

Hanover County Public Schools

2023-2024



PARENT-STUDENT HANDBOOK

Hanover County Public Schools

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

Dr. Michael B. Gill
Kathleen M. Brown

Superintendent of Schools
Clerk of the School Board

Hanover County School Board

Robert J. May, Chair
Steven Ikenberry, Vice Chair
Ola J. Hawkins
Greg Coleman
Robert L. Hundley, Jr.
Whitney Welsh
John E. Redd, Jr.

South Anna District
Cold Harbor District
Ashland District
Beaverdam District
Chickahominy District
Henry District
Mechanicsville District

Hanover County Board of Supervisors

Susan P. Dibble, Chair
F. Michael Herzberg IV, Vice Chair
Faye O. Prichard
Jeff S. Stoneman
Danielle G. Floyd
Sean M. Davis
Ryan M. Hudson

South Anna District
Cold Harbor District
Ashland District
Beaverdam District
Chickahominy District
Henry District
Mechanicsville District

Hanover County Public Schools

Senior Staff

Dr. Michael B. Gill	Superintendent of Schools
Jennifer Greif	Assistant Superintendent of Instructional Leadership/Chief Academic Officer
Christina Berta	Assistant Superintendent of Business and Operations
Mandy Baker	Assistant Superintendent of Human Resources
Chris Whitley	Assistant Superintendent of Community Engagement and Legislative Affairs

Public Information Office

Brian Capaldo	Communications Specialist
Rebecca Holbrook	Communications Specialist
Justin Mattingly	Communications Coordinator

Business & Operations

Christina Berta	Assistant Superintendent of Business and Operations
Dawn Hardman	Director of Finance
John Hamm	Coordinator of Custodial Services
Ed Buzzelli	Director of Facilities
Leigh Finch	Planning Administrator of New Construction & Renovation
Patrick McCarty	Director of School Nutrition
Terri Hechler	Director of Technology Services
Adrian Frierson	Director of Transportation
Officer Kerri Wright	Emergency Manager

Human Resources

Mandy Baker	Assistant Superintendent of Human Resources
Dr. Meredith Parker	Director of Human Resources
Terry Woody	Coordinator of Health Services
Stacie Johnson	Coordinator of Human Resources
Monique Bigby-Johnson	Coordinator of Human Resources
Nathaniel Wiedenhof	Coordinator of Human Resources
Candra Kenyon	Benefits Manager
Christine Fix	Human Resources Records Specialist
Francesca Jones	Compensation and Compliance
Haley Cole	Wellness Coordinator

Instructional Leadership

Accreditation & Accountability

Nancy Disharoon	Director of Accreditation and Accountability
Karla Allen	Coordinator of Counseling Services
Nicolle H. Currie	Coordinator of Division Assessment and Analysis
Laura C. Bryant	Student Support Services Specialist; Title IX Coordinator; McKinney-Vento Liaison
Tiffany Miller	Data Management Specialist

Curriculum & Instruction

Dr. Cheri Beth Fisher	Director of Curriculum & Instruction
Jan Collins	Curriculum Specialist - English and Language Arts
Elizabeth Clark	Coordinator, English and Language Arts
Brittany Moore	Curriculum Specialist - Health, Physical Education and Driver's Education
Candace Spencer	Curriculum Specialist - Library Media Services
Ian Shenk	Curriculum Specialist - Mathematics
Amy Jones	Coordinator, Mathematics
Dr. Keith Matthews	Curriculum Specialist - Performing Arts
Wayne Gilchrest	Curriculum Specialist - Science
Dr. Robert Williams	Curriculum Specialist - Social Studies
Jennifer Stackpole	Curriculum Specialist - Visual Arts
Allison Silva	Curriculum Specialist - World Languages and ESOL
Stacie Taylor	Online Learning Developer
Andrea Herndon	Coordinator of Gifted Education & Advanced Studies, K-12

Discipline

Dr. Brian Maltby	Disciplinary Hearing Review Officer
------------------	-------------------------------------

Elementary and Secondary Education

Michael Mudd	Director of Elementary Instruction
Dr. Robert Staley	Director of Secondary Instruction
Justin Roerink	Principal of the Hanover Center for Trades & Technology and Coordinator of Career & Technical Education/Workforce Development

Special Education

Diane Brown	Director of Special Education
Dr. Lauran Zeigler	Assistant Director of Special Education
Candice Bowler	Coordinator of Special Education, Elementary
Sarah Billups	Coordinator of Special Education, Secondary
Kristina Williams	Lead Teacher Specialist - Elementary Special Education
Jaime Hanks	Lead Teacher Specialist - Secondary Special Education
Erica Regensburg	CSA Senior Teacher/Case Manager
Zaneta Barnett	Student Support Attendance Coordinator
Barry Hewett	Senior School Psychologist
James Carrigan	Senior School Social Worker
Laura Custalow	CSA Assistant Case Manager

Professional Development, Leadership, & Federal Programs

Dr. Steve Castle	Director of Professional Learning and Leadership Development
Carrie Cicuto	Coordinator of Federal Programs
Elizabeth Verlander	Coordinator of Hanover Preschool
Dr. Amy Thompson	Professional Learning Coordinator
Mary Douglas Roscoe	Professional Learning Coordinator

Table of Contents

Links to the Policy Manual or Additional Information

Admission Requirements	5
Attendance	5
Transportation	6
School Safety	6
Extracurricular Activities	6
School Nutrition	6
Fundraising by Students	7
Student Dress Code	7
Health Services	7
Substance Use and Prevention Education	12
Classroom Activities/Celebrations -During the Regular Instructional Day	13
School Closings and Delays	13
Student Fees	13
Secondary Instructional Programs	13
Elementary Instructional Programs	13
Special Instructional Programs K-12	17
Technology Policy	17
Instructional Support	17
Student Support Services	18
School Counseling Services	19
Field Trips	19
Homework	19
Instructional Materials	19
Student Recognition	19
Grade Placement	20
Graduate Warranty Program	20
Graduation Requirements	20
Standards of Learning Standardized Testing	20
Evaluation and Reporting	23
Reporting Grades to Parents	23
Consent for Surveys, Analyses or Evaluations Related to Student Information	23
Student Records	23
Parental Involvement in Education	23
Community Involvement	23
Community Use of Facilities	23
Communication with Parents	23
Procedures for Resolving Problems	26
Visiting and Contacting the Schools	26

Admission Requirements

[Policy 7-2.3](#)

Attendance

[Policy 7-2.1](#)

[Policy 7-2.4](#)

The Code of Virginia section 22.1 – 254 through 22.1 – 269 states all students age 5 up to 18 shall attend school daily, when school is in session. Non-compliance with the state regulations will lead to disciplinary action by the principal and when indicated, by the School Board or its designee.

A student who is under the age of 5 or 18 or older and is participating and attending a Hanover County Public Schools program, although not mandated under compulsory school attendance, attendance for each scheduled school day is maintained. Hanover County Public Schools is required to monitor and report attendance for all students to the Virginia Department of Education.

Up to 10 absences communicated by a parent or guardian to the school identifying they are aware of and in support of the absence, are documented as excused. However, until a communication is received by the school, all absences will appear in PowerSchool as unexcused until a parent either calls the school office or sends a written note to provide a reason for the absence within three school days of the absence. Acceptable excuses include illness of the student, serious illness in the family which necessitates the absence of the student, death in the family, and special or recognized religious holidays.

Students may accrue 10 excused absences without professional documentation. Additional absences (11+) must be supported by a written statement by a physician or other professional documentation in order for the absence to be marked as excused. Please submit the professional documentation to the school office in order for the absence to be appropriately documented. If the student has a chronic illness, please contact school staff in order to discuss options.

If students accumulate unexcused absences:

- After five unexcused absences, parents will be contacted by a school administrator to jointly develop a plan to prevent further absences.
- After six unexcused absences, a school conference will be held with parent/s, a school administrator, and appropriate building staff in an effort to problem solve any continuing attendance difficulties, challenges, or barriers.
- If attendance does not improve, a referral may be made to School Social Work Services. The school social worker will work with the family in addressing continued attendance concerns as identified in the school conference. The school social worker may refer the case to the School-Court Liaison for potential court involvement through Hanover Juvenile and Domestic Relations Court.

School staff, school counselors, and school social workers are available to help if students encounter barriers to attendance to include identifying community resources when appropriate or addressing needs related to chronic health problems. Please contact school staff before significant attendance difficulties develop.

Make-up Work
Truancy Referrals
Early Dismissal from School
Virginia State Code: Compulsory Attendance

[Regulation 7-2.4 \(B\)](#)
[Regulation 7-2.4\(B\)](#)
[Regulation 7-2.4\(B\)](#)
[§22.1-254](#)

Transportation

[Policy 4-4.2](#)

Regulations Governing Pupil Transportation
Bus Drop-off Age Requirement
Parking and Automobiles

[8VAC20-70](#)
[Regulation 4-4.2\(A\)](#)
[Regulation 7-4.7\(A\)](#)

School Safety

[Policy 7-5.1](#)

Drug-Free School Zones

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

Safety Drills

Safety drills are held periodically throughout the school year. Safety drills allow students and staff members to practice effective responses to emergency situations. Pursuant to Virginia State Code [22.1-137](#), [22.1-137.2](#) and [22.1-137.1](#), all Hanover schools conduct fire, lockdown and tornado 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, reverse evacuation drills, and school bus drills. Emergency situations are included in each school's emergency management plan.

Student Insurance

[Policy 7-5.2](#)

Extracurricular Activities

[Policy 7-4.1](#)

School Nutrition

[Regulation 6-3.19](#)

Website

http://hcps.us/departments/school_nutrition

Fundraising by Students

[Policy 2-5.4](#)

Student Dress Code

[Policy 7-3.1](#)

Health Services

[Policy 6-3.19](#)

[Policy 7-5.1](#)

[Policy 7-5.1](#)

Emergencies

Sick Day Guidelines

Your child should stay home if he or she:

- Has a fever of 100.4 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 100.4 degrees or above. Students will also be sent home if they appear ill and have symptoms that may be contagious with or without a fever.

Students may return to school after an illness:

- When they have been fever free (below 100.4 degrees) **without** fever reducing medication for 24 hours
- 24 hours after the last occurrence of active vomiting and diarrhea caused by illness
- 24 hours after beginning antibiotics for diagnosed strep or conjunctivitis (pink eye)

Returning too soon may slow down the recovery process and unnecessarily expose others to illness. Your child may be asked to stay home longer if recommended by the Health Department during illnesses such as influenza or vomiting and diarrhea caused by certain viruses.

Pests

Head lice is a common occurrence among school-aged children, affecting all social and economic groups. Personal hygiene or cleanliness in the home has nothing to do with getting lice. Head lice do not transmit disease and do not pose any health risk.

Head lice are wingless and do not fly or hop, nor crawl long distances. Direct head- to-head contact is needed 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/>.

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

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

Administration of FDA approved Medication:

Prescription and Non-prescription Medications

Student Self-Administering of Medication

Self-Care for Students Who are Diagnosed with Diabetes

[Policy 7-5.5](#)

[Policy 7-5.5](#)

[Policy 7-5.5](#)

Health Screening

Vision and hearing screening will be conducted in grades K, 3, 7, and 10 per code of Virginia [§22.1-214](#) and Code of Virginia [§22.1-273](#) within the first three months of school. Screenings will also include all students new to Virginia Public Schools. Screenings are conducted by the Health Services Department.

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

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

SCOLIOSIS FACT SHEET

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

What is scoliosis?

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

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

Who gets scoliosis?

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

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

The importance of early detection – tips for parents

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

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

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

Treatment

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

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

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

Summary

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

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

Eating Disorder Information

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

What are eating disorders?

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

How to identify a possible eating disorder?

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

Key things to look for around food:

- o 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)
- o 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
- o Talks a lot about, or focuses often, on weight, food, calories, fat grams, and dieting
- o Often says that they are not hungry
- o Skips meals or takes small portions of food at regular meals
- o Cooks meals or treats for others but won't eat them
- o Avoids mealtimes or situations involving food
- o Goes to the bathroom after meals often
- o Uses a lot of mouthwash, mints, and/or gum
- o Starts cutting out foods that he or she used to enjoy

Key things to look for around activity:

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

Physical Risk Factors:

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

Other Risk Factors:

- o Believes that they are too big or too fat (regardless of reality)
- o Asks often to be assured about how they look
- o Stops hanging out with their friends
- o Not able to talk about how they are feeling
- o 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:

- o Understanding that eating disorder sufferers often deny that there is a problem
- o Educate yourself on eating disorders
- o Ask what you can do to help
- o Listen openly and reflectively
- o 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) <https://www.aedweb.org/home>

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:

Regina Brown at rrbrown@hcps.us
PHHS, LMS, AHS

Elizabeth Sharp at esharp@hcps.us
HHS, OKMS, The Georgetown School, Hanover Online School

Stephanie Robertson at scrobertson@hcps.us
MHS, BCMS, CMS

Classroom Activities/Celebrations

[Policy 7-4.6](#)

School Closings and Delays

[Policy 4-2.8](#)

HPCS Website

[School Closing](#)

[Facebook](#)

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

[Twitter](#)

<https://twitter.com/HanoverSchools>

[Instagram](#)

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

Student Fees

[Policy 3-3.13](#)

Secondary Instructional Programs

[Program of Studies](#)
(Grades 6 -12)

Elementary Instructional Programs

Virginia Standards of Learning

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

Language Arts (K-5)

The language arts program utilizes current, sound instructional practices in the areas of fluency, phonics/word study, vocabulary development, comprehension, and writing to help students maximize their development as proficient readers and communicators. This structured 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 prepare students to communicate orally and in writing. Additionally, students are prepared to read, comprehend, and respond critically to a variety of fiction, non-fiction, and multi-media texts.*Mathematics (K-5)*

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

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

Science (K-5)

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

Social Studies (K-5)

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

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

Health/Physical Education (K-5)

[Policy 6-3.11](#)

Library (K-5)

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

Music/Art (K-5)

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

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

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.
 -

- o 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](#)

Gifted Services

[Policy 6-3.10](#)

Programs for Students with Disabilities

[Policy 6-3.13](#)

Infant and Toddler Connection of Hanover (Birth to 3 Years)

(804) 365-3330

Parent Resource Center: Special Education

(804) 365-4596

hanoverprc@hanover.k12.va.us

Remedial Instruction

[Policy 6-3.17](#)

Summer School

[Policy 6-3.17](#)

[Regulation 6-3.17\(A\)](#)

Technology Policy

[Policy 6-3.15](#)

Student-Owned Electronic Devices

[Regulation 6-3.15 \(C\)](#)

Instructional Support

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

communication between school and home can resolve problems.

The parent and the child's teacher, working together, may be successful in resolving the problem. However, it is good to know that there are several other people at school who can offer suggestions and help. The principal is responsible for all the instructional activities that take place at school. Therefore, the principal or assistant principal may be able to offer possible solutions and help. Sometimes, problems cannot be resolved through this process and a Child Study may be needed to review your child's situation.

Child Study

The Child Study Committee is a standing committee in each school which uses problem-solving strategies and develops an intervention plan to assist a student. The first goal is to help teachers provide the most effective instruction within the regular classroom for students with behavioral and/or academic needs. The committee is composed of school staff who work with your child and any other staff who may be knowledgeable about alternative interventions and procedures. Please contact your school's administration to request a child study meeting.

Student Support Services

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

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

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

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

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

School Counseling Services

[Policy 6-5.1](#)

[Counseling Website](#)

Field Trips

[Policy 6-5.8](#)

Homework

[Policy 6-5.4](#)

Guidelines for Homework: K-12
Make-up of School Work and/or Tests

[Regulation 6-5.4 \(A\)](#)

[Regulation 6-5.4 \(B\)](#)

Instructional Materials

[Policy 6-5.6](#)

Textbooks
Complaints Regarding Instructional
Materials and Learning Resources

[Policy 6-5.5](#)

[Policy 6-5.7](#)

Student Recognition

[Policy 6-4.7](#)

Scholar and Honor Lists
High School Honor Organizations

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

[Policy 7-4.5](#)

Perfect Attendance Recognition

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

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

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

Outstanding Attendance Recognition

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

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

Hanover Scholars

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

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

- Be enrolled in and attending Hanover County Public Schools prior to the end of the junior year
- Earned a cumulative grade point average at the end of the junior year, including summer school grades, of 4.0 or better; AND enrolled for the current school year (senior year) and/or has taken a total of at least four weighted credit courses from among those included in IB, AP, Advanced, and/or Dual Enrollment course options

Grade Placement

[Policy 6-4.1](#)

Promotion and Retention

[Policy 6-4.3](#)

Graduate Warranty Program

[Policy 6-4.6](#)

Graduation Requirements

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

Standards of Learning Standardized Testing

The assessment program prescribed by the Virginia Department of Education shall be administered and analyzed in all Hanover County Public Schools in accordance with state regulations. The data shall be used as one means of monitoring and evaluating the quality of the instructional program. The Virginia Standards of Learning (SOL) tests are administered in spring at grades 3 through 8 in English, mathematics, science, and/or

social science. End-of-Course tests are taken upon completing the course rather than at a designated grade level. Students who achieve a passing score on an end-of-course SOL test and achieve a passing grade in the course shall be awarded a verified unit of credit in that course. Students may earn verified credit in any course for which end-of-course SOL tests are available. End-of-Course tests available 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.

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

Any elementary or middle school student who does not achieve passing scores on all grade-level specific core Standards of Learning tests, which include English,

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.

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

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

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

Virginia State Assessment Program Participation

It is the intent of the Commonwealth of Virginia to include all students with disabilities in the assessment component of Virginia’s accountability system. The federal regulations under Section 504 of the *Rehabilitation Act of 1973* as amended, and state regulations under the [Virginians with Disabilities Act Section 51.5-40 et. seq. of the Code of Virginia](#) require that individuals with disabilities be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals. The [Individuals with Disabilities Education Act \(IDEA\), P.L. 105-17](#), regulations require that all students with disabilities participate in the state’s accountability system.

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

of Learning Assessments or the Virginia Alternate Assessment Program, according to the set criteria for participation.

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

Evaluation and Reporting

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

Transfer Students (secondary only)

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

Student Evaluation and Grading

[Policy 6-6.2](#)

Examinations

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

Re-Examinations

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

Reporting Grades to Parents

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

Consent for Surveys, Analyses or Evaluations Related to Student Information

[Policy 6-2.6\(B\)](#)

Student Records

[Policy 7-1.4](#)

Parents' Rights to Review Student Records

[Policy 7-1.4](#)

Parental Involvement in Education

[Policy 2-3.8](#)

Community Involvement

[Policy 6-1.9](#)

Advisory Committees

[Policy 2-3.1](#)

Community Use of Facilities

[Policy 2-4.1](#)

Communication with Parents

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

Schoology

hcps.schoology.com

Hanover County Public Schools 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.

Online Educational Services

Hanover County Public Schools provides students access to various online resources to support blended learning instruction. These services are carefully selected by teachers/administration and undergo a review process before being used with students in the classroom. Some services require the creation of student accounts in order to take full advantage of the features of the service. A listing of approved online instructional resources can be found on the division website under the Digital Learning Initiative page.

Website

www.hcps.us

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

Blackboard Connect™

The school division uses Blackboard Connect™, an electronic mass notification system, to communicate by phone, text message, 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 *Sign Up for Messages* and then the instructions.

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 support having their children's names or photographs used in school publications or social media should complete the form giving authorization for release of photographs and/or information. 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.

<i>PowerSchool</i>	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.

The *Comprehensive 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.

Procedures for Resolving Problems

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

Visiting and Contacting the Schools

[Policy 2-3.6](#)



HANOVER COUNTY PUBLIC SCHOOLS

Elementary Schools

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

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

Cold Harbor Elementary 6740
Cold Harbor Road Mechanicsville,
VA 23111
723-3620
Allison Mullens, Principal

Cool Spring Elementary 9964
Honey Meadows Road
Mechanicsville, VA 23116
723-3560
Sarah Pike, Principal

Elmont Elementary
12007 Cedar Lane
Ashland, VA 23005
365-8100
Amanda Sanders, Principal

Henry Clay Elementary
310 South James Street
Ashland, VA 23005
365-8120
Kristin Haas, Principal
Megan Astrouski, Associate Principal

John M. Gandy Elementary
201 Archie Cannon Drive
Ashland, VA 23005
365-4640
Kristin Haas, Principal
Megan Astrouski, Associate Principal

Kersey Creek Elementary
10004 Learning Lane
Mechanicsville, VA 23116
723-3440
Mary Townes, Principal

Laurel Meadow Elementary
8248 Lee-Davis Road
Mechanicsville, VA 23111
723-2040
Brad Davis, 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
Lindsay Mottley, Principal

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

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

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

**Washington-Henry
Elementary**
9025 Washington Henry Drive
Mechanicsville, VA 23116
723-2300
Shalone Morgan, Principal

HANOVER COUNTY

PUBLIC SCHOOLS

Middle and High Schools

Bell Creek Middle School

8021 Lee Davis Road
Mechanicsville, VA 23111
723-2260
Tim Sanders, Principal

Chickahominy Middle School

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

Atlee High School

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

Hanover High School

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

The Hanover Center for Trades & Technology

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

Liberty Middle School

13496 Liberty School Road
Ashland, VA 23005
365-8060
Sherry Lycett, Principal

Oak Knoll Middle School

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

Mechanicsville High School

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

Patrick Henry High School

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

The Georgetown School

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

Online Schools

Hanover County Online School (Middle, High)

200 Berkley Street
Ashland, VA 23005
365-4500
Stacy Stanford, Principal



VISION

Empowering confident, productive, life-long learners.

MISSION

We are a student-centered school community committed to excellence in teaching, learning, and leadership.

BELIEFS

Students thrive in a safe, secure and nurturing environment.

Students achieve their goals when offered multiple learning pathways.

Resource allocation matches the complex needs of students, employees, and schools.

Relevant and engaging teaching develops critical thinkers and problem solvers.

Family engagement and community partnerships enhance quality education.

Robust and relevant professional learning supports success.

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

The Hanover County School Board does not unlawfully discriminate on the basis of age, sex, race, color, religion, disability, or national origin in its employment practices or educational programs and activities. The director of special education is designated as coordinator for nondiscrimination for access to and implementation of programs under Section 504 and the Americans with Disabilities Act. The assistant superintendent of human resources is designated as coordinator for nondiscrimination regarding personnel matters. Any person may report incidents of sex discrimination, including sexual harassment, in person, by mail, by telephone, or by electronic mail to any school personnel. Formal Title IX complaints may also be reported to Laura Bryant, Title IX Coordinator, at 200 Berkley Street, Ashland, VA 23005, or by emailing lbryant@hcpus.us or by calling 804-365-4500.