast

All elementary and middle schools participate in the federally supported National School Breakfast Program. Breakfast is available to all elementary students. The cost of breakfast for the 2016-2017 school year is \$1.55 for full price and \$0.30 for reduced price. Under this program, students who are approved for receipt of free or reduced price lunch also qualify for free or reduced price breakfast. Please check with your child's school for the exact times that breakfast is served. On late opening and early closing days, it may be necessary to cancel breakfasts due to scheduling constraints. Individual schools should notify parents of planned days with no breakfast service. The cost of an adult breakfast meal is \$2.10.

Lunch

All elementary and middle schools participate in the federally supported National School Lunch Program. Under program guidelines, students are offered five menu components that together provide approximately one-third of a child's daily nutritional needs. Students have the option of declining one or two menu components if they do not intend to taste these items. This option is known as "offered vs. served," and is intended to reduce costly and needless waste. It is suggested that parents review the school lunch menu with their children and that they be encouraged to at least try all of the offered foods. The cost of lunch for the 2016-2017 school year is \$2.75 for full price and \$0.40 for reduced price. To qualify for the meal price, the tray must include a fruit or a vegetable. In addition to the basic lunch, various food items are available on an a la carte basis, including fresh fruit, milk products, snack items, and fruit juices. The cost of an adult lunch is \$3.55.

Free and Reduced Price Meal Eligibility

Families may apply for free and reduced meal benefits by filling out one **application per household** for elementary and middle school students only. (High school students will need to complete a different application.) Applications are available on the school division website or from each school office and are accepted for processing throughout the school year. The application can be returned to the school from which it was obtained or sent directly to the Food Services Department at the Hanover County School Board Office, 200 Berkley Street, Ashland VA 23005. Parents will be notified in writing if the application has been approved or denied. **Important Note: Families approved for benefits in previous years must reapply each new school year by mid-October if they want their benefits to continue.** Benefits are good from the approval date through the remainder of the school year and are not retroactive.

Computerized Point of Sale System and Pre-Paid Meals

All schools operate with a computerized point of sale system in their cafeterias. The system is designed to set up debit accounts for each user. Parents may send in checks or cash up front which is credited to their child's account for pre-paid meals and a la carte purchases. Checks may be sent in any amount and on any day of the week for posting to their child's account. Funds may also be placed on an account via a web-based payment site (www.myschoolbucks.com). See the food service website for details. The Food Services Department will assess a fee and deduct money from an account for checks that returned for insufficient funds. Students access their money through the use of their student ID number. We ask that you provide the following information when sending in funds for your child's account: the student's name, ID number, and if the money is for meals only, open account (can purchase meals, milk, and a la carte items at their discretion), or a combination of prepaid meals and open account. The system does allow for a **minimum** number of charged meals if a student runs out of funds. **However, a child who gets behind in paying for meals may be given an alternate lunch of a cheese sandwich, with milk, at no charge until the account is brought up to date. Also, students who have a negative balance will not be allowed to purchase snack or dessert items.** Cashiers will verbally remind students to bring in money. Of course, students may also bring cash in hand if you just wish to pay for meals on a daily basis. Please contact the food service manager at your child's school if you have any questions regarding the use of the computer system, the status of your child's account, or if you would like restrictions or dietary notes placed on the account.

High School: The high schools in the county do not participate in the National School Breakfast or Lunch Programs, but they offer an a la carte food service program which allows students to select individual food and beverage items of their choice, along with daily meal specials. Items are priced individually and the total cost of the meals depends upon items selected. Daily specials are priced between \$3.00 and \$5.00. There are no free or reduced price meal benefits, but a meal credit of \$1.40 for breakfast and \$2.75 for lunch is available to students whose households receive food stamps or Temporary Aid to Needy Families (TANF) benefits. More information and applications for the meal credit program are available through each high school office.

High school students have debit accounts available through the computerized point of sale system in each cafeteria. Payments can be made by cash, check, or through the www.myschoolbucks.com website that is used at all the county schools. Students who travel from one high school to another for classes can use their student ID number at any location to make purchases. There is a strict \$5.00 total charge limit for high school student accounts.

Please note that at all school levels, refunds from accounts are not made for any purpose other than a student withdrawing from the Hanover county school system. Graduating seniors should plan on depleting their accounts to zero before leaving in June.

FUND RAISING

The School Board prefers that student participation in fund raising activities be limited. When students are involved in fund raising activities, the activities should be educational in nature and enhance their overall development as productive citizens. Fund raising activities which involve students in door-to-door solicitation are prohibited at the elementary level.

HEALTH SERVICES

The primary purpose of School Health Services is to facilitate and promote optimal learning for students. School Health Services strives to enhance the education of all students by supporting the educational goals and objectives of the division. In keeping with the division goal of optimal physical and mental health for all students, the school nurses share in helping each student reach full educational growth and maximum potential in physical, mental, and social

growth. Through early identification and remediation of health problems and needs, and by assisting students to assume responsibility for their own health and to develop healthful attitudes and practices, school nurses encourage improvement of the physical health and health knowledge of our students.

Registered Nurses are available in each school to provide health services and first aid to students. They maintain a liaison with health care providers and community health programs/agencies to protect the health of students and staff by preventing spread of communicable diseases through enforcement of health laws and school policies. Health services staff serve as a resource for health related questions and situations.

Emergencies

School health services staff will develop an individualized health care plan, including emergency procedures for any life-threatening condition, for a student who informs the principal or school nurse of a diagnosis or condition requiring such a plan.

In case of an emergency, serious illness, or accident, the school will make arrangements, including transportation to a medical facility via rescue squad, to obtain medical assistance. All attempts will be made to contact the parents/guardians, but in an emergency, medical care will not be delayed. If the school is unable to contact parents/guardians, the other persons listed as adult contacts on the student's emergency information sheet will be contacted.

Sick Day Guidelines

Your child should stay home if he or she:

- Has a fever of 100 degrees or higher before taking a fever reducing medication
- Has active vomiting or diarrhea
- Has symptoms that prevent him or her from participating in school and appears to be ill, such as
 - Excessive tiredness or lack of appetite
 - Persistent or productive cough
 - Headache, body aches, earache
 - Severe sore throat
- Has an unknown rash or possible contagious condition
- Has eye irritation with crusting and drainage

Students will be sent home by the nurse if they have a fever of 100 degrees or above. Students will also be sent home if they appear ill and have symptoms that may be contagious. In cases of communicable diseases parents are requested to report illness to the school nurse as soon as the health care provider makes a diagnosis. (Policy 7-5.3) Children must be fever free, below 100 degrees **without** fever reducing medications for 24 hours, before returning to school. Children should also be free of active vomiting and diarrhea for 24 hours before returning to school. If your child has been diagnosed with strep or conjunctivitis (pink eye), they must be on antibiotics for 24 hours before returning to school. Returning to school too soon may slow the recovery process and can unnecessarily expose others to illness.

Your child may be asked to stay home longer if recommended by the Health Department during illnesses such as influenza or vomiting and diarrhea caused by such viruses as Norovirus and Rotavirus.

Head Lice

Head lice are small parasitic insects found on the head and live close to the scalp. Head lice is a common occurrence among school-aged children, affecting all social and economic groups. Personal hygiene or cleanliness in the home or school has nothing to do with getting lice. Head lice do not transmit disease and do not pose any health risk.

Head lice are wingless and do not fly or hop, nor crawl long distances. Direct head-to-head contact is needed to for head lice to travel from one person to another. A head louse spread through indirect contact is less likely.

Females lay eggs that are called nits. Nits are firmly attached to the hair shaft and are oval-shaped and very small. It is very unlikely that a nit could be transferred to another person. Nits often appear yellow or white although live nits may appear to be the same color as the hair of the infested person. Head lice nits usually take about 8-9 days to hatch. Eggs that are likely to hatch are usually located no more than ¼ inch from the scalp.

Parents/guardians should check their child's hair regularly and treat immediately if the child has head lice. Parents should also inform the school and close contacts, daycare provider or after school program of any infestation. Encourage your child to not share combs, brushes, or hats with others.

Students found to be infested with head lice by the school nurse will be subject to the following regulations:

- Students will be excluded from school at the time an infestation is discovered. An infestation is defined as live lice or viable nits (nits that are close to the scalp).
- The school nurse will give the parent/guardian instructions for treating the lice and removing the nits.

- After lice treatment is completed, a parent must accompany the child to the clinic and bring the completed *Head Lice Treatment Verification Form*. If no live lice are seen and the majority of nits are removed, the child will be allowed to return to class.
- The parent will need to continue to remove nits from the child's hair for 7-10 days and possibly longer.
- The school nurse will follow-up with the parent/guardian in 7-10 days to remind them of a second treatment and to return the *Head Lice Treatment Verification Form*.
- The school nurse will screen the student in 7-10 days to determine if any live lice or nits are present.

Siblings of the infested individual and identified close contacts will be screened when deemed appropriate. If more than one case of lice is identified in an elementary classroom, all students in the classroom will be checked and a letter will be sent home to notify parents.

More information about head lice can be found at <http://www.cdc.gov/parasites/lice/>

Wellness Policy

Classroom Activities and Celebrations - During the Regular Instructional Day

School Board Policy 7-4.6 and the accompanying regulations governing the number and timing of parties should be followed when planning classroom celebrations. Given the risk associated with food allergies and other health concerns, food items shall not be used as rewards or incentives in the classroom. In addition, during the regular instructional day no food may be brought to school which is intended to be shared with other students. No trading of food or sharing of utensils will be allowed due to unknown food allergies. Planning celebrations that revolve around crafts, games, and other activities that do not involve food is encouraged.

The practice of non-food celebrations allows more students to participate in classroom celebrations. This regulation does not include food items that are part of the instructional process or part of school-sponsored activities which are planned in advance.

Health Screening

Vision and hearing screening will be conducted in grades K, 3, 7, and 10 per Code of Virginia §22.1-214 and Code of Virginia §22.1-273 within the first three months of school. Screenings also will include all students new to Virginia Public School. Screenings will include weight and height and a body mass index (BMI) in elementary schools. These screenings are conducted by the Health Services Department. Parent/Guardian will be notified in writing of any vision or hearing concerns so that they can follow up with their health care provider. Parents may request all screening results from the school nurse at the student's current school.

Administration of Legal Medication: Prescription and Non-prescription Medications

Parents are encouraged to give medications at home whenever possible. When students must take medications at school, prescription medication requires a prescriber's order and a parent's authorization. Non-prescription medications require a parent's authorization for the student to receive the medicine at school.

1. A prescriber's order from the student's physician, dentist, nurse practitioner, or physician assistant must include the following information:
 1. student's full name;
 2. licensed prescriber's name, telephone number, and signature;
 3. date prescription is written;
 4. name of medication;
 5. dosage;
 6. route of administration;
 7. time of day for taking the medicine;
 8. anticipated length of treatment;
 9. diagnosis or reason the medication is needed;
 10. any serious reactions that may occur if the medication is not administered; and,
 11. special handling instructions.
2. Prescriber's orders, parent's authorization and the medication label must contain identical information.
3. When a medication, prescription or non-prescription, is to be given less than ten (10) consecutive days, the label on the bottle may be accepted as the prescriber's order. Parent's authorization and the medication label must contain identical information.
4. The medication must be brought to school by the parent or legal guardian in the properly labeled original container. Many pharmacies will provide a "school bottle" for prescription medications when medications are going to be given during the school day. Ask your pharmacist.
5. Nurses will administer current medications only. Nurses cannot administer expired prescriptions or over the counter medications.

6. The "Authorization and Permission for Administration of Medication" form must be completed by the parent and returned to the school nurse.
7. Changes in medications require a new written prescriber's order, a new parental authorization, and a corresponding change in the prescription label. Faxed authorizations from prescribers are acceptable as long as the school nurse has on file a signed parental authorization.
8. The parent or legal guardian should pick up unused medications in the school clinic.
9. Exceptions to these regulations may be necessary depending on individual circumstances. Only the principal or designee may authorize exceptions.

Student Self-Administering of Medications

Students will be allowed to self-administer legal medications and medications/treatments required for certain diagnoses. In this situation the following rules must be followed:

1. The prescriber's orders must contain all the information listed above, plus a statement regarding the student's competency in self-administering the intended medications.
2. The "Authorization and Permission for Administration of Medication" form must be completed by the parent and returned to the school nurse.
3. The school nurse will assess the student's competency, and a building administrator will sign an authorization for the student to self-administer the medicine.
4. If the medication is needed, the student will self-administer the medication. The student will report the medication to the school nurse if he/she needs to self-administer the medication the third time in the same day.
5. For self-administration of emergency medications the student must report the emergency to a teacher, administrator or nurse as soon as possible.
6. Students diagnosed with asthma or anaphylaxis, or both, may self-administer inhaled asthma medications or self-injected epinephrine. Permission will be granted for 1 calendar year (365 calendar days) and must be renewed annually. Immunity is provided by Code of Virginia (§8.01-226.5:1) for any school staff who supervise the self-administration of medications for asthma and/or anaphylaxis.
7. If a student behaves in an irresponsible way in self-administering medication, the student may not be permitted to continue this process. The parent will be asked to come to school for a conference.

Self-Care for Students Who are Diagnosed with Diabetes

Hanover County Public Schools students with a diagnosis of diabetes, with parental consent and written approval from the prescriber (as that term is defined in Virginia Code §54.1-3401), may (i) carry with him/her and use supplies, including a reasonable and appropriate short-term supply of carbohydrates, an insulin pump, and equipment for immediate treatment of high and low blood glucose levels, and (ii) self-check his/her own blood glucose levels on a school bus, on school property, and at a school-sponsored activity.

Nurses, along with other school personnel, provide a health services program for the assessment, evaluation, maintenance, and improvement of the health of students. Routine health screenings for health issues regarding vision, hearing, throat, speech, language, fine motor skills, and gross motor skills are conducted in kindergarten, third, seventh and tenth grades during the first three months of school. Students will not be screened for scoliosis. Please refer to the fact sheet below.

SCOLIOSIS FACT SHEET

What is scoliosis?

Everyone's spine has natural curves. These curves round our shoulders and make our lower back curve slightly inward. But some people have spines that also curve from side to side. Unlike poor posture, these curves cannot be corrected simply by learning to stand up straight.

This condition of side-to-side spinal curves is called scoliosis. On an X-ray, the spine of an individual with scoliosis looks more like an "S" or a "C" than a straight line. Some of the bones in a scoliotic spine also may have rotated slightly, making the person's waist or shoulders appear uneven.

Who gets scoliosis?

Scoliosis affects a small percentage of the population, approximately 2%. However, scoliosis runs in families. If someone in a family has scoliosis, the likelihood of an incidence is much higher – approximately 20%.

In children, the vast majority of scoliosis is "idiopathic", meaning its cause is unknown. It usually develops in middle or late childhood, before puberty, and is seen more often in girls than boys. Most scoliosis is found in otherwise healthy youngsters.

The importance of early detection – tips for parents

Idiopathic scoliosis can go unnoticed in a child because it is rarely painful in the formative years. Therefore, parents should watch for the following "tip-offs" to scoliosis beginning when their child is about 8 years old:

- *Uneven shoulders
- *Prominent shoulder blade or shoulder blades
- *Uneven waist
- *Elevated Hips
- *Leaning to one side

If any of these signs are observed, an appointment should be made with the child's family doctor, pediatrician, or orthopedic doctor for a comprehensive physical exam and possibly spinal x-rays.

Treatment

In planning treatment for each child, the doctor will carefully consider a variety of factors, including the history of scoliosis in the family, the age at which the curve began, the curve's location and severity of the curve.

Most spine curves in children with scoliosis will remain small and need only to be watched by a doctor for any sign of progression. If a curve does progress, an orthopedic brace can be used to prevent it from getting worse. Children undergoing treatment with orthopedic braces can continue to participate in the full range of physical and social activities.

If a scoliosis curve is severe when it is first seen, or if treatment with a brace does not control the curve, surgery may be necessary. In these cases, surgery has been found to be a highly effective and safe treatment.

Summary

Scoliosis is a common problem that usually requires only observation with repeated examination in the growing years. Early detection is important to make sure the curve does not progress. In the relatively small number of cases that need medical intervention, advances in modern orthopedic techniques have made scoliosis a highly manageable condition.

Reference: American Academy of Orthopaedic Surgeons Online Service Patient Education Brochure: Scoliosis

Registered nurses or clinic attendants are available in each school to provide health services and first aid for students. They maintain a liaison with healthcare providers and community health programs/agencies to protect the health of students and staff by preventing spread of communicable diseases through enforcement of health laws and school policies. Health services staff serve as a resource for health related questions and situations.

Eating Disorder Information

What are eating disorders?

Eating disorders are serious health problems that usually start in childhood or adolescence and affect both girls and boys. They are not a fad, phase or lifestyle choice. They can be potentially life-threatening conditions affecting every aspect of the person's functioning, including school performance, brain development, emotional, social, and physical well-being.

How to identify a possible eating disorder?

Eating disorders can be diagnosed on weight changes but weight is not the only indicator, as people of all sizes may be suffering. Eating disorders may also be identified based on behaviors, attitudes and mindset. Often, a young person with an eating disorder may not be aware that he/she has a problem or keeps the issues secret. Parents/guardians and family members are in a unique position to notice symptoms or behaviors that cause concern.

Key things to look for around food:

- Eating a lot of food that seems out of control (large amounts of food may disappear, you find a lot of empty wrappers and containers hidden)
- Develops food rules-may eat only a particular food or food group, cuts food into very small pieces, or spreads food out on the plate
- Talks a lot about, or focuses often, on weight, food, calories, fat grams, and dieting
- Often says that they are not hungry
- Skips meals or takes small portions of food at regular meals
- Cooks meals or treats for others but won't eat them
- Avoids mealtimes or situations involving food
- Goes to the bathroom after meals often
- Uses a lot of mouthwash, mints, and/or gum
- Starts cutting out foods that he or she used to enjoy.

Key things to look for around activity:

- Exercises all the time, more than what is healthy or recommended-despite weather, fatigue, illness, or injury
- Stops doing their regular activities, spends more time alone (can be spending more time exercising)

Physical Risk Factors:

- Feels cold all the time or complains of being tired all the time. Likely to become more irritable and /or nervous
- Any vomiting after eating (or see signs in the bathroom of vomiting-smell, clogged shower drain)
- Any use of laxatives or diuretics (or you find empty packages)

Other Risk Factors:

- Believes that they are too big or too fat (regardless of reality)
- Asks often to be assured about how they look
- Stops hanging out with their friends
- Not able to talk about how they are feeling
- Reports others are newly judgmental or "not connecting"

The importance of early detection

Early detection and treatment of eating disorders offer the best opportunity for positive outcomes and minimal long term consequences. If your child shows signs of a possible eating disorder seek assistance from a medical professional as soon as possible; because they are so complex, **eating disorders should be assessed by someone who specializes in the treatment of eating disorders**. The earlier a person with an eating disorder seeks treatment, the greater the likelihood of physical and emotional recovery.

How to communicate with your child:

- Understanding that eating disorder sufferers often deny that there is a problem.
- Educate yourself on eating disorders
- Ask what you can do to help
- Listen openly and reflectively
- Be patient and nonjudgmental
- Talk with your child in a kind way when you are calm and not angry, frustrated, or upset.
- Let him/her know you only want the best for him/her
- Remind your child that he/she has people who care and support him/her
- Be flexible and open with your support
- Be honest

- Show care, concern, and understanding
- Ask how he/she is feeling
- Try to be a good role model-don't engage in "fat talk" about yourself
- Understand that your child is not looking for attention or pity
- Seek professional help on behalf of your child if you have any concerns

For more information about eating disorders please contact your health care provider, school nurse, or one of the resources listed below.

Academy for Eating Disorders (AED)

<http://www.eatingdisorderhope.com/information/help-overcome-eating-disorders/non-profits-organizations/aed>

Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T)

www.feast-ed.org

National Eating Disorders Association

www.nationaleatingdisorders.org

Toll free, confidential Helpline, 1-800-931-2237

Additional resources may be found at:

Virginia Department of Education

http://www.doe.virginia.gov/support/health_medical/index.shtml under the section titled, Eating Disorders

PARKING AND AUTOMOBILES

The school division's regulations for student parking and use of vehicles are listed below. Each high school will issue additional information for procedures specific to the school.

- Students must register and pay the School Board approved parking fee in order to obtain a parking permit for all motor vehicles. The School Board approved parking fee is not prorated through the school year. Only students with a valid driver's license are eligible to apply. Parking permits will be issued on a space-available basis in a priority order established at each high school by the principal and communicated to students/parents.
- As a condition for obtaining a permit to park a vehicle on the school grounds, a student and the student's parent(s), if they are the owners of the vehicle, must agree, in writing, to allow school officials to search his or her vehicle if a school official has reasonable cause to believe that the student has a prohibited substance, a weapon, or any other dangerous or illegal item in his or her vehicle.
- Student motor vehicles are not to be moved or otherwise used during the school day without permission from the school office.
- Students shall not sit in motor vehicles, nor shall they congregate around same at any time during the school day.
- Upon request of the principal or his/her designee, motor vehicle keys may be required to be turned into the principal's office each day upon arrival at school.
- Principals will have the right to revoke the student's parking permit.
- Students parking their vehicles on school grounds shall park in designated parking areas only.
- All motor vehicles parked on school grounds shall have a valid registration as required by the State of Virginia.
- Additional regulations for the control of the use of motor vehicles by students may be made by the principals as deemed necessary to maintain proper control.
- All students are expected to ride the school bus to and from The Hanover Center for Trades and Technology each school day. Any exceptions must be approved by the Principal of The Hanover Center for Trades and Technology and the home school Principal.
- All students are expected to ride the school bus to and from the Hanover High School Specialty Center each school day. Any exceptions must be approved by the Principal of the Hanover High School Specialty Center and the home school Principal.

PARTIES

Elementary classrooms are limited to two parties each school year. Although these parties typically occur near winter and spring breaks, principals may schedule the parties in a way that minimizes impact on instructional time. Principals may request the PTA/PTO to assist in the planning of these parties. The parties are to be conducted during the last hour of the school day.

STUDENT FEES

Only those fees approved by the School Board may be collected. The School Board will approve fees that are consistent with Virginia State law and the regulations of the State Board of Education.

School Board approved fees for the 2016-2017 school year are as follows:

Regular Instructional Fees

Music	
Band	\$20.00
Chorus	\$20.00
Orchestra	\$20.00
Band & String Instrument Rental	\$40.00
Grade 4 – Recorder	\$6.00
Art	
Grades K-5	\$5.00
Grades 6, 7, & 8 (semester/year)	\$8.00/\$16.00
Grade 8-12 (year)	\$16.00
Graphic Arts I & II	\$16.00
Photography	\$25.00
Physical Education	
Gym Suit	\$10.00
Gym Suit (XXXL)	\$14.00
Lost Lock Fee	Replacement Cost
Career and Technical Education	
Agriculture, Horticulture - Grades 6-8 (semester/year)	\$15.00/\$25.00
Agriculture, Horticulture - Grades 8-12	\$25.00
Family & Consumer Science - Grades 6-8 (semester/year)	\$15.00/\$25.00
Technology & Engineering - Grades 6-8 (semester/year)	\$15.00/\$25.00
Technology & Engineering - Grades 8-12	\$20.00
Exploratory - Grade 6	\$5.00
Exploratory - Grades 7 & 8 (semester/year)	\$8.00/\$16.00
Marketing (Except Introduction to Marketing & Business)	\$15.00
Teacher Cadet 1 & 2	\$15.00
Hanover Specialty Center	
Consumable Materials	\$26.00
Web Design, Sports Medicine	\$30.00
Engineering, Electronics	\$35.00
Nurse Aide	\$200.00
Driver Education	\$200.00
Mass Communications: TV Production II, III, and IV	\$10.00

Tuition

Dual Credit Tuition

Fee Determined Annually by the Virginia Community College System.

Students should talk with their school counselor about the application process. The college delivering the course sets the tuition rate.

Nonresident Tuition

Regular	\$5,975.00
School Division Employee	\$1,488.00

Summer School Tuition – Daily Rate (Total Tuition depends upon length of Session)

Resident (Elementary & Middle School)	\$8.50
Resident (High School)	\$10.70
Nonresident (Elementary, Middle & High School)	\$12.75

Adult Education

Adult Basic Education/General Education Diploma (Preparatory Class)	\$60.00
English as a Second Language	\$60.00
Tuition for evening classes at the Georgetown School (per course)	\$175.00

Other Fees:

Student Parking Permits	\$75.00
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AP Examination Fee (per subject)
IB Examination Fee (per subject)

Fees Determined Annually by College Board
Fees Determined Annually by I.B. Organization

STUDENT INSURANCE

Parents or guardians are encouraged to obtain accident insurance for student members of the family. For those students not covered by a family policy, the parent may wish to consider a policy available through the approved agent of the school system. For students covered by a family policy, additional coverage is available through the approved agent of the school system. The insurance is a service to the students and is voluntary. The parent/student must pay the premium. The school system does not receive any financial or other benefits from the approved insurance agent. Four insurance options are available: school time, 24-hour, voluntary football, and optional dental. Insurance application forms are available in the school office. (Policy 7-5.2)

STUDENT SAFETY

A primary consideration in all classes and student activities is the safety of students. All provisions of state law and regulations of the State Board of Education concerning student safety are fully implemented in all the schools in Hanover County. The Virginia General Assembly has defined school property as any school owned or leased real property or vehicle and any vehicle operated by or on behalf of the School Board. This definition would apply, for example, to possession of weapons on school property, school buses, school bus stops, and during school activities including those occurring off the school site.

Each school has a written plan for school safety and crisis management. The principal will utilize a variety of methods to communicate information to students and parents regarding safety and crisis management. School safety audits are conducted on a regular basis to ensure continued inspection and attention to safety issues.

Students are instructed properly in accident prevention including proper conduct on streets and highways, the operation of motor vehicles, and fire prevention. Students are carefully supervised at all times, and extreme caution is exercised in those classes where machinery or chemicals are used. Protective eye devices are required to be worn in instances where any danger to the eyes of the student might be present. Extreme care is taken that all equipment and grounds used by the students are free from hazardous conditions. Anyone discovering an unsafe or hazardous situation or suspecting an unsafe or hazardous situation should report it immediately to the principal's office.

The following safety regulations are designed for the students' protection and are particularly of concern in the art, science, and technical education laboratories. Students must observe the following procedures and practices:

- Dress appropriately for laboratory situations. Avoid neckties, loose jewelry, and excessively loose or bulky clothing. Safely secure long hair.
- Read and complete all pre-laboratory assignments.
- Learn the names and uses of standard art, science, and technical education equipment.
- Use only tools, equipment and materials that were assigned to you. Never lend or borrow.
- Know the use and location of safety equipment, i.e., fire extinguisher, fire blanket, safety goggles, first aid kit and protective clothing.
- Always follow prescribed regulations for the wearing of safety goggles.
- Remove all unnecessary materials (purses, notebooks, books, etc.) from the work area. Keep only required materials, directions, data sheets in the work area.
- Work quietly and remain in your assigned area. Do not engage in disruptive behavior or horseplay. Always conduct yourself safely.
- Perform only activities or experiments that have been authorized by the teacher.
- Follow all written and verbal instructions carefully. Ask questions about instructions you do not understand.
- Reread chemical labels and equipment instructions until understood. Be certain that you are using the proper items and that you know how to use them correctly before you begin an activity.
- Keep hands and other items away from your mouth, eyes, and body when conducting a laboratory exercise. Wash hands thoroughly at the conclusion of each laboratory session.
- Clean and return all materials, tools, and equipment to the proper place.
- Report all accidents and spills to the teacher immediately.
- Discard all wastes in designated receptacles. Never dispose of solids in sinks.
- Never handle broken glass with bare hands. Use a brush and dust pan or wet cotton wads to pick up materials. Dispose of glassware in marked containers.
- The following actions are necessary to ensure safety:
 - never remove tools, equipment, materials, or chemicals from the classroom or laboratory;
 - never use laboratory tools, materials and equipment, such as gas, water, electricity, and chemicals unless directed to do so;
 - never enter storage areas;
 - never take food or beverages into the laboratory;
 - never leave power equipment running while unattended;

- never leave heat sources unattended;
- never leave chemical containers uncovered;
- never handle electrical equipment with wet hands;
- never apply substances directly to any part of the body. (Regulation 7-5.1(A))

USE OF SCHOOL TELEPHONE

Generally, students are not permitted to use school telephones except in case of an emergency.

Instructional Programs

ADVANCED PLACEMENT

Advanced Placement (AP) tests are administered at each high school on dates established by the College Board. Students enrolled in AP courses will pay the fee associated with each exam. Students who enroll in AP courses are not required to take the AP examination.

ALTERNATIVE SCHOOL PROGRAMS

Alternative education consists of a variety of educational services available to Hanover students and adults who have diverse learning needs. The services are provided for middle and high school students, as well as for adults, in The Georgetown School at 10000 Learning Lane, Mechanicsville, Virginia (Phone: 804-723-3460). Students participating in alternative education may include those referred for disciplinary infractions, those lacking academic success and in need of credit recovery, those over sixteen years of age seeking a General Education Development (GED) credential, and others identified as at risk of not graduating and in need of individualized services. A recommendation to return to regular classes will be based on a student's progress and demonstrated willingness to obey all school rules and regulations. The school principal and school counselors can provide additional information about alternative education to parents and students.

CAREER AND TECHNICAL EDUCATION

The Hanover County School Board believes that career education is a vital component of the school division's curriculum. Career education is the totality of experiences infused into the division's curriculum (K-12) through which students learn about work as a part of their way of life, and through which they relate work skills and values to academic and other life choices.

The School Board intends that career education components of the curriculum should satisfy the following objectives:

- to assist students in developing personal skills that are transferable to the workplace;
- to include career awareness activities in all elementary classrooms;
- to include career exploration, planning, and development in the middle and high school curricula; and,
- to provide comprehensive career resource centers in each high school.

Hanover County Public Schools offer students a variety of opportunities to explore and to experience learning related to careers. The following descriptions present the identifying characteristics of a number of the career education programs available.

Co-operative Education:

The Virginia Department of Education defines co-operative education as "an arrangement that allows students to alternate between classroom instruction and actual work experiences, receiving school credit for both." The work experience must be related directly to the cooperative education class. Cooperative education involves close coordination of the work experience between the classroom teacher and the student's employer. Students may receive a Carnegie unit of credit for successful completion of 396 hours of work experience through an approved co-operative education class. Students must have reached their sixteenth birthday and hold a valid Virginia driver's permit to participate.

Shadowing:

Shadowing is a short term work-based experience which provides the student an opportunity to explore a career, specific job, or general operation of a business. Teachers are encouraged to identify and to facilitate for students shadowing experiences which will offer means of connecting classroom learning with career exploration and preparation. Middle school and high school students may participate in approved shadowing experiences coordinated by the school with businesses and industries. School bus transportation may be provided for some group shadowing experiences.

Mentorship:

Eleventh and twelfth grade students have the opportunity to apply for the Mentorship Program which offers one-half Carnegie unit of credit for one semester of study. Students are paired with community professionals in a one-to-one relationship with the intent of providing direct experience in a career field of the student's choice. Seminar sessions are required for successful completion of the program. Career counselors can develop non-credit mentorship experiences for individual students or small groups of students.

Youth Apprenticeship:

Youth Apprenticeship is a system in which a student learns a skilled craft or trade by working in an approved work site and completing the required classroom instruction. To be an apprentice the student/employee must be registered with the Virginia Apprenticeship Council through the through the Department of Labor. Students must have reached their sixteenth birthday and hold a valid Virginia driver's permit to participate in Youth Apprenticeship. Youth Apprenticeship is a direct link between school, skilled employment, and post-secondary training. Application forms for all apprenticeships are available in the high school counseling office.

Work Experience:

Students are encouraged to experience work and gain skill in a work setting prior to graduation. The integration of students' academic and technical learning is a goal in the school division. Partnerships with area businesses and industries provide students many opportunities to work and thereby to explore career interests.

Students participating in off-campus career education programs are expected to follow regulations concerning student conduct as specified in the *Code of Student Conduct*. Additional rules may be specified by the employer and/or school relevant to co-operative education, shadowing, mentorship, or apprenticeship and will be enforced by the school principal.

CHARACTER EDUCATION

Civic virtues and personal character traits are interwoven into the school procedures and environment so as to instruct, primarily by example, illustration, and participation, in such a way as to complement the standards of learning. Classroom instruction may also be used to supplement the program. Character education is intended to educate students regarding those core civic values and virtues which are efficacious to civilized society and are common to the diverse social, cultural, and religious groups of the community. Specific character traits emphasized may include trustworthiness, respect, responsibility, fairness, caring, and friendship.

COLLEGE PREVIEW

College preview programs are available through Randolph-Macon College and Virginia Commonwealth University.

CURRICULUM GUIDES/COURSE SYLLABUS

Curriculum guides are developed and revised in a five-phase cyclical process outlined in the Five-Phase Curriculum Development Plan for Hanover County Public Schools. The guides correlate with the Virginia Standards of Learning. Teachers use curriculum guides as the basis for the instructional program. A syllabus for each middle and high school course is distributed by the teacher at the beginning of the course and communicates what is expected of the students. The syllabus shall include: a) an overview of general content and/or major objectives; b) procedures for assessing students, including type of assignments and their relative value in deriving nine weeks grades; c) information on long-term projects (e.g., term papers) including grade value, time of year, availability of library materials, and cost of materials; d) other information pertinent to the course (e.g., safety requirements and performance requirements). Teachers should make certain that materials and resources are available before requiring projects.

DRIVER EDUCATION

The Hanover County School Board shall offer in all division high schools a program of driver education in the safe operation of motor vehicles and knowledge of rules, regulations and laws. The program shall consist of classroom training, driving simulation, and behind-the-wheel training. The School Board shall establish fees that do not exceed the limit established by the Virginia Department of Education for the behind-the-wheel portion of the program. The classroom and in-car driver education standards focus on safe driving attitudes; time, space, and distance-perception skill development; and the recognition of and appropriate response to hazards in the ever-changing driving environment.

No student shall be permitted to operate a motor vehicle without a learner's permit or a license. Necessary certification of students' academic standing and compliance with compulsory attendance laws shall be provided by the school administration to the Department of Motor Vehicles upon request, in accordance with Virginia law.

At the beginning of each school year and thereafter as necessary, the division superintendent shall report to the Department of Motor Vehicles the name and driver's license number of all persons providing instruction in driver education for the school.

The driver education program shall be designated for and available to all eligible students and shall consist of classroom training and behind-the-wheel training. The program shall be in compliance with the provisions of Virginia law and the regulations of the Virginia Board of Education. The behind-the-wheel phase of the program will be offered at all high schools under the direction and supervision of certified driver education teachers.

Eligibility for a Virginia Learner's Permit and a Provisional Driver's License

- Students may apply for a learner's permit if they are at least 15 years and six months of age. They must complete the Virginia Driver's License Application Form (DL 1P). A parent/guardian over the age of 18 must sign the revised DL 1P form to grant DMV permission to issue the student a learner's permit and a driver's license.
- Students must furnish proof of a social security number and provide an original identification document certifying name and date of birth. They must also furnish proof of residency. Parent or legal guardians of applicants under the age of 19 may certify Virginia residency.
- Students who fail the DMV knowledge test three times must subsequently complete a classroom driver education course before being eligible to take the test a fourth time.
- Students may apply for a driver's license when they become 16 years and three months of age.
- Students must hold a learner's permit for nine months, or until the learner's permit holder turns 19 (whichever comes first).
- Students younger than 18 must have their parents, foster parents, or guardians certify that they have driven a motor vehicle for at least 50 hours, at least 15 of which were after sunset.
- Students younger than 19 must successfully complete a state-approved driver education program.
- The in-car teacher will administer the road test. If the student successfully passes the test, meets all the licensing requirements, and the school receives written permission from the parent to license the child, the school will issue the student a 180-Day Temporary Provisional Driver's License, which serves as a valid Virginia Driver's License when accompanied by a learner's permit.

Graduated Licensing Restrictions for a Learner's Permit and Provisional Driver's License

Virginia Law:

- Prohibits driving with more than one nonfamily passenger less than 21 years old until the holder has held a provisional license for one year, and no more than three nonfamily passengers less than 21 years old until age 18.
- Restricts licensed drivers younger than 18 years old from operating a vehicle between midnight and 4 a.m., except when driving (i) to and from work; (ii) to and from a school sponsored activity; (iii) when accompanied by a parent or person in loco parentis, or by a spouse who is 18 years old or older; (iv) to or from an activity that is supervised by an adult and is sponsored by a school or by a civic, religious, or public organization; (v) in cases of emergency; or (vi) when responding to fire or some other emergency as a volunteer firefighter or rescue worker.
- Prohibits drivers under age 18 from using cell phones or wireless communication devices while driving, regardless of hand-held or hands-free, except in a driver emergency and the vehicle is lawfully parked or stopped.
- Requires passengers younger than 18 years of age who are occupying the rear seats of a vehicle to use safety belts.

The Parents' Role in the Juvenile Licensing Process

The family, not the school, is in the best position to have a sustained effect on minimizing risks faced by inexperienced drivers and encouraging responsible behavior. Parents must:

- Grant the DMV permission to issue your child a learner's permit and a driver's license.
- Grant the school permission to enroll your child in the in-car phase of driver education.
- Provide your child with at least 50 hours of guided practice, 15 of which must be after sunset.
- Sign the 50-hour log and the 180-day Temporary Provisional Driver's License form, and provide the driver's license number or DMV-issued ID number.
- Determine when your child is ready to drive unchaperoned.
- Suspend your child's driving privileges if he or she is not demonstrating responsible behavior.
- Notify your insurance agent when your child receives a 180-day Temporary Provisional Driver's License.
- Continue to monitor your child's driving after receipt of a provisional license, reinforce safety belt use, and limit or prohibit passengers and other driving distractions.
- Establish zero tolerance rules for cell phone use and text messaging while driving.
- Model safe driving behaviors.

DUAL ENROLLMENT

Dual Enrollment is a plan, authorized by legislation and the State Council of Higher Education in Virginia, which allows high school students to meet the requirements for graduation while simultaneously earning college credit. Juniors and seniors may consult the *Program of Studies* about specific Dual Enrollment courses which are available through Reynolds Community College. The process for enrolling is described in the *Program of Studies* and requires approval by the principal. Some of the courses offered are available only at Hanover High School because they are specialty programs requiring instructional facilities designed specifically for them. These include practical nursing, medical lab technology, dental lab technology, optical lab technology, and pharmacy. Students are responsible for all requirements associated with the course. Students enrolled in Dual Enrollment courses will pay the tuition fees associated with each course. There is no reimbursement for Dual Enrollment (DE) tuition.

EARLY COLLEGE SCHOLARS

The Early College Scholars program provides eligible high school seniors the opportunity to complete their high school diploma while earning at least 15 credit hours toward a college degree. Eligibility criteria include the following:

- "B" average or better;
- seeking Advanced Studies Diploma;
- completing or have completed college course work (Advanced Placement, International Baccalaureate, dual enrollment or Cambridge) that will earn at least 15 college credits.

Students and parents should contact the senior-year school counselor to obtain and complete the "Early College Scholars Agreement" form. Counselors also can provide students the list of colleges in Virginia that will accept the 15 credit hours earned in high school as transfer credits toward the college degree.

ELEMENTARY PROGRAM

Hanover's elementary program is designed to provide every student with the knowledge and skills needed for personal self- fulfillment, appreciation and enjoyment of beauty, and the attainment of full social responsibility at all levels of development. Furthermore, teachers and administrators are dedicated to the education of the whole child through the student's continuous growth in mental, physical, social, and cultural development. Programs are designed to help each child realize the purposes of learning and to give each child opportunities to analyze situations in order to make decisions for personal growth and development.

Virginia Standards of Learning

The Standards of Learning program is a State endeavor to improve public education in Virginia. A key feature of the program is the development of objectives for all curricular areas that students will be expected to master by grade level. In accordance with this commitment, all curricular areas in Hanover County Public Schools have been coordinated with the State objectives.

Language Arts

The language arts program utilizes current, sound instructional practices in the areas of fluency, phonics/word study, vocabulary development, comprehension, and writing to help students maximize their development as proficient readers and communicators. This balanced literacy program ensures that each student's educational needs are met by: immersion in a print-rich environment, availability of reading materials at his/her instructional level, meeting with the teacher daily for small group instruction, additional daily instruction as needed if functioning below grade level, application of phonics/word study skills to his/her reading and writing, daily opportunities for writing across the curriculum and formal writing instruction, and daily opportunities to read silently at his/her independent reading level.

The Virginia Standards of Learning and the Balanced Literacy Diet are utilized to provide the framework for a robust language arts program. This framework prepares students to communicate orally and in writing. Additionally, students are prepared to read, comprehend, and respond critically to a variety of fiction, non-fiction, and multi-media texts.

Mathematics

The elementary mathematics program bridges the mathematics development of students from beginning awareness of number and pattern through arithmetic to an array of mathematical concepts and skills. The curriculum is designed so that all children can learn mathematics. Through a wide variety of strategies and experiences students develop the ability to compute accurately, to use logical reasoning to solve problems, to make connections among mathematical ideas, and to communicate their understanding of mathematical concepts. Hands-on activities, manipulatives, calculators and computers play a vital role in instruction.

The Virginia Standards of Learning and the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics are utilized to provide the framework for high level student achievement. The curriculum accommodates developmental differences among students, provides stimulating new material at each grade level, and provides embedded review as needed throughout the program. Real-world applications are used to help students understand mathematical concepts and to help them recognize the important role of mathematics in our changing world.

Remedial Education

The remedial education program is designed to provide the diagnosis and special instruction needed by students who have deficiencies in their learning language arts and/or mathematics. Student learning occurs through differentiated instructional strategies and cooperative efforts of the classroom teacher and the resource teacher.

Science

The elementary science program focuses on providing opportunities for students to explore concepts of life, physical, earth, and environmental science. Students learn to utilize process skills to explore, experiment, and seek understanding of scientific concepts. The exploration of concepts through hands-on activities that develop critical thinking, reasoning, and problem-solving skills is emphasized. National, state, and local science standards are utilized to provide the framework for the elementary science curriculum.

Social Studies

The study of history and social sciences is vital in a democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation's future. The History and Social Sciences Standards of Learning in elementary school are designed to develop the knowledge and skills of history, geography, civics, and economics that enable students to understand perspectives, causes, and effects of events that have shaped our state and our nation. Preparing students for informed and responsible citizenship requires instilling pride in the history of America and understanding the basic values, principles, and operation of the American constitutional democracy. The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and to understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will learn to use geographic tools to examine the influence of physical and cultural geography on the United States and Virginia. Students will identify and understand the language of economics and the interaction of concepts that define the American economic system.

Health/Physical Education

Through health education, students will acquire the concepts, processes, and skills for maintaining good health for a lifetime. The learning is focused on health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

The intent of physical education is to help students learn the skills necessary to perform a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle.

School Library

At the elementary level, the school librarian teaches library skills to each class either weekly, biweekly, or on a flexible schedule. The library curriculum includes an introduction to a variety of literary genres, how to use library resources effectively and efficiently, how to conduct successful research, and other literacy skills. A love of reading and appreciation for good literature is encouraged through shared reading experiences as well as special programs such as Reading Olympics and Virginia Readers Choice. A wide variety of print and non-print resources to support and enrich the curriculum are available in each library. Student access to these materials promotes independent reading and learning.

Music/Art

The music instructional program for the elementary schools consists of the general music program in grades K-5. In grade 4 students use the recorder (musical instrument) for which they pay a \$6.00 fee. A goal of the general music program is to develop the students' sensitivity and responsiveness to musical experiences. Instruction is designed for the development of students' musical knowledge, skills, abilities, and appreciation. The study of music contributes to the cognitive, affective, and psychomotor development of all students and is an important factor in the total education of the students. During music class, students will be engaged in activities such as listening, singing, playing classroom instruments, moving rhythmically, creating and enjoying music while skills are developed and knowledge is increased.

Art provides an opportunity to communicate emotions and insights through a variety of materials. The elementary art program is exploratory in nature and specifically seeks to involve students in perceiving the world in which they live as they react to things seen and felt. The main objective of the art curriculum is to educate students to become more knowledgeable consumers, make aesthetic judgments, produce individual works of art, and study art history. Moreover, the curriculum enables students to develop skills for solving problems creatively and for transferring that ability to other areas of the program. Ultimately, art experiences provide another dimension to an instructional program which affords students the highest quality education possible. Students in grades K-5 pay a \$5.00 fee for art materials.

Computer Education

Elementary students utilize computers as tools of learning. At each grade level students are exposed to a variety of computer experiences in the content areas. All elementary schools have computers which are integrated into classroom instruction. The Hanover Academic Network (HAN), a wide-area network, provides Internet access to our students and staff. Although Hanover County Public Schools has established acceptable use policies, please be aware that your child may be exposed to unacceptable material or communications on the Internet. To help prevent this, the school division has installed a sophisticated filtering system, updated continuously, that blocks access to known unacceptable sites. Reasonable precautions for limiting access to only educationally sound and relevant information have been taken. However, the division cannot control material on other computer systems.

ENGLISH AS A SECOND LANGUAGE (TITLE III; PART A—LIMITED ENGLISH PROFICIENCY)

The purpose of English as a Second Language under the federal guidelines Title III; Part A is to help ensure that children who are limited English proficient (LEP), including immigrant children and youth, attain English language proficiency, develop high levels of academic achievement in English, and meet the same challenging state academic content and student academic achievement as all children are expected to meet. The overall goal of the ESL program is to provide LEP students with intensive instruction to develop proficiency in the English language, to promote academic achievement in all content areas, and to meet the challenges of a global society. This intensive instruction will focus on skill development in listening, speaking, writing, and reading comprehension to enable the English language learners to achieve academically, communicate effectively in social settings, and to become productive members in a global society.

FAMILY LIFE EDUCATION

Family life will be taught in grades K-10. In grades K-3, family life will be taught as a unit by the regular classroom teacher and in grades 4-10 as a unit in the health block of time. Students in special education will receive instruction by the teachers in either the regular or special education classroom, dependent upon the decision of the IEP committee. Instruction on content identified as sensitive will be offered in sex-separated classes in grades 5-10, by family life resource teachers. Parent Resource Guides which gives an overview of the major objectives at each grade level are available at <http://hanover.k12.va.us/instruction/federalPrograms/familylife/familylife.htm>. Parents will have an opportunity to “opt- out” their child from family life instruction by returning to the school the “opt-out” form sent home prior to instruction. Copies of this form are available at the school office and on-line. Prior to instruction, parents will be sent a letter stating the dates that family life instruction will take place and inviting them to preview family life materials.

GIFTED SERVICES

Gifted students are defined as those whose abilities and potential for accomplishment are so outstanding that alternative provisions must be made for their education. Screening to identify gifted and talented students is conducted second semester. Initial referral forms are available from the teacher for gifted students in each school. Parents, school personnel, peers, other persons in the community, or the student may initiate referrals. Referrals must be received by January 31. The screening committee for each school and the committee for student identification have the responsibility for identifying eligible students and recommending appropriate services.

A transfer student who has been identified eligible for gifted services by another school division may be provisionally identified for gifted services until which time assessment data can be gathered. Eligibility for continued identification will be determined by the committee for Identification/Placement utilizing the criteria for identification used by Hanover County Public Schools.

Middle School Level

Identified gifted students and students on monitor status are cluster grouped with age-level peers in a regular mixed ability (heterogeneous) classroom at each grade level. Gifted and/or monitored students should make up between one-third and one-half of a given core class. Academically gifted students are encouraged to enroll in the most challenging courses available to them. Gifted students in art and music are encouraged to enroll in elective courses in their gifted area.

Gifted students will have the opportunity to participate in the Gifted Resource elective course, which utilizes high interest topics on process skills such as creative problem solving, critical thinking, and research skills.

High-ability students are encouraged to take advanced coursework in mathematics and may begin a foreign language. These last two choices will result in their grades being Carnegie Credits, which will carry forward as a part of their high school transcript.

As the need is made apparent, the student may take part in an independent study in a particular area of interest or concern. This may be especially beneficial in the visual/performing arts.

Qualified students may choose to obtain credits in designated courses without completing the requirement of 140 clock hours of instruction. The process for the Accelerated Credit Option is located in the *Program of Studies* booklet.

High School Level

Opportunities for acceleration and advanced coursework are available. Academically gifted students are encouraged to enroll in the most challenging courses available to them. Gifted students in art and music are encouraged to enroll in elective courses in their gifted area. Cluster grouping students in courses in grades 9-12 is encouraged.

Challenging and advanced curriculum, including Advanced Placement (AP), Advance College Academy (ACA), International Baccalaureate (IB), and advanced classes are offered for gifted and high-ability students.

In partnership with the University of Richmond School of Continuing Studies, Hanover County offers the innovative Emerging Leaders program. This program is through application only. If accepted, they will take part in the Summer Leadership Institute at University of Richmond, and the Academic Year Continuation as a part of their senior year coursework.

Dual enrollment allows high school students to meet requirements for graduation while simultaneously earning college credits. These enrollment options cover specific courses at Reynolds Community College.

As the need is made apparent, the student may take part in an independent study in a particular area of interest or concern. This may be especially beneficial in the visual/performing arts.

Qualified students may choose to obtain Carnegie credits/verified credits in designated courses without completing the requirement of 140 clock hours of instruction. The process for the Accelerated Credit Option is located in the *Program of Studies* booklet.

HANOVER PRESCHOOL INITIATIVE (HPI)

The Hanover Preschool Initiative (HPI) program is a state and federally-funded program serving three and four year old children. The program is designed to enhance children's school readiness skills and promote social competency through four major components: education, health (including physical, dental, and mental health), family support services, and family involvement. Program eligibility is determined by state and federal government guidelines, based primarily on family income. Additionally, guidelines require that 10% of the children enrolled in the program include children with disabilities. The HPI program is a full-day, five day a week program and follows the Hanover County Public Schools calendar.

HOMEBOUND INSTRUCTION

The Hanover County School Board shall maintain a program of homebound instruction for students who are confined for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist.

Upon request of the student's parent or guardian, and provided such request is prescribed a physician or licensed clinical psychologist, the School Board shall furnish a teacher to instruct the student at home. Any credits earned shall be considered a part of the student's regular school work and recorded as such on the cumulative record. Credit for the work shall be awarded when it is done under the supervision of a licensed teacher.

Students who are prescribed homebound instruction shall be approved by the division superintendent or his designee. Medical forms must be maintained on file. During such period of instruction the student shall be carried on the school register as present.

INTERNATIONAL BACCALAUREATE

Students who enroll in one or more International Baccalaureate (IB) courses as 11th or 12th graders are required by IBO to take the IB exam(s) for the course(s) in which they are enrolled. Students enrolled in IB courses will pay the fee associated with each exam.

ONLINE INSTRUCTION (ELEARNING)

Hanover County Public Schools offers two types of eLearning courses:

- Fully Online—Courses that provide students an opportunity to learn in an environment where the instruction is delivered solely online.
- Blended Learning—Courses that provide students an opportunity to learn in an environment where the instruction is delivered both online and via face-to-face lessons

Students enrolled in online courses in Hanover County Public Schools are subject to all policies, regulations, and expectations for student conduct and academic performance as in traditional face-to-face courses. Students are expected to use the Hanover Schools' Blackboard, e-mail, and other appropriate web resources.

Teachers provide a wide range of activities, projects, assignments, and assessments that may produce an individualized learning environment for students. Furthermore, eLearning classes may provide a unique opportunity for learners to acquire skills in computer use and literacy while receiving high school credit.

Students should discuss eLearning with their school counselor and parents to ensure that their personality and work habits translate to success in the online environment. Students interested in online learning should consider the following questions before registering for an eLearning course:

1. Am I self-motivated and disciplined? Successful eLearning students are self-directed learners, actively participate in all online activities, and effectively manage their time to meet all class requirements. Students should be prepared to devote as much time to the eLearning course as would be expected in a face-to-face classroom setting.
2. Am I receptive to information through written or visual context as opposed to spoken communication with an instructor? Successful eLearning students are independent learners, have strong reading comprehension skills, and are proficient with the use of technology.

The general guidelines for online courses are as follows:

1. Students are expected to follow the Hanover Acceptable Use Policy (6-3.15) and the Code of Student Conduct at all times while using the course website.
2. Students are required to attend one face-to-face orientation session that will be scheduled prior to the beginning of a course.
3. Students are required to take all assessments (SOL tests, course exams) on the scheduled testing dates.
4. Students must attend all scheduled face-to-face and virtual sessions.
5. Students are required to have regular access to a computer with high-speed internet.
6. Students are expected to complete daily assignments and to follow the daily pacing guide established by the teacher.

Consequences

A student who violates the school division's expectations for student behavior in any online course will be removed from the course and may be suspended from school for one or more days or up to a year for serious or repeated violations. The school principal will make final recommendations and decisions regarding discipline of students in online courses.

Performance

Students are expected to maintain a "C" at all times during the duration of the course. Students who are not maintaining a passing grade at the end of the first unit of instruction in the course syllabus will receive an administrative review to determine their eligibility to continue in the course. Students unable to improve to a passing grade by the end of the next instructional unit will not be allowed to continue in that online course. A student removed from an online course must enroll in a non-online course to maintain his/her enrollment in the required number of classes.

Completing Assignments

- Students will complete assignments on time. Work turned in late will not be accepted.
- Extenuating circumstances must be preapproved by administration.
- Students must follow the guidelines for each online class in which they are enrolled.

PROGRAMS FOR STUDENTS WITH DISABILITIES

The Hanover County School Board shall establish a program of services for students with disabilities as required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and all applicable state and federal law. The program shall include a child-find process designed to identify, locate and evaluate those children from 2 to 21 inclusive who may have disabilities and may need special education and related services. The School Board shall ensure that a free appropriate public education (FAPE) will be available for all children and youth with disabilities, ages 2 through 21, who are residents of Hanover County.

The School Board shall ensure that students with disabilities and their parents or guardians are guaranteed the appropriate procedural safeguards in the process of identification, evaluation, placement, and provision of an appropriate education program. To the maximum extent appropriate, students with disabilities will be educated with children who are not disabled. Prior to the identification, evaluation, placement, or provision of a free appropriate public education to a disabled student, a full explanation of all procedural safeguards shall be made available to parents.

An Individualized Education Program (IEP) shall be designed and maintained for each child eligible for special education under the Individuals with Disabilities Education Act. The program will be developed in a meeting with the child's teachers, parent(s), the student (when appropriate), a school division representative qualified to provide or supervise the provision of special education services and other individuals at the discretion of the parents or school division in accordance with state and federal law. This IEP shall be reviewed at least annually.

The IEP shall be inclusive of areas specified by state and federal statutes and regulations.

Definitions

The term "children with disabilities" includes those children who are autism, deaf-blindness, deafness, developmental delay, emotional disability, hearing impairment, intellectual disabilities, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech-language impairment, traumatic brain injury and visual impairment including blindness, who, because of these impairments, need special education and related services.

Early Childhood Special Education

The Early Childhood Special Education program provides special education and related services to all eligible children with disabilities from two through age five. If a child is suspected to have a developmental delay in any area, you may contact the Parent Resource Center or the principal of the school your child will be attending. Children are served in a variety of settings including community pre-school programs, itinerant services and school based pre-school programs.

For your information: Should you have concerns regarding the development of your child, birth – three years old, you may contact the Infant and Toddler Program of Hanover at 723-2070.

Parent Resource Center

The Parent Resource Center (PRC), located at John M. Gandy Elementary School (365-4596), serves as a source for information, support, and training for parents, students, teachers, staff, and community members. The center promotes a working relationship among parents, educators, and the community. The goal is to help parents become comfortable with and knowledgeable about the special education process. This will allow parents to become more involved in the planning and decision making for their child's educational plan. The center has a lending library of books and videos about many subjects, including understanding special education, inclusion, learning disabilities, autism, intellectual disabilities, attention deficit disorder, and early intervention. The center is also the referral center for children age 2-5 years old that may benefit from special education services. You may find information about the PRC under quick links on the division's main webpage or you may contact the coordinator via email at hanoverprc@hanover.k12.va.us or at 365-4596.

PROGRAM OF STUDIES

In accordance with Virginia law, students' programs of study must be planned to prepare them for post-secondary education and employment. To assist in this planning, each secondary school provides students and parents with a booklet entitled *Program of Studies* which contains descriptions of the course options available to students during the next school year.

Students should use the *Program of Studies* to select courses and to prepare for course registration in mid-winter. This planning will ensure that the registration process is more meaningful and efficient. Selecting a course of study is a cooperative venture which involves parents, teachers, counselors, and the student. The student must give serious consideration to program planning and course selection. The student benefits from a well-planned schedule which addresses his/her needs and which averts later adjustments that might disrupt the learning process. Students and parents may seek the assistance of school counselors and teachers to choose courses which will maximize their educational and career opportunities. Progress in school, test scores, personal interests, preliminary career plans, and teachers' recommendations are considered in helping students select courses and plan for the future.

Course offerings for the upcoming school session have been designed to meet the needs of students in Hanover County Public Schools in planning their programs of study. Changes in the course offerings may occur when an insufficient number of students has requested a course or when the appropriate teachers and/or facilities are not available. When this occurs, students will be given an opportunity to make alternative choices.

REMEDIATION INSTRUCTION PROGRAM

The Hanover County School Board shall provide remedial programs that supplement the regular classroom programs and will serve to strengthen students in need of remediation. These programs are contingent on annual appropriations.

Criteria for Admission

To be eligible for placement, a student must meet at least one of the following criteria:

- be below average in measured ability and be unable to function or is not functioning successfully in regular required course(s) because of limited ability;
- be below average in achievement in the required course(s) and need remediation and/or supplemental work to function successfully in required course(s); (A general rule of at least one year below grade level should apply.)
- fail an End-of-Course SOL test, but pass the course.

Standard of Learning Assessment Tests

Programs of prevention, intervention, or remediation are available for students who are educationally at risk, including those who fail to pass any Standards of Learning assessment.

Instruction

Within the context of this program, material shall be presented in such a way as to be motivational for the student and within a time frame which is most conducive to maximizing the student's ability to learn.

Compulsory Attendance

When a student is required to participate in a remediation program pursuant to this policy, the division superintendent may seek immediate compliance with the compulsory school attendance laws if reasonable efforts to seek the student's attendance, including direct notification of the parents or guardian, have failed.

Summer School

The summer school program shall be equal in quality to that offered during the regular school term and shall meet Virginia Board of Education requirements for an accredited summer school.

Summer school instruction which is provided as part of a remedial program shall be designed to improve specific identified student deficiencies.

Credit for repeated work will be granted on the same basis as that for new work. A student may receive a unit credit for a course only once.

Eligibility

The division superintendent may require students who are educationally at risk to take special programs of prevention, intervention, or remediation in summer school. Such remediation may include, but is not limited to, improving a student's poor academic performance, achieving a passing score on a Standards of Learning assessment, or providing credit recovery or skill development as related to promotion.

Fees

Summer school programs shall be financed by fees as approved by the School Board.

SUBSTANCE USE PREVENTION EDUCATION

Each Hanover County Public Schools student shall receive instruction in substance use prevention education in accordance with the guidelines set forth by the Virginia Board of Education.

SUMMER SCHOOL

The purpose of Summer School is to enrich the education of students and to permit students to earn credits needed for graduation or promotion. Specifically, Summer School programs afford student the opportunity to take repeat courses to meet deficiencies, to enroll in required courses for advancement, and to enroll in elective courses for enrichment.

The general guidelines for Summer School are as follows:

- Credit for repeated work will be granted on the same basis as that for new work. A student may receive a unit credit for a course only once.

- Courses which students are studying for the first time shall be structured to require completion of all course requirements normally taught over a minimum of 140 clock hours of classroom instruction per unit of credit.
- With approval of the principal, students may be allowed to enroll in up to two repeat or online subjects, or combination thereof.
- Priority will be given to students who are enrolling in subjects required for graduation or promotion.

Hanover eLearning

Hanover eLearning is available to resident and non-resident students during the summer session in the form of Fully Online and Blended Learning courses as defined below:

- Fully Online courses provide students an opportunity to learn in an environment where the instruction is delivered solely online.
- Blended Learning courses provide students an opportunity to learn in an environment where the instruction is delivered both online and via face-to-face class sessions.

Students enrolled in Hanover eLearning courses (Fully Online and Blended Learning) are required to attend the mandatory face-to-face meetings for orientation, midterm and final exams, and standardized testing. Additional expectations for face-to-face meetings may be required for some Hanover eLearning courses and are posted below.

Additionally, students are required to use the Hanover Schools' Blackboard, e-mail, other appropriate web resources, and are subject to all policies and regulations as stated in the *Code of Student Conduct* and *HCPS Policy Manual*.

Teachers provide a wide range of activities, projects, assignments, and assessments that may produce an individualized learning environment for students. Furthermore, Hanover eLearning classes may provide a unique opportunity for learners to acquire skills in computer use and literacy while receiving high school credit.

Students should discuss eLearning with their school counselor and parents to ensure that their personality and work habits translate to success in the eLearning environment. Students interested in eLearning learning should consider the following questions before registering for a Hanover eLearning course:

1. Am I self-motivated and disciplined? Successful eLearning students are self-directed learners, actively participate in all online activities, and effectively manage their time to meet all class requirements. Students should be prepared to devote as much time to the eLearning course as would be expected in a face-to-face classroom course.
2. Am I receptive to information through written or visual context as opposed to spoken communication with an instructor? Successful eLearning students are independent learners, have strong reading comprehension skills, and are proficient with the use of technology.

The general guidelines for Hanover eLearning courses are as follows:

1. Students are expected to follow the Hanover Acceptable Use Policy (6-3.15) and the *Code of Student Conduct* at all times while using the course website.
2. Students are required to attend an orientation session.
3. Students are required to take all assessments (SOL tests, course exams) on the scheduled testing dates.
4. Students must attend all scheduled face-to-face and virtual sessions.
5. Students are required to have regular access to a computer with high-speed internet.
6. Students are expected to complete daily assignments and follow the daily pacing guide established by the teacher.

Fees

Summer school programs shall be financed by fees as approved by the School Board.

Consequences

A student who violates the school division's expectations for student behavior in any online course will be removed from the course and may be suspended from school for one or more days or up to a year for serious or repeated violations. The school principal will make final recommendations and decisions regarding discipline of students in on-line courses.

Performance

Students are expected to maintain a “C” at all times during the duration of the course. Students who are not maintaining a passing grade at the end of the first unit of instruction in the course syllabus will receive an administrative review to determine their eligibility to continue in the course. Students unable to improve to a passing grade by the end of the next instructional unit will not be allowed to continue in that online course. A student removed from an online course must enroll in a non-online course to maintain his/her enrollment in the required number of classes.

Completing Assignments

- Students will complete assignments on time. Work turned in late will not be accepted.
- Extenuating circumstances must be preapproved by administration.
- Students must follow the guidelines for each online class in which they are enrolled.

TECHNOLOGY PROGRAMS

HAN (Hanover Academic Network)

The responsible use of computers and computer networks is a powerful tool in support of the instructional program. Policy 6-3.15 and Regulation 6-3.15A outline acceptable and unacceptable use of the HAN, a wide area network linking the schools, administrative office, and the Internet. As used in this policy and any accompanying regulations, HAN shall include but not be limited to, hardware, software, software data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, main frames, personal computers, the Internet, and other internal or external networks.

Liability

The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system including loss of data, non-delivery or missed delivery of information, or service interruptions. The school division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs, or damages incurred by the School Board relating to or arising out of any violation of these procedures.

HAN – Acceptable Use Policy

This regulation governs the use of the Hanover Academic Network (HAN). In support of the Hanover County Public Schools' educational mission, Internet access will provide connections to worldwide resources and will facilitate local, regional, and worldwide communications.

Acceptable Use

The HAN is established solely for educational purposes and other legitimate Hanover County Public Schools business.

- The HAN is a shared resource that will fulfill its mission only when used appropriately.
- Each HAN account owner is responsible for all activities under his account. The School Board is not responsible for any unauthorized charges or fees resulting from access to the HAN.
- Any HAN user's traffic which traverses another network may be subject to that network's acceptable use policy.
- Approved photographs of students may be included in World Wide Web documents provided no identifying personal information is included. The unauthorized disclosure, use, and dissemination of any personal identification information regarding students is prohibited.

Unacceptable Use

The HAN is not a public forum.

- Any use of the HAN that is in violation of the Hanover County Public Schools Code of Student Conduct is prohibited.
- Any use of the HAN for commercial purposes or for political lobbying is prohibited.
- Any use of the HAN for illegal, inappropriate, or sexually explicit materials/activities, or in support of such activities, is prohibited. Illegal activities shall be defined as a violation of local, state, or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network, including the intentional

introduction of viruses, and the corruption of systems, files, and resources. The term "sexually explicit" shall include obscene, pornographic, of a sexual nature, and not age appropriate material. Sexually explicit material will be determined by the staff of each school based on acceptable community standards.

- Any use of the HAN for purposes in conflict with approved School Board policies and procedures is prohibited. (School Board Policy prohibits the illegal copying of documents, software, and other materials.)
- Unauthorized downloading of software is prohibited.
- Wastefully using resources, such as file space is prohibited.
- Posting material authorized or created by another without his consent is prohibited.

Violations

HAN users shall have no expectation of privacy in their accounts. The network is solely the property of the School Board. The School Board retains the right to audit, inspect, and/or monitor the user's Internet/intranet access at any time. The online activities of students will be monitored by the School Board. Software has been installed on the HAN to filter or block Internet access through such computers to child pornography, obscenity, or material that is harmful to, or otherwise inappropriate, for minors. This technology protection measure will be enforced during any student's use of the HAN. HAN users who violate any provisions of this Acceptable Use Policy shall be subject to discipline including loss of HAN privileges, appropriate discipline under the *Code of Student Conduct*, termination of employment, and appropriate legal action; however, all students, educators, and parents have the responsibility to contact the school administrator as they become aware of unacceptable usage.

From time to time, Hanover County Public Schools will make decisions on whether specific uses of the HAN are consistent with this Policy. Hanover County Public Schools shall remain the final authority on use of the network and the issuance of user accounts.

Guidelines for HAN Access and Accounts

Access to the HAN is considered a privilege and is permitted to the extent that resources are available.

- All Hanover County Public Schools personnel are eligible for a HAN account.
- Students in grades 6-12 will have access to the HAN through a classroom account managed by school personnel. Each student may also be granted an individual email account held jointly by the student and parent/guardian.

TITLE I SUPPLEMENTAL SERVICES

The Hanover County School Board operates a Title I program for disadvantaged students as authorized by the Elementary and Secondary Education Act of 1965, as amended. The School Board provides opportunities for parental involvement in the operation of the Title I program as authorized by regulations promulgated by the United States Department of Education, the Virginia Board of Education, and those approved by the School Board.

Title I funds provide supplemental instructional programs in Hanover County Public Schools to those schools that educate a significant percentage of students from poverty. HCPS utilizes Title I funds to provide services in targeted programs in these eligible schools. In targeted programs, funds are used only for services to eligible children and only for services that would not otherwise be provided with state or local funds. Eligible children are not only those who are identified as in poverty, but those who are most at risk for failing to meet state achievement standards in reading and/or math.

Title I services supplement eligible students' education program; they do not replace or supplant it.

Parental involvement is a critical component of Title I programs. Title I schools work collaboratively with parents to develop parent involvement policies and activities to enhance the academic achievement of eligible students.

More information about Title I programs, including referral/eligibility procedures and participating schools, is available on the school division's website.

VIRTUAL ADVANCED PLACEMENT

Advanced Placement (AP) courses are also provided through online formats by the Virginia Department of Education. Course information can be located on the Internet at www.virtualvirginia.org.

If a Hanover student does not have access to the desired AP course because Hanover County Public Schools does not offer the course or because of other extenuating and problematic circumstances, school counselors should advise the

affected student of the procedures necessary to register for the Virtual Advanced Placement School. The registration process will occur at the school level under the direction of a school counselor. Enrollment forms are available on the Internet at www.virtualvirginia.org.

Instructional Support

CHILD STUDY PROCESS

Parents' Role

Parents often wonder what to do when their student has a problem in school. Almost all students, at one point or another, have problems at school. These may be serious or minor, temporary or long-term. When your student has a problem at school, the first thing to do is talk with your student's teacher. Many times, good communication between school and home can resolve problems. Contact the school and find out when the teacher will be available to talk with you, either by telephone or in person. Do this as soon as you become concerned.

You and your student's teacher, working together, may be successful in resolving the problem. However, it is good to know that there are several other people at school who can offer suggestions and help.

The principal is responsible for all the instructional activities that take place at school. Therefore, the principal or assistant principal may be able to offer possible solutions and help.

Child Study – The Child Study Committee

The Child Study Committee is a standing committee in each school which uses problem-solving strategies to assist a student. The first goal is to help teachers provide the most effective instruction within the regular classroom for students with behavioral and/or academic needs. The committee is composed of at least three school staff members: principal or designee; at least one teacher; at least one specialist; and any other staff who may be knowledgeable about alternative interventions and procedures.

Referrals

Referrals are made to the committee by teachers, other school staff, parents or guardians, and sometimes by students themselves. A **Referral to Child Study Form** may be obtained through each school office.

After receiving a referral, either in writing, electronic, or oral form to the principal or designee of the school, the committee must meet within ten (10) working days. Before the meeting, information is gathered from all staff who work with the student.

Parents will receive a letter inviting them to attend a meeting of the Child Study Committee and informing them of who will be there.

Responsibility of Child Study Committee

It is the responsibility of the Child Study Committee to review records and performance documentation of each student referred to the committee. The committee:

- identifies the student's learning style and the types of learning activities that either enhance or inhibit the student's success in the classroom;
- identifies the student's strengths and areas needing improvement; and,
- identifies appropriate instructional modifications and/or services.

The committee also identifies the regular education alternatives within the school system that may assist the student in classroom performance. If appropriate, an intervention plan is developed that identifies the student's strengths and weaknesses. This plan will indicate strategies, modifications, and/or services to be implemented to help the student improve classroom performance. Suggested strategies may include, but are not limited to, the following:

- changes in the teaching methods;
- plans for behavior management (or change);
- changes in the class requirements;
- changes in the class setting;
- help with basic skills; and/or,
- student-teacher conferences.

The Child Study Committee may suspect that the student has an educational disability. When this occurs, a referral to the special education administrator must be made within five working days. The Child Study Committee ensures that evaluation components are chosen in all areas related to the suspected disability. The parent has the opportunity to participate in the consideration of the areas to be assessed. The parents will receive prior notice regarding the areas to be assessed. Formal assessment will begin after written consent is given by the parent. Further information on this topic can be found by contacting the Hanover County Public Schools Parent Resource Center @ 804-365-4596 or by email: hanoverprc@hanover.k12.va.us.

What if the parent is not satisfied? If parents are not satisfied with the Child Study Committee's recommendation regarding assessment, they may express their concerns by writing or calling the principal. The principal may schedule an additional Child Study Committee meeting to review the parent's concern. If parents are still not satisfied, they may appeal the decision of the Child Study Committee by writing or calling the Director of Special Education, Hanover County Public Schools, 365-4535.

Suggestions to Help Parents Work with the School

The following are suggestions to help parents as they work with the schools to meet their child's needs.

- Try to build a good working relationship with your child's teacher. Communication is a key factor in helping your child progress in school.
- Keep a notebook recording all communication with the teacher and other school personnel. Record time, date, with whom you talked or met, and what was discussed in all phone calls, conferences and meetings.
- Make a list of concerns, ideas, and points you wish to discuss before placing phone calls, or attending conferences and meetings.
- Share what you see as your child's strengths and areas needing improvement, areas of concern, and ideas. Remember that you know your child better than anyone else. Your observations can provide valuable information to the school.
- Keep a copy of all reports, meeting notes, tests, and evaluations. You have the right to review your child's records. You also have the right to have a copy of anything in the records. You may do this by contacting the school and setting up an appointment.
- You are a part of the decision-making team.
- Check your child's progress. If you feel your child is not progressing, request a conference.

COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS AND LEARNING

Despite the care taken in selecting suitable learning resources, and despite the qualifications and expertise of persons involved in that selection process, the School Board recognizes that occasional objections to materials may be made. It is, therefore, the policy of the School Board to provide channels of communication and a procedure to follow for any person who is the parent or guardian of a student in Hanover County Public Schools (HCPS), or is a resident of Hanover County, in expressing and resolving concerns about learning resources, including instructional materials, used in teaching the curriculum. If a student, parent, or Hanover County resident has a complaint, he should start by addressing it with the principal of the school.

FIELD TRIPS

The Hanover County School Board supports the use of field trips to extend the learning opportunities provided in the regular instructional program and to provide opportunities for competition for students in extracurricular programs.

Trips shall be approved by the division superintendent or his designee. Principals are expected to consider the educational value of the trip, the availability of the learning opportunities, and the distance, time and expense involved in the trip. Principals are also responsible for following all procedures for requesting approval of field trips. Only properly insured modes of transportation are to be used for school trips. Principals should ensure that no student is denied participation on a field trip because of the expense of the trip.

The following guidelines (Regulation 6-5.8) apply when the United States of America and/or a specified area including Hanover County, VA are under an Imminent or Elevated condition as established by the U.S. Department of Homeland Security.

Field/Recreational/Class Trips

Approval: All school-sponsored trips must be approved by the division superintendent or his designee.

Chaperones: All school-approved trips must include an adequate number of adult chaperones (1 per 10 students).

Guidelines: The following guidelines apply:

- Teachers desiring to take a field trip should submit plans to the principal showing the relationship of the trip to the regular classroom work of the students, the objectives of the trip, and plans for evaluation and follow-up activities. Such plans must be approved before discussing them with the students or parents. It is suggested that the subject teacher discuss the trip with the department head. The principal shall approve or disapprove any such plans or trips before requesting permission from the director of instructional support services.
- The principal must request and be granted permission by the division superintendent's office before any field trips are scheduled.
- Completion of plans and notification of parents shall be made following approval from the central office.
- Written permission from each student must be received by the principal and filed prior to the date of the proposed field trip. Parental permission slips must be kept on file for at least two months.
- Primary grades, K, 1, 2, and 3, typically are limited to not more than two (2) trips per grade, per year. These trips should be limited to within the boundary of Hanover County or immediate surrounding areas, including Jamestown and Williamsburg.
- Grades 4, 5, 6, and 7 should usually be limited to not more than two (2) trips per grade. One of these trips may be outside Hanover County or the immediate surrounding area.
- Principals will follow guidelines established [Policy 6-5.8] for security levels as defined by the U.S. Department of Homeland Security.

Permission Form

No Hanover County Public School student shall be permitted to participate in a school-sponsored field trip without returning a permission slip signed by his parent(s). Instructional staff should use the *Transportation & Field Trip Authorization form*.

Privately Sponsored Trips

The School Board does not endorse any privately sponsored trips for students or any student trips that are not a part of the instructional program. The faculty shall not be permitted to solicit students for such trips during the school day. The division superintendent shall emphasize to any interested students and/or parents that trips of this nature are strictly private enterprises.

Transportation

Transportation requests for use of Hanover County Public Schools' buses shall be completed on-line, submitted to the division superintendent's office thirty (30) days prior to the date of requested travel, and approved by the division superintendent or designee.

Normally, school buses shall not be used for travel except in the boundary of Hanover County and reasonable area. School bus transportation requests shall be made by the principal using the on-line system. Commercial vehicles shall be used for trips beyond the limitations placed on school bus transportation.

Arrangements for commercial transportation shall be the responsibility of each respective principal and a written certificate of insurance shall be on file in the principal's office. When a Hanover County Public Schools bus is used on field trips as a part of the established program, normally there shall be no fees for transportation.

Private vehicles may be used to transport students on field trips only with prior approval of the division superintendent or his designee and with the assurance that all insurance requirements have been met. No student shall be denied the privilege of going on a school-sponsored field trip because of a lack of funds.

Overnight Trips

The School Board generally discourages student trips out-of-state and/or requiring overnight accommodations; however, in those circumstances when such trips present unique educational or extracurricular opportunities, the division superintendent or his designee shall give requests for such trips special consideration. (Policy 6-5.8)

Any approval for field trips is contingent upon the existence of a safe climate for travel at the time of departure for the trip. The School Board reserves the right to cancel any trip if there are concerns about the safety of the students and staff. Additionally, refunds will not be provided by the School Board if the trip is cancelled.

HOMWORK

The Hanover County School Board supports the assignment of homework to pupils when its use has the purpose of enriching and extending school experiences. Teachers are responsible for thoroughly explaining homework assignments before pupils are to be expected to perform the assigned task(s). Teachers are also responsible for reviewing and/or evaluating homework assignments. Within this framework, careful consideration shall be given to the amount and timing of homework. In addition, quality assignments shall be the primary goal. The division superintendent or his designee may develop guidelines for the use of homework.

GUIDELINES FOR HOMEWORK: K-12

The following homework guidelines were developed cooperatively by parents, teachers, and administrators. Teachers, students, and parents share in the responsibilities for successful implementation of the homework guidelines.

Purpose

The purpose of homework is to benefit the student. Homework should supplement and reinforce the skills taught during the school day while assisting the student in becoming an independent and responsible learner. The four types of commonly assigned homework are shown below:

Type	Definition	Purpose
Completion	Any work assigned during the school day not completed in class.	Help students keep up to date with classroom curriculum.
Practice	Any work that increases or improves fluency of a skill or a process that is not yet fluent	Helps students practice newly acquired skills to develop fluency.
Preparation	Any work that prepares students for upcoming lessons or classes	Encourages students to acquire background information or to bring their prior experiences to upcoming units of study
Extension	Any work that explores and refines learning in new contexts or integrates and expands on classroom learning.	Encourages students to problem solve and/or think critically and creatively.

Teacher Responsibilities

1. Communicate the assignment in an appropriate manner for the individuals in the class and thoroughly explain the homework.
2. Assign homework that supplements and reinforces lesson objectives.
3. Individualize assignments when appropriate based on needs, achievement levels, and/or interests of the students. Consider students' accommodations and modifications when assigning homework.
4. Focus on quality of homework instead of quantity.

5. Provide written instructions, including a statement of the project's objectives and evaluation criteria, when making long-term assignments.
6. Use discretion in making homework assignments over weekends and holidays, in order to leave time for family activities and long-term projects. Homework shall not be due on the school day immediately following a holiday.
8. Never assign homework as a behavior management tool.

Student Responsibilities

1. Students are expected to exert their best efforts to complete the assignments as directed.
2. It is the students' responsibility to inform the teacher if they did not understand the assignment at the time the assignment was made.
3. Secondary students should complete their homework assignments independently. (Please observe Code of Conduct.)

Parent Responsibilities

1. Maintain an awareness of the child's homework assignments.
2. Make available appropriate materials and resources, e.g., a quiet well-lit workspace and a regularly scheduled study/work time.
3. Provide necessary assistance while encouraging the child to complete the work independently.
4. Use available classroom or school-wide communication tools (ex. online gradebook, agenda, digital classroom sites) to be informed of assignments, homework, and grades.

EVALUATION AND FOLLOW-UP OF HOMEWORK ASSIGNMENTS

Teacher Responsibilities

1. Review and/or evaluate the assignments as soon as possible. Consider students' accommodations and modifications if the assignment is graded.
2. Determine why a student fails to complete assignments and initiate communication between the school and the home, especially if the pattern continues.

Parent Responsibility

Confer with teacher(s) regarding questions about homework and/or long-term projects.

Student Responsibility

1. Ask questions in order to reinforce learning.
2. Use available classroom or school-wide communication tools (ex. online gradebook, agenda, digital classroom sites) to be informed of assignments, homework, and grades.

FREQUENCY AND DURATION OF HOMEWORK ASSIGNMENTS

The following average time-frame is suggested:

Grade Level	Frequency	Duration
		<ul style="list-style-type: none"> • The following is a suggested average time-frame for all subjects combined. • Average time recommendations do not include daily independent reading. • Average time recommendations do not include time for long-term projects.
K	Flexible	Age appropriate activities will be assigned at the teacher's discretion
1	Daily	10-15 minutes
2	Daily	20 minutes
3	Daily	30 minutes
4-5	Daily	40 -50 minutes
6, 7, 8	Daily	90 minutes
9, 10, 11, 12	Daily	120 minutes Advanced courses will require additional time

INSTRUCTIONAL MATERIALS

Instructional materials are utilized to implement, enrich, and support the educational program of the school. It is the responsibility of the school system to provide a wide range of materials on different levels of difficulty, with diversity of appeal, and representing different points of view. The process of evaluating materials is continuous and systematic. Materials purchased for use in a classroom or school library are considered on the basis of overall purpose, timeliness, importance of the subject matter, quality of writing or production, readability and popular appeal, authoritativeness, reputation of the author, artist, publisher or producer, format, cost, support of the

educational program, age, and developmental appropriateness. Supplementary instructional materials are used to enrich and support curriculum objectives and educational programs at the school. Supplementary materials used in a classroom shall be selected utilizing the same procedures as materials purchased by the school division.

LIBRARY MEDIA CENTER

The school library is an integral part of the instructional program, functioning as the information center of the school and providing equitable information access for every student. A wide variety of resources housed in or provided through remote access by these centers, support and enrich the curriculum, and help students develop independence in learning, as well as a desire for life-long reading and learning. These resources are selected to enable students to complete assignments and pursue academic research in a number of disciplines. Library materials housed on site may be borrowed in accordance with each school's circulation policy.

At the elementary level, the school librarian teaches library skills to each class either weekly, biweekly, or on a flexible schedule. The library curriculum includes an introduction to a variety of literary genres, how to use library resources effectively and efficiently, how to conduct successful research, as well as other literacy skills. A love of reading and appreciation for good literature is encouraged through shared reading experiences, as well as special programs such as Reading Olympics and Virginia Readers' Choice. A wide variety of print and non-print resources to support and enrich the curriculum are available in each library. Student access to these materials promotes independent reading and learning.

Librarians provide special instruction to all sixth and ninth graders to familiarize these students with their new school library's resources, policies, and procedures. In partnership with all classroom content teachers, librarians also teach the effective use of technology and promote media literacy so that the library's resources are used properly and efficiently. In addition to supplementing classroom instruction, secondary school libraries offer access to individual students during the school day and beyond regular school hours as posted.

MAKE-UP OF SCHOOL WORK AND/OR TESTS

Students with excused absences must make arrangements with their teachers for completing the necessary make-up work. Teachers should inform students of required assignments. All make-up work, including tests, should be made up in accordance with the number of days missed. For example, if a student is absent from four class sessions, all make-up work should be completed within the next four scheduled class sessions. Make-up work is to be completed at a mutually agreed-upon time between teacher and student such as before school, after school, during study hall, or during other arranged times.

PUPIL PERSONNEL SERVICES

The emphasis of pupil personnel is on providing service that will allow optimum development of students. The school social workers, school counselors, school psychologists, and school nurses work directly with teachers, school administrators, parents, and pupils to ensure that school programs are meeting the needs and abilities of individual students.

Social Workers: The school social workers serve as a liaison between home, school, and community in an attempt to achieve long-lasting effects on a student's educational, psychological, and social development. The school social workers provide understanding and help for the child who is experiencing difficulty in making satisfactory school adjustment. These services include direct casework (child or family), prevention, collaboration (school or community), consultation, and/or referral to appropriate related agencies.

Psychologists: School psychologists serve to foster an understanding of intellectual strengths, as well as limitations of individual students. One role of the psychologist is to conduct psychological evaluations for children experiencing significant academic or emotional difficulties. The school psychologist may make recommendations for teaching approaches or behavior management strategies.

Homebound instruction is provided for any students who are unable to attend school because of a temporary disability. Students and/or parents requesting homebound instruction should contact the school principal to request forms to apply for services.

Hanover County Public Schools provides special education and related services to all children with disabilities from 2 to 21, inclusive. A child with an identified educational disability as recognized under the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* is eligible for special education and related services through an Individualized Education Program (IEP).

Similarly, Hanover County Public Schools provides aids, services, and/or accommodations, through “Section 504 Plans” to students who have a physical or mental impairment that substantially limits one or more of the student’s major life activities. To be eligible for aids, services, and/or accommodations under a “Section 504 Plan” a student does not need to be substantially limited in the major life activity of learning. For example, a student with asthma may be substantially limited in the major life activity of breathing and would be eligible for a Section 504 Plan.

A variety of health services is provided including program management, nursing services, collaboration, health education, community health planning, and professional practice. Health services staff review medical records, immunizations, health screening records, and referrals for possible health problems. Routine health screenings are conducted at specific grade levels in the areas of scoliosis, height, weight, vision, hearing, teeth, throat, speech, language, and fine and gross motor skills.

SCHOOL COUNSELING SERVICES

In collaboration with parents, school, and the community, Hanover County Public Schools counselors provide all students educational services that foster academic, career, and personal/social growth toward lifelong success and effective, responsible citizenship for a diverse and changing world.

School counselors serve to assist students with course selections, to meet with and counsel individuals or groups of students to help them overcome obstacles to learning and personal growth, to provide career information, and to guide in the planning for a prospective career and further education. School counselors also serve as a liaison between the school and the home and provide parents with information on the student’s progress in school.

The Hanover School Counseling Program is based on the *Standards for School Counseling Programs in Virginia Public Schools* and is organized by grade level under the following goals:

- **Academic Development:** Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school.
- **Career Development:** Students will investigate the world of work in order to make informed career decisions. In addition the Hanover School Counseling Program assures that students will maintain a record of their investigation and planning.
- **Personal/Social Development:** Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

For a more detailed description of objectives and activities, please go to the Hanover County Public Schools website. Parent(s)/guardian(s) also may review materials to be used in classroom and school counseling programs at their child’s school. Information about the procedure by which parents may limit their child’s participation in such programs is available on request to your school principal. Parent(s)/guardian(s) may elect in writing to have their child not participate in classroom counseling lessons or any counseling activity to which they object. (Policy 6-5.1)

If you have questions regarding specific activities and resources, please contact your school counselor.

STUDENT-OWNED ELECTRONIC DEVICES

Students in Grades 4 – 12 may bring personally-owned electronic devices (“Device”) to school to be used solely for educational purposes. No student is required to bring a Device to school; nor will a student’s grade be negatively affected by not having a Device. Prior to bringing a Device to school, both the student and his/her parent/guardian must sign and submit a *Student-Owned Electronic Device Acceptable Use* form to the student’s school, which will maintain the form. Students who bring a Device to school are subject to the following requirements and conditions:

1. The Device will be used only for school assignments acceptable to and approved by the teacher and will not be used for other purposes, such as text messaging, social networking, or downloading non-educational material, such as gaming, music, and videos, from the Internet.
2. A student must use the Hanover County Public Schools (HCPS) Guest Internet service provider and filters to access the Internet with his/her Device. Students are prohibited from accessing the Internet using any external Internet service.
3. The Device must only be used at appropriate times, as allowed by the teacher or school administrator. The use of a Device during classroom time must be for educational purposes and not for personal use. Students must turn off and put away a Device when requested by the teacher.
4. The presence or use of a Device must not be a distraction for students.

5. General school rules for behavior and communication apply to the use of Devices. Guidelines found in the Code of Student Conduct will be supported as related to Search and Seizure of a Device. A teacher or school administrator may examine Devices and search their contents if there is reason to believe that a student has violated school policies, regulations, or rules through the use of a Device. Students are responsible for reporting to a teacher or school administrator any inappropriate material received on the student's Device.
6. HCPS will not provide technical support to any Device. Students are responsible for maintaining and securing their Devices with virus protection.
7. HCPS will accept no responsibility for lost, stolen, or damaged Devices. A Device remains the sole responsibility of the student while it is at school.
8. School administration and teachers will take disciplinary action against any student who violates any HCPS policies and regulations or any state or federal laws while using a Device on the HCPS wireless network, and/or report such violations to appropriate law enforcement authorities.
9. A student should immediately reset his/her password using a school division computer if the student believes his/her password has been compromised.

The following are not allowed when using a Device on HCPS property:

1. Using a Device during class time without teacher consent;
2. Using a Device to take photographs or videos without teacher consent;
3. Sending text, images, sound or video files on a Device for the purpose of cheating;
4. Sending or displaying offensive messages or pictures on a Device;
5. Revealing personal information (last name, home address, phone number, etc.) on a Device;
6. Using obscene language on a Device;
7. Using a Device for commercial purposes, which means using a Device to offer, provide, or purchase products or services via the HCPS network;
8. Using a Device to harass, discriminate against, or attack others, or to engage in an illegal act;
9. Using a Device to knowingly post false or defamatory information about an individual, business or organization;
10. Using a Device to post private information about another individual;
11. Using a Device to damage another electronic device, computer system or computer network;
12. Using a Device to violate copyright laws;
13. Using another individual's password;
14. Using a Device to trespass in another individual's folders, work, or files; and
15. Using a Device to access the HCPS network for any non-educational purpose.

TEXTBOOKS

Free textbooks shall be provided for students in Hanover County Public Schools. A complete set of books must be returned by each student who has been in attendance in Hanover County Schools or, in the case of unreturned book(s), the student shall be responsible for full or partial payment for the missing book(s).

Students enrolled in dual-enrollment college courses are required to purchase all textbooks necessary for successfully completing those courses.

A textbook transfer form will be used to transact the transfer between schools when students move from one public school to another within the county. Consumable books assigned to a student shall accompany the pupil transferred to another public school within the county.

Whenever a book is lost by a student at any point during the year, the student is responsible for the replacement cost of the book at the following rates:

- 100% of cost for new textbooks
- 50% of cost for used textbooks

Student Classification and Academic Requirements

ACCELERATION

The curriculum and schedule of elementary, middle, and high schools shall provide flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into

subjects above the normal grade level should be done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation, provided the courses meet the requirements of the Standards of Learning or are equivalent in content and academic rigor as those courses offered at the secondary level for verified units of credit, and provided the students achieve a passing score on the end-of-course Standards of Learning tests.

In any high school credit-bearing course taken in middle school, a parent may request at the end of the school year that the final grade be omitted from the student's transcript and the student not earn high school credit for the course.

Qualified students may choose the acceleration option of obtaining Carnegie credit(s) and verified credit(s) in designated courses without completing the requirement of 140-clock hours of instruction. Designated courses will include all courses in English, mathematics, science, and social studies for which an end-of-course SOL test exists. Students may request approval of the acceleration option for certain electives. To qualify for this option, students in grades 6-11 must demonstrate mastery of the course content and objectives in the manner prescribed by the division and have the recommendation of the division superintendent or his designee. Having demonstrated mastery of course content, the students shall be permitted to sit for the relevant Standards of Learning assessment(s), and upon receiving a passing score, shall earn Carnegie and verified credit(s).

The process of applying for accelerated credit is outlined below. Students should contact their school counselor for the necessary Application for Accelerated Credit. Students and parents may request permission to qualify for accelerated credit in the following courses:

- | | |
|---------------|--------------------------------------------|
| Algebra I | World History I |
| Algebra II | World History II |
| Geometry | U.S. History |
| Biology | Modern Global Studies |
| Earth Science | English: Reading, Literature, and Research |
| Chemistry | English: Writing |
| | Elective |

Action	Deadlines
Student and parent/guardian submit application to principal.	January 15 for SOL Writing & February 15 for other SOL courses
Principal sends all applications to Coordinator of Gifted Services.	January 25 for SOL Writing & February 25 for other SOL courses
Coordinator of Gifted Services notifies principal and lead teacher specialists of division-level testing schedule.	February 1 for SOL Writing & March 1 for other SOL courses
Principal notifies students of date/location of division-level testing.	February 5 for SOL Writing & April 1 for other SOL courses
Students demonstrate mastery of course content as required by division-level committee and receive grade of "Pass" or "Fail."	February (for SOL Writing) & April
Division-level committee sends principal written documentation of each student's "Pass" or "Fail" status on each assessment. * "Pass" grade will be recorded on student's academic transcript. * "Fail" grade will not be recorded on student's academic transcript, nor will it affect student's GPA. * "Pass" grade is required for student to be eligible to take the SOL test for a given course and to receive a Carnegie credit for the course.	February 15 for SOL Writing April 30 for other SOL courses
Principal notifies each student of "Pass/Fail" status on assessments necessary to receive Carnegie credit in the accelerated option.	February 20 for SOL Writing & May 1 for other SOL courses
Student who achieves "Pass" grade on required division-level assessment tasks for designated course(s) must take the Standards of Learning (SOL) end-of-course test in the course(s) to receive Carnegie unit and verified credit.	March for SOL Writing & May for other SOL courses
Principal reviews SOL test results and notifies student/parent and student's school counselor that the student achieved or did not achieve the Carnegie credit or verified credit.	By September 1

ALTERNATIVE METHOD FOR GRANTING CARNEGIE UNITS OF CREDIT

Generally

The standard unit of credit for graduation is based upon one hundred forty (140) clock hours of instruction. To meet the diverse needs of students, alternative means for obtaining credit through emerging technologies are desirable. Students may enroll in and receive a standard and, when applicable, a verified unit of credit for supervised correspondence courses with prior approval of the principal. A written request for approval of an alternative method of earning credit may be submitted to the school principal by a student and his parents or legal guardian. Elective and specialty courses which require custom designed labs, technology, software, hands-on instructional strategies, and other performance oriented learning are not deemed appropriate for requests to have alternative methods for granting credit.

Application

The student and his parent(s) or legal guardians shall submit a written request to the school principal, asking permission to pursue an alternative method for obtaining credit. The written request shall include: a) the name, provider, and curriculum access for the course for which alternative credit is requested, b) the time duration of the instruction, and c) the type and location of the instruction. Following review by the appropriate division curriculum specialist of the course curriculum for equivalence to that offered in the regular school program, the principal shall present a written response to the requestor. Generally the response will be within 10 school days of receipt, unless there is a delay in obtaining the full curriculum for review of comparability. In granting approval, the principal will consider: a) the scope and sequence of the course curriculum as compared with local/state instructional guides for the course, b) prior academic performance of the student, c) teacher recommendations, and d) extenuating circumstances. Review and approval of distance and online courses will be documented on the Distance Learning/Online Course Student Enrollment Request Form attached with this regulation. The completed form will be submitted to the Director of Secondary Education so that an appropriate course number may be issued to enroll the student.

Pursuit of Alternative Credit

All course work for which credit is desired must be equivalent to that offered in the regular school program and the work supervised by a licensed teacher or administrator, or a person eligible to hold a Virginia License, approved by the local school board. A written contract, signed by the parent(s), legal guardians, student, supervisor, and principal shall outline the provisions under which credit will be granted. Among the provisions are: a) attendance, b) specific title/location of course, c) length of time allowed for completion of course, d) documentation of satisfactory achievement of specific course and Standards of Learning objectives, as evidenced by specified assessment items, e) the minimum scores(s) which the student must achieve to indicate satisfactory achievement of course and Standards of Learning objectives, and f) the teacher or administrator designated by the principal to supervise the student for the alternative credit option. The contract will specify the conditions under which the student will be required to demonstrate through specified assessment instruments his/her achievement of learning objectives, and this demonstration will be witnessed by the teacher or administrator assigned to supervise the student under the provisions of this Regulation.

Awarding of Credit

Standard unit(s) of credit shall be awarded for successful completion of such courses when all condition(s) of the contract are met. Verified units of credit may be earned when the student has passed the SOL test associated with the correspondence course completed. The principal will provide written notification of the awarded credit to the student and his parent(s) or legal guardians. A copy of this notification shall be placed in the student's permanent academic file.

Amended: September 9, 2003, November 9, 2004, October 26, 2010

AWARDS

The Hanover County School Board approves of awards for students who achieve high academic standing, outstanding citizenship, physical expertise, and other characteristics that contribute to good citizenship. The School Board, however, does not approve of giving awards to students where the basic purpose is commercialism. Awards donated by non-school agencies which are recognized nationally and approved by the School Board may be awarded to students at appropriate ceremonies and times.

Scholar and Honor Lists

Students should be encouraged to reach their maximum potential in academic programs. Students in grades five through twelve (5-12) who do outstanding work shall be recognized through a scholar and/or honor list.

Regulations for Scholar List and Honor List: Periodic listing of scholar and honor list students is optional. However, when such lists are compiled by schools, basic requirements should be standard for all Hanover County schools. Principals shall exercise their own judgment in requiring scholar and honor lists. When scholar and honor lists are compiled, they shall conform with the following regulations:

Scholar and honor lists may be compiled and released at the end of each nine-week report period or at the end of the semester, and shall be based on grades and conduct earned during a specific period. A single unexcused absence in a given report period shall render the student in question ineligible for honor roll listing for that period.

Scholar List: The following minimum grades must be earned for a scholars list: any student maintaining a "B" average is eligible to be on a scholar list provided he has a "B" or better in all subjects. General Music, Art, Physical Education, and Library in grades 4-5 shall be (S) satisfactory. General music and Art in grades 6 -7 shall be (S) satisfactory. Conduct grades shall be (S) satisfactory.

Honor List: The following minimum grades must be earned for an honors list: Any student maintaining a "B" average is eligible to be on an honor list provided he has no more than one "C". General Music, Art, Physical Education, and Library in grades 4-5 shall be (S) satisfactory. General music and art in grades 6 -7 shall be (S) satisfactory. Conduct grades shall be (S) satisfactory.

Valedictorian/Salutatorian: Schools shall choose a valedictorian/salutatorian based on the school division's procedures for computing class rank.

Honor Organizations

A number of honor organizations are included in the many extracurricular activities available to high school students in Hanover. Eligibility criteria and application processes will be distributed by the principal or his/her designee to students for honor organizations including the following:

- Beta Club
- National Honor Society
- International Thespian Society (Drama)
- National Art Honor Society
- Tri-M (Music Honor Society)
- Quill and Scroll
- Sociedad Honoraria
- American Technology Honor Society
- French Honor Society
- German Honor Society
- Spanish Honor Society

Citizenship Award

An annual Citizenship Award will be presented in each high school. Middle school students receive recognition for citizenship at team and grade-level assemblies throughout the school year. This recognition of outstanding citizenship affirms the value which the school division places on students' learning and demonstrating the behaviors of responsible and productive citizens.

Each high school will present annually a citizenship award, to be called the Hanover County Public Schools Citizenship Award, to one student per grade level. Presentation of the Citizenship Award will be made to students during the annual Academic Awards Assembly conducted in the spring at each school. Each principal will designate a Citizenship Award Coordinator who will be responsible for conducting the nomination, application, and selection procedures and for coordinating with the principal the presentation of the awards during the annual Academic Awards Assembly.

Criteria for receiving the Citizenship Award and the process for nominating/selecting students are summarized below. Nomination forms and application forms will be available from the Citizenship Award Coordinator.

Criteria: A student must meet the following criteria to be eligible for the Hanover County Public Schools Citizenship Award.

- academic success as demonstrated by working to his or her full potential
- no disciplinary record or referrals during the school year
- contribution to the school community
- contribution to the local community
- good attendance
- positive attitude
- good moral character
- respect for others
- honesty
- loyalty
- dependability
- ability to interact positively and effectively with others
- initiative
- strong sense of responsibility

Procedures: The following procedures must be followed in order for a student to be eligible for receiving the Hanover County Public Schools Citizenship Award.

- The student shall have been enrolled in and attended the Hanover County Public School during the entire academic year in which the Citizenship Award is being awarded.
- A faculty member or school staff member may submit written nomination for one or more students to receive the Citizenship Award. The Citizenship Award Coordinator will supply nomination forms. Nominations shall be due to the Coordinator on or before the date indicated at each school.
- The Coordinator will notify the students who have been nominated and instruct them in the necessary procedures for submitting application forms for the award. The Coordinator will prepare and distribute all forms necessary in the application and selection processes.
- The student shall complete and return an application form to the Citizenship Award Coordinator on or before the due date indicated at each school. This application form includes recommendations from five individuals, including at least three teachers, and one adult from the community.
- The principal will appoint a selection committee consisting of three teachers, one administrator, and one business/community member. The Citizenship Award Coordinator will convene the selection committee and conduct the process of assessing each student's application for the award. The selection committee will choose one student per grade level as the recipients of the annual Citizenship Award. The Coordinator will inform the principal which students have been selected and ensure that the Citizenship Award presentations occur during the annual Academic Awards Assembly.
- The principal will make the presentation of Hanover County Public Schools Citizenship Awards to students and will inform the Superintendent or his designee of the recipients' names/grade levels.

Hanover Scholars

High schools are requested to identify the list of rising seniors who meet the eligibility criteria as Hanover Scholars as follows:

Criteria: A student must meet the following criteria to be designated as a Hanover Scholar:

- Be enrolled in and attending Hanover County Public Schools prior to the end of the junior year
- Earned a cumulative grade point average at the end of the junior year, including summer school grades, of 4.0 or better; AND enrolled for the current school year (senior year) and/or taking a total of at least four weighted credit courses from among those included in IB, AP, Advanced, and/or Dual Enrollment course options **OR**
- Be identified as an IB Diploma Candidate with at least 75 hours completed for Creativity, Action, and Service (CAS) at the end of their junior year, including summer.

DIPLOMA SEALS

According to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, students who meet the requirements for graduation and who demonstrate academic excellence may be eligible for one or more of the following diploma seals:

- **The Governor's Seal** shall be awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better and successfully complete college level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.
- **The Board of Education Seal** shall be awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A."
- **The Board of Education's Career and Technical Education Seal** shall be awarded to students who: (i) earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (ii) pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers a certification or occupational competency credential from a recognized industry, trade or professional association; or (iii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.
- **The Board of Education's Seal of Advanced Mathematics and Technology** shall be awarded to students who earn either a Standard or Advanced Studies Diploma, and: (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the Board that confers college level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.
- **The Board of Education's Seal for Excellence in Civics Education** shall be awarded to students who earn either a Modified Standard, Standard, or Advanced Studies Diploma; and: (i) complete Virginia and United States History and Virginia and United States Government courses with a grade of "B" or higher; (ii) have good attendance and no disciplinary infractions as determined by local school board policies; and (iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy the requirements of clause (iii) of this subdivision include: (a) volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c) participating in JROTC; (d) participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or (e) participating in school sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.
- **The Board of Education's Seal of Bilingualism** shall be awarded to students who earn a Board of Education approved diploma and: (i) pass all required End of Course Assessments in English reading and writing at the proficient or higher level; and (ii) are proficient at the intermediate mid level or higher in one or more languages other than English, as demonstrated through an assessment from a list to be approved by the Superintendent of Public Instruction. American Sign Language qualifies as a language other than English.
- Students may receive other seals or awards for exceptional academic, career and technical, citizenship, or other exemplary performance in accordance with criteria defined by the local school board.

GRADE PLACEMENT

Elementary Schools: Students who transfer from other elementary schools, either within or outside of this school division, shall be placed in the grade which is recommended by the principal. The principal shall require a continuous evaluation of the capabilities and placement of the student and, if necessary, shall reassign such students at the earliest possible opportunity to the appropriate grade as determined by the evaluation.

Middle and High Schools: A student who transfers to the Hanover County Public Schools, and who is not deficient in any subject requirements in the school division from which he transfers, shall receive the same grade classification status in the middle and high schools in Hanover County. The student shall not be required to take courses to erase

deficiencies that are normally required of 8th grade students enrolled in the Hanover County Public Schools. Transfer students shall meet any and all accreditation standards for graduation requirements.

GRADUATE WARRANTY PROGRAM

The Hanover County School Board warrants the basic skills included in the instructional program of every graduate. If an employer or post-secondary education institution determines that an employee or student who has graduated from Hanover County Public Schools within the past two years does not demonstrate competence in certain communication, computation, or career skills, the Principal of The Georgetown School may be contacted regarding the School Board's Graduate Warranty Program.

The employer or representative of the educational institution should complete an evaluation and application form (GWP-1) on the candidate, indicating those specific skills which are judged to be deficient. After completing the GWP-1, the employer or representative should hold a conference with the employee or student to review expectations for improvement (i.e., each area checked as a weakness). An Employer/Employee Agreement Form (GWP-2) should be completed during this conference. The employer/representative may list those efforts taken to assist, teach, or train the candidate in his area(s) of weakness on the GWP-2 form.

On the Employer/Employee Agreement Form (GWP-2), the employer/representative may indicate to the employee/student whether or not he will be compensated for the hours of classroom participation in the program. (Classes will be offered in the evenings and on Saturdays.)

The employee/student will be required to make an appointment with the Principal of The Georgetown School, who will invite the appropriate principal and the candidate's past school counselor, if available, to participate in planning an instructional program for the candidate, which will include development of an individual improvement plan.

Before an individual improvement plan is completed, a battery of written tests will be administered to each candidate to determine specific weaknesses in identified areas and to assess career aptitude, job compatibility, and/or post-secondary instructional needs.

Participation in the Graduate Warranty Program is contingent upon the student's/employee's cooperation, attendance, and compliance with the rules and regulations of the Hanover County School Board.

Courses will consist of six (6) to eight (8) sessions and will conclude with an evaluation of current performance.

As stated on the Employer/Employee Agreement Form (GWP-2), evaluation results will be reported to the employee/student and the employer/representative. At that time, the employer/representative and employee/student may complete another Agreement Form, if necessary.

GRADUATION AND SOL REQUIREMENTS

SOL Tests and Verified Units of Credit

Each Hanover County Public Schools student at grades 3 through 8 shall take the SOL assessment(s) for the student's respective grade, and the test results shall be part of a multiple set of criteria used to determine whether students in those grades proceed or are retained. In addition, each student in middle and secondary school shall take all applicable end-of-course SOL tests. Students who achieve a passing score on an end-of-course SOL test and achieve a passing grade in the course shall be awarded a verified unit of credit in that course. Students may earn verified credit in any course for which end-of-course SOL tests are available. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade. (Policy 6-4.4)

Limited English proficient students, as identified by a committee designated to make such determinations, may be exempted from the SOL tests in science and social studies for one grade level only in grades 3 through 8. Students with disabilities for whom participation in the SOL testing program is deemed inappropriate according to their IEP or 504 plan shall be expected to demonstrate proficiency on an alternative assessment prescribed by the Virginia Board of Education in accordance with federal laws and regulations. Parents and students, please contact your school's test coordinator if you have questions.

Transfers

The Hanover County secondary schools shall accept credits for transfer students in accordance with regulations promulgated by the Virginia Board of Education and relevant School Board policies. (8VAC 20-131-60)

Verified Credits

Students receiving a Standard or Advanced Studies diploma shall have earned the required number of standard and verified credits as set forth in the Standards of Accreditation.

Locally Awarded Verified Credits

Students who do not pass Standards of Learning tests in science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board of Education.

Diplomas

The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall earn the required standard and verified units of credit as described in the *Program of Studies*.

PROMOTION AND RETENTION

ELEMENTARY

Promotion or retention of Hanover County Public School elementary students is based on what will result in the greatest good for the pupil. Factors that Hanover County educators consider in making promotion/retention decisions include, but are not limited to, Standards of Learning test results, ability, attendance, classroom performance, chronological age, physical, social and emotional development, and work/study habits. Any student exceeding twenty days of absence during the school year shall not receive credit for the grade unless a waiver is granted by the division superintendent or his designee.

Kindergarten

A student may be considered for retention if he/she is not progressing, and the recommended placement will be in the student's best interest.

Grade 1

A student should demonstrate academic progress in reading/language arts and mathematics to be considered for promotion.

Grade 2-3

Retention at these grade levels may occur when the student is (1) below grade level or failing in reading; (2) below grade level or failing in mathematics and in one other subject; (3) or failing in two or more subject areas.

Grade 4-5

Retention at these grade levels may occur when the student (1) is below grade level in reading and mathematics; (2) has an "F" yearly average in two of the following subjects: reading, language arts, mathematics, social studies, or science; or (3) is below grade level in reading or mathematics and has a final average of "F" in one of the following subjects: language arts, social studies or science.

SECONDARY

When evaluating secondary students for possible retention, educators should, at minimum, consider the following factors: the student's performance on state and local SOL assessments; classroom tests and assignments; course grades; age; physical growth and development; and mental maturity. (Policy 6-4.3)

Middle School

6th to 7th Grade

Students shall be eligible for promotion into the seventh grade if they receive passing yearly averages in at least four of the following required subjects: reading/language arts, mathematics, science, social studies, and health/physical education.

7th to 8th Grade

Students shall be eligible for promotion into the eighth grade if they receive passing yearly averages in at least four of the following required subjects: reading/language arts, mathematics, science, social studies, and health/physical education **AND** if they receive a passing grade in the equivalent of one full year of elective offering(s).

8th to 9th Grade

Students shall be eligible for promotion into the ninth grade if they receive passing yearly averages in the following: reading/language arts and mathematics, **AND** any two of science, social studies, health/physical education; **AND/OR** if they receive a passing grade in the equivalent of one full year of an elective offering(s).

At any grade level, failure to receive a passing grade in any required subject (reading/language arts, mathematics, science, social studies, health/physical education) may result in the student being required to repeat the subject even though promoted to the next grade. Principals and staff shall consider each student on an individual basis.

High School

Promotion shall be based on the following:

Grade 9 to 10
5 Credits

Grade 10 to 11
10 Credits

Grade 11 to 12
Candidate for June Graduation

Students shall not be permitted to enroll in two required English courses simultaneously. Exceptions to the above requirements shall be determined by the principal.

Special Education

Determinations regarding promotion of special education students shall be made consistent with applicable law and relevant individualized education plans.

Evaluation and Reporting

ALTERNATIVE TO A HIGH SCHOOL DIPLOMA FOR STUDENTS AND ADULTS

General Educational Development (GED) Credential

The general educational development program is a standardized program designed to allow adults to earn a high school equivalency credential. This qualifies such persons to satisfy the diploma requirement for admission to colleges or technical schools and the educational requirements for induction into specified branches of the armed forces of the United States. This program offers a series of courses in preparation for a general education development test, and test performance is the basis for awarding the GED credential. Course enrollment is not a prerequisite for taking the test or receiving the credential.

Students who are enrolled in standard secondary school programs are not eligible to take the GED test or to qualify for the GED credential. Students enrolled in certain secondary alternative school programs like the ISAEP (Individualized Student Alternative Education Plan), approved home schooled students, and students with a court order may pursue a GED credential program rather than the standard graduation diploma program. In these cases, a total developmental program precedes the testing, and test administration will be closely managed by personnel involved with the alternative program. ISAEP students must be enrolled in coursework resulting in the attainment of a VDOE approved career and technical education credential and must successfully complete a course in Economics and Personal Finance. Students for whom an Individual Student Alternative Education Plan has been granted pursuant to Section 22.1-254 (D) may participate in the GED testing program and earn a high school equivalency credential. No student of school age meeting the residency requirements in Section 22.1-3 may be charged tuition for enrollment in any GED program offered by the School Board as a regional or division-wide initiative.

Under no circumstances may an individual under 16 qualify for testing or for eligibility for the GED credential. Other special entry and testing eligibility stipulations are required for individuals under the age of 18. Those seeking further information are referred to the Principal of The Georgetown School.

Because the GED program is considered a substitute program for the standard secondary school program, completion of the GED credential is interpreted as a general program parallel to the completion of the graduation diploma.

CLASS RANK

The School Board authorizes a weighted grading system for determining class rank. The division superintendent or his designee shall develop regulations for computing class rank.

Class rank computations include all grades in all subjects taken in grades 9-11, all grades in all subjects taken below the ninth grade and identified by the Virginia Department of Education as eligible for high school credit, and all first semester grades for subjects taken by seniors. Final year grades for identified full-year courses and semester grades for identified one-semester courses taken below grade twelve must be recorded and used in computing class rank. First semester grades will be included when computing class rank for seniors.

Numerical Values Assigned to Grades

The grade-point average is determined by dividing the total number of quality points earned by the number of courses included in the transcript. Students with the same grade-point average are numbered identically in rank. The pass grade of pass/fail courses is not included in the computation of class rank; the fail grade is.

If a student takes the same course twice and passes both times, both grades will be used in calculating GPA and establishing class rank. Credit for the course will be awarded ONLY for the first time the student takes the class.

The grade(s) earned by a student who does not receive academic credit because of violation of Regulations 7-2.4 A or B (Truancy and Student Absences) shall not be calculated into the grade point average.

Courses that have been designated as advanced are identified in the Program of Studies.

****Numerical Values Assigned to Grades for students in the graduating classes of 2016, 2017, 2018, and 2019***

The following point system is used to compute class rank for each student in the graduating classes of 2016, 2017, 2018, and 2019:

1.0 Weighted Courses	All Other Courses
A = 5.0	A = 4.0
B = 4.0	B = 3.0
C = 3.0	C = 2.0
D = 2.0	D = 1.0
F = 0	F = 0

Weighted Credit Courses

Students in Advanced Placement, Dual Enrollment, International Baccalaureate, and Advanced courses receive weighted credit. A numerical advantage of 1.0 is assigned when calculating students' grade(s) for these courses, in accordance with the procedure for computing class rank.

****Numerical Values Assigned to Grades for students in the Graduating class of 2020 and thereafter***

The following point system is used to compute class rank for each student, beginning with the graduating class of 2020:

1.0 Weighted Courses	0.5 Weighted Courses	All Other Courses
A = 5.0	A = 4.5	A = 4.0
B = 4.0	B = 3.5	B = 3.0
C = 3.0	C = 2.5	C = 2.0
D = 2.0	D = 1.5	D = 1.0
F = 0	F = 0	F = 0

Weighted Credit Courses

Students in Advanced Placement, Dual Enrollment, and International Baccalaureate courses receive weighted credit. A numerical advantage of 1.0 is assigned when calculating students' grade(s) for these courses, in accordance with the procedure for computing class rank. Students in Advanced courses also receive weighted credit. A numerical advantage of 0.5 is assigned when calculating students' grade(s) for these courses, in accordance with the procedure for computing class rank.

Dropping Courses (secondary only)

There will be no record made on the permanent record form of courses dropped during the first fourteen (14) weeks of a full year course and during the first seven (7) weeks for a semester course. After this period, withdrawal from a course with a passing grade will be considered a WP and will not be calculated into the grade point average; withdrawal with a failing grade will be considered as a WF and a failure (F) figured into the grade point average. Exceptions to this may be made by the principal in the case of hardship on the part of the student.

Procedures for Adding Academic Courses (secondary only)

Students may add courses within the first three weeks of a full year course or within the first two weeks of a semester course. Exceptions to this rule may be made by the principal, including in cases of hardship on the part of students. The principal may require a contract signed by the student, teacher, and parent which stipulates the conditions for enrollment after a course begins.

Transfer Students (secondary only)

Transfer students shall receive additional numerical points only for those courses which have been designated advanced in accordance with the Hanover County procedure for computing class rank. If the advanced option is available in Hanover for a course that an incoming transfer student has taken elsewhere, written verification that the course was taken on the advanced level shall be required from the sending school division. (Regulation 6-4.7A)

CONSENT FOR SURVEYS, ANALYSES OR EVALUATIONS RELATED TO STUDENT INFORMATION:

(Regulation 5-4.8, 6-2.6(B))

Parents/legal guardians and emancipated minors and students over 18 years old must receive notification and provide active informed consent prior to the administration of any student survey, analysis, or evaluation that concerns one of the following eight areas of protected information:

1. Political affiliations or beliefs of the student or student's parents;
2. Mental or psychological problems of the student or student's family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognizable privileged relationship, such as with lawyers, doctors or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or,
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes or for selling or otherwise distributing/providing the information to others. Active informed consent may be required as determined by the Research Review Committee for surveys, analysis or evaluation of students not included above.

DIRECTORY INFORMATION

In accordance with local, state, and federal policies on release of student records, the Freedom of Information Act, and the Family Rights and Privacy Act, no personal or confidential information concerning students will be released without written consent of a parent or guardian. The categories below are directory information and may be disclosed by the school if the parent has not filed a non-disclosure request:

- name of student in attendance or no longer in attendance, including a student's age, gender, and date(s) of attendance;
- participation in officially recognized activities and sports including a student's academic field of study;
- height and weight of student, if he or she is a member of an athletic team;
- awards and honors or degrees received by a student;
- yearbook photograph of the student;
- names, addresses, and telephone numbers of students may be released to military recruiters as permitted by law;
- names, addresses, and telephone numbers of students may be released to institutions of higher learning as permitted by law; and,

- names, addresses and honors received may be released to members of the Virginia General Assembly on request for the purposes of congratulatory communication only.

Parents have ten (10) school days from the receipt of annual written and public notice to notify Hanover County Public Schools in writing that any part of or all of said directory information about their child shall not be released without prior consent. The Directory Information Non-Disclosure Request Form in the front of *Code of Conduct* is the form parents should complete and submit to the school principal to prevent release of directory information. The schools will follow the procedures outlined here in releasing any type of news or information regarding students.

PARENTS' RIGHTS TO REVIEW STUDENT RECORDS

Hanover County School Board Policy 7-1.4 defines the procedures for maintaining student records and parental access to these records. Procedures for dissemination of student records and parental requests for corrections to student records are fully described within this policy. The principal of the school shall provide a copy of Policy 7-1.4 on request to a parent or eligible student.

The scholastic record is limited to data needed by the school to assist the student in his personal, social, educational, and vocational development and placement and is maintained in accordance with Regulations Governing Management of the Student's Scholastic Record in the Public Schools of Virginia.

Data in Student's Educational Record

- Family background data including the name and address of parent or guardian
- Standardized tests designed to measure aptitude, achievement, habits/skills and career interests shall become a part of each student's academic record.
- Additional data will be included but will not be limited to disciplinary records of the student and required reports of evaluations of exceptional students (i.e., gifted, disabled, etc.) when such reports are necessary for placement/special services for such student. This also will include reports for children with disabilities who have not yet become students (i.e., preschool or unserved).
- Court disposition records will be included following specific procedures for receipt, dissemination, maintenance and retention specified in Code of Virginia §16.1-305.1, 22.1-288.2, 22.1-289.

Policy 2-3.8 Parental Involvement in Education

When parents of a Hanover County public school student are estranged, separated, or divorced, building personnel will uphold the parental rights of both parents to participate in their children's education. Unless there is a court order to the contrary, both parents have the right to do the following things.

1. View the child's school records, in accordance with School Board policies.
2. Receive school progress reports, the school calendar, and notices of major school events.
3. Visit the school in accordance with School Board policies.
4. Participate in parent-teacher conferences; in the case of the non-custodial parent, after a timely request is made.
5. Receive all notification in accordance with the Individuals with Disabilities Education Act.
6. Receive notice of the student's extended absence, as defined in and pursuant to School Board policy, if both parents have joint physical custody.

Parent Responsibilities

The custodial parent has responsibility to do the following things:

1. Keep the school office informed as to the address of residence and how he or she may be contacted at all times.
2. On the Hanover County Public Schools registration form, list the current address and phone number of the non-custodial parent, unless such address is unknown and the parent signs a statement to that effect, or unless a court order restricts the educational or contact rights of the non-custodial parent.
3. Provide a copy of any legal document which restricts the educational and/or contact rights of the non-custodial parent.
4. Assist the school in enforcing the standards of student conduct and attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.

In addition, the principal may request a student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or his designee to review the School Board's standards of student conduct

and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order and to discuss improvement of the child's behavior and educational process.

The non-custodial parent has the responsibility to keep the school office apprised of changes in his current phone number and address. Further, the non-custodial parent may make timely requests to participate in parent-teacher conferences. (Policy 2-3.8)

Dissemination of Information about Court Proceedings

The division superintendent or his designee will disseminate the notice or information about an adjudication or conviction received pursuant to § 16.1-305.1 of the *Code of Virginia*, 1950, as amended, to the principal of the school in which the student is enrolled. The principal will disseminate such information to licensed instructional personnel and other school personnel who (1) provide direct educational and support services to the student and (2) have a legitimate educational interest in such information.

In addition, the division superintendent or his designee and principal may disseminate information about court proceedings related to a student following notice by the court pursuant to § 16.1-305.2 of the *Code of Virginia*, 1950, as amended, in the following circumstances:

- Prior to receipt of the notice of disposition, the division superintendent will disclose the fact of the filing of the petition and the nature of the offense to the principal of the school in which the student is enrolled if the division superintendent believes that disclosure to school personnel is necessary to ensure the physical safety of the student, other students or school personnel within the division.
- After the student has been taken into custody, whether or not the student has been released, the principal may further disseminate the information only to those students and school personnel having direct contact with the student and need of the information to ensure physical safety, appropriate educational placement or other educational services.

When the division superintendent receives notice regarding a student who is not enrolled, he shall promptly notify the juvenile court and not disclose this information to anyone within the school division.

Procedure to Inspect Education Records

Parents of students or eligible students may inspect and review the education records relating to their children without unnecessary delay and before any meeting regarding an IEP or hearing involving a student with a disability. Further, parents shall have the right to a response from the school division to reasonable requests for explanations and interpretations of the education record. Neither parent, regardless of whether such parent has custody, shall be denied access to educational records of that parent's minor child unless ordered by the court for good cause shown.

The principal (or appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parents or eligible students of the time and place where the records may be inspected. Access to records will be arranged within five (5) days from the receipt of the request.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.

When disciplinary action is taken by the school division in regard to an incident upon which an adjudication of delinquency or a conviction of acts specified in § 16.1-305.1 of the *Code of Virginia*, 1950, as amended, has been made, the parent or guardian will be notified of the reasons for the action and his right to review and to request amendment of the student's education records.

Fees for Copies of Records

The fee for copies will be \$0.25 per page. The actual cost of copying time and postage will be charged. The school division will not charge for search and retrieval of the records. The school division will not charge a fee for copying an Individualized Education Plan (IEP) or for a copy of the verbatim record of a hearing conducted in accordance with the State Board of Education's Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

Types, Locations, and Custodians of Education Records

Hanover County Public Schools will provide parents, on request, a list of the types and locations of education records collected, maintained, or used by the school division. Persons interested in obtaining information about the types of

records maintained by the Hanover County Public Schools, their location and custodian, may contact the school division's records manager.

Disclosure of Education Records

Hanover County Public Schools will disclose information from a student's education records only with the written consent of the parent or eligible student, except for the following requests:

- School officials who have a legitimate educational interest in the records
- Officials of another school, upon request, in which a student seeks or intends to enroll. Hanover County Public Schools shall provide written notice of the transfer including the identity of the requester to the parent, guardian or other person having control or charge of the student or to a student who is 18 years of age or older within five days of the date on which the record was transferred. This notice requirement applies to the transfer of records to education programs in jails and detention centers.
- Certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs
- In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid
- State and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state law adopted
- Organizations conducting certain studies for or on behalf of the school division
- Accrediting organizations to carry out their functions
- Parents of an eligible student who claim the student as a dependent for income tax purposes
- The entities or persons designated in judicial orders or subpoenas as specified in FERPA
- Appropriate parties in a health or safety emergency
- Directory information so designated by the school division

Record of Requests for Disclosure

Hanover County Public Schools shall maintain a record of all requests for and/or disclosure of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The parents or eligible student may review the record.

Correction of Education Records

Parents or eligible students have the right to challenge the content of student records and to ask to have records corrected (including expungement) that they believe are inaccurate, misleading, or in violation of their privacy rights. Parents must present written request for changes in records. The procedures for the correction of records are outlined fully in Policy 7-1.4 and can be obtained at any school or on the Hanover County Public Schools website.

Confidentiality of HIV and Drug and Alcohol Treatment Records

The school division shall comply with the confidentiality requirements of § 32.1-36.1 of the Code of Virginia, 1950, as amended, providing for the confidentiality of records related to any test for human immunodeficiency virus (HIV). In addition, the school division shall maintain confidentiality of drug and alcohol treatment records as required by federal and state law.

Destruction of Protocol

When individual standardized tests or rating scales are used to evaluate a child as part of the special education assessment process, it is the practice of the school division to destroy the test protocols at the end of three full school years following the school year the test/scale was administered. A parent or guardian has the right to review and inspect the records but must make this request prior to their destruction. A parent or guardian may also challenge in a hearing the decision to destroy the records. Any such requests should be directed to the Director of Special Education.

PHONOLOGICAL AWARENESS AND LITERACY SCREENING - (PALS) KINDERGARTEN - GRADE LEVEL 3

The Phonological Awareness and Literacy Screening Test provided by the Virginia Department of Education is given in kindergarten- grade 3. In kindergarten, this test of phonemic awareness and other readiness skills assists teachers

in identifying students' strengths and weaknesses. First through second grade students are assessed on word identification, spelling, fluency, and reading comprehension. The results of this test are used to develop an intensive instructional support program for at-risk students. Also, some third grade students who continue to need support take the Phonological Awareness and Literacy Screening Test.

Other Standardized Assessments

In addition to the Virginia testing program, Hanover County school personnel may test to meet specific needs within a school. This testing should be submitted to the division superintendent or his designee for approval. These tests may:

- serve as a screening device to identify students with special instructional needs;
- identify the need for special programs; and,
- provide data for instructional improvement.

The Preliminary Scholastic Aptitude Test (PSAT) is administered to all tenth grade students. The Armed Services Vocational Aptitude Battery (ASVAB) is available to students in grades ten through twelve who have an interest in the military. Selected career inventories are administered at grades 6-12.

REPORTING GRADES TO PARENTS

Report cards shall be prepared and issued to students at the end of each nine-weeks reporting period. Computerized report cards are provided for this purpose. After reports are examined by parents or guardians of students in designated grades, they should be properly signed and returned to the respective school.

Interim reports shall be prepared and issued to all students/parents four times per year, at the midpoint of each nine-week grading period. Interim reports and report cards shall reflect the standard of work the student has achieved, his attitudes and his work habits. The teacher shall make the evaluation of the student's work, including the assignment of grades as is further described in Policy 6-6.2.

In cases where a student is in danger of failing a course or subject, sufficient notice shall be sent to the parents in order that they may be aware of the possibility of failure so that appropriate corrective measures may be taken. At least once per semester written notification shall be sent to parents or guardians of every senior who is in danger of failing to meet requirements for graduating with his/her class. (Regulation 6-6.2B)

If a senior is in danger of failing to meet the requirements for graduating with his class, the student and his parent or guardian shall be notified of such danger at the earliest possible time, and assistance should be provided, where possible, to help the student satisfy the requirements. The responsibility for informing the student and parent shall rest upon the teachers, school counselors, and principal. Students shall have justification for appealing administrative decisions regarding graduation should appropriate instructional personnel fail to provide notice to seniors and their parents as required by this policy. (Policy 6-6.1)

Regulations for Grades and Report Cards (K-12)

All grades recorded on the report card shall be letter grades and should not be supplemented with plus or minus signs. Secondary (Grades 6-12, in middle schools, high schools) letter grades A, B, C, D, and F will be used in grading secondary students. Comments related to the grade will be entered on the report card.

STANDARDIZED TESTING

The assessment program prescribed by the Virginia Department of Education shall be administered and analyzed in all Hanover County Public Schools in accordance with state regulations. The data shall be used as one means of monitoring and evaluating the quality of the instructional program. The Virginia Standards of Learning (SOL) tests are administered in spring at grades 3 through 8 in English, mathematics, science, and/or social science. End-of-Course tests are taken upon completing the course rather than at a designated grade level. End-of-Course tests include Algebra I, Algebra II, Geometry, Biology, Chemistry, Earth Science (AP Environmental Science), World History I, World History II, U.S. History, World Geography, English (Grade 11), and Writing (Grade 11). Testing dates established by the Virginia Department of Education are in the spring prior to the end of the school year.

Students who do not pass End-of-Course (EOC) SOL tests may retake the tests during the summer school testing schedule which usually occurs during the first two weeks in August. Remediation and review sessions are offered at each high school during July to assist students who are preparing to retake SOL tests.

STANDARDS OF LEARNING

As required by the Virginia General Assembly, all public school students in the Commonwealth of Virginia shall be expected to take Standards of Learning (SOL) tests and to achieve passing scores on end-of-course SOL tests to be awarded a verified unit of credit toward graduation requirements. Tests currently required at grades 3 through 8 assess content in the four core areas of English/reading and writing, mathematics, science, and/or social studies. High school end-of-course tests include Algebra I, Algebra II, Geometry, Biology, Chemistry, Earth Science (AP Environmental Science), World History I, World History II, World Geography, U.S. History, English (grade 11), and Writing (grade 11). SOL tests are administered in the spring beginning with the writing tests in March and the other tests in May. Also, end-of-course SOL tests are administered under certain conditions during the fall and high school summer school (August).

The following chart shows the SOL tests students must take at each grade level.

STANDARDS OF LEARNING		
ELEMENTARY SCHOOL	MIDDLE SCHOOL	END-OF-COURSE TESTS
Grade 3 Math	Grade 6 Math	EOC English: RLR (Reading)
Grade 3 Reading	Grade 6 Reading	EOC English: Writing
Grade 4 Math	Grade 7 Math	EOC Algebra I
Grade 4 Reading	Grade 7 Reading	EOC Geometry
Grade 4 Virginia Studies	Grade 8 Math	EOC Algebra II
Grade 5 Math	Grade 8 Writing	EOC VA and US History
Grade 5 Reading	Grade 8 Reading	EOC World History I
Grade 5 Science	Grade 8 Science	EOC World History II
	Grade 8 Civics & Economics	EOC World Geography
		EOC Biology
		EOC Earth Science
		EOC Chemistry

Any elementary or middle school student who does not achieve passing scores on all grade-level specific core Standards of Learning tests, which include English/writing, mathematics, science, and/or social studies, shall be required to participate in a remediation option. Elementary and middle school students may participate in summer school or tutorial programs offered during the school year at the school which may include before, during, or after school sessions. Remediation also will be provided for high school students who do not achieve passing scores on required SOL tests. High school students may participate in tutorial programs offered before and after school, at designated times during certain school days, and in summer school. Parents may opt to have the student participate in an accredited private tutorial program approved by the school principal. Tuition and/or other costs for private programs must be assumed by the parent/guardian.

Any student who does not achieve a passing score on one of the Standards of Learning tests or who does not meet the benchmarks of the Phonological Awareness and Literacy Screening (PALS) is eligible to participate in the remediation options available at the school and/or summer school. A Student Educational Plan (SEP) designed to address the student’s needs in gaining the necessary skills for success will be developed.

Students who are enrolled in a middle or high school Carnegie credit course for which a final examination and an SOL test are required may be exempted from taking the final examination by receiving a passing score on the SOL test contingent on availability of test results to the school division. If End-of-Course SOL test results are not available to the school division prior to the first day of final examination review, any student who has a year end average of B or above in any class in which an End-of-Course SOL test is required will be exempt from his/her final examination in that class. The principal of the school will notify parents and students of the exemption process if the exam exemption is available as an option.

VIRGINIA STATE ASSESSMENT PROGRAM PARTICIPATION

It is the intent of the Commonwealth of Virginia to include all students with disabilities in the assessment component of Virginia’s accountability system. The federal regulations under Section 504 of the *Rehabilitation Act of 1973* as

amended, and state regulations under the *Virginians with Disabilities Act* Section 51.5-40 et.seq. of the Code of Virginia require that individuals with disabilities be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals. The *Individuals with Disabilities Education Act* (IDEA), P.L. 105-17, regulations require that all students with disabilities participate in the state's accountability system.

For all students with disabilities identified under IDEA, the individualized education program (IEP) team determines how the student will participate in the Virginia Assessment Program. For students identified under Section 504 of the *Rehabilitation Act of 1973* as amended, the 504 committee determines how the student will participate. A student's IEP or 504 plan must specify the student's participation in either the Standards of Learning Assessments or the Virginia Alternate Assessment Program, according to the set criteria for participation.

For all students identified to receive instruction in English as a Second Language (ESL) performance on the screening assessment upon entry into the program and subsequently each fall will determine if the student is eligible for a proxy test for the SOL test in English/Reading.

STUDENT EVALUATION AND GRADING

Teachers shall be responsible for the grading and evaluation of student achievement. The following guidelines shall be used in the evaluation: (Policy 6-6.2)

- A student's grade shall be based solely on achievement.
- A student's grade shall not be penalized for any personal action or for any excused absence except as indicated in regulation (Policy 7-2.4).
- Factors Used to Determine Grade - The classroom teacher shall inform students of the factors used to determine the grade for each reporting interval and the relative value of each e.g., classwork, written assignments, tests, special projects, etc. This information shall be provided to students in written form at the beginning of each course (syllabus). (Regulation 6-6.2B)
- Procedures Used to Average Grades - The classroom teacher has the flexibility to determine procedures for assigning student grades; however, the classroom teacher shall inform students, through the course syllabus, of the procedures to assign grades, e.g., a) averaging of numerical grades; b) averaging of letter grades; c) another system which is communicated through the course syllabus, e.g., basing grades upon a specific number of points to be obtained within a reporting interval. The selected procedure shall remain consistent throughout the year. (Regulation 6-6.B)

When teachers average numerical grades, the numerical span for each letter grade shall be communicated to students through the course syllabus, and it shall be the span outlined in Policy and Regulation 6-6.2 as listed below. All teachers in grades 6-12 must use this numerical scale for all courses, including Advanced Placement courses. In dual-enrollment college courses the grading practices and regulations of the college will be followed to calculate and report high school students' grades.

Code of Grading Symbols*

Kindergarten – First Grade	Second Grade	Third Grade – Twelfth Grade	Grading Scale
S – Succeeding	A - Excellent	A - Excellent	A = 93-100
P – Progressing	B – Above Average	B – Above Average	B = 85-92
N - Needs Improvement	C - Average	C - Average	C = 77-84
	D – Below Average	D – Below Average	D = 70-76
	F - Failing	F - Failing	F = 69 and below
	S - Succeeding		
	P - Progressing		
	N - Needs Improvement		

*Note:

1. Letter grades for reading and mathematics are based on the pupil's instructional level in each area.
2. Prior to the formal report card assessment, schools also send home informal notices of progress, especially in the case of unsatisfactory performance.
3. Preschool progress reports are in narrative form.

When teachers average letter grades, the point value assigned each letter grade and the mathematical procedures for rounding shall be communicated through the course syllabus. The point value of letter grades and the meaning of each letter grade shall be those outlined in this regulation.

When assigning a student's grades, the teacher should consider the impact of isolated, low numerical grades upon the grade for the reporting interval. In reporting students' grades for interim, nine-weeks, and final grade reporting procedures, any point system used by the teacher to calculate students' grades must be converted to the numerical and letter values outlined above in this regulation.

Examinations

Elementary

Students are evaluated on a continuous basis with the objective-based management systems used for both reading and mathematics. Based upon the belief that evaluations should be continuous throughout the school year, mid-semester and final examinations are not administered in the elementary schools.

Secondary

These guidelines shall be followed when administering exams at the secondary level:

- For high school students, two exams shall be scheduled on each of three days and one on a fourth day; for middle school students, two exams shall be scheduled on each of four days.
- Exams shall be scheduled for a minimum of one (1) hour and forty-five (45) minutes and a maximum of two (2) hours. (Where block scheduling is utilized, the examination may be scheduled within one regular class period or within the previously described time limits, as approved by the principal.)
- To accommodate students having itinerant teachers, morning class exams shall be scheduled in the morning and afternoon class exams shall be scheduled in the afternoon, whenever possible.
- Eighth graders shall be required to take exams in English, mathematics, science, and social studies and in courses for which Carnegie Units are granted.
- Sixth or seventh graders enrolled in courses for which Carnegie units are granted shall be required to take exams in these courses.

Once examinations are scheduled, no exceptions may be made for the convenience of individual students. Students shall not be permitted to take examinations out of schedule. To receive credit for a course, a student must take the exam. The only exception to this is the senior student who meets exemption requirements as outlined below.

Special Education Students

It is strongly recommended that coordination between regular and special education teachers take place prior to examinations to determine if accommodations should be made for students with disabilities. The purpose of modifications is to ensure, insofar as possible, that each disabled child receives maximum individual consideration of his disability without changing the nature or integrity of the test. Based on the disabling condition and individual needs of a special education student as outlined in his Individualized Education Plan, the special education teacher should make recommendations as to appropriate modifications in the test or testing situation. Such modifications may include, but not be limited to:

- schedule modifications - time of day, length of testing time;
- setting modifications - in special education classroom, administered by special education teacher;
- modality modifications - oral administration; and,
- recording modifications - oral responses.

Exemptions

Exemptions from examinations will be allowed for certain seniors meeting the following exemption requirements:

- A senior (a student who is a candidate for June graduation) who makes grades of not less than "B" on each nine-week report period in a given subject during a current semester shall be eligible for exemption in that particular subject that semester. (No nine-week report grade, as recorded on the report card for a given semester, may be less than "B" in the subject for which exemption is sought.)
- Additionally, the following conditions apply:

- A student must not have two office referrals for misconduct.
 - A student must not have received a suspension from school in the current semester.
 - A student must not be absent in excess of seven days (or four days when block scheduling is utilized) during the current semester.
- Teachers of seniors reserve the right to require all seniors to take exams. Examination requirements shall be clarified at the beginning of the course. Seniors eligible for exemption may, if they choose, take any of their examinations.

It is hoped that this examination policy will provide incentive for seniors to apply themselves to their full capacity in order that they may become eligible for this exemption privilege.

Mid-Term and Final Examination Grade Values

- Mid-term and final examinations administered in the secondary schools normally should be valued as one-seventh of the semester grade. Semester grades are computed as follows:
 - each nine-week's grade is counted three times;
 - the exam grade is counted once;
 - divide the sum of the above grades by seven.
- Final course grades are computed by adding the two (2) semester grades and dividing by two (2).
- There may be circumstances whereby the examination may include an assigned project or a demonstration of mastery skills.

Non-Attendance During Examinations

Attendance policies shall be in effect during exams. Students shall not be excused from an examination except for emergencies. Students absent for an exam who do not follow the prescribed procedure for missing an exam due to an excusable circumstance shall be subject to the same disciplinary action as if a regular school day were missed, and a grade of incomplete (I) issued until the disciplinary action is satisfied. Students absent for a portion of an examination period who do not follow the prescribed procedure for missing a portion of a class due to an excusable circumstance shall be subject to the same disciplinary action as if a class were skipped and a grade of incomplete (I) issued until the disciplinary action is satisfied.

Re-Examinations

Only seniors may be permitted to take re-examinations. They may be permitted to take only one re-examination per semester. A senior may be permitted to take a re-examination at the end of the first semester only if it is a one-semester course. When a subject is passed by re-examination, the final subject grade shall be recorded at a minimum passing of "D." (Regulation 6-6.2A)

Community Involvement

ADULT EDUCATION

Adult education is a significant part of public education, and individuals are encouraged to continue their education throughout adulthood. The Hanover County School Board is committed to life-long learning. Courses of interest to adults are offered upon the recommendation of the division superintendent and at the discretion of the School Board.

The general objectives of adult education are the same as those of other levels of public education, namely, to prepare individuals for full democratic citizenship, to provide them with means for economic improvement and cultural development, and to enrich their personal and family lives.

Adult course offerings are determined by community needs and the availability of monetary resources. Students in the adult program are required to pay tuition.

ADULT BASIC EDUCATION PROGRAM

The Adult Basic Education Program (ABE) is a special program designed to meet the needs of adults who have less than a ninth grade education, who have trouble finding or holding a job because of limited education, or who want to improve their basic skills of reading, writing, English, mathematics, and history.

Any adult who is 18 years of age or over and who is functioning at a proficiency level below the ninth grade is eligible to enroll in the program. The Virginia Department of Education, the federal government, and the Hanover County School Board provide funding for the program.

ADULT GENERAL EDUCATION DEVELOPMENT (GED) PROGRAM

The General Education Development Program (GED) provides an opportunity for recognition of educational development for persons who did not complete requirements for high school graduation. Preparation courses for the GED examinations are offered at The Georgetown School and satellites sites in the community. Adults are issued a high school equivalency credential upon achieving satisfactory scores on GED tests.

Applicants must meet the requirements as set forth by the Virginia State Board of Education before they are allowed to test. Adult applicants must register by providing the proper identification and required fees to the official testing center of their choice. For information about GED testing requirements or the application process, call 804-723-3460 during regular business hours.

ADULT/PARENT VOLUNTEERS

Volunteers can make a valuable contribution to the educational program. Some activities in which volunteers might participate are the following:

- assisting staff on field trips;
- assisting with supervision during lunch;
- serving on advisory committees;
- assisting in activities such as drama and musical productions, athletic events, school dances, spring festivals, open house, and back-to-school night;
- assisting clerical staff;
- serving as resource persons in an area of particular specialty; and,
- working as library assistants.

Schools have a Parent Teacher Association (PTA), Parent Teacher Organization (PTO), or a Parent Teacher Student Association (PTSA) and various parent booster organizations which are involved in strengthening the interactions among home, school, and community. Parents are encouraged to join and support the activities of these organizations.

Information and guidelines for working as a school volunteer will be provided by the principal.

ADVISORY COMMITTEES, BOOSTER GROUPS, VOLUNTEERS

The School Board intends to involve as many citizens as may be practical in the activities of the schools. The School Board, upon recommendation of the division superintendent, shall from time to time appoint such advisory committees of citizens of Hanover County as it deems necessary or as may be required by law. The School Board shall provide such committees specific instructions regarding their deliberations. Unless extended, citizen committees shall expire upon rendering their reports, the completion of their assignment, or at the end of their appointment.

Parents and patrons in the community are invited to serve on county-wide advisory committees and school-based booster groups. Such committees include, but are not limited to, those listed below:

- Alternative & Adult Education Advisory Committee
- Athletic Boosters
- Band Boosters

- Business Advisory Committee
- Bus Safety Committee
- Career & Technical Education Advisory Committee
- Choral Boosters
- Drama Boosters
- Family Life Education Advisory Committee
- Fine Arts Advisory Committee
- Curriculum Development Committees
- Gifted Advisory Committee
- Governor’s School for International Relations Advisory Committee
- Hanover Education Foundation
- Head Start Policy Council
- Health Advisory Committee
- Interagency Transition Committee
- JROTC Boosters
- Long Range Planning Team
- Orchestra Boosters
- Parent Teacher Association
- Parent Teacher Organization
- Parent Teacher Student Association
- Recreation Advisory Committee
- Special Education Advisory Committee
- Substance Abuse Prevention/SODA Advisory Committee
- Textbook Adoption Committees

The School Board encourages individual schools and the administration to use the talents and skills of all members of the community who wish to contribute their abilities toward the enrichment of the educational program. The School Board endorses the concept of assistance by parents in the classroom, the library, and in other programs designated by school administrators.

Local schools have various parent advisory committees and school improvement teams. Patrons interested in serving on these are encouraged to contact the school principal.

COMMUNITY USE OF FACILITIES

The primary purpose of school facilities is to house the instructional program; however, the School Board encourages the use of these facilities by the public when such use will not interfere with the basic purpose of the educational program.

Expenses, which occur (heating, lights, water and custodial services, as well as protection of school property and security of the buildings) when various groups use school facilities, make it necessary to have specific regulations and fees. Application forms for use of school facilities can be found on the Hanover County Public Schools website. If you have any questions, contact Sabrina Robinson at (804) 365-4526 or Tom Vaughan at (804) 365-4570. Such requests for use of facilities should be made no more than 6 months or less than 14 days prior to the event.

COMMUNICATION WITH PARENTS

In addition to flyers, telephone calls, letters, etc., the school division uses technology that provides the ability to communicate quickly with large numbers of individuals and families. While in-person communication is always most effective for individual concerns and problem-solving, tools of mass communication can deliver information efficiently to groups, as well as relay critical information in the event of an emergency or crisis that affects our schools. Descriptions of our communication tools and how each may be used are below.

Web

The division website (www.hcps.us) provides comprehensive school division information to patrons and the community. From the home page, patrons can access links to individual school websites, central administration, school calendars, school closing information, important documents and other valuable information.

Blackboard Connect™

The school division uses Blackboard Connect™, an electronic notification system, to communicate by phone and/or e-mail to share emergency and community outreach information with parents. It is important for parents to notify the school when there are changes in contact information so that messages are sent to the correct telephone number and e-mail address.

e-mail connection

Each year, parents and other patrons who wish to receive information from their child's school may subscribe to the e-mail connection to learn about student activities and school events and to receive information about school closings and/or changes to activity schedules. Parents may subscribe to the service by going to the division website at www.hcps.us, clicking on the e-mail connection icon and following the instructions. The school division will respond with an e-mail message to confirm the subscription.

News Releases

In an effort to promote public relations, all schools occasionally submit news articles to local and area newspapers concerning special school activities or outstanding accomplishments. Parents who object to having their children's names or photographs used in public releases should notify local school officials of such objection within fifteen (15) days after the opening of school. A form to authorize the school to photograph or videotape a student is available in the Code of Conduct for parents/guardians to sign with an option to deny authorization for release of photographs and/or information.

Parent-Teacher Conferences

In order to promote better understanding among teachers and parents, it is important that parent-teacher conferences be held periodically. Parents' or teachers' requests for a conference may be in writing or by telephone. Spontaneous conferences are discouraged because they frequently conflict with previous duties already assigned to teachers. It is recommended that all conferences be held before or after school.

PowerSchool

PowerSchool is a student information system that provides a comprehensive set of tools to manage student data. Teachers manage gradebooks, attendance, interims, report cards, class layouts, and more from this easy-to-use web program. Parents/guardians are able to gain access to their child's vital school information through this specially designed portal by entering a unique user name and password that is assigned to each student.

Procedures for Resolving Problems

If a patron of Hanover County Public Schools has a question(s) or concern(s) about the performance of a teacher, principal, supervisor, or other employee, that patron should go directly, by appointment, to the teacher, principal, supervisor, or employee and discuss the issue. If the question is not answered or the complaint not resolved, the patron should then go to the individual's immediate supervisor and try to resolve the issue. The established procedure for resolving complaints goes from the teacher, to the principal of the school, and then to the Instructional Leadership staff at the division level. This procedure should be followed by a patron in an effort to resolve concerns. It is believed that proceeding in this manner will help solve problems more quickly and with the least amount of misunderstanding.

Publications

The Superintendent's Annual Report is published each year. It contains general information about the school division and recaps the accomplishments of the previous school year. The Superintendent's Annual Report may be accessed online.

Comcast cable subscribers can tune into Hanover's TV99 for award-winning division news and sports coverage, informative interview programs, and student performances. TV99 programming recognizes outstanding students and teachers, alerts parents to upcoming events, and informs the community about division activities. When inclement weather or other emergencies require schools to close, the information is immediately posted on TV99.

Transportation and Weather Hotline

Hanover County Public Schools offers a telephone service to provide the latest information on school closings or delays. Citizens can call (804) 277-4960 to hear information that may affect the regular school schedule due to inclement weather. This option greatly benefits those parents, guardians, and students who may not have internet access or other means to obtain school information via television or radio.

In addition, Hanover County Public Schools has a telephone number that provides daily school bus notifications. From changes in bus numbers and bus driver substitutes to school bus delays, if regular bus information is altered, the latest details are available by calling the Hanover County Public Schools bus transportation hotline at (804) 441-8274. Elementary school bus information is available by pressing 1. Secondary school bus changes can be accessed by pressing 2 and any last minute variations, primarily in bus numbers, will be announced by pressing 3.

Situations occur every day that can warrant changes in the regular bus or school schedule. The telephone information lines enable Hanover County Public Schools to effectively communicate any adjustments that may impact the regular school day or transportation schedule.

VISITING AND CONTACTING THE SCHOOLS

Immediately upon entering a school, all visitors must report to the school office and obtain a visitor's pass. All visitors must understand that they are under the same regulations as the student body. Students are not permitted to bring visitors to school without prior approval from the school administration.

A Hanover student is not permitted to visit other schools (within or outside the county) without obtaining prior written permission and approval from his/her principal and the principal of the school to be visited.

Parents who wish to confer with a teacher or staff member are requested to call the main office and schedule an appointment to meet with the individual or a group. It is recommended that appointments be scheduled before or after daily classes in an effort to ensure that teachers are not pulled away from their students during instructional time. Except in emergency situations, teachers will not be called to the telephone during regular school hours; however, school secretaries will take a message and have the teacher return the call. Parents who are delivering items that children forgot to bring to school (money, lunch, note, and books) must bring the items into the school's main office and speak with an office staff member about the delivery.

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MISSION

Hanover County Public Schools is a student-centered, community-driven organization that provides a quality education for lifelong success.

VISION

To be recognized as a leader in education by building on our Tradition of Excellence.

BELIEFS

We believe a quality education encourages each child and challenges him or her to develop an individual path to success.

We believe a safe, supportive and collaborative environment is essential to student development and achievement.

We believe highly qualified staff, and dedicated parents and volunteers, make the greatest positive impact on student learning.

We believe in preparing all children to be contributing, productive members of our diverse, global society.

We believe that excellence is the standard for continuous improvement in teaching and learning.

We believe the continued success of the school system is dependent upon strong community partnerships.

We believe learning is a lifelong process.



HANOVER COUNTY PUBLIC SCHOOLS

Battlefield Park Elementary
5501 Mechanicsville Turnpike
Mechanicsville, VA 23111
723-3600
Judy Bradley, Principal

Henry Clay Elementary
310 South James Street
Ashland, VA 23005
365-8120
Teresa Keck, Principal

Pearson's Corner Elementary
8290 New Ashcake Road
Mechanicsville, VA 23116
723-3660
Dawn Armstrong, Principal

Beaverdam Elementary
15485 Beaverdam School Road
Beaverdam, VA 23015
798-5929 or 449-6373
Chip Joseph, Principal

John M. Gandy Elementary
201 Archie Cannon Drive
Ashland, VA 23005
365-4640
Leigh Finch, Principal

Pole Green Elementary
8993 Pole Green Park Lane
Mechanicsville, VA 23116
365-4700
Rhonda Voorhees, Principal

Cold Harbor Elementary
6740 Cold Harbor Road
Mechanicsville, VA 23111
723-3620
Dr. Cheri Beth Fisher, Principal

Kersey Creek Elementary
10004 Learning Lane
Mechanicsville, VA 23116
723-3440
Lisa Thompson, Principal

Rural Point Elementary
7161 Studley Road
Mechanicsville, VA 23116
723-3580
Nicolle Currie, Principal

Cool Spring Elementary
9964 Honey Meadows Road
Mechanicsville, VA 23116
723-3560
Dr. Paula Brown, Principal

Laurel Meadow Elementary
8248 Lee-Davis Road
Mechanicsville, VA 23111
723-2040
Karen Carpenter, Principal

South Anna Elementary
13122 Walton's Tavern Road
Montpelier, VA 23192
749-4222 or 883-6089
Alicia Todd, Principal

Elmont Elementary
12007 Cedar Lane
Ashland, VA 23005
365-8100
Pam Harvey, Principal

Mechanicsville Elementary
7425 Mechanicsville Elementary Dr.
Mechanicsville, VA 23111
723-3640
Dr. Amy Robinson, Principal

Washington-Henry Elementary
9025 Washington Henry Drive
Mechanicsville, VA 23116
723-2300
Dr. Dana R. Jackson, Principal

Chickahominy Middle School
9450 Atlee Station Road
Mechanicsville, VA 23116
723-2160
Mark Beckett, Principal

Atlee High School
9414 Atlee Station Road
Mechanicsville, VA 23116
723-2100
Dr. John Wheeler, Principal

The Hanover Center for Trades & Technology
10002 Learning Lane
Mechanicsville, VA 23116
723-2020
Justin Roerink, Principal

Liberty Middle School
13496 Liberty School Road
Ashland, VA 23005
365-8060
Donald Latham, Principal

Hanover High School
10307 Chamberlayne Road
Mechanicsville, VA 23116
723-3700
Kristina Reece, Principal

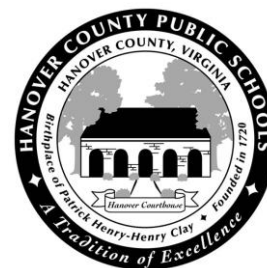
The Georgetown School
10000 Learning Lane
Mechanicsville, VA 23116
723-3460
Brian Ford, Principal

Oak Knoll Middle School
10295 Chamberlayne Road
Mechanicsville, VA 23116
365-4740
Caroline Harris, Principal

Lee-Davis High School
7052 Mechanicsville Pike
Mechanicsville, VA 23111
723-2200
Charles Stevens, Principal

Stonewall Jackson Middle School
8021 Lee Davis Road
Mechanicsville, VA 23111
723-2260
Dr. Quentin Ballard, Principal

Patrick Henry High School
12449 W. Patrick Henry Road
Ashland, VA 23005
365-8000
Elizabeth Smith, Principal



All school and instructional department websites can be accessed by using Hanover County Public Schools' address (www.hcps.us).

The Hanover County School Board does not unlawfully discriminate on the basis of age, sex, race, color, religion, disability or national origin in its employment practices or educational programs and activities. The director of special education is designated as coordinator for nondiscrimination for access to and implementation of programs under Section 504 and the Americans with Disabilities Act. The assistant superintendent of human resources is designated as coordinator for nondiscrimination regarding personnel matters. To contact Hanover County Public Schools by telephone, please call 804-365-4500.