

Hanover County Public Schools

2019-2020



PARENT-STUDENT HANDBOOK

Hanover County Public School

200 Berkley Street
Ashland, Virginia 23005
804-365-4500
www.hcps.us

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Kathleen M. Brown

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Justin Beamon	Curriculum Specialist - World Languages and ESOL
Heather Causey	ITRT and Online Learning Developer
Connie Foreman	Coordinator of Gifted Services

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Dr. Robert Staley	Director of Secondary Instruction

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Dr. Karen Akom	Lead Teacher Specialist - Secondary Special Education
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Dr. Chiquita Elliott	Student Support Attendance Coordinator
Barry Hewett	Senior School Psychologist
James Carrigan	Senior School Social Worker
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Professional Development, Leadership, & Federal Programs

Dr. Dana Gresham	Director of Professional Development, Leadership, and Federal Programs
Carrie Cicuto	Coordinator of Federal Programs
Kate Stockhausen	Coordinator of Federal Programs
Dr. Amy Thompson	Professional Development Coordinator

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Admission Requirements [Policy 7-2.3](#)

Attendance [Policy 7-2.1](#)

Make-up Work [Policy 7-2.4](#)

Truancy Referrals [Regulation 7-2.4 \(B\)](#)

Early Dismissal from School [Regulation 7-2.4\(B\)](#)

Virginia State Code: Compulsory Attendance [§22.1-254](#)

[§22.1-254.1](#)

[§ 22.1-253.13:1](#)

Transportation [Policy 4-4.2](#)

Bus Passes [Regulation 4-4.2\(A\)](#)

Bus Drop-off Age Requirement [Regulation 4-4.2\(A\)](#)

Parking and Automobiles [Policy 7-4.7\(A\)](#)

School Safety [Policy 7-5.1](#)

Drug-Free School Zones

Section [18.2-255.2](#) of the *Code of Virginia* prohibits the manufacture, sale or distribution of any controlled substance, imitation controlled substance, or marijuana at any time on or within 1,000 feet of school property, school bus or school bus stop.

Safety Drills

Safety drills are held periodically throughout the school year. Safety drills allow students and staff members to practice effective responses to emergency situations. Pursuant to Virginia State Code [22.1-137](#) and [22.1-137.2](#), all Hanover schools conduct fire and lockdown drills, respectively. All State Board of Education drill regulations are adhered to as well. Other safety drills conducted during the school year are, but not limited to: earthquake drill, tornado drill, reverse evacuation drills, and school bus drills. Emergency situations are included in each school's emergency management plan.

Student Insurance [Policy 7-5.2](#)

Extracurricular Activities [Policy 7-4.1](#)

School Nutrition [Regulation 6-3.19](#)

Website http://hcps.us/departments/school_nutrition

Interactive Breakfast and Lunch Menus www.hanover.nutrislice.com

To place funds on your child's meal account www.myschoolbucks.com

Fundraising by Students

[Policy 2-5.4](#)

Student Dress Code

[Policy 7-3.1](#)

Health Services

[Policy 6-3.19](#)

[Policy 7-5.1](#)

[Policy 7-5.1](#)

Emergencies

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 due to illness
- 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 red irritated eyes 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.

Students may return to school after an illness:

- When they have been fever free (below 100 degrees) **without** fever reducing medication for 24 hours
- 24 hours after the last occurrence of active vomiting and diarrhea caused by illness
- 24 hours after beginning antibiotics for diagnosed strep or conjunctivitis (pink eye)

Returning too soon may slow down the recovery process and 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 certain viruses.

Pests

Head lice is a common occurrence among school-aged children, affecting all social and economic groups. Personal hygiene or cleanliness in the home 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 for head lice to travel from one person to another. A head louse spread through indirect contact is less likely.

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.

Hanover County Public Schools are following the commonly used guidelines:

- Students will be excluded from school at the time a live infestation is discovered.
- The school nurse will give the parent/guardian instructions for treating lice and removal of nits (lice eggs).
- 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 the child will 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.
- In elementary school if more than one case of lice is identified within 7-10 days all students in the classroom will be screened 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/>.

The CDC makes recommendations on head lice guidelines but does not require school divisions to change their protocols.

Bed bugs are a growing national concern but infestations in a school are very rare. If you have an infestation in your home, please notify your school nurse so that we can help you take precautions to prevent accidentally bringing a bed bug into the school. If a bed bug is located in any area of the school, building services will be notified and appropriate actions will be taken.

Administration of FDA approved Medication:

Prescription and Non-prescription Medications

Student Self-Administering of Medication

Self-Care for Students Who are Diagnosed with Diabetes

[Policy 7-5.5](#)

[Policy 7-5.5](#)

[Policy 7-5.5](#)

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 will also include all students new to Virginia Public Schools. Screenings are conducted by the Health Services Department.

Screening for speech, language, fine and gross motor skills will also be conducted on kindergarten students by school staff.

The parent/guardian will be notified in writing of any health screening concerns so they can follow up with their health care provider.

SCOLIOSIS FACT SHEET

Students will not be screened for scoliosis. According to Code of Virginia [§22.1-273.1](#) parents with students in grades 5-10 will receive educational information on scoliosis. Please refer to the fact sheet below.

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
- *Leaning to one side
- *Elevated Hips
- *Uneven waist

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 Orthopedic Surgeons Online Service Patient Education Brochure: Scoliosis

Eating Disorder Information

According to Code of Virginia [§22.1-273.2](#) parents will annually be provided with parent information regarding eating disorders.

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

Substance Use and 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.

Intervention counselors are available to students and parents if help or more information is needed.

Contact:

Kimberly Sterling at ksterling@hcps.us or Majken Whitaker at mwhitaker@hcps.us
OKMS/HHS and LMS/PHHS CMS/AHS and SJMS/LDHS

Classroom Activities/Celebrations[Policy 7-4.6](#)**School Closings and Delays**[Policy 4-2.8](#)

HPCS Website

[School Closing](#)[Facebook](#)<https://www.facebook.com/HanoverCountyPublicSchools>[Twitter](#)<https://twitter.com/HanoverSchools>[Instagram](#)<https://www.instagram.com/hanovercountypublicschools/>

Weather Hotline:

(804) 277-4960

Student Fees[Policy 3-3.13](#)**Secondary Instructional Programs**[Program of Studies](#)

(Grades 6 -12)

Elementary Instructional Programs*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 (K-5)

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 (K-5)

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.

Science (K-5)

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 (K-5)

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 (K-5)

[Policy 6-3.11](#)

Library (K-5)

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 (K-5)

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 (K-5)

[Policy 6-3.5](#)

Supplemental Instruction Programs provide supplemental funding and support to schools with high percentages of children from low-income homes to help insure that all children meet challenging state academic content and achievement standards.

Title I schools receive supplemental support in a schoolwide model which is intended to lead to schoolwide improvements in the areas of K-5 reading and math. Schoolwide programs are based upon a comprehensive needs assessment to identify best-practice strategies which are provided by highly qualified instructional staff who participate in capacity building professional growth opportunities. Intensive assistance is provided to students who experience difficulty mastering state standards.

Supports in these schools may include the leadership of a Literacy Coach as well as direct reading and math support through programs such as Reading Recovery.

Parent and family engagement is a key component of Supplemental Instruction Programs. Supplemental instruction staff provide opportunities for parents to gain greater insight into the educational, social, and emotional needs of the maturing child through meetings, conferences, and workshops. Parents are encouraged to become active participants in their children's education. Support may be provided in the areas of attendance and accessing community resources.

Parents have the right to information about all facets of their children's education and schools. Specifically:

- Section 1112(e)(2) of the Every Student Succeeds Act (ESSA) states that parents of students in Title I schools have a right to know about state or division policies regarding student participation in any assessments mandated by ESSA, including any policy, procedure, or parental right to opt students out of such assessments. If you would like to receive information about this topic, please contact Nancy Disharoon, Director of Accreditation & Accountability, either by phone at (804) 365-4539, or in writing at Hanover County Public Schools, 200 Berkley Street, Ashland, VA 23005.
- Parents have the right to request information regarding their student's teacher(s) such as:
 - Whether teachers have met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
 - Whether the teacher is teaching "in field" – the field of discipline in which the teacher certified (new); and
 - Whether the student is provided services by a paraprofessional and if so, the paraprofessional's qualifications.

For additional information, please refer to the school division's or the schools' websites. You may also contact Dr. Dana Gresham, Director of Professional Development, Leadership, and Federal Programs either by phone (365-4513) or in writing at 200 Berkley Street, Ashland, Va. 23005.

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 and social skills 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.

Special Instructional Programs K-12

<i>English for Speakers of Other Languages (Title III; Part A - Limited English Proficiency)</i>	Policy 6-3.8
<i>Gifted Services</i>	Policy 6-3.10
<i>Programs for Students with Disabilities</i>	Policy 6-3.13
<i>Infant and Toddler Connection of Hanover (Birth to 3 Years)</i>	(804) 365-3330
<i>Parent Resource Center: Special Education</i>	(804) 365-4596 hanoverprc@hanover.k12.va.us
<i>Remedial Instruction</i>	Policy 6-3.17
<i>Summer School</i>	Policy 6-3.17 Regulation 6-3.17

Technology Policy [Policy 6-3.15](#)

Student-Owned Electronic Devices [Regulation 6-3.15 \(C\)](#)

Instructional Support

Parents often wonder what to do when their child 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 child has a problem at school, the first thing to do is talk with your child's teacher. Contact the school and find out when the teacher

will be available to talk with you, either by telephone or in person. Many times, good communication between school and home can resolve problems.

The parent and the child'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. Sometimes, problems cannot be resolved through this process and a Child Study may be needed to review your child's situation.

Child Study

The Child Study Committee is a standing committee in each school which uses problem-solving strategies and develops an intervention plan 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 school staff who work with your child and any other staff who may be knowledgeable about alternative interventions and procedures. Please contact your school's administration to request a child study meeting.

Student Support 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 student who is 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 aids, services, and/or accommodations, through [Section 504](#) to students who have a physical or mental impairment that substantially limits one or more of the student's major life activities.

School Counseling Services [Policy 6-5.1](#)

[Counseling Website](#)

Field Trips [Policy 6-5.8](#)

Homework [Policy 6-5.4](#)

Guidelines for Homework: K-12 [Regulation 6-5.4 \(A\)](#)
Make-up of School Work and/or Tests [Regulation 6-5.4 \(B\)](#)

Instructional Materials [Policy 6-5.6](#)

Textbooks [Policy 6-5.5](#)

*Complaints Regarding Instructional
Materials and Learning Resources* [Policy 6-5.7](#)

Student Recognition [Policy 6-4.7](#)

Scholar and Honor Lists [Regulation 6-4.7 \(B\)](#)
High School Honor Organizations [Policy 7-4.5](#)

Perfect Attendance Recognition

Schools may recognize students for Perfect Attendance who meet the following criteria:

- An elementary student who has been present every day and who has been tardy no more than three (3) times
- 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
- 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, schools may recognize students who achieve Outstanding Attendance who meet the following criteria:

- 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
- A middle or high school student who has missed no more than three (3) blocks of instruction in any one alternate day schedule class
- A middle or high school student who has missed no more than five (5) blocks of instruction overall

Hanover Scholars

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

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

Grade Placement

[Policy 6-4.1](#)

Promotion and Retention

[Policy 6-4.3](#)

Graduate Warranty Program

[Policy 6-4.6](#)

Graduation Requirements

[Policy 6-4.4](#)
[Program of Studies](#)

Standards of Learning 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. 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. 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 (2019-2020 Grade 11). 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.

Testing dates established by the Virginia Department of Education are in the spring prior to the end of the school year.

The following chart shows the SOL tests students take at each 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 (2019-2020 11th grade students)
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, will be recommended 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. 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.

“Students shall not be required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation, unless such test is necessary in order for the school to meet federal accountability requirements.” ([8VAC20-131-30](#))

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.

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.

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.

Evaluation and Reporting

[Regulation 6-4.7 \(A\)](#)

Transfer Students (secondary only)

[Regulation 6-4.7A](#)

Student Evaluation and Grading

[Policy 6-6.2](#)

Examinations

[Regulation 6-6.2\(A\)](#)

Re-Examinations

[Regulation 6-6.2\(A\)](#)

Reporting Grades to Parents

[Policy 6-6.1, 6-6.2](#)

**Consent for Surveys, Analyses or Evaluations
Related to Student Information**

[Regulation 5-4.8, 6-2.6\(B\)](#)

Student Records

[Policy 7-1.4](#)

Parents' Rights to Review Student Records

[Policy 7-1.4](#)

Parental Involvement in Education

[Policy 2-3.8](#)

Community Involvement

[Policy 6-1.9](#)

Advisory Committees

[Policy 2-3.1](#)

Community Use of Facilities

[Policy 2-4.1](#)

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.

*Beginning in Fall 2018, Hanover County Public schools will use **Schoology** /skoo-luh-jee/, an integrated learning management system (LMS) that provides course management, mobile learning, and support for system-wide communication. Schoology enables our students, parents and teachers to engage with learning materials and their school community from the classroom and beyond.*

Website

www.hcps.us

The division website 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 mass 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 division's e-mail notification service 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, click *Parent and Students*, click *Online Resources* and then *E-mail Connection* 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, the division submits news articles and content to the local media 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.

Social Media

[Facebook](#)

<https://www.facebook.com/HanoverCountyPublicSchools>

[Twitter](#)

<https://twitter.com/HanoverSchools>

[Instagram](#)

<https://www.instagram.com/hanovercountypublicschools/>

Hanover County Public Schools uses social media to highlight accomplishments, communicate important information, and encourage community engagement. Currently, Facebook, Instagram and Twitter are utilized as the division's primary social media platforms. Parents who object to having their children's names or photographs used on division social media pages 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

<https://hanover.powerschool.com>

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 username and password that is assigned to each student.

HCPS Long Range Plan

[Link to Long Range Plan](#)

The *Long Range Plan* is developed every six years and serves as the division's overarching document that guides our work. It contains the division's vision, mission, beliefs, goals, and objectives.

TV99

Comcast cable subscribers can tune into Hanover's *TV99* for news, 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*.

Weather Hotline

(804) 277-4960

Hanover County Public Schools offers a telephone service to provide the latest information on school closings or delays. Citizens can call 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.

Transportation Hotline

(804) 441-8274

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. Elementary school bus information is available by pressing 1. Secondary school bus changes can be accessed by pressing 2 and any last minute updates, primarily in bus numbers, will be announced by pressing 3.

Procedures for Resolving Problems

If a patron of Hanover County Public Schools has a question or concern 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.

Visiting and Contacting the Schools

[Policy 2-3.6](#)



HANOVER COUNTY PUBLIC SCHOOLS

Elementary Schools

Battlefield Park Elementary
5501 Mechanicsville Turnpike
Mechanicsville, VA 23111
723-3600
Jaelyn McCaleb, Principal

Beaverdam Elementary
15485 Beaverdam School Road
Beaverdam, VA 23015
798-5929 or 449-6373
Dr. Glynda Smith, Principal

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

Cool Spring Elementary
9964 Honey Meadows Road
Mechanicsville, VA 23116
723-3560
Amy Williams, Principal

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

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

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

Kersey Creek Elementary
10004 Learning Lane
Mechanicsville, VA 23116
723-3440
Allison Mullens, Principal

Laurel Meadow Elementary
8248 Lee-Davis Road
Mechanicsville, VA 23111
723-2040
Sandra Crowder, Principal

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

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

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

Rural Point Elementary
7161 Studley Road
Mechanicsville, VA 23116
723-3580
Brooke Andriilunas, Principal

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

Washington-Henry Elementary
9025 Washington Henry Drive
Mechanicsville, VA 23116
723-2300
Lisa Thompson, Principal

HANOVER COUNTY PUBLIC SCHOOLS

Middle and High Schools

Chickahominy Middle School

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

Liberty Middle School

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

Oak Knoll Middle School

10295 Chamberlayne Road
Mechanicsville, VA 23116
365-4740
Caroline Harris, Principal

Stonewall Jackson Middle School

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

The Hanover Center for Trades & Technology

10002 Learning Lane
Mechanicsville, VA 23116
723-2020
Justin Roerink, Principal

The Georgetown School

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

Atlee High School

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

Hanover High School

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

Lee-Davis High School

7052 Mechanicsville Pike
Mechanicsville, VA 23111
723-2200
Charles Stevens, Principal

Patrick Henry High School

12449 W. Patrick Henry Road
Ashland, VA 23005
365-8000
Chris Martinez, Principal





VISION

To inspire.
To empower.
To lead.

MISSION

We are a student-centered, community-driven organization committed to providing all students with exceptional learning experiences in order to prepare them to be confident, ethical, productive citizens.

BELIEFS

All students are unique individuals who can be successful.

Public education must foster equitable opportunities for each child.

Teaching and learning should inspire, engage, and empower all students to achieve their personal goals.

Relevant and engaging teaching develops critical thinkers, problem solvers, and life-ready global citizens.

Students thrive in a safe and secure environment that nurtures the whole child.

Families want quality education for all students, and family participation contributes to the success of Hanover County Public Schools.

Our community partnerships are essential to ensuring our community values of tradition, excellence, and high expectations for all students.

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.