<table>
<thead>
<tr>
<th>July 2018</th>
<th>August 2018</th>
<th>September 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
<td>T</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

**Key Events:**
- Independence Day: July 4
- Labor Day Holiday: September 3

**October 2018**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>30</td>
</tr>
</tbody>
</table>

**November 2018**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>30</td>
</tr>
</tbody>
</table>

**December 2018**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>30</td>
</tr>
</tbody>
</table>

**January 2019**

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

**February 2019**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>30</td>
</tr>
</tbody>
</table>

**March 2019**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>30</td>
</tr>
</tbody>
</table>

**April 2019**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>30</td>
</tr>
</tbody>
</table>

**May 2019**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>30</td>
</tr>
</tbody>
</table>

**June 2019**

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>30</td>
</tr>
</tbody>
</table>

**Key Events:**
- Teacher Planning & In-Service Day/STUDENT HOLIDAY (Blocked & Shaded)
- Early Closing Schedule
  - Elementary: 12:30 P.M.
  - Secondary: 1:30 P.M.
  - Note: BES & SAES: 1:00 P.M.
Dr. Michael B. Gill  
Superintendent of Schools  
Kathleen M. Brown  
Clerk of the School Board

Hanover County School Board  
Robert L. Hundley, Jr., Chair  
Chickahominy District  
Roger S. Bourassa, Vice Chair  
Mechanicsville District  
Ola J. Hawkins  
Ashland District  
John F. Axselle III  
Beaverdam District  
Norman K. Sulser  
Cold Harbor District  
Marla G. Coleman  
Henry District  
Susan (Sue) P. Dibble  
South Anna District

Hanover County Board of Supervisors  
W. Canova Peterson, Chair  
Mechanicsville District  
Scott A. Wyatt, Vice Chair  
Cold Harbor District  
Faye O. Prichard  
Ashland District  
Aubrey M. Stanley  
Beaverdam District  
Angela Kelly-Wiecek  
Chickahominy District  
Sean Davis  
Henry District  
Wayne T. Hazzard  
South Anna District
Hanover County Public Schools
804-365-4500

Senior Staff
Dr. Michael B. Gill Superintendent of Schools
Jennifer Greif Assistant Superintendent of Instructional Leadership/Chief Academic Officer
Terry Stone Assistant Superintendent of Business & Operations
Mandy Baker Assistant Superintendent of Human Resources
Chris Whitley Public Information Officer

Public Information Office
Brian Capaldo Communications Specialist
Amanda McDaniel Communications Specialist

Business & Operations
Terry Stone Assistant Superintendent of Business & Operations
Amanda Six Director of Budget Development & Financial Reporting
Johnavon Hamm Coordinator of Custodial Services
Ed Buzzelli Director of Facilities
Dana Whitney Director of Food Services
Terri Hechler Director of Technology Services
Adrian Frierson Director of Pupil Transportation
Kerri Wright School Safety and Security Coordinator

Human Resources
Amanda Baker Assistant Superintendent of Human Resources
Joni Shelton Director of Human Resources
Terry Woody Coordinator of Health Services
Kenya Jackson Coordinator of Human Resources/Recruitment
Stacie Johnson Coordinator of Human Resources
Jan Baker Coordinator of Human Resources/Staff Development
Erin Gressett Benefits Specialist
Christine Fix Human Resources Records Specialist
Michele Little Compensation and Compliance Officer
Elsa Allen Wellness Coordinator
Elena Dremova Licensure Analyst

Instructional Leadership
Accreditation & Accountability
Nancy Disharoon Director of Accreditation and Accountability
Karla Allen Coordinator of Counseling Services
Dr. Margie Walthall Assessment Specialist
Laura Matthews Student Support Services Specialist; Title IX Coordinator; McKinney-Vento Liaison
Curriculum & Instruction

Dr. Stephen Castle
Barbara Hancock-Henley
Tamara Slater
John Trott
Connie Piper
Ian Shenk
Barry Flowe
Wayne Gilchrest
Dr. Robert Williams
Jennifer Stackpole
Stephanie Stockman
Heather Causey
Connie Foreman
Director of Curriculum & Instruction
Coordinator of Career and Technical Education
Curriculum Specialist - English, Language Arts and Reading
Curriculum Specialist - Health, Physical Education and Driver’s Education
Curriculum Specialist - Media Services
Curriculum Specialist - Mathematics
Curriculum Specialist - Performing Arts
Curriculum Specialist - Science
Curriculum Specialist - Social Studies
Curriculum Specialist - Visual Arts
Curriculum Specialist - World Languages and ESOL
ITRT and Online Learning Developer
Coordinator of Gifted Services

Discipline

Dr. Brian Maltby
Disciplinary Hearing Review Officer

Elementary and Secondary Education

Michael Mudd
Dr. Robert Staley
Director of Elementary Instruction
Director of Secondary Instruction

Special Education

Dr. Diane Brown
Dr. Lauran Zeigler
Megan Astrouski
Jamie Hanks
Kristen Wilken
Dr. Karen Akom
Rhonda Jackson-Smith
Dr. Chiquita Elliott
Barry Hewett
James Carrigan
Erica Regensburg
Director of Special Education
Assistant Director of Special Education
Coordinator of Special Education, Elementary
Coordinator of Special Education, Secondary
Lead Teacher Specialist - Elementary Special Education
Lead Teacher Specialist - Secondary Special Education
CSA Senior Teacher/Case Manager
Student Support Attendance Coordinator
Senior School Psychologist
Senior School Social Worker
CSA Assistant Case Manager

Professional Development, Leadership, & Federal Programs

Dr. Dana Gresham
Judy Bradley
Kate Stockhausen
Dr. Amy Thompson
Director of Professional Development, Leadership, and Federal Programs
Coordinator of Federal Programs
Coordinator of Federal Programs
Professional Development Coordinator
# Table of Contents

- Admission Requirements ........................................................................................................... 1
- Attendance .................................................................................................................................. 1
- Transportation ............................................................................................................................ 3
- School Safety ............................................................................................................................ 4
- Extracurricular Activities .......................................................................................................... 5
- Food Services ............................................................................................................................. 5
- Fundraising by Students ............................................................................................................. 6
- Student Dress Code .................................................................................................................... 6
- Health Services ........................................................................................................................ 7
- Substance Use and Prevention Education .................................................................................... 12
- Classroom Activities/Celebrations - During the Regular Instructional Day ................................ 12
- School Closings and Delays ........................................................................................................ 13
- Student Fees .............................................................................................................................. 13
- Secondary Instructional Programs ............................................................................................. 14
- Elementary Instructional Programs ........................................................................................... 14
- Special Instructional Programs K-12 .......................................................................................... 17
- Technology Policy ...................................................................................................................... 19
- Instructional Support ................................................................................................................ 21
- Student Support Services ......................................................................................................... 22
- School Counseling Services ..................................................................................................... 22
- Field Trips ................................................................................................................................ 23
- Homework ............................................................................................................................... 23
- Instructional Materials ............................................................................................................... 25
- Student Recognition .................................................................................................................. 25
- Grade Placement ....................................................................................................................... 27
- Graduate Warranty Program ..................................................................................................... 29
- Graduation Requirements ......................................................................................................... 29
- Standards of Learning Standardized Testing ............................................................................ 29
- Evaluation and Reporting .......................................................................................................... 31
- Reporting Grades to Parents ..................................................................................................... 35
- Consent for Surveys, Analyses or Evaluations Related to Student Information ....................... 36
- Student Records ....................................................................................................................... 36
- Parental Involvement in Education ........................................................................................... 37
- Community Involvement .......................................................................................................... 38
- Community Use of Facilities ..................................................................................................... 39
- Communication with Parents .................................................................................................... 39
- Procedures for Resolving Problems ........................................................................................... 41
- Visiting and Contacting the Schools ......................................................................................... 41
Admission Requirements
Policy 7-2.3

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

- original or certified copy of birth certificate 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
Policy 7-2.1 and 7-2.4


Parents and guardians are required to notify the school of student absences. If the school does not receive notification that the parent and guardians are aware and in support of the absences within three days of the student’s return to school, absences will be considered unexcused.

In accordance with the law, the following steps will be followed if students accumulate unexcused absences:

- After 5 unexcused absences, the school principal or his/her designee will make a reasonable effort to ensure that direct contact is made with the student’s parent/guardian in person, by telephone, or through other communication devices to obtain an explanation for the student’s absence and to explain to the parent/guardian the consequences of continued nonattendance. The school principal or his/her designee, the student, and the student’s parent/guardian shall jointly develop a plan to resolve the student’s nonattendance.

- If the student is absent without excuse for more than one additional day, the school principal or his/her designee will hold a school conference with the student, his/her parent/guardian, and school personnel no later than ten school days after the student’s tenth absence, regardless of whether the parents approve of the conference. The conference may include the attendance officer and other community service providers in an effort to problem solve any continuing attendance difficulties, challenges, or barriers.

- The conference team will monitor the student’s attendance and may meet again as necessary to address concerns and plan additional interventions if the student’s attendance does not improve.

- In circumstances in which the parent/guardian is intentionally noncompliant with compulsory attendance requirements or the student is resisting parental efforts to comply with compulsory attendance requirements, the principal or his/her designee will make a referral to the attendance officer. The attendance officer will schedule a conference with the student and his/her parent/guardian within 10 school days and may initiate judicial proceedings, in accordance with Virginia Code §22.1-258.

An administrator has the discretion to require a parent to provide documentation by a physician or other healthcare professional when a student is absent more than 10 days during the school year, whether excused or unexcused. After notification of this requirement, all absences without such documentation will be recorded as unexcused.
Credit for make-up work will be granted only for absences which are pre-approved 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.

Absences resulting from out-of-school suspension may not be counted as absences against the twenty (20) day limit for elementary and 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 (see Code of Student Conduct).

**Notification of Parents**

All middle schools, with grades 6-8, shall monitor student attendance and 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 notification 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.
Truancy Referrals
Regulation 7-2.4(B)

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.

Late Arrivals to School

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 students who are tardy to school 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 from School
Regulation 7-2.4(B)

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.

Transportation
Policy 4-4.2

Bus Passes
Regulation 4-4.2(A)

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. A bus pass will only be given by the school if the bus has available seats.

Bus Drop-off Age Requirement
Regulation 4-4.2(A)

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 the student back to school. Parents will be responsible for picking up their child from the school.

Parking and Automobiles
Policy 7-4.7(A)

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 in to the principal's office each day upon arrival at school.

Principals 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.

Follow posted speed limits.

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, the Hanover High School Specialty Center, or the ACA Programs housed at Lee-Davis and Patrick Henry High Schools each school day. Any exceptions must be approved by the Principal of the serving school and the home school Principal.

School Safety

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.

School Safety Policy 7-5.1

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.

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

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.
Extracurricular Activities

Policy 7-4.1

Extracurricular activities are those activities that 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.

Outside 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.

Food Services

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 go to www.myschoolbucks.com

Food Services provides a variety of breakfast and lunch options each day as part of the National School Lunch and Breakfast Programs. All meals are required to meet specific nutritional guidelines according to different grade level groups (K-5, 6-8, and 9-12). Meals consist of several components, including protein, whole grains, fruit, vegetables, and milk. Students do not need to select all components, but a fruit or vegetable choice is required to receive meal pricing. A la carte items meeting nutritional requirements are also available for purchase.

Meal Prices

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 $1.55</td>
<td>K-8 - $2.90</td>
</tr>
<tr>
<td>Reduced Price - $0.30</td>
<td>9-12 - $3.00</td>
</tr>
<tr>
<td>Adult - $2.10</td>
<td>Reduced Price - $0.40</td>
</tr>
<tr>
<td>Milk - $0.60</td>
<td>Adult - $3.55</td>
</tr>
<tr>
<td></td>
<td>Milk - $0.60</td>
</tr>
</tbody>
</table>
Free and Reduced Price Meal Eligibility

Families may apply for free and reduced meal benefits by filling out one application per household for including all children regardless of grade level. Applications are available online or from each school office and are accepted throughout the year. Applications can be returned to the school 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.

Meal Payments/Meal Charging

Families are encouraged to use My School Bucks to deposit money on student meal accounts. Cash and checks are also accepted in all cafeterias. Students are allowed to charge meals up to a set limit in the event of insufficient funds on the account. An alternate meal may be provided at no charge when an account reaches the maximum debt limit.

All employees should direct any communication relating to a school meal debt directly to the student’s parents. Schools may no longer communicate this information directly to the student. Food service staff will notify households with low or negative balances weekly via letters generated through the cafeteria software program. Letters will be sent to parents through student folders or US mail. Follow-up phone calls to parents may be required. Training on this policy is provided to food service staff annually.

Students who qualify for free meals will not be denied a reimbursable meal even if they have accrued a negative balance on their cafeteria account. Students who have money to pay for a reduced price or full price meal at the time of service must be provided a meal. If the student intended to use the money for that day’s meal, the money will not be used to repay a negative balance or other unpaid meal charge debt. However, this money may not be used toward the purchase of a la carte items when there is a negative balance.

Account refunds 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. Households with questions or needing assistance may contact the school office where their student attends or Food Services at (804) 365-4566.

Fundraising by Students
Policy 2-5.4

Elementary Schools
Fundraising activities to benefit Hanover County public elementary schools which involve students in door-to-door solicitations are prohibited. All other fundraising activities shall be approved by the division superintendent or his designee. Elementary schools shall be limited to one fundraising activity per school year which involves selling to the community. Fundraising activities conducted at public schools which bring students, parents, and other citizens to the school (examples: dinners, field days, fun fairs, drama productions, and musicals) are encouraged.

Secondary Schools
Fundraising activities to benefit Hanover County public secondary schools which do not require students going into the community shall be permitted upon authorization by the principal. Fundraising activities which involve students selling to the community on a door-to-door basis shall be approved by the division superintendent or his designee.

Student Dress Code
Policy 7-3.1

Student dress is an important factor in maintaining a positive educational environment. The School Board and school division staff rely on parents and students to support the division’s emphasis on safety and avoiding disruptions in the learning environment. A student’s dress and appearance should not cause disruption, distract other students from their school work, or compromise health or safety. The dress code applies to all school functions.

Note: Principals can make exceptions to the student dress code at their discretion to account for age appropriateness and special events.

1. For health and safety reasons, appropriate footwear, as determined by the building principal, must be worn at all times.
2. Skirts, dresses, jumpers, and shorts must completely cover the pelvic area and extend to the mid-thigh at all times, including while students are standing, sitting, or engaging in physical activity.
3. Clothing should not expose the student’s midriff, chest, or private areas at any time.
4. Sleeveless garments must have 2-inch straps and not expose undergarments. Spaghetti straps, tube tops, halter tops, camis, and tank tops may be worn under tops, shirts, and blouses that have at least 2-inch coverage across each shoulder.
5. Yoga pants and leggings may be worn with tops that provide additional coverage of the pelvic area.
6. Pants and shorts must be worn and secured to prevent the student’s undergarments from being exposed, to prevent the waistband from sagging below the student’s hips, and to prevent the garment from dragging on the floor.

Students MAY NOT WEAR the following:
1. Clothing, jewelry, and other personal belongings displaying language or images that are vulgar, lewd, or obscene; that reflect adversely on or disparage the race, gender, sexual orientation, skin color, religion, national origin, ancestry or disability of others; that promote the use of drugs, illegal substances, or alcohol; or that contain threats, gang symbols, symbols of groups associated with threatening or violent behavior, or groups that promote the unlawful use of weapons or other criminal behavior.
2. Hats, hoods, face masks, or head coverings of any kind while inside school buildings during regular school hours, unless worn for religious or medical reasons or approved in writing in advance by the building principal.
3. Sunglasses while inside school buildings unless required under a physician’s prescription.
4. Chains of any type or studded/spiked jewelry.
5. Pajamas, sleepwear, swimwear.
6. Clothing that is constructed of see-through fabric, is revealing, or that resembles undergarments.

**Health Services**

_Policy 6-3.19_

The primary purpose of School Health Services is to facilitate and promote optimal learning for students. Registered nurses are available in each school to provide health services and first aid to students. School Health Services works closely with the student, family, school personnel, and community health agencies to meet the physical, mental, and social needs of each student.

_Emergencies_

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 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 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 (pinkeye)
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 to 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/](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*  
*Policy 7-5.5*

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. Authorization is for one school year only. New authorizations are required for each new school year. Non-prescription medications require a parent’s authorization for the student to receive the medicine at school. If a non-prescription medication is given more than 10 consecutive days, a physician’s order will be required. All medication has to be provided by the parent/guardian.

1. A prescriber’s order from the student’s physician, dentist, nurse practitioner, or physician assistant must include the following information:
   a. student’s full name;
   b. licensed prescriber’s name, telephone number, and signature;
   c. date prescription is written;
   d. name of medication;
   e. dosage;
   f. route of administration;
   g. time of day for taking the medicine;
   h. anticipated length of treatment;
   i. diagnosis or reason the medication is needed;
   j. any serious reactions that may occur if the medication is not administered; and,
   k. 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.
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
Policy 7-5.5

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
Policy 7-5.5

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.

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
- 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.

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
o Talk with your child in a kind way when you are calm and not angry, frustrated, or upset.
o Let him/her know you only want the best for him/her
o Remind your child that he/she has people who care and support him/her
o Be flexible and open with your support
o Be honest
o Show care, concern, and understanding
o Ask how he/she is feeling
o Try to be a good role model—don’t engage in “fat talk” about yourself
o Understand that your child is not looking for attention or pity
o 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)

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:
Shelley Cray at scray@hcps.us or Majken Whitaker at mwhitaker@hcps.us
OKMS/HHS and LMS/PHHS CMS/AHS and SJMS/LDHS

Classroom Activities/Celebrations - During the Regular Instructional Day
Policy 7-4.6

School Board 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.

Elementary classrooms are limited to two parties each school year. 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.
School Closings and Delays
Policy 4-2.8
http://hcps.us/SchoolClosing.htm
Weather Hotline: (804) 277-4960
Facebook https://www.facebook.com/HanoverCountyPublicSchools
Twitter https://twitter.com/HanoverSchools
Instagram https://www.instagram.com/hanovercountypublicschools/

When it becomes necessary to close or delay the opening of schools because of inclement weather or an emergency, a decision will be made and communicated as quickly as possible. Radio and television stations, including Hanover’s TV99, will be notified to broadcast an announcement of school closings or delays. School closings or delays will also be posted on the school division’s website and social media pages, and sent via the division’s e-mail and phone mass notification system. Parents and citizens may also call the Hanover County Public Schools Weather Hotline for 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 opening on regular schedule. Parents and students are asked not to call the school or the School Board Office, the Virginia Department of Transportation, or the Sheriff’s Office regarding school closings or delays 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 for each student.

Student Fees
Policy 3-3.13

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 2018-2019 school year are as follows:

Regular Instructional Fees

Music
- Band $20.00
- Chorus $20.00
- Orchestra $20.00
- Theater $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 $12.00
- Gym Suit (XXXL) $14.00
- Lost Lock Fee Replacement Cost

STEM
- Applied STEM Investigations $5.00

Career and Technical Education
- Agriculture, Horticulture - Grades 6-8 (semester/year) $15.00/$25.00
- Agriculture, Horticulture - Grades 9-12 $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
- Consumable Materials (Hanover Center for Trades & Technology) $26.00

Hanover Specialty Center
- HN5010 Criminal Justice $20.00
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>HN2000 Design, Multimedia, and Web Technologies</td>
<td>$30.00</td>
</tr>
<tr>
<td>HN101E Electronics 1; HN102E Electronics 2</td>
<td>$50.00</td>
</tr>
<tr>
<td>HN103E Electronics Level III</td>
<td>$60.00</td>
</tr>
<tr>
<td>HS0111 EMT</td>
<td>$150.00</td>
</tr>
<tr>
<td>HN4010 Engineering Exploration;</td>
<td>$35.00</td>
</tr>
<tr>
<td>HN4011 Engineering Concepts and Process and Studies</td>
<td>$35.00</td>
</tr>
<tr>
<td>HN9300 &amp; HN9310 Nurse Aide 1 &amp; 2 (one fee for both)</td>
<td>$220.00</td>
</tr>
<tr>
<td>HN9302 Patient Care Technician</td>
<td>$160.00</td>
</tr>
<tr>
<td>HS1300 Sports Med/Athletic Trainer I</td>
<td>$50.00</td>
</tr>
<tr>
<td>HS1301 Sports Med/Athletic Trainer II</td>
<td>$40.00</td>
</tr>
<tr>
<td>Advance College Academy (per year)</td>
<td>$250.00</td>
</tr>
<tr>
<td>Driver Education (Behind-the-Wheel in-car instruction)</td>
<td>$200.00</td>
</tr>
<tr>
<td>Driver Education Workbook</td>
<td>$5.00</td>
</tr>
<tr>
<td>Mass Communications: TV Production II, III, and IV</td>
<td>$10.00</td>
</tr>
<tr>
<td>Dual Enrollment (Per Credit Hour)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Lost Textbook/Library Book Fee</td>
<td>Replacement Cost</td>
</tr>
</tbody>
</table>

**Tuition**

- **Nonresident Tuition**
  - Regular (grandfathered students only) $6,423.00
  - School Division Employee $1,500.00
- **Summer School Tuition**
  - Resident (Elementary/Middle School) $160.00/$170.00
  - Resident (High School) $300.00
  - Nonresident (Elementary/Middle/High School) $230.00/$255.00/$360.00
- **Adult Education**
  - Adult Basic Education (Reading/Math) $0.00
  - 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
- AP Examination Fee (per subject) Fees Determined Annually by College Board
- IB Examination Fee (per subject) Fees Determined Annually by I.B. Organization

**Secondary Instructional Programs**

Please See [Program of Studies for Secondary](#) (Grades 6 through 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
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

Each Hanover County public school shall organize and maintain a physical and health education program in accordance with Virginia Board of Education regulations and Virginia Board of Health guidelines. Such health instruction (i) shall incorporate standards that recognize the multiple dimensions of health by including mental health and the relationship of physical and mental health so as to enhance student understanding, attitudes, and behavior that promote health, well-being and human dignity, and (ii) may include an age-appropriate program of instruction on the safe use of and risks of abuse of prescription drugs that is consistent with curriculum guidelines developed by the Board of Education and approved by the Board of Health.

The school division’s goal is that a program of physical activity be available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year. Such program may include any combination of physical education classes, extracurricular athletics, recess, or other programs and activities.

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

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.

Title I/Supplemental Instruction Programs

Policy 6-3.6

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**

**English for Speakers of Other Languages (Title III; Part A - Limited English Proficiency)**

*Policy 6-3.8*

The purpose of *English for Speakers of Other Languages* under the federal guidelines Title III; Part A is to address English language proficiency and academic achievement of English Learners (ELs), including the provision of Language Instruction Educational Programs (LIEPs) as well as activities that increase the knowledge and skills of teachers who serve ELs. Title III programs also provide enhanced instructional opportunities for immigrant children and youths. Children who are English Learners (ELs), strive to attain English language proficiency, develop high levels of academic achievement, and meet the same challenging state academic content and student academic achievement as all children are expected to meet. The overall goal of the ESOL program is to provide ELs 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 ELs to achieve academically, communicate effectively in social settings, and to become productive members in a global society.

**Gifted Services**

*Policy 6-3.10*

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.

Visit [Program of Studies](#) for more information.

**Programs for Students with Disabilities**

*Policy 6-3.13*

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. Should you suspect that your child
may have a disability, please contact your child’s school administrator or contact the Special Education office at (804) 365-4535. The assistant principal will set up a meeting within 10 working days to review your concern and determine if an evaluation for special education eligibility is needed. Additional information regarding this process can be found at: http://www.doe.virginia.gov/special_ed/parents/parents_guide.pdf

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.

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 School Board shall ensure that a free appropriate public education (FAPE) will be available for all eligible children and youth with disabilities, ages 2 through 21, who are residents of Hanover County.

**Early Childhood Special Education**

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

**Infant and Toddler Connection of Hanover**

(804) 365-3330

Should you have concerns regarding the development of your child, birth – three years old.

**Parent Resource Center: Special Education**
hanoverprc@hanover.k12.va.us
(804) 365-4596

The Parent Resource Center (PRC), located at John M. Gandy Elementary School, 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. Should you have any questions regarding the special education process, please contact the Parent Resource Center.

If parents are not satisfied with the special education process and recommendations from your child’s team, they may express their concerns by writing or calling the principal or the Director of Special Education, Hanover County Public Schools, 365-4535.

**Remedial Instruction**

*Policy 6-3.17*

The School Board develops and implements programs of prevention, intervention or remediation for students who are educationally at risk, including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight, or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research based.

**Summer School**

*Policy 6-3.17 & Regulation 6-3.17*

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 secondary programs afford students 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:

- 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 150 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.
Technology Policy
Policy 6-3.15

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, mainframes, 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.

A. Access to the HAN
   1. Access to the HAN is permitted to the extent that available resources allow.
   2. The level of access that users have to the HAN is based upon specific employee job requirements or student school related needs.
   3. User access to the HAN is provided for administrative, educational, communication, and research purposes consistent with the school division’s educational mission and curriculum and instruction goals. General roles and expectations for professional behavior and communication apply to the use of the HAN.

B. Acceptable Use
   1. Any HAN user’s traffic that traverses another network may be subject to the HAN acceptable use policy.
   2. Photographs, artwork, writing, or other original works of HAN users may be included in official HCPS Internet documents. The unauthorized disclosure, use, and dissemination of any personal identification information regarding students is prohibited. School personnel are expected to review the school list before using a student image in a publication or in media. Parents and eligible students must annually notify the office of the student’s school in writing if they do not want the school division or media to have access to or use of the student’s image.
   3. Users are to utilize the HAN for school-related purposes and performance of job duties.
   4. HAN users are responsible for all activities under the user’s account. The School Board is not responsible for any unauthorized charges or fees resulting from access to the HAN.
   5. Given the fluid nature of many network resources, staff must evaluate the validity and appropriateness of a particular resource for a given assignment or application.

C. Prohibited Use
   HAN users are responsible for all activities in or from the user’s account. Users are prohibited from using the HAN for any purpose other than for student academic assignments or to promote the instructional programs or administrative operations of HCPS. General examples of prohibited HAN uses include, but are not limited to, the following:
   1. Sharing of Named User Credentials
      To safeguard HAN user accounts, passwords may not be shared, logged-in workstations must be locked when unattended, and access may not be provided to another person by the account owner.
   2. Use of the HAN for Personal Gain
      Activities such as operating a business, soliciting money, or product advertising are prohibited. Political lobbying also is prohibited.
   3. Obscenity, Material That Is Harmful to Juveniles and Other Illegal Material
      Any use involving the sending, receiving, viewing, or downloading from the Internet of any illegal material, including material that is obscene, sexually explicit, or sexually suggestive, including “child pornography,” as defined in Va. Code §18.2-374.1, and material that is “harmful to juveniles,” as defined in Va. Code § 18.2-390, is prohibited.
4. **Inappropriate Communication**
   Any communication that is in violation of generally accepted professional rules of netwrok etiquette and/or professional conduct is prohibited. Examples include harassing, discriminatory or threatening communications or behavior.

5. **Digital Impersonation**
   Use of the HAN to impersonate other individuals in electronic communication such as, but not limited to forging electronic mail is prohibited.

6. **Hacking**
   Any attempt to circumvent security safeguards, guess passwords, or otherwise gain unauthorized access to any system or files is prohibited.

7. **Hardware**
   Tampering with or modifying HCPS wiring, computer hardware, and software is prohibited.

8. **Downloading**
   Downloading or loading software or applications without permission from the Director of Technology is prohibited.

9. **Reporting Responsibilities**
   Concealing information stored on a school computer with the intent to violate this regulation is prohibited. HCPS employees have the responsibility to report promptly any unacceptable use of the HAN to their immediate supervisor or the Director of Technology.

10. **Compromising Student Personal Identification Information**
    The unauthorized disclosure, use or dissemination of student personal identification information 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 K-12 will have access to the HAN through a classroom account managed by school personnel.

**Student-Owned Electronic Devices**

Regulation 6-3.15 (C)

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.

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

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 adhere to the ASCA National Model and use the delivery systems of core curriculum lessons, small groups, and individual meetings.

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.

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.

If you have questions regarding specific activities and resources, please contact your school counselor.
Field Trips
Policy 6-5.8

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.

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.

Privately Sponsored Field 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 for Field Trips

Normally, school buses shall not be used for travel except in the boundary of Hanover County and reasonable area. Commercial vehicles shall be used for trips beyond the limitations placed on school bus 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.

Overnight Field 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)

Homework
Policy 6-5.4

The Hanover County School Board supports the assignment of homework to pupils when its use has the purpose of enriching and extending school experiences. 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. Within this framework, careful consideration shall be given to the amount and timing of homework. In addition, quality assignments shall be the primary goal.

GUIDELINES FOR HOMEWORK: K-12
Regulation 6-5.4 (A)

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.

The four types of commonly assigned homework are shown below:

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>Any work assigned during the school day not</td>
<td>Help students keep up to date with classroom</td>
</tr>
<tr>
<td></td>
<td>completed in class.</td>
<td>curriculum.</td>
</tr>
</tbody>
</table>
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.
7. 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.

SUGGESTED FREQUENCY AND DURATION OF HOMEWORK ASSIGNMENTS

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Frequency</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Flexible</td>
<td>Age appropriate activities will be assigned at the teacher’s discretion</td>
</tr>
<tr>
<td>1-5</td>
<td>Daily</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>6, 7, 8</td>
<td>Daily</td>
<td>30 minutes</td>
</tr>
<tr>
<td>9, 10, 11, 12</td>
<td>Daily</td>
<td>40 -50 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>120 minutes</td>
</tr>
</tbody>
</table>

Advanced courses will require additional time
Make-up of School Work and/or Tests
Regulation 6-5.4 (B)

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.

Instructional Materials
Policy 6-5.6

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.

Textbooks
Policy 6-5.5

Textbooks shall be provided for students in Hanover County Public Schools at no charge. Textbooks on loan 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 or Virtual Virginia courses are required to purchase all textbooks necessary for successfully completing those courses.

If a textbook on loan is lost or damaged 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

Complaints Regarding Instructional Materials and Learning Resources
Policy 6-5.7

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, the person should start by addressing it with the principal of the school.

Student Recognition
Policy 6-4.7

Student 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

Regulation 6-4.7 (B)

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.
- Basic requirements should be standard for all Hanover County schools.
- Principals shall exercise their own judgment in requiring scholar and honor lists.
- 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.
- 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.

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.

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

High School Honor Organizations
Policy 7-4.5

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

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 OR
● Be identified as an IB Diploma Candidate with completion of 4 out of 7 Creativity, Action, and Service learning outcomes by the end of their junior year, including summer.

Grade Placement

Policy 6-4.1

Elementary School Students

Age 5 - A pupil who will be age five on or before September 30 may enroll in the Hanover County Public Schools and be classified as a kindergarten student.

A pupil entering school who is not age six on or before September 30 and who has prior kindergarten experience from a program accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education or a Virginia public school K-8 program shall be given recognition for all grade-level work completed.

A pupil entering school who is not age six on or before September 30 and who does not have prior kindergarten experience from an accredited program or a Virginia public school K-8 program may be classified as a kindergarten student based on his performance on the school division’s reading and mathematics basal placement tests, Phonological Awareness Literacy Screening (PALS) results, and evaluations from other schools as determined by the building principal in consultation with the Assistant Superintendent for Instructional Leadership.

Age 6 - A pupil entering school who is age six on or before September 30 without prior kindergarten experience may be classified as a kindergarten or first grade student based on his performance on the school division’s reading and mathematics basal placement test, and Phonological Awareness Literacy Screening (PALS) results as determined by the building principal in consultation with the Assistant Superintendent for Instructional Leadership.

Transfers: After age six, students who transfer from other elementary schools, either within or outside the school division, shall be placed in the grade which has been recommended by the previous school. The principal shall require a continuous evaluation of the capabilities and adjustment of the student and, if necessary, shall reassign such student at the earliest possible opportunity to the appropriate grade as determined by the evaluation.

Middle and High School Students

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.
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, 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.

Grades 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.

Grades 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:

<table>
<thead>
<tr>
<th>Grade 9 to 10</th>
<th>Grade 10 to 11</th>
<th>Grade 11 to 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Credits</td>
<td>10 Credits</td>
<td>Candidate for June Graduation</td>
</tr>
</tbody>
</table>

Students shall not be permitted to enroll in two required English courses simultaneously. Exceptions to the above requirements shall be determined by the principal.
Determinations regarding promotion of special education students shall be made consistent with applicable law and relevant individualized education plans.

**Graduate Warranty Program**

**Policy 6-4.6**

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 Requirements**

**Policy 6-4.4**

See 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 (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.

<table>
<thead>
<tr>
<th>ELEMENTARY SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>END-OF-COURSE TESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Math</td>
<td>Grade 6 Math</td>
<td>EOC English: RLR (Reading)</td>
</tr>
<tr>
<td>Grade 3 Reading</td>
<td>Grade 6 Reading</td>
<td>EOC English: Writing</td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>Grade 7 Math</td>
<td>EOC Algebra I</td>
</tr>
<tr>
<td>Grade 4 Reading</td>
<td>Grade 7 Reading</td>
<td>EOC Geometry</td>
</tr>
<tr>
<td>Grade 4 Virginia Studies</td>
<td>Grade 8 Math</td>
<td>EOC Algebra II</td>
</tr>
<tr>
<td>Grade 5 Math</td>
<td>Grade 8 Writing</td>
<td>EOC VA and US History</td>
</tr>
<tr>
<td>Grade 5 Reading</td>
<td>Grade 8 Reading</td>
<td>EOC World History I</td>
</tr>
<tr>
<td>Grade 5 Science</td>
<td>Grade 8 Science</td>
<td>EOC World History II</td>
</tr>
<tr>
<td></td>
<td>Grade 8 Civics &amp; Economics</td>
<td>EOC World Geography</td>
</tr>
</tbody>
</table>

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)*

**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 Policy 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.


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

<table>
<thead>
<tr>
<th>1.0 Weighted Courses</th>
<th>.5 Weighted Courses</th>
<th>All Other Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 5.0</td>
<td>A=4.5</td>
<td>A = 4.0</td>
</tr>
<tr>
<td>B = 4.0</td>
<td>B=3.5</td>
<td>B = 3.0</td>
</tr>
<tr>
<td>C = 3.0</td>
<td>C=2.5</td>
<td>C = 2.0</td>
</tr>
<tr>
<td>D = 2.0</td>
<td>D=1.5</td>
<td>D = 1.0</td>
</tr>
<tr>
<td>F = 0</td>
<td>F=0</td>
<td>F = 0</td>
</tr>
</tbody>
</table>

*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 Classes of 2016, 2017, 2018, and 2019 for Courses Completed during and after the 2017-2018 School Year.*

The following point system is used to compute class rank for each student, beginning with the graduating class of 2020:
### Weighted Credit Courses for Students in the Graduating Class of 2020 and Thereafter

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. The Program of Studies and student schedules will clearly reflect which courses carry weighted credit. Appropriate school publications, including the Program of Studies, will state the criteria for placement in courses that carry weighted credit. Dual Enrollment classes will follow the grading scale and quality points used at the partnering institution of higher education.

### 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)

**Regulation 6-4.7A**

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.

### Student Evaluation and Grading

**Policy 6-6.2**

Teachers shall be responsible for the grading and evaluation of student achievement. The following guidelines shall be used in the evaluation:

- 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 **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., class work, written assignments, tests, special projects, etc. This information shall be provided to students in written form at the beginning of each course (syllabus).

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.

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*

<table>
<thead>
<tr>
<th>Kindergarten – First Grade</th>
<th>Second Grade</th>
<th>Third Grade – Fifth Grade</th>
<th>Sixth - Twelfth Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>S = Succeeding</td>
<td>A = 90-100 (Excellent)</td>
<td>A = 90-100 (Excellent)</td>
<td>A+ = 97-100</td>
</tr>
<tr>
<td>P = progressing</td>
<td>B = 80-89 (Above Average)</td>
<td>B = 80-89 (Above Average)</td>
<td>A = 93-96</td>
</tr>
<tr>
<td>N = Needs Improvement</td>
<td>C = 70-79 (Average)</td>
<td>C = 70-79 (Average)</td>
<td>A- = 90-92</td>
</tr>
<tr>
<td></td>
<td>D = 65-69 (Below Average)</td>
<td>D = 65-69 (Below Average)</td>
<td>B+ = 87-89</td>
</tr>
<tr>
<td></td>
<td>F = 64 and below (Failing)</td>
<td>F = 64 and below (Failing)</td>
<td>B = 83-86</td>
</tr>
<tr>
<td>S = Succeeding</td>
<td>B- = 80-82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P = Progressing</td>
<td>C+ = 77-79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = Needs Improvement</td>
<td>C = 73-76</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C- = 70-72</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D+ = 67-69</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D = 65-66</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F= 64 and below (Failing)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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 grade 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 Regulation 6-6.2 (B).

Examinations
Regulation 6-6.2(A)

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 and 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.)
- 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

Based on the eligible student’s present level of performance and the identified individual needs, as outlined in his Individualized Education Plan, the special education teacher and regular education teacher will collaborate to ensure appropriate modifications in the test or testing situation. Such accommodations/modifications are outlined in the student’s IEP.

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.
- The same exemptions apply to students enrolled in a semester course during the first semester.

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.

Final Examination Grade Values

- Final examinations administered in the secondary schools normally should be valued as one-seventh of the semester grade. Second 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.
  - Grade computations apply to students enrolled in a semester course during the first semester, as well.
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.

For Year Long Courses:

\[
\begin{align*}
Q1 &= 50\% \text{ of Semester 1} \\
Q2 &= 50\% \text{ of Semester 1} \\
Q3 &= \frac{3}{7} \text{ of Semester 2} \\
Q4 &= \frac{3}{7} \text{ of Semester 2} \\
X &= \frac{1}{7} \text{ of Semester 2} \\
S2 &= 50\% \text{ of Year} \\
S1 &= 50\% \text{ of Year}
\end{align*}
\]

For Semester Courses with Exams:

\[
\begin{align*}
Q1 &= \frac{3}{7} \text{ of Semester 1} \\
Q2 &= \frac{3}{7} \text{ of Semester 1} \\
X &= \frac{1}{7} \text{ of Semester 1} \\
Q3 &= \frac{3}{7} \text{ of Semester 2} \\
Q4 &= \frac{3}{7} \text{ of Semester 2} \\
X &= \frac{1}{7} \text{ of Semester 2}
\end{align*}
\]

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

Regulation 6-6.2(A)

Only seniors may be permitted to take re-examinations. They may be permitted to take only one re-examination. When a subject is passed by re-examination, the final subject grade shall be recorded at a minimum passing of "D."

Reporting Grades to Parents

Policy 6-6.1, 6-6.2

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.

Parents will have access to PowerSchool which is the online gradebook.

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.

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.
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:

- Political affiliations or beliefs of the student or student’s parents;
- Mental or psychological problems of the student or student’s family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognizable privileged relationship, such as with lawyers, doctors or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or,
- 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.

Student Records

Parents’ Rights to Review Student Records

Policy 7-1.4

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.

Procedure to Inspect Education Records

Parents of students or eligible students may inspect and review the student’s education records within a reasonable period of time, 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. Parents or eligible students should submit to the student’s school principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

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 must be given no later than 5 work days from the receipt of the request, unless it is not practically possible to provide the records or determine whether they are available within the 5 work-day period. In that case, the school shall respond in writing within the 5-work-day period, specifying why it cannot respond within 5 work days. The
school shall then have an additional 7 work days in which to respond to 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 for an offense listed in § 16.1-260(g) of the Code of Virginia, 1950, as amended, has been made, the parent or guardian must be notified of the action, the reasons therefore and his right to review and to request amendment of the student's education records. Every notice of adjudication of delinquency or conviction for an offense listed in § 16.1-260(g) of the Code of Virginia received by the division superintendent, and information in the notice, which is not a disciplinary record, as defined in Board of Education regulations, shall be maintained by the division superintendent and other school personnel separately from all other records concerning such student unless the school division takes disciplinary action based on an incident which was the basis for the adjudication of delinquency or conviction for an offense listed in § 16.1-260(g) of the Code of Virginia.

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.

Parental Involvement in Education

Policy 2-3.8

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.

- View the child’s school records, in accordance with School Board policies.
- Receive school progress reports, the school calendar, and notices of major school events.
- Visit the school in accordance with School Board policies.
- Participate in parent-teacher conferences; in the case of the non-custodial parent, after a timely request is made.
- Receive all notification in accordance with the Individuals with Disabilities Education Act.
- 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:

- Keep the school office informed as to the address of residence and how he or she may be contacted at all times.
- 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.
- Provide a copy of any legal document which restricts the educational and/or contact rights of the non-custodial parent.
- 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 or her current phone number and address. Further, the non-custodial parent may make timely requests to participate in parent-teacher conferences. (*Policy 2-3.8*)

**Community Involvement**

*Policy 6-1.9*

**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**

*Policy 2-3.1*

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 may 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
Community Use of Facilities

Policy 2-4.1

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 (heating, lights, water and custodial services, as well as protection of school property and security of the buildings), which occur 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.

Schoology

cps.schoology.com

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.

Web

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.
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

Upon entering the building, all visitors will be asked to present a valid state-issued ID, such as a driver’s license, which will be scanned into the system. The Raptor system will check the visitor’s name against a national sex offender registry database to prevent offenders from entering our buildings. It is important to note that the Raptor system only scans the visitor’s name, date of birth, and photo for comparison against this database. The system does not collect any additional data from the visitor’s state-issued ID (e.g. driver’s license number) and is not connected to any other system, such as the Department of Motor Vehicles. Once entry is approved, the Raptor system will issue a badge that identifies the visitor (name and photograph), date, and purpose of his/her visit. The visitor will be asked to display the badge in a prominent location so that it is easily recognizable by HCPS staff.

During subsequent visits, visitors will only need to sign-in by using the bar code reader and the state-issued ID at the kiosk. The Raptor system will automatically check the registry and issue a badge with the same identifying information.

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. 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.

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.
HANOVER COUNTY PUBLIC SCHOOLS

Elementary Schools

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

Beaverdam Elementary
15485 Beaverdam School Road
Beaverdam, VA 23015
798-5929 or 449-6373
Chip Joseph, 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
Dr. Paula Brown, 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
Nicolle Currie, Principal

South Anna Elementary
13122 Walton's Tavern Road
Montpelier, VA 23129
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

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

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
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 a 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.