

ARTICLE I: INTRODUCTION

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POLICY 6-1.1 EDUCATION PHILOSOPHY

It shall be the philosophy of the Hanover County School Board to provide equal opportunity for every student to achieve maximum intellectual, social, emotional and physical growth, to insure that each individual be equipped to communicate effectively with other people, to be competent both in the work place and in higher education, and to feel confident of the ability to make creative and constructive decisions in his life.

It shall be the policy of the School Board to:

1. provide the necessary trained and dedicated leadership, qualified personnel, equipment and materials to assure an appropriate education for every student, regardless of race, color, sex, physical condition, or national origin;
2. treat all personnel equally with the highest degree of respect; and
3. appropriate funds fairly and equally.

The School Board believes that quality is essential to sustain its mission, develop shared values, and accomplish its goals. Quality is defined as follows: "Quality is meeting the needs and exceeding the expectations of our customers at an affordable price."

LEGAL REFERENCE: Constitution of Virginia, Article VIII, § 7; Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79, 22.1-293, 22.1-295; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-130-10, et seq.

Recodified: August 2000

POLICY 6-1.2 ACCREDITATION

State/Southern Association

The Hanover County School Board intends that all Hanover County Public Schools be fully accredited by the Virginia Department of Education and the Southern Association of Colleges and Schools. The division superintendent or his designee shall be responsible for seeing that the schools are in compliance with the state accreditation standards. The division superintendent shall keep the School Board informed of the implementation of the accreditation standards in accordance with the accrediting standards established by the Virginia Board of Education.

Evaluation

The division superintendent or his designee shall develop a plan for the continual evaluation of the schools. A self-study with an evaluation by a visiting committee shall be conducted every five years. The division also will participate in the state evaluations of its schools which are conducted annually.

LEGAL REFERENCE: Code of Virginia, 1950 as amended, § 22.1-253.13:3; Regulations Establishing Standards For Accrediting Public Schools In Virginia, 8 VAC 20-131-10, et seq.

Recodified: August 2000

POLICY 6-1.3 INSTRUCTIONAL GOALS AND OBJECTIVES

Generally

The Hanover County School Board is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Inasmuch as students differ in their rate of physical, mental, emotional and social growth and vary in their needs and abilities, Hanover County Public Schools shall provide learning opportunities that are consistent with personal development

and potential. Programs shall emphasize diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs.

The Hanover County educational program shall introduce each student to a variety of interests and areas that offer exposure to the range of opportunities available in later years. These experiences should produce the basis for further education and future employment. As students demonstrate increased maturity, they may assume more responsibility for the decisions regarding their education.

The school environment should be responsive and conducive to learning. The physical environment facilitates and enhances the learning experiences available to each student. A responsive environment includes competent, dedicated teachers using a variety of techniques and a classroom atmosphere where students can function and develop according to their abilities. Safety, physical comfort, and appearance also are vital environmental components.

Standards of Quality and Objectives

The School Board accepts the overall goals of public education as expressed by the Standards of Quality legislated by the Virginia General Assembly and implemented by Virginia Board of Education regulations. Education seeks to aid each student, consistent with his abilities, to:

1. Develop competence in the basic learning skills;
2. Develop the intellectual skills of rational thought and creativity;
3. Acquire knowledge and process skills of science and technology;
4. Progress on the basis of achievement;
5. Qualify for further education and/or employment;
6. Develop personal standards of ethical behavior and moral choice;
7. Participate in society as a responsible family member and citizen;
8. Develop a positive and realistic concept of self and others;
9. Practice sound habits of personal health and physical fitness;
10. Enhance the quality of the environment;
11. Develop skills, knowledge, and attitudes regarding the arts;
12. Acquire a basic understanding and appreciation of democracy and the free enterprise system;
and
13. Raise student and school achievement in the core Standards of Learning.

Standards of Quality - Programs and Services

The School Board commits itself to providing programs and services as stated in the Standards of Quality to an extent proportionate to the availability of state and local funding.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1, et seq.; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.

Recodified: August 2000

POLICY 6-1.4 ORGANIZATIONAL PLAN

The Hanover County Public Schools may be organized as follows:

1. Elementary Schools may be organized as including grades K-5, or K-2 and 3-5.
2. Middle Schools may be organized as including grades 6-8.
3. Senior High Schools may be organized as including grades 9-12.

LEGAL REFERENCE: Constitution of Virginia, Article VIII, § 7; Code of Virginia, 1950, as amended, §§ 22.1-78 and 22.1-79.

Recodified: August 2000

POLICY 6-1.5 SCHOOL YEAR/SCHOOL DAY

School Year

In accordance with applicable law, Hanover County Public Schools shall be operated with students in attendance a minimum 180 teaching days or 990 hours (540 hours for kindergarten) per school year. Days on which schools are closed due to inclement weather or emergencies shall be made up if necessary to meet these requirements.

School Calendar

The first day of school shall be after Labor Day unless this requirement has been waived by the Board of Education pursuant to the Code of Virginia, § 22.1-79.1. The official school calendar for the following year shall be adopted no later than June 1 by the School Board upon the recommendation of the division superintendent. Any exceptions or revisions to the calendar must be approved in advance by the School Board. The division superintendent shall insure that the calendar conforms to the number of actual days of employment as required by applicable law and School Board policy. An advisory committee composed of teachers, parents, and school administrators may be utilized to recommend a proposed calendar to the division superintendent. The recommendation of this committee shall be advisory only.

School Day

The length of the regular school day shall not be less than five and one-half nor more than six and one-half hours, for grades 1 - 12 exclusive of time for mid-day intermission and/or lunch. The length of each kindergarten session shall not be less than three hours and shall meet the minimum class time as prescribed by the Virginia Board of Education. Each elementary school shall provide students with a daily recess during the regular school year, as prescribed by the Board of Education. The secondary school class schedule shall contain a minimum of 140 clock hours for each unit of credit. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided.

The time for dismissal of each grade in the various schools shall be determined by the division superintendent and approved by the School Board, with uniformity being the primary goal. No classes shall be dismissed before the scheduled dismissal hour except with the approval of the division superintendent. The length of the school day shall be modified, if appropriate, as outlined in the Individual Education Plan (IEP) of a special education student. The instructional time shall be protected from interruptions and intrusions.

LEGAL REFERENCE: Code of Virginia, 1950, as amended §§ 22.1-19, 22.1-79.1, 22.1-98; 8 VAC 20-131-50; 8 VAC 20-131-110; 8 VAC 20-490-30; 8 VAC 20-520-10;

Recodified: August 2000, Amended July 16, 2003

ACCOMPANYING REGULATIONS

REGULATION 6-1.5(A) PROTECTION OF INSTRUCTIONAL TIME
REGULATION 6-1.5(B) SCHOOL DAY

REGULATION 6-1.5(A) PROTECTION OF INSTRUCTIONAL TIME

Scheduling of Activities

All Hanover County Public Schools shall limit activities during the school day (club meetings, assemblies, pep rallies, etc.) to an average of 40 minutes/week. Deviations from this schedule shall be approved by the division superintendent or his designee.

Use of Intercom

All schools shall limit use of the intercom to designated interval(s) during the school day and/or to the homeroom period. The designated time(s) for intercom usage shall be included in the bell schedules (regular and activity). The schedules shall be approved by the division superintendent or his designee. Deviations shall occur only for emergency situations. All schools shall prepare written notice(s) of announcements to be read during the designated interval(s) and/or homeroom. All notices shall be posted in designated locations.

REGULATION 6-1.5(B) SCHOOL DAY

In accordance with the Virginia Accreditation Standards regarding length of the school day:

School Day - Elementary

Each Hanover County public elementary school day shall be six hours and fifteen minutes in length, including lunch and homeroom activities.

School Day - Secondary

1. All Hanover County public middle and high school students in grades 6-12 shall be required to enroll in the number of courses which ensures a full day of scheduled classes for each school day.
2. Waivers from this requirement shall be granted by the division superintendent for the following reasons:
 - a. a vocational work study or apprenticeship program;
 - b. an economic or medical hardship (economic hardship is defined as a situation in which a student needs to work to provide income to support himself or his family; medical hardship is defined as a condition whereby a student cannot attend a full 5½ hour day of classes as certified by a licensed physician.); and/or
 - c. an extenuating educational circumstance, to be determined by:
 - a special education IEP committee in accordance with the Virginia Regulations for Special Education.
 - a placement committee appointed by the division superintendent or his designee.

Amended: April 12, 2005

**HANOVER COUNTY PUBLIC SCHOOLS
REQUEST FOR WAIVER FROM FULL DAY ENROLLMENT**

In accordance with the Virginia Accreditation Standards regarding length of the school day, all Hanover County public middle and high school students in grades 6-12 shall be required to enroll in the number of courses which ensures a full day of scheduled classes for each school day. Waivers from this requirement shall be granted by the division superintendent for the following reasons:

- a. a vocational work study or apprenticeship program:
- b. an economic or medical hardship (economic hardship is defined as a situation in which a student needs to work to provide income to support himself or his family; medical hardship is defined as a condition whereby a student cannot attend a full 5½ hour day of classes as certified by a licensed physician.); and/or
- c. An extenuating educational circumstance (an extenuating educational circumstance is to be determined by a special education IEP committee in accordance with the Virginia Regulations for Special Education or a placement committee appointed by the division superintendent or his designee). (Regulation 6-1.5(B) School Day)

Student: _____ Grade Level: _____ Date of Request: _____

Block(s) Requested for Release: _____

Reason for Release:

___a. vocational work study or apprenticeship, including coop (credit, graded, use appropriate course number)

___b. economic/work release (no credit, ungraded)

___c. medical release (no credit, ungraded)

___d. extenuating educational circumstance (no credit, ungraded)

___e. senior with 3.0 GPA, meeting all other verified credit and Carnegie credit requirements for graduation (no credit, ungraded)

Approved by:

Principal: _____ Date: _____

Parent/guardian: _____ Date: _____

Copy: Cumulative Record/School
Parent

Adopted: April 12, 2005

POLICY 6-1.6 CLASS SIZE

The Hanover County School Board expects that class sizes will be consistent with those mandated by the Standards of Quality and those acceptable under the accrediting requirements of the Virginia Board of Education and, where applicable, the Southern Association of Schools, Colleges and Universities.

In addition, the School Board sets the following guidelines:

1. Small classes are desirable at the primary level.
2. Larger classes are permissible where large group instruction is appropriate.
3. In all courses requiring specially designed facilities and equipment, enrollment shall be limited on a priority basis to those students needing such courses in order to meet graduation requirements.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1(G); Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et. seq.

Recodified: August 2000

POLICY 6-1.7 CEREMONIES AND OBSERVANCES

Generally

The Hanover County School Board encourages the observance throughout the school division of special days and ceremonies proclaimed by the President of the United States, the United States Congress, the Governor of Virginia, and the Virginia General Assembly. Such observances should be of educational value to the students and in acceptable taste.

Flags

In accordance with state law, the American flag shall be displayed in each classroom at each school. The School Board authorizes and encourages the display of the flag of the Commonwealth of Virginia in accordance with state law.

Opening Exercises

The Pledge of Allegiance shall be recited daily in each classroom of the Hanover County Public Schools as part of opening exercises. During the recitation of the Pledge of Allegiance, students shall stand while facing the flag with their right hand over their hearts, or in an appropriate salute if in uniform.

No student shall be compelled to recite the Pledge of Allegiance if the student, the student's parent(s), or legal guardian objects on religious, philosophical or other grounds to the student's participation in this exercise. Students who are exempt from reciting the Pledge of Allegiance shall stand quietly or sit at their desks while others recite the Pledge and make no display that disrupts or distracts those who are reciting the Pledge.

Appropriate accommodations shall be made for students who are unable to comply with the procedures described herein due to disability.

Minute of Silence

During the school day at an appropriate time designated by the principal, one minute of silence shall be observed by the students of each school in the division for the purposes and under the conditions established by state law.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-133, 22.1-203, 22.1-203.1.

Recodified: August 2000

Amended: September 11, 2001

POLICY 6-1.8 RELIGION IN SCHOOLS

In accordance with the mandate of the Constitution of the United States prohibiting the establishment of religion, it is the policy of the Hanover County School Board that the Hanover County Public Schools shall be neutral in matters of religion. This means that the Hanover County Public Schools:

1. will assume no role or responsibility for the religious training of any student; and
2. will in no way become involved in the religious belief, disbelief or doubt of any student.

This requirement of neutrality need not preclude nor hinder the Hanover County Public Schools in fulfilling their responsibility to educate students to be tolerant and respectful of religious diversity. The School Board also recognizes that one of its educational responsibilities is to advance the students' knowledge and appreciation of the role that religion has played in the social, cultural, and historical development of civilization. Therefore, the division's instructional staff shall approach religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other's religious and/or non-religious views. In that spirit of respect, students and staff members may be excused from participating in activities that are contrary to their religious beliefs unless there are clear issues of compelling public interest that would preclude such nonparticipation.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §22.1-78; Constitution of the United States (1st. Amendment).

Recodified: August 2000

POLICY 6-1.9 COMMUNITY RESOURCE PERSONS/SCHOOL VOLUNTEERS

The Hanover County School Board supports and encourages the active participation of parents and members of the community in providing and extending educational opportunities for children. The involvement of parents, volunteers, and others in the community who can serve as a resource to schools is a fundamentally important component of successful school programs. The administration of each school will direct the activities of parents, volunteers and other community resources at the building level.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-253.13:6; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.

Recodified: August 2000

ACCOMPANYING REGULATIONS

REGULATION 6-1.9(A) FUND-RAISING; GIFTS AND DONATIONS OF MONEY AND PROPERTY
REGULATION 6-1.9(B) GUEST SPEAKERS

REGULATION 6-1.9(A) FUND-RAISING; GIFTS AND DONATIONS OF MONEY AND PROPERTY

A. Definitions

"Capital improvement project" includes any addition or alteration to a school building, site, equipment and/or fixtures.

“Crowdfunding service” means a web-based service used for the solicitation of goods, services and/or money from a large number of people via the Internet.

“Fundraising” means the solicitation of any gift by a school, school organization, or Hanover County Public Schools employee for the benefit of Hanover County Public Schools or its students. This includes the online solicitations by Hanover County Public Schools employees using a crowdfunding service.

“Gift” shall mean any money or property donated to a school, school organization, or Hanover County Public Schools employee for the use and benefit of Hanover County Public Schools.

B. Approval and Reporting

No fundraising, as defined in this policy, may occur without the prior approval of the principal. Before approving any fundraiser – including, but not limited to, any online solicitation by any staff member – the principal shall consider multiple factors including, but not limited to:

- Student/staff member safety;
- The value of any proposed fundraiser against the loss of instructional time and focus;
- How students will benefit from the fundraiser;
- How long the fundraiser will last;
- The number of fundraisers planned for the school year and the collective loss of instructional time;
- The complexity of the fundraising effort and any burden it places on instructional and office staff;
- The financial or other burdens a fundraiser may place on students or their families;
- Any negative effects of having students compete for prizes based on, for example, the amount of their sales or the number of donations collected; and the quality of any product students are expected to sell, as well as the reputation of the company or organization sponsoring the fundraiser.

All gifts and proceeds from fundraising activities become the property of the School Board. When gifts or proceeds from any fundraising activity are to be used for the benefit of the school and/or students who attend the school, the principal shall determine – following consultation with the sponsoring organization – how the proceeds from the fundraiser will be used so as to ensure that the funds will be of value to the school or its students.

When gifts or proceeds from a fundraising activity are to be used for the benefit of a specific group of students, such as students in a club, performing group, or an athletic activity, funds raised in the name of a specific school group must be used to offset the expenses for all members of the group or organization regardless of the funds generated by each individual student.

The Assistant Superintendent for Business and Operations must approve any fundraising activity (1) on behalf of a capital improvement project, or (2) involving a single gift of \$5,000 or more before fundraising begins. This includes any contests that may result in an award or prize involving a capital improvement project or gift in excess of \$5,000.

C. Online Solicitations / Crowdfunding

Hanover County Public Schools employees shall comply with all of the following provisions relating to online solicitations and the use of crowdfunding services for school-related purposes. All property and proceeds received as a result of online fundraising or solicitation via a crowdfunding service become the property of the School Board. As a result, no online fundraising may occur except as provided below.

1. The principal of the school shall approve all online fundraising activities prior to any employee posting any such fundraising solicitation.
2. Employees may only use crowdfunding services that send the items or proceeds solicited by the employee directly to the school where she or he is employed.
3. The employee must verify under the crowdfunding service's terms and conditions that he or she meets all requirements for such solicitation.
4. Any employee seeking to display or post a photograph of a Hanover County Public Schools student in conjunction with a fundraising solicitation must first secure the written consent of the student's parent.
5. If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.
6. If a solicitation is not fully funded within the time period required by the crowdfunding service, donations shall be returned to the donor or to the employee as "account credits."
7. If, for any reason, a solicitation cannot be concluded (for example, the employee no longer works at the original school), donations shall be returned to the donor or to the employee as "account credits."
8. Any solicitation shall be for educational purposes only (for example, field trips, art supplies, science kits, books, etc.). The solicitation of personal items (for example, winter coats, nutritional snacks, etc.) shall benefit students directly.
9. Unless otherwise approved by the school principal in writing, all goods and/or proceeds solicited and received through any online solicitation shall become the property of the School Board, and not of the individual employee who solicited the item(s) or funds. The employee is prohibited from taking any such item(s) or funds to another school or location, without the school principal's written approval.

10. To the extent an employee solicits any technology or software, the employee shall secure the prior written approval of the Director of Technology or his or her designee prior to any such solicitation.

Adopted: September 20, 2016

REGULATION 6-1.9(B) GUEST SPEAKERS

School Assemblies

Approval by the division superintendent or his designee must be obtained before invitations are extended to or engagements are made with outside speakers to appear at any school assembly. The subject to be covered, the background of the speaker and the value such a program will give to the total instructional program are factors which must be considered in granting such approval.

Speakers shall take into consideration the age and maturity of the audience. Speakers shall be advised that inflammatory speeches or the incitement of the audience to violate the rules of the school and policies of the School Board will not be permitted.

Classrooms

Teachers desiring to invite outside speakers to present pertinent information to their classes should be guided by the age of the students and the relationship of the material to be presented to the instructional program. Teachers shall obtain the advice and permission of the principal prior to extending any invitations to outside speakers.

POLICY 6-1.10 TEACHING ABOUT SENSITIVE OR CONTROVERSIAL TOPICS

The Hanover County School Board recognizes that training for effective citizenship is one of the major purposes of education and that many important areas of study involve issues on which differing positions are held by individuals or groups. To pursue this purpose, Hanover County Public Schools allow teachers and students to:

1. have free access to all relevant information and materials in the school;
2. conduct research in an atmosphere of freedom from bias and prejudice; and
3. form and express opinions on assigned topics and/or issues.

The role of the teachers in the presentation of assigned issues is vitally important. Teachers should strive to present all sides of a given issue to the students in an unbiased manner. The goal is for the students to be taught to think objectively and clearly on all matters of importance, and to make decisions in the light of all the material that has been presented or can be researched on the topic and/or issues. Indoctrination is not the intent or purpose of the school division. Although the instructional program of the school division includes many facets of the political party system in the United States, the School Board does not approve as a part of the school program the involvement of students in activities that imply school endorsement of an individual political party or candidate.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, § 22.1-78.

Recodified: August 2000

Amended: January 13, 2015, June 14, 2016

ARTICLE II: GENERAL CURRICULUM AND INSTRUCTION

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POLICY 6-2.1 GENERAL INSTRUCTION PROGRAM

Because education is a lifelong process, the educational program in the Hanover County Public Schools shall provide both formal studies to meet the general academic needs of all students, and opportunities for individual students to develop specific talents and interests in vocational and other specialized fields to grow toward independent learning. The various instructional programs shall be developed with the view toward maintaining balanced, integrated, and sequentially articulated curricula which shall serve the educational needs of all school-aged children in the school division.

The Hanover County School Board subscribes to the philosophy that well-developed reading and other basic skills, including the ability to spell, speak, and write intelligently, are essential in society. It shall adopt specific requirements to ensure that high school graduates are sufficiently competent in these essential skills.

At all levels, the instructional program shall include for a wide range of individual differences in student abilities and learning rates through uses of a variety of materials, adjustments in programs, and courses adapted to special needs of students. The curriculum shall meet those requirements established by the Code of Virginia, the Virginia Department of Education, and the Virginia Board of Education.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-199 through 22.1-253:13.6; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.

Recodified: August 2000

POLICY 6-2.2 CURRICULUM DEVELOPMENT AND EVALUATION

Developing an effective curriculum rests upon adequately describing the educational results desired. The Hanover County School Board believes that curriculum is a means for reaching the desired result, which is pupil learning. Curriculum development shall be a goal-based process, including: (1) identification of division goals, (2) identification of program goals and student learning results, (3) curriculum evaluation, and (4) curriculum improvement. The purposes of the process are to:

1. Respond to the school division needs assessment.
2. Establish definitive student learning results in each curriculum area.
3. Evaluate the curriculum and its implementation.
4. Close the gap between what is taught and what should be taught.
5. Provide for continuous curriculum improvement.
6. Provide for curriculum coordination within, between and across grade levels.
7. Determine how well individual students accomplish program goals and achieve expected learning results.
8. Provide a process for staff and community input in developing and implementing curriculum.
9. Provide an orderly and systematic process which will reduce fragmentation in scope and sequence, unnecessary duplication, and irresponsible use of resources and materials.

The School Board expects the administration and faculty to evaluate the educational program as provided under the approved system for a goal-based curriculum and regularly to report findings and recommendations to the School Board. These recommendations shall concern modifications of desired learning results, school division or program goals, new courses or course content, resources, materials, and learning experiences. The division superintendent shall present new courses and new educational programs to the School Board for approval, as well as programs and courses that have extensive revisions or additions.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-199 through 22.1-253:13.6; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.

Recodified: August 2000

ACCOMPANYING REGULATIONS

REGULATION 6-2.2(A) CURRICULUM STUDY COMMITTEES

REGULATION 6-2.2(B) CURRICULUM: EVALUATION

REGULATION 6-2.2(A) CURRICULUM STUDY COMMITTEES

The division superintendent and supervisors may, at their discretion, select advisory committees to include teachers, administrators, students, parents, citizens, business and industry representatives, context experts, and college/university representatives to assist them in developing the curriculum. Such committees are to act in an advisory capacity only and the use of such committees does not lessen the responsibility otherwise assigned to specific employees using such committees.

REGULATION 6-2.2(B) CURRICULUM: EVALUATION

The evaluation of the instructional program is a continuous and ongoing process. Evaluation is completed through the curriculum development process, workshop activities, textbook adoptions, reviewing assessment results, student-teacher evaluations, teacher-administrator evaluations, and cooperative planning by teachers, supervisors, and administrators.

POLICY 6-2.3 CURRICULUM ADOPTION

The curriculum for the Hanover County Public Schools includes all social and educational experiences that occur as a part of the school program. Elements that interact to modify the designed curriculum within the Hanover County Public Schools include developments in technology, social relationships, community interests and needs, and the individual characteristics of teachers and students.

The curriculum is designed to assist students in achieving their potential. Values and purposes are developed as the school staff promotes students' individual physical, mental, social, emotional, and moral development through daily interaction.

The curriculum shall meet the requirements of the Code of Virginia and regulations of the Virginia Board of Education. Proposed curriculum and program changes shall be submitted, in writing, to the assistant superintendent of instructional leadership for review with recommendations to the division superintendent.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§22.1-199 through 22.1-253:13.6; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.

Recodified: August 2000

POLICY 6-2.4 CURRICULUM GUIDES AND COURSE OUTLINES

The Hanover County Public Schools instructional staff, under the direction of the division superintendent, shall develop curriculum guides and courses of study and shall provide for continuing review and revision of these documents. The division superintendent shall annually budget funds to support these ongoing projects, and is authorized to create advisory committees to carry out this Policy.

LEGAL REFERENCE: Code of Virginia, 1950 as amended, §§ 22.1-78, 22.1-199 through 22.1-253:13.6; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.

Recodified: August 2000

POLICY 6-2.5 NEW COURSE OFFERINGS – SECONDARY

The Hanover County School Board shall approve all courses that are new to the curriculum. The division superintendent shall adopt regulations consistent with all applicable law regarding the process to be used for recommending new course offerings in the Hanover County Public Schools.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-199 through 22.1-253: 13.6; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.

ACCOMPANYING REGULATION

REGULATION 6-2.5 NEW COURSE OFFERINGS – SECONDARY

The form "Request for New Course Offerings" is to be completed by secondary principals and submitted to the Hanover County School Board for approval before September 1 for any new course which is to be offered the following school year.

Amended: April 5, 2005

REQUEST FOR NEW COURSE APPROVAL

Source of Proposal: _____
(Curriculum Committee, School/Principal, other)

Date of request: _____

Date to become effective: _____
(First semester to be offered)

Course title: _____

Proposed course number: _____ State course code: _____

Subject area: _____

Grade levels at which the course is to be offered: _____

Short description for Program of Studies: _____

Course Description:

(a) _____ required or _____ elective

(b) _____ year or _____ semester

(c) Include course in: _____ GPA
_____ Honor Roll

(d) Course level: _____ Regular
_____ Advanced
_____ College
_____ Advanced Placement
_____ International Baccalaureate
_____ IB Preparatory

(e) Type of course (check all that apply):

- _____ regular term course
- _____ night/evening course
- _____ summer school course
- _____ online course
- _____ dual-enrollment course
- _____ alternative education course

(f) Number hours of instruction: _____

(g) Number of Carnegie credit(s) on completion: _____
Weighted credit? _yes _____no

(h) Verified credit: _____yes _____no

If yes, name SOL test: _____

(i) Non-credit: _____yes _____no

(j) Co-requisite(s): _____

Prerequisite(s): _____

(k) Number of additional staff required to teach this course or courses formerly taught by the instructor for this course: _____

(l) List course(s) and course number to be dropped/deleted/changed due to addition of this course: _____

Give a brief description of the student population, interests and/or needs targeted by this course.

Text suggested for course

- (a) _____ state basal text: name _____
publisher _____
- (b) _____ non-basal text: name _____
publisher _____
- (c) _____ other print materials (list names, publishers, and addresses): _____

Technology Requirements: pc for students, other equipment or software (names, publishers of software). If software, is it owned by county? If not owned, what are the technical specifications? Is the software network or web enabled?

List required qualifications of instructor for course. Position/endorsement code: _____

State the rationale for offering the course (and its replacement of other courses, if applicable).

For off-campus courses (CAS, Mentorship, Service Learning, Emerging Leaders, etc) describe location(s) and time(s).

Outline course content or attach syllabus/curriculum guide including goals, objectives, knowledge and skills to be learned.

Describe perceived student interest. (Who will take this course?)

Date

Assistant Superintendent for Instructional Leadership

Instructional Director

Lead Specialist

Principal or other

POLICY 6-2.6 INNOVATIVE OR EXPERIMENTAL PROJECTS

Experimental and innovative programs that are not consistent with accreditation standards or other regulations promulgated by the Virginia Board of Education shall be submitted to the Board of Education for approval prior to implementation.

The parent or guardian of a child enrolled or engaged in any research or experimental program or project which is funded by the United States Department of Education shall be entitled to inspect all instructional materials which will be used in conjunction with such program or project.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78; Regulations Establishing Accreditation Standards for the Public Schools in Virginia, 8 VAC 20-131-10, et seq; 20 U.S.C., Section 1232h.

Recodified: August 2000

ACCOMPANYING REGULATIONS

REGULATION 6-2.6(A) PILOT, RESEARCH OR EXPERIMENTAL PROJECTS
REGULATION 6-2.6(B) REQUESTS FOR INVESTIGATIONS AND RESEARCH

REGULATION 6-2.6(A) PILOT, RESEARCH OR EXPERIMENTAL PROJECTS

Right to Inspect Instructional Materials

In addition to any other rights they might have with respect to the inspection of instructional materials, the parent or guardian of a child enrolled or engaged in any research or experimentation program or project which is funded by the United States Department of Education shall be entitled to inspect all instructional materials which will be used in conjunction with such program or project.

Research and Informed Consent

As used herein, the term "research or experimentation program or project" means any systematic investigation which departs from the application of established and accepted methods which are appropriate to meet the students' needs and may result in physical or psychological injury to the participants. The designation of any program or project as a research or experimentation program or project shall be made by the division superintendent.

Informed Consent

No research shall be conducted or authorized unless the student's parents or legally authorized representative or emancipated student signs a student consent form and has it witnessed. The form shall comply with the Code of Virginia, 1950, as amended.

Any research involving students shall be approved and conducted under the review of a human research committee established by the school division. If the subjects cannot be identified and the research falls within the exemptions of the Code of Virginia, 1950, as amended, the research is exempted from these requirements. Any complaints arising under Policy 6-2.6 or this implementing regulation shall be submitted pursuant to applicable law and policies.

REGULATION 6-2.6(B) REQUESTS FOR INVESTIGATIONS AND RESEARCH

Requests to conduct research in the school division including the distribution of surveys, must be processed through the Research Review Committee.

Research Review Committee:

The Superintendent or designee will appoint a committee to act as the school division's Research Review Committee. The committee will review and make a recommendation on all requests to conduct research and distribute surveys within the school division. The Superintendent or designee will make the final decision on all such requests based on the committee's recommendation.

Application Review Process for Data:

All requests to conduct research or distribute surveys must be submitted to the Director of Guidance, Testing and Research for review by the Research Review Committee. The research may be approved provided that it complies with Hanover County Public Schools Policies and Regulations, Federal Statutes and Regulations, Virginia Statutes and State Board of Education Regulations.

Each complete request will be reviewed by the Research Review Committee against the following criteria:

- The investigators are **professionally affiliated** with an educational, non-profit, institution or agency;
- **Institutional Human Research Review Board (IRB) approval** from the appropriate educational institution or agency has been obtained and a copy of the approval form is submitted;
- The **research plan** sets forth explicit objectives and a sound design for collecting and analyzing information designed to reach these objectives; this includes a detailed description of the protocol (i.e., how individuals will be contacted for participation and procedures used in the research or survey administration);
- Copies of all **data collection instruments** (i.e., surveys, questionnaires, or interview questions) and estimated administration time must be submitted;
- The research holds the **prospect of direct benefit** for the individual subjects and/or the division's educational program;
- There will be **no significant departure from normal school routine** on the part of students or staff, or **use of instructional or staff contract time**;
- **Request for participation and informed consent forms** to staff and/or for students, to parents or legal guardians and emancipated minors and students over age 18 shall state the purpose of the research, the procedures to be followed, the right to review research documents and surveys, and the right to withdrawal at any time;

- The research **does not investigate the personal lives** of students and/or employees;
- The research/survey distribution is proposed and conducted in such a way as to **preserve the anonymity of all participants**. The identity or identifiable characteristics of employees, students, schools, or the school division will not be revealed unless so authorized in writing when the research/survey is approved;
- The applicant states in the proposal the **timeline and expected date of completion** for the study and states that a **final copy of the study/results** will be forwarded to the Director of Guidance, Testing and Research.

Requests to review any research or survey material will be honored by the school division within 10 business days after receipt of a written request and all necessary documents. Each applicant will receive a written response from the Director of Guidance, Testing and Research. The response will convey the decision of the Research Review Committee, approving or disapproving the request.

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

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

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

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

Amended: July 10, 2007

ARTICLE III: INSTRUCTIONAL PROGRAMS

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POLICY 6-3.1 ADULT EDUCATION

The Hanover County School Board offers an Adult Basic Education Program to those members of the community who have not successfully completed the eighth grade or higher. The School Board also offers a General Education Development Program for adults who have not earned a high school diploma and who wish to prepare for the General Education Development Program Examination. Finally, the School Board offers additional educational programs for adults, as from time to time it deems appropriate to meet the needs of adults in the community. Tuition and fees shall be established by the School Board.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-210, 22.1-223 through 22.1-226.4, 22.1-253.13:1 (D9); Regulations Governing Adult High School Programs, 8 VAC 20-30-10; Regulations Governing General Education Development Certificates, 8 VAC 20-360-10.

Recodified: August 2000

POLICY 6-3.2 ALTERNATIVE SCHOOL PROGRAMS

As special needs are determined, the Hanover County School Board may establish alternative education programs within existing schools or at separate sites that are within the jurisdiction of the Hanover County Public Schools. No person of school age meeting the residency requirements of Virginia Codes 22.1-3 may be charged tuition for enrollment in an alternative program offered as a regional or division-wide initiative by the School Board.

Proposals for alternative school programs shall be developed by the division superintendent or his designee and will be submitted to the School Board for review and endorsement prior to implementation. Proposals shall include:

1. A statement of justification for the alternative program explaining how it will meet the special needs or expectations of the target population and the community.
2. A plan which delineates the proposed organizational structure as it relates to staffing and the scope and structure of the total instructional program.
3. A statement of financial impact identifying all costs, including administration, staffing, equipping, supplying, transportation, support services, and maintaining the program.
4. A statement of related impact explaining how the proposed program will affect and interrelate with other programs and populations served in existing programs and facilities.
5. A statement of authentication verifying that all aspects of the program are in compliance with all appropriate federal, state, and local laws and regulations, and that there is compliance with all applicable accreditation requirements.
6. If the proposal presents a potential conflict with existing regulations of the Virginia Department of Education, special evidence of authorization from the Virginia Department of Education must accompany the proposal.
7. A plan for evaluation that defines anticipated outcomes and establishes criteria and procedures for evaluating achieved outcomes.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-209.1:1, 22.1-209.1:2, 22.1-253.13:1, 22.1-277.1; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-130-10, et seq.; Regulations Governing Alternative Education, 8 VAC 20-330-10.

Recodified: August 2000

POLICY 6-3.3 CAREER AND TECHNICAL EDUCATION

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

The School Board will provide career and technical educational programs incorporated into the kindergarten through twelfth grade curricula that address:

1. Knowledge of careers and all types of employment opportunities, including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
2. Career exploration opportunities in the middle school grades; and
3. Competency-based career and technical education programs which integrate academic outcomes, career guidance and job-seeking skills for all secondary students based on labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school.

The School Board will post on its website an annual notice to enrolled high school students and their parents of (i) the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college or workforce center.

The School Board will develop and implement a career and technical educational plan in compliance with this Policy. This plan will be developed with the input of area business and industry representatives and local community colleges and will be submitted to the Superintendent of Public Instruction in accordance with the timelines established by Federal law.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, § 22.1-253.13:1; 8 VAC 20-120-40.

Recodified: August 2000

Amended: July 16, 2002, July 11, 2017

POLICY 6-3.4 CHARACTER EDUCATION

The Hanover County School Board shall establish, within its existing programs, a character education program in its schools. The purpose of the program is to foster civic virtues and personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. The program shall be cooperatively developed with students, parents, and the community, and shall comply with criteria established by the Virginia Board of Education. Specific character traits emphasized may include trustworthiness, respect, responsibility, fairness, caring, and friendship. Character education shall be interwoven into the school procedures and environment so as to instruct primarily by example, illustration, and participation, in such a way as to complement the Standards of Learning. Classroom instruction may also be used to supplement the program.

Character education is intended to educate students regarding those core civic values and virtues which are efficacious to civilized society and are common to the diverse social, cultural, and religious groups of the Commonwealth. Consistent with this purpose, Virginia's civic values, which are the principles articulated in the Bill of Rights (Article I) of the Constitution of Virginia and the ideals reflected in the seal of the Commonwealth, as described in Va. Code § 7.1-26, may be taught as representative of such civic values. It shall not include indoctrination in any particular religious or political belief.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-208.01; United States Constitution, First Amendment.

Recodified: August 2000, Amended: July 16, 2003

POLICY 6-3.5 COMPUTER EDUCATION

The Hanover County School Board believes that computer/technology skills are essential components of every student's education. The division superintendent and his designees after receiving appropriate and necessary input, shall develop and regularly revise a five-year technology plan. Such plan shall emphasize, among other goals, the integration of educational technology into the instructional program. The instructional program shall emphasize technological proficiency, which is defined by the Standards of Learning as "proficiency in the use of computers and technology." In the lower grades, emphasis should be placed on general understanding of computer theory, vocabulary and application as prescribed by the Virginia Board of Education. At the middle and high school levels opportunities will be offered for students to maximize skills for academic success and further learning in a technological society.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-212.2, 22.1-253:13.1; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-130-10, et seq.

Recodified: August 2000

POLICY 6-3.6 PROGRAMS FOR ECONOMICALLY DISADVANTAGED STUDENTS

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

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1; Every Student Succeeds Act, P.L. 114-95, (revising and reauthorizing, *inter alia*, the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 6301, *et seq.*); Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-5, et seq.

Recodified: August 2000

Amended: July 12, 2016

POLICY 6-3.7 DRIVER EDUCATION

The Hanover County School Board shall offer in all division high schools a program of driver education in the safe operation of motor vehicles and knowledge of rules, regulations and laws. The program shall consist of classroom training and "behind the wheel training." The program shall include instruction concerning alcohol and drug abuse, aggressive driving, motorcycle awareness, distracted driving, organ and tissue donor awareness, fuel-efficient driving practices and traffic stops, including law-enforcement procedures for traffic stops, appropriate actions to be taken by drivers during traffic stops and appropriate interactions with law-enforcement officers who initiate traffic stops.

The School Board shall establish fees that do not exceed the limit established by the Virginia Department of Education, for the "behind the wheel" portion of the program. The School Board may also request approval from the Board of Education to assess a surcharge to recover program costs that exceed state funding. The School Board may waive the fee or surcharge in whole or in part for those students it determines cannot pay the fee or surcharge.

Any student who participates in a driver education program must meet the academic requirements established by the Board of Education. No student shall be permitted to operate a motor vehicle without a learner's permit or a license. Necessary certification of students' academic standing and compliance with compulsory attendance laws shall be provided by the administration to the Department of Motor Vehicles upon request, in accordance with Virginia law.

Driver education instructors shall possess valid driver's licenses and maintain satisfactory driving records. Any teacher of "behind the wheel training" who receives six or more demerit points in a 12-month period will be suspended from teaching driver education for 24 months.

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

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-204; 22.1-205, 22.1-206, 46.2-334, 46.2-340, Regulations Governing Driver Education, 8 VAC 20-340-5, et seq., 8 VAC 20-720-80.

Recodified: August 2000

Amended: August 4, 2009, July 13, 2010, July 11, 2017

ACCOMPANYING REGULATION

REGULATION 6-3.7 DRIVER EDUCATION

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

If the applicant is at least fifteen years old and under the age of 18, he may obtain an instructional permit at a DMV customer service center (CSC). **The following steps are necessary to obtain an instructional permit:**

1. Complete the Virginia Driver's License Application Form (DL 1M). A parent/guardian or spouse over the age of 18 must sign the revised DL 1M form to grant DMV permission to issue the student a permit and a driver's license.
2. Furnish proof of a social security number. If a student does not have a social security number, DMV will issue a control number.
3. Provide an original identification document certifying name and date of birth.
4. Furnish proof of residency.
5. Present certification of enrollment.
6. Pass knowledge test. Students who fail DMV's motor vehicle knowledge test will not be eligible for retesting for at least 15 days.
7. Pass vision test. If the student needs to wear glasses or contact lenses to pass the test, his license will show the restriction.
8. Have digitized photo taken at DMV.

The minimum age to apply for a license is 16. In compliance with state regulations, the following guidelines must be followed in applying for a driver's license if the applicant is under the age of eighteen and was issued an instructional permit:

1. The student must hold a valid learner's permit (from Virginia, another state, or U.S. Territory) for a period of at least six months and successfully complete a state-approved classroom and behind-the-wheel driver education program.
2. The parent, guardian, legal custodian, or other person standing in loco parentis must provide written authorization for a minor to receive a license on the parent permission form (PPF-99).
3. After receipt of the parent permission form (PPF-99), a ninety-day temporary license (DE-TLC/CDT-A) will be issued.
4. Schools will provide DMV with a copy of the Driver Education Certificate (DE-TLC/CDT-A).
5. Schools should also provide DMV with a student self-addressed mailing label attached to DMV's copy of the DE-TLC.

Extenuating Circumstances

1. If the student reports the loss of the Driver Education Certificate -Authorization form (DE-TLC) as with the loss of a DEC-1 card, the school will issue a new certificate.
2. If a student successfully completes a state-approved driver education program consisting of classroom and laboratory instruction from another state, the student will present the certificate of completion signed by an administrator of the school specifying the number of instructional hours directly to the customer service representative at the Department of Motor Vehicles.

POLICY 6-3.8 ENGLISH LEARNERS

The Hanover County School Board shall provide programs to improve the education of English learners by assisting such students to learn English and meet Virginia's academic content and student academic achievement standards. The School Board will annually assess the English proficiency of all English learners.

Notification

Not later than 30 days after the beginning of the school year, the School Board will inform a parent or the parents of an English learner identified for participation in, or participating in, a program for English learners of –

- The reasons for the identification of their child as an English learner and in need of placement in a language instruction education program;
- The student's level of English proficiency, how that level was assessed, and the status of the student's academic achievement;
- The method of instruction used in the program in which their child is or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
- How the program in which their child is or will be participating will meet the educational strengths and needs of the student;
- How the program will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program);
- In the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
- Information pertaining to parental rights that includes written guidance –
 - (a) Detailing the right that parents have to have their child immediately removed from such program upon their request and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - (b) Assisting the parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the School Division.

For each student who has not been identified as an English learner prior to the beginning of the school year but is identified as an English learner during the school year, the School Board shall provide the notice detailed above within 2 weeks of the student being placed in the program.

The information described above will be provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parent can understand.

The School Board shall accept and provide programs for students for whom English is a second language who entered school in Virginia for the first time after reaching their 12th birthday, and who have not reached age 22 on or before August 1 of the school year. No tuition shall be charged such students if state funding is provided for such program.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-5; 20 U.S.C. §§ 6311, 6312, and 6825.

Recodified: August 2000

Amended: September 14, 2004, July 11, 2017

POLICY 6-3.9 FAMILY LIFE EDUCATION (FLE)

Generally

The Hanover County School Board approves the inclusion of family life education (FLE) in the curriculum. Instruction shall be organized and maintained under the FLE Standards of Learning objectives developed by the Virginia Department of Education. The SOL objectives related to dating violence and the characteristics of abusive relations shall be taught at least once in middle school and at least twice in high school. The high school FLE curriculum shall incorporate age-appropriate elements of effective and evidence-based programs on the prevention of dating violence, domestic abuse, sexual harassment and sexual violence and may include instruction that increases student awareness of the fact that consent is required before sexual activity and age-appropriate elements of effective and evidence-based programs on the law and meaning of consent.

Community Involvement Team

Under procedures approved by the School Board, a community involvement team shall be established. The team may include, but not be limited to, school administrators, teachers, parents, clergy, medical professionals and others in the community.

Instructional Materials

All instructional materials used in family life education (FLE) must be approved by the division superintendent or his designee. No materials relating to FLE may be available for circulation to students through the school libraries or resource and media centers unless the School Board has approved these materials.

Staff Training

Teachers in the FLE program shall participate in the training program sponsored by the Department of Education.

Separate Sessions

Portions of classes in the FLE program which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

"Opt-out" Procedures

The division superintendent or his designee shall develop "opt-out" procedures for parents or guardians who do not want their children included in all or part of the FLE program.

Disabled Students

The division superintendent, or his designee, shall develop a plan for including appropriate instruction in family life education in the individualized education plans (IEPs) of disabled students.

Annual Review

The FLE curriculum shall be reviewed annually. Such review shall allow for community input.

Right of Parental Review

A parent or guardian shall have the right to review the family life curriculum, including all supplemental materials used in the program. A summary of the family life program designed to assist the parent in understanding the program and to encourage parental involvement in the instruction of students in family life education shall be prepared and available for review. The following statement shall be included on the summary: "Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction."

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-207.1, 22.1-207.1:1, 22.1-207.2; 8 VAC 20-131-170; Virginia Department of Education, Family Life Education: Board of Education Guidelines and Standards of Learning for Virginia Public Schools (revised September, 2016).

Recodified: August 2000

Amended: July 11, 2017

POLICY 6-3.10 PROGRAM FOR GIFTED STUDENTS; ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Program for Gifted Students

To provide acceptable programs for gifted students, the Hanover County School Board must provide educational opportunities appropriate for students with exceptional abilities. The School Board recognizes its responsibility to provide each student with the opportunity to realize his potential. Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities. The division shall use multiple criteria for the identification of gifted students as prescribed by the Virginia Board of Education. The School Board shall submit an annual report on its Program of Gifted Education to the Department of Education as prescribed by the Virginia Board of Education.

The School Board seeks to actively promote and develop an appropriately differentiated educational program for gifted students in order to facilitate the fullest development of their potential. The School Board shall establish a local advisory committee for the gifted education program. Annually, the committee shall review the gifted education program, including any revisions to the program. The committee shall also determine the extent to which the program for the previous year was implemented by the school division. The comments and recommendations of the committee shall be provided in writing to the division superintendent and the School Board. The program shall be in compliance with the Code of Virginia and the Virginia Board of Education Regulations.

Advanced Placement Classes and Special Programs

Hanover County Public School students and their parents shall be notified of the availability of advanced placement classes, career and technical education programs, the International Baccalaureate program, and the Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents shall also be notified of the program with a community college to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The division superintendent may promulgate regulations to implement this policy, which shall ensure the provisions of timely and adequate notice to students and their parents.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-18.1, 22.1-253.13:1.D; Regulations Governing Educational Services for Gifted Students, 8 VAC 20-40-10, et seq.

Recodified: August 2000

Amended: July 11, 2017

ACCOMPANYING REGULATION

REGULATION 6-3.10 PROGRAM FOR GIFTED STUDENTS

Refer to the Hanover County Plan for Education of the Gifted 2000-2005 for identification, delivery of services, curriculum development, staff development and parent and community involvement information.

POLICY 6-3.11 HEALTH/PHYSICAL EDUCATION

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.

LEGAL REFERENCE: Code of Virginia, 1950 as amended, §§ 22.1-207, 22.1-212.1:1; Regulations Governing Physical and Health Education, 8 VAC 20-320-10.

Recodified: August 2000

POLICY 6-3.12 KINDERGARTEN PROGRAM

The Hanover County Public Schools kindergarten program is designed to broaden a child's experiences and to contribute to the child's intellectual, physical, emotional and social development. While many of these experiences shall have direct and beneficial results in the years to follow, the real educational value lies in the experiences themselves. The kindergarten goals are designed primarily to develop the thought process and, secondarily, to build a foundation for the presently needed skills in reading, writing, and mathematics.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-199, 22.1-253.13:1; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-130-10, et seq.

Recodified: August 2000

POLICY 6-3.13 PROGRAMS FOR STUDENTS WITH DISABILITIES

The Hanover County School Board shall establish a program of services for students with disabilities as required by the Individuals with Disabilities 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 birth to 21 inclusive who may have disabilities and may need special education and related services. The School Board shall ensure that a free appropriate public education will be available for all children and youth with disabilities, ages 2 through 21, who are residents of Hanover County.

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

public education to a disabled student, a full explanation of all procedural safeguards shall be made available to parents.

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

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

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-213 through 22.1-221, 22.1-253.13:1 and 13:5; Regulations Governing Programs For Children with Disabilities, 8 VAC 20-80-10, et seq.; Individuals with Disabilities Education Act (1990), 20 U.S.C. Section 1400 et seq.; 34 C.F.R. Parts 300 and 303; et seq.; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101, et seq.

Recodified: August 2000

ACCOMPANYING REGULATION

REGULATION 6-3.13 PROGRAMS FOR CHILDREN WITH DISABILITIES

The School Board shall ensure compliance with the following requirements for special education and will provide support services and programs to achieve these goals:

1. A free appropriate public education will be available for each child, ages 2 to 21, inclusive, residing in the school division (FAPE).
2. All children, ages 2 to 21, inclusive, residing in the school division who are disabled and need special education and related services are identified, located, evaluated and placed in an appropriate educational program (Child Identification) consistent with applicable law.
3. Children with disabilities and their parents, guardians or surrogates are guaranteed procedural safeguards in the process of identification, evaluation, and educational placements (Procedural Safeguards).
4. To the maximum extent appropriate, children with disabilities will be educated with children who are not disabled (LRE).
5. Confidential records of children with disabilities shall be properly maintained (Confidentiality).
6. Testing and evaluative materials utilized for the purpose of classification and placement of children with disabilities are selected and administered so as not to be racially or culturally discriminatory (Protection in Evaluation Process).
7. An individualized education program for each child with disabilities will be maintained (IEP).
8. Surrogate parents will be appointed, when appropriate, to act as advocates to serve the educational interest of children, ages 2 to 21, inclusive, who are suspected of being or are determined to be disabled (Surrogates).
9. A comprehensive system of personnel development, to include the inservice training of general and special education instructional and support personnel, related to the needs of children with disabilities is provided (CSPD).
10. Program evaluation shall be conducted annually (Program Evaluation).
11. There will be on-going parent or guardian consultation (Parent Involvement).
12. A full educational opportunity goal is provided for all children with disabilities from birth to age 21, inclusive, including appropriate career education, prevocational education, and vocational education (Full Opportunity).

Definitions

The term "children with disabilities" includes those children who are mentally retarded, learning disabled, seriously emotionally disturbed, hearing impaired, visually impaired, orthopedically impaired, other health impaired, severely and profoundly handicapped, speech or language impaired, autistic, multihandicapped, or deaf/blind, and who experience other conditions as are from time to time defined as disabled under applicable law, and who, because of these impairments, need special education and related services.

POLICY 6-3.14 SUBSTANCE ABUSE EDUCATION

Each Hanover County Public School student shall receive instruction in substance abuse education in accordance with the guidelines set forth by the Virginia Board of Education, which shall include first aid instruction for substance abuse, at the appropriate levels.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, § 22.1-206; Rules Governing Instruction Concerning Drugs and Substance Abuse, 8 VAC 20-310-10.

Recodified: August 2000

POLICY 6-3.15 TECHNOLOGY PROGRAM

HAN (Hanover Academic Network)

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

Regulation 6-3.15(A) establishes the appropriate uses, ethics and protocol for the HAN. The failure of any student, teacher or administrator to follow the terms of this policy, the accompanying regulations, including the Acceptable Use Policy, may result in the loss of HAN privileges, disciplinary action and/or appropriate legal action.

Website Privacy

The Hanover County School Board has adopted an Internet privacy policy, which can be found at <http://hcps2.hanover.k12.va.us/disclaimer.htm>.

Legal Requirements

The School Board protects and maintains its records in accordance with its obligations as defined by applicable Virginia statutes, including, but not limited to, the "Government Data Collection and Dissemination Practices Act," the "Virginia Freedom of Information Act," the "Virginia Public Records Act," and by applicable federal laws.

Links to Other Websites

The Hanover County School Board website may contain links to other public or private entities' websites, whose privacy practices the School Board does not control.

Information We Collect

When you access the Hanover County School Board website, the routing or client information, and the essential and nonessential technical information listed below, is automatically collected. No other information is collected through the School Board website except when you deliberately decide to send it to the School Board website (for example, by clicking on a link to send the School Board an email). The information you might choose to send the School Board is listed below as "optional information."

Routing, or client, information: the Internet domain and Internet address of the computer you are using.

Essential technical information: identification of the page or service you are requesting, type of browser and operating system you are using, and the date and time of access.

Nonessential technical information: the Internet address of the website from which you linked directly to the School Board website.

Optional information: when you send the School Board an e-mail, your name, e-mail address, and the content of your e-mail; when you fill out online forms, all the data you choose to fill in or confirm.

Cookies: The Hanover County School Board website does not place any "cookies" on your computer.

How the Collected Information is Used

Routing information is used to route the requested web page to your computer for viewing. The School Board sends the requested web page and the routing information to the School Board Internet service provider or other entities involved in transmitting the requested page to you. The School Board does not control the privacy practices of those entities. Essential and nonessential technical information helps the School Board respond to your request in an appropriate format and helps the School Board plan website improvements.

Optional information enables the School Board to provide services or information tailored more specifically to your needs or to forward your message or inquiry to another entity that is better able to do so, and also allows the School Board to plan website improvements.

The School Board may keep its information indefinitely, but ordinarily deletes the transaction routing information from its computer within 60 days after the web page is transmitted and does not try to obtain any information to link it to the individuals who browse the website. However, on rare occasions when a "hacker" attempts to breach computer security, logs of routing information are retained to permit a security investigation and in such cases may be forwarded together with any other relevant information in the School Board's possession to law enforcement agencies. The School Board uses this transaction routing information primarily in a statistical summary type format to assess site content and server performance.

Optional information is retained in accordance with the records retention schedules at the Library of Virginia.

Under the "Virginia Freedom of Information Act," any records in the School Board's possession at the time of a "Freedom of Information Request" might be subject to inspection by, or disclosure to, members of the public. However, all identifiable confidential/personal information will be removed prior to releasing the routing information.

Choice to Provide Information

There is no legal requirement for you to provide any information at the Hanover County School Board website. However, the website will not work without routing information and the essential technical information. Failure of your browser to provide nonessential technical information will not prevent your use of the website, but may prevent certain features from working. Failure to provide optional information will mean that the particular feature or service associated with that part of the web page will not be available to you.

Customer Comments or Review

If you have questions about this privacy statement or the practices of this website, or if you choose to review or correct any information you previously submitted, please contact the School Board administration at <http://hanover.k12.va.us>.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, 2.2-3803; 42.1-76; 18 U.S.C. §§ 1460, 2256; 47 U.S.C. § 254

Recodified: August 2000;

Amended: April 23, 2001, October 9, 2001, June 19, 2007, August 11, 2015

ACCOMPANYING REGULATIONS

REGULATION 6-3.15(A)	HAN - ACCEPTABLE USE POLICY
REGULATION 6-3.15(A.1)	EMPLOYEE EXPECTATIONS REGARDING CONFIDENTIALITY, STUDENT RECORDS, and SOCIAL MEDIA
REGULATION 6-3.15(B)	REGULATIONS FOR STUDENTS ENROLLED IN ON-LINE INSTRUCTION
REGULATION 6-3.15(C)	STUDENT-OWNED ELECTRONIC DEVICE ACCEPTABLE USE

REGULATION 6-3.15(A) HAN - ACCEPTABLE USE POLICY

This regulation governs the use of the Hanover Academic Network (HAN). The goal of Hanover County Public Schools (HCPS) in providing computer network access is to support instructional programs and administrative operations. In support of this goal, connections to local, regional, and worldwide resources are provided. The HAN is established solely to support the mission of the school division. This regulation provides general guidelines, but does not attempt to address all acceptable or prohibited uses. Questions regarding the appropriateness of a particular activity or use must be directed to the Director of Technology.

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

Internet Safety Curriculum

A component on Internet safety for students, which is consistent with guidelines issued by the Virginia Department of Education, shall be integrated in the Division's instructional program.

Guidelines for HAN Access and Accounts

1. Access to the HAN is considered a privilege and is permitted to the extent that resources are available.
2. All Hanover County Public School personnel are eligible for a HAN account.
3. Students in grades 6-12 will have access to the HAN through a classroom account managed by school personnel. Each student may also be granted an individual email account held jointly by the student and parent/guardian.

Amended: October 9, 2001, June 19, 2007, August 11, 2015

REGULATION 6-3.15(A.1) EMPLOYEE EXPECTATIONS REGARDING CONFIDENTIALITY, STUDENT RECORDS, and SOCIAL MEDIA

A. Confidentiality of Student and Other Records

Employees are expected to use appropriate judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential. Student data may not be stored in any system that is not controlled by Hanover County Public Schools. Additionally, the release of any student education records is governed by the Family Educational Rights and Privacy Act (FERPA), the federal law that protects the privacy of student education records, and Virginia's student records laws.

B. Use of Social Networking Sites by Hanover County Public Schools Employees

1. Generally

Hanover County Public Schools recognizes the value of student, teacher, parent, and community interaction on social networking sites that are designed for specific educational purposes and directly tied to HCPS curriculum and

instruction. Collaboration, resource and information-sharing, and online tutoring, can all be facilitated by the judicious use of educational networking tools and web pages, including Facebook, Twitter, blogs, wikis, and other networking tools.

A certified or licensed employee may communicate through electronic media with current HCPS students for educational purposes. All online communication via the HAN or in which an individual holds him/herself out as a HCPS employee must be consistent with HCPS policies and regulations. Communications between employees, volunteers, and students must be transparent, accessible to supervisors and parents, and professional in content and tone.

2. Establishment of Social Networking Sites for Educational Purposes

A certified or licensed employee may establish one or more social networking sites to be used for educational purposes and communication. Any such site must have a clear statement of purpose and outcomes for the use of the networking tool, and a code of conduct for all site participants. The employee establishing the site shall: apply appropriate security settings, allow only approved participants access, be responsible for the site's content, diligently monitor the site for inappropriate content, and post only information related to the site's purpose that is appropriate for viewing by students, parents and the community at large. Employees are expected to read and understand all terms of service and privacy policies associated with the social networking sites they intend to use.

3. Employee Use of Personal Social Networking Sites

Employees shall make student internet safety, including the protection of students' personal information, a priority. HCPS discourages any employee from establishing or maintaining an online social relationship with a currently enrolled HCPS student on his or her personal social networking site(s). For the protection and safety of both employees and students, employees should limit internet contact and communication with students to available school division-approved, work related resources made available through the HAN. In all use of personal social networking sites, employees should:

- Maintain appropriate, professional boundaries, propriety and authority as a classroom teacher, administrator or supervisor;
- Practice online reputation management by considering the personal, professional and social impact of what is posted;
- Establish appropriate privacy settings to limit access to personal information contained on social networking sites;
- Establish social networking relationships with caution and "unfriend" those who post inappropriate material that may be viewed on your social networking site;
- Refrain from inappropriate electronic communications with students;
- Recognize that students may not exercise good judgment and may use social media inappropriately;
- Abstain from posting negative information about students, fellow employees or the school division;
- Avoid uploading inappropriate content, exercise caution when posting links to other internet or social networking sites and consider ad-free sites for

hosting videos to eliminate inadvertent access to inappropriate advertising and content.

Factors that may be considered in determining whether an electronic communication between an employee and a student is inappropriate include, but are not limited to:

- The subject, content, purpose, authorization, timing and frequency of the communication;
- Whether there was an attempt to conceal the communication from supervisors and/or parents;
- Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- Whether the communication was sexually explicit; and
- Whether the communication discussed participating in any illegal activity, including the use of controlled substances.

Employees are prohibited from using personal devices to post to social networking sites for personal reasons during contract hours. The HAN shall not be used to access, post to, view, or otherwise use social networking sites for personal reasons.

4. Consequences of Inappropriate Use of Social Media

All employees are expected to know and are responsible for observing federal and state laws as well as the School Board's policies and regulations pertinent to their work activities. Accordingly, employee use of social networking found to be in violation of one or more HCPS policies, regulations or procedures and/or in violation of any applicable state or federal law may result in disciplinary action, up to and including termination.

C. Disclaimers

1. Employees are encouraged to include a disclaimer within their personal media sites that the views expressed are not those of their employer. For example, "The postings on this site are my own and do not represent Hanover County Public School's positions, strategies, opinions, or policies." This standard disclaimer does not by itself exempt Hanover County Public Schools employees from a special responsibility when blogging.
2. Classroom blogs do not require a disclaimer, but teachers are encouraged to moderate content contributed by students.

D. Copyright and Fair Use

1. Respect copyright and fair use guidelines.
2. A hyperlink to outside sources is recommended. When using a hyperlink, content should be appropriate and adhere to the Hanover District AUP

E. Staff Responsibilities to Students

Employees who utilize school computers for instructional purposes with students have a duty of care to supervise such use. Employees are expected to be familiar with the school division's policies and rules concerning student computer and internet use and to enforce them. Internet safety instruction is the responsibility of all instructional personnel. Internet safety will be integrated into the instructional curriculum for kindergarten through grade 12.

Adopted: August 11, 2015

REGULATION 6-3.15(B) REGULATIONS FOR STUDENTS ENROLLED IN ON-LINE INSTRUCTION

Student Conduct

Students enrolled in on-line courses in Hanover County Public Schools are subject to all policies, regulations, and expectations for student conduct and academic performance as in non on-line courses. Students are expected to use the Hanover Schools' Blackboard areas, including Virtual Classroom, Digital Dropbox, Discussion Board, and E-mail for the intended instructional purposes only and to demonstrate appropriate conduct at all times during the use of these facilities.

Students are expected to follow the Hanover Acceptable Use Policy (6-3.15) and the *Code of Student Conduct* at all times while using the course website. Only assigned students can log into and use their accounts. Because an on-line course is technology driven, anything a student does on-line in the course can be retrieved and printed by the teacher, school, or division-level administration at anytime. Expectations for student behavior include the following:

- use Hanover County Public Schools network only for intended instructional purposes; political, personal, and commercial communications on-line are unacceptable;
- use appropriate language and exhibit proper etiquette while communicating on the system;
- download only course related material;
- visit only appropriate academic sites;
- follow all rules as specified by the teacher;
- make no attempt to destroy network, school hardware or software by releasing viruses, hacking, or using any other destructive methods;
- turn in original work, completed without plagiarism or any act of dishonesty;
- communicate with the teacher and participate in the course as specified in the syllabus for the course.

Consequences

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

Student Evaluation & Grade Reporting

Performance

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

Completing Assignments

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

Communication

- Students must communicate with the teacher as outlined in the course syllabus to fulfill course requirements.
- Students must follow the teacher's guidelines for each on-line class in which they are enrolled.

Participation

To pass an on-line course students will be expected to follow the teacher's guidelines for each of the following:

- Virtual Classroom
- Discussion Board
- Required class meetings
- Meeting on-line with Instructor
- Communication

Reporting Grades to Parents/Guardians

On-line courses do not differ in any way from other secondary instructional courses which are offered to students for a Carnegie unit of credit. All Hanover County Public Schools Policies and Regulations related to Reporting to Parents, Examinations, Report Cards, and Grades apply to on-line courses. Students in any on-line course will receive an interim grade and a final grade for each nine-week grading period per the annual grade-reporting schedule for the school division. The school administration will notify parents/guardians of students in on-line courses of scheduled or requested parental conferences and other information relevant to the students' academic standing or conduct.

Technology Requirements

Connectivity

Internet Service Provider
56 bps Modem

Hardware

Pentium processor with Win 95 (or later) or Mac OS 8.5 (or later)
Hard Drive with at least 1 GB available
Monitor with 16-bit color
CD 8x (or faster) or DVD
Keyboard and Mouse
Sound card and speakers

Software

Internet Explorer 5 (or later) or Netscape 4.61 (or later)
MS Office 2000
Instructor may request additional software

Adopted: July 2, 2003

REGULATION 6-3.15(C) STUDENT-OWNED ELECTRONIC DEVICE ACCEPTABLE USE

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
15. Using a Device to access the HCPS network for any non-educational purpose

Adopted: August 2, 2012

STUDENT-OWNED ELECTRONIC DEVICE ACCEPTABLE USE

Parent/Guardian Agreement:

I authorize my child to bring his/her personal electronic device ("Device") to school with the understanding that it must be used as a tool for school assignments only and that my child must comply with School Board **Regulation 6-3.15(C) Student-Owned Electronic Device Acceptable Use**. I understand that Hanover County Public Schools is not responsible for my child's Device if it is lost, stolen, or damaged. I also understand that my child will be subject to disciplinary consequences for violating **Regulation 6-3.15(C) Student-Owned Electronic Device Acceptable Use** and may lose the privilege of bringing the Device to school.

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____ Date: _____

Electronic device make and model: _____

Student Agreement:

I agree to follow **Regulation 6-3.15(C) Student-Owned Electronic Device Acceptable Use**. I understand that if I violate this regulation I may receive disciplinary consequences and lose the privilege of bringing my Device to school. I also understand that I am responsible for my Device and the school is not responsible for my Device if it is lost, stolen, or damaged.

Student Name (Print): _____

Student Signature: _____ Date: _____

POLICY 6-3.16 VOCATIONAL/TECHNICAL EDUCATION

The Hanover County School Board shall provide a program of vocational/technical education in order that students may acquire skills, knowledge, attitudes and habits of work necessary for life and success in employment. Occupational vocational/technical programs shall be aligned with industry and professional standard certifications, if applicable. The division superintendent and staff shall plan and shall make recommendations for vocational/technical education in compliance with the Standards of Quality and Virginia Board of Education Regulations.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-208.2:2, 22.1-209, 22.1-209.01, 22.1-227 through 22.1-237, 22.1-253.13:1; Vocational Education Regulations, 8 VAC 20-120-10.

Recodified: August 2000

POLICY 6-3.17 REMEDIAL INSTRUCTION PROGRAM

The Hanover County School Board shall provide remedial programs that supplement the regular classroom programs, will serve to strengthen students in need of remediation, and are consistent with applicable law. Specifically, the School Board shall review and report on the remedial program as from time-to-time is required by the Virginia General Assembly and the Virginia Department of Education. These programs are contingent on annual appropriations.

Literacy and Standards of Learning Assessment Tests

The School Board shall implement programs of prevention, intervention or remediation for students who are educationally at risk, including 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.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or participate in another form of remediation. Such remediation program or other form of remediation shall be chosen by the school division to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by the parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

Instruction

In designing the division remediation programs required by the Standards of Quality, the School Board shall annually evaluate and modify, as appropriate, the remediation plan based on an analysis of the percentage of students meeting their remediation goals and consideration of the pass rate on the Standards of Learning assessments. The program shall include, when appropriate, a procedure for early identification of students who are at-risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such students shall be provided appropriate remediation activities.

Summer School

Generally

Hanover County Public Schools summer programs shall be administered under the direction of the division superintendent or his designee. Summer schools shall be designed to enrich the education of students and to permit students to earn credits needed for graduation or promotion. The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term and shall meet Virginia Board of Education requirements for an accredited summer school. Students must meet the requirements for Standards of Learning testing if appropriate.

Credit for repeated work will be granted on the same basis as that for new work. A student may receive a unit credit for a course only once. With approval of the principal, students may be allowed to enroll in two repeat subjects to be completed in not less than 75 clock hours of instruction per unit of credit.

Eligibility

The division superintendent may require students who are educationally at-risk to take special programs of prevention, intervention, or remediation in summer school if the division superintendent determines that remediation of the student's poor academic performance, performance on the Standards of Learning assessments in grades three through eight, or promotion necessitate the student's attendance in summer school.

Any student who passes one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend summer school. Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a summer school or to participate in another form of remediation.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his parent and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program shall be borne by the student's parent.

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

Fees

Summer school programs shall be financed by fees as approved by the School Board. Students required to attend a division summer school shall not be charged tuition.

Compulsory Attendance

The division superintendent may seek immediate compliance with the compulsory school attendance law as set forth in Va. Code § 22.1-254 after a reasonable effort to seek the student's attendance in the summer school program has failed, including direct notification of the parents of such student of the attendance requirement and failure of the parents to secure the student's attendance, when:

- a student is required to take a special program of prevention, intervention, or remediation in a public summer school; and,
- the superintendent determines that remediation of the student's poor academic performance, passage of the Standards of Learning Assessment in grades three through eight, or promotion is related directly to the student's attendance in the summer school program.

Reporting

School divisions must report to the Board of Education the number of students who successfully complete the objectives of remedial programs which they attended due to their performance on the Standards of Learning assessments.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-199.2, 22.1-211, 22.1-212, 22.1-253.13:1, 22.1-253.13:2, 22.1-253.13:4, 22.1-254, 22.1-254.01; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, 8 VAC 20-630-40, 8 VAC 20-630-50.

Recodified: August 2000

Amended: July 16, 2003, August 4, 2009

ACCOMPANYING REGULATION

REGULATION 6-3.17 SUMMER SCHOOL

Elementary

In elementary schools, the Hanover County Public Schools summer school program shall be offered for remedial and enrichment purposes.

Secondary

The operation of the secondary summer school programs for middle school students and high school students (grades 6-12) shall comply with Virginia Department of Education regulations, some of which are set forth below:

1. Summer school programs shall be designed to 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.
2. Summer school shall be administered by regular school authorities and shall be supervised by the principal of the secondary school sponsoring the summer session or by a qualified staff member approved by the principal and the division superintendent.
3. The minimum qualifications of the teachers in a summer school shall be the same in all respects as those required for the regular session; other pertinent requirements of the Virginia Board of Education for an accredited secondary school also shall be met.
4. The library facilities available during the regular sessions shall be available for the summer school session; if science is offered, the laboratory facilities shall also be available.
5. The summer school program shall be designed to meet the needs of the students served by that particular summer school.
6. 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.

Amended May 9, 2001

POLICY 6-3.18 HOMEBOUND INSTRUCTION

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

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

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

LEGAL REFERENCE: Code of Virginia, 1950, as amended, § 22.1-78; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq., "Off-Site Instruction", 8 VAC 20-131-180 (A).

Recodified: August 2000

POLICY 6-3.19 SCHOOL WELLNESS

The Hanover County School Board acknowledges the link between student health and learning and is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. In furtherance of the commitment to school wellness, the division superintendent or their designee shall:

1. Promote programs in the area of nutrition education, physical activity, student health, and other school-based activities that encourage student wellness;
2. Provide assurance that nutrition guidelines and regulations for Federal programs are being followed, as they apply to meals and snacks provided for or purchased by students during the school day;
3. Establish and maintain an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives; and
4. Coordinate the wellness policy with other aspects of school management.

LEGAL REFERENCES: Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.; Pub Law 108-265 §204.

Adopted: July 10, 2006

Amended: August 11, 2015

ACCOMPANYING REGULATION

REGULATION 6-3.19 SCHOOL WELLNESS

Student Wellness - Generally

Purpose

The purpose of this regulation is to provide Hanover County Public Schools (HCPS) the necessary structure to implement and document the division standards as they relate to wellness during the regularly scheduled school day. Through the use of a Coordinated School Health team at each school and the Student Health Advisory Board, the school community shall work collaboratively to insure that wellness policy rules and regulations are consistent with division educational and budgetary goals and that they are designed to optimize the health and well-being of students.

Student Wellness – Health Services

Student Health Assessment

Vision and hearing screening will be completed in grades K, 3, 7, and 10 per Code of Virginia §22.1-214 and Code of Virginia §22.1-273. Screening may also include BMI (Body Mass Index), height, weight, and dental. These screenings are conducted by the Health Services department and school nurses.

Health and Nutrition Promotion

School nurses support division activities to promote healthier eating, exercise and overall well being of students. (i.e., health fairs, PTA activities and staff workshops.) Information and assistance for students and guardians is available in coordination with the food services department dietitian and school nurses.

Student Wellness – Food Services

School Meal Programs

The division offers a school meals program in the elementary and middle schools which follows the meal patterns, nutritional standards, and guidelines of the National School Breakfast and Lunch Programs as established by the U.S. Department of Agriculture and the Virginia Department of Education, Office of School Nutrition Programs. These programs are accessible to all students and the community is made aware of the benefits for reduced price and free meals for students who meet the qualifications for assistance.

At the high school level, the food services department operates an a la carte based program that offers a wide variety of foods and beverages that meet the varied nutritional needs and eating habits of teenagers. A meal credit program is available for high school students who meet the qualifications for assistance for the locally operated program.

Schools offer nutritious food choices that are consistent with the federal government's current Dietary Guidelines for Americans, emphasizing variety, affordability, and age-appropriate portion sizes.

Menu, pricing, and promotional strategies encourage student consumption of healthier foods and beverages at all school levels, featuring fruits, vegetables, whole grains, low-fat dairy products, lower sodium foods, and lower sugar beverages. Menus are planned with input from

students, family members, staff, and other school personnel. Menu planning and nutritional analysis by the food services department registered dietitian helps to insure that the nutritional standards are being met.

A la Carte and Competitive Foods

A la carte snack and beverage items offered in the schools participating in the National School Breakfast and Lunch programs follow the Smart Snacks in Schools nutrition standards as part of the Federal meals program implementation. These standards aim to improve student health, increase the consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A reminder about the Smart Snacks in Schools standards will be disseminated to school administrators each year for their reference in working with their teachers, staff and parents in planning activities and fundraisers.

The sale of competitive foods to students by outside sources, and the use of school vending machines by students during the school day at elementary and middle schools is prohibited and is monitored by the department and by school administrators.

Vending machines for use by students at the high school level and in the staff lounges at the elementary and middle school level are provided by the school administration and are operational during the school day for those consumers. The offerings in the machines are designed to include as many healthy offerings as possible as they are provided by the company responsible for stocking the machines.

Food Preparation and Service

School food service personnel use products and food preparation techniques that aim to maximize nutrient density and reduce the fat, sodium, and sugar content in meal offerings. School food service personnel and school administrators collaborate in setting breakfast and lunch service schedules to ensure that students have adequate time to eat and enjoy meals.

Food Service Nutrition Education and Marketing

The food services department communicates nutrition and wellness information to families via messages on menus, school newsletters, cafeteria signs and posters, and through the division website. The department participates in community health fairs, PTA activities, classroom presentations, and staff workshops to support nutrition education and wellness efforts.

Student Wellness – Physical Activity and Classroom Nutrition Education

Physical Activity during the School Day

All students K-10 are given opportunities for physical activity during the school day through recess periods and physical education classes. Elementary students, on average, have at least 30 minutes a day of recess.

Physical Education Lessons

Physical education (P.E.) teachers follow the physical education Standards of Learning for health and physical education. The standards are intended to provide students with the necessary knowledge, processes, and skills to become physically educated, physically fit, and make healthy choices for a lifetime. Physical education instruction is provided by a certified

physical education teacher. The school division participates in the Virginia Wellness-Related Fitness Testing Program for grades 4-10.

Creating a Positive Environment for Physical Activity

Teachers are encouraged to find ways to integrate periodic opportunities for physical activity breaks during and between classroom time to help with student attentiveness, and to find ways to incorporate movement into classroom lessons to limit sedentary behavior during the school day.

Classroom Health Education

Health and P.E. teachers follow the health education Standards of Learning which helps students understand how to achieve and maintain good health for a lifetime.

Student Wellness – Other School Based Initiatives and Activities

Faculty, staff and parents are encouraged to serve as role models in promoting health and wellness in the school environment.

Classroom Activities and Celebrations -During the Regular Instructional Day

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

School Stores and Fundraisers

At the elementary and middle school level, any foods sold through a school sponsored store, club, or fundraising activity need to adhere to the Smart Snacks in Schools nutritional guidelines. This applies to activities on all areas of the property/school campus under the jurisdiction of the school that are accessible to students during the school day, which is defined as the period from the midnight before to 30 minutes after the end of the official school day.

High schools are encouraged to limit the number of food based fundraisers during the school day. School clubs, honor societies, and other groups associated with the high schools are encouraged to consider fundraisers that support the goals of the HCPS wellness policy for the majority of their fundraising initiatives. Consideration of non-food based fundraisers should be given top priority.

Adopted: August 20, 2007

Amended: August 11, 2015, July 11, 2017

ARTICLE IV: STUDENT CLASSIFICATION AND ACADEMIC REQUIREMENTS

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POLICY 6-4.1 GRADE PLACEMENT

Elementary Schools

Entrance

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 an accredited program may be classified as a kindergarten or first grade 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.

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.

Transfer

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 Schools

A student who transfers to the Hanover County Public Schools and who is not deficient in any subject requirements in the school division from which he transfers shall receive the same grade classification status in the middle and high schools in Hanover County. The student shall not be required to take courses to erase deficiencies that are normally required of 8th grade students enrolled in the Hanover County Public Schools.

Transfer students shall meet any and all accreditation standards for graduation requirements.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-199; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et. seq.

Recodified: August 2000

Amended: April 14, 2015

POLICY 6-4.2 GROUPING FOR INSTRUCTION

The grouping of students within individual public schools in Hanover County for instructional purposes shall be based solely on:

1. the best interests of the student;
2. the educational or achievement level of the student;
3. the availability of space;
4. the best educational climate for learning; and
5. the student's best chance for success.

Grouping shall remain flexible in order to take advantage of the best educational research currently available.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.

Recodified: August 2000

POLICY 6-4.3 PROMOTION AND RETENTION

Elementary

Promotion or retention of Hanover County Public School elementary students shall be based on what will result in the greatest good for the pupil. Factors that Hanover County educators will consider in making promotion/retention decisions include, but are not limited to, Standards of Learning test results, ability, attendance, classroom performance, chronological age, physical, social and emotional development, and work study habits.

Kindergarten

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

Grade 1

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

Grade 2-3

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

Grade 4-5

Retention at these grade levels may occur when the student is (1) 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: (1) the student's performance on state and local SOL assessments; (2) classroom tests and assignments; (3) course grades; (4) age; (5) physical growth and development; and (6) mental maturity. Specifically, a secondary student may be retained when he (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, (3) or is below grade level in reading or mathematics and has a final average "F" in one of the following subjects: language arts, social studies, or science.

Middle School

1. 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.
2. 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).
3. 8th to 9th Grade - Students shall be eligible for promotion into the ninth grade if they receive passing yearly averages in the following: reading/language arts and mathematics, **AND** any two of science, social studies, health/physical education; **AND/OR** if they receive a passing grade in the equivalent of one full year of an elective offering(s).

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

High School

Promotion shall be based on the following:

Grade 9 to 10
5 Credits

Grade 10 to 11
10 Credits

Grade 11 to 12
Candidate for June Graduation

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

Special Education

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

Acceleration

Effective in the 2001-2002 school year, qualified students may choose the acceleration option of obtaining Carnegie credit(s) and verified credit(s) in designated courses without completing the requirement of 140 clock hours of instruction. Designated courses will include all courses in English, mathematics, science, and social studies for which an end-of-course SOL test exists. Students may request approval of the acceleration option for certain electives. To qualify for this option, students in grades 6-11 must demonstrate mastery of the course content and objectives in the manner prescribed by the division and have the recommendation of the division superintendent or his designee.

Having received Carnegie credit(s) for acceleration course(s), the students shall be permitted to sit for the relevant Standards of Learning assessment(s), if applicable, and upon receiving a passing score, shall earn verified credit(s).

The curriculum and schedule of elementary, middle and high schools shall provide flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level should be done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

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

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

LEGAL REFERENCE: Code of Virginia, 1950, as amended, § 22.1-78; Individuals with Disabilities Act, 20 VSC 1400, et seq; Regulations Governing Educational Services for Gifted Students, 8 VAC 20-40-10; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.

Recodified: August 2000

Amended: January 2001, September 9, 2003

ACCOMPANYING REGULATION

REGULATION 6-4.3 PROMOTION AND RETENTION

Acceleration Option

A student who has demonstrated mastery of course content and objectives, and who has not completed 140 clock hours of instruction, may receive Carnegie credit and verified credit for those courses in mathematics, English, science, and social studies for which an end-of-course SOL test is given and for certain electives.

The student and a parent/guardian shall request permission to pursue the credit acceleration option by completing the attached school division acceleration application form.

- By February 15 of each year the principal shall receive completed application forms from students seeking the acceleration option. For SOL Writing, the deadline will be January 15.
- By February 25 of each year the Associate Director of Gifted and Talented Education shall receive from the middle or high school principals all completed applications for the acceleration option. The Associate Director of Gifted and Talented Education will notify high school principals of the testing schedule for acceleration. For SOL Writing, the deadline will be January 25.
- By April 1 the principal or his/her designee will notify students of the date/location of the division-level assessment procedure to qualify for acceleration. For SOL Writing, the deadline will be February 5.
- Students will demonstrate mastery of course content and objectives by performing prescribed assessment tasks to the satisfaction of a division-level committee which shall include, but not be limited to, the Associate Director of Gifted and Talented Education, the Director of Middle or Secondary Education, and the Lead Teacher Specialist for the content area in which acceleration is being requested, including English, mathematics, science, or social studies and certain electives. Assessment tasks may include final examinations given in the course, criterion-referenced tests, written essays/research papers, interviews, laboratory procedures, demonstrations, or other presentations of learning as specified for the content area by the committee.
- Students will receive a "Pass" or "Fail" grade on the assessment tasks required for acceleration in each of the designated SOL courses. The "Pass" grade will be recorded on the student's academic transcript. The "Fail" grade will not be recorded on the transcript nor will it affect a student's GPA. The division-level committee will determine the pass or fail status of each applicant for each acceleration request and will send the appropriate school principal a written report on each student's status on each assessment. A "Pass" grade is required for the student to be eligible to take the SOL test for a given course, if applicable, and for the student to receive a Carnegie credit for the course.
- By May 1 of each year the principal or his designee will notify students of pass/fail status on the assessments necessary to receive Carnegie credit in the acceleration process. Students who do not achieve passing status for acceleration on a given course may not reapply for the acceleration option for that course. Students who have received Carnegie credit for an SOL content-area course in this acceleration process may take the SOL test in that course during the SOL test administration in May. For SOL Writing, the deadline will be February 20.

Amended: January 2001, September 9, 2003, August 24, 2004

Hanover County Public Schools

Application for Accelerated Credit

Name of Student _____
School _____
Name of Parent _____
Address _____

Date _____
Grade Level _____
Phone Number _____

In the list below place a check mark by the course(s) for which you are applying to receive accelerated credit:

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

Place a check mark in the "YES" column to indicate that you understand the procedures necessary to qualify for accelerated credit and that you intend to comply.

	<u>YES</u>
Demonstrate mastery of course content and objectives for each course in which I seek accelerated credit by completing assessment tasks required by the school division as scheduled by the school division.	_____
Receive a grade of "Pass" or "Fail" on the division-level assessment tasks required for each course.	_____
Receive "Pass" grade on division-level assessment to receive Carnegie credit and if applicable, take the required End-of-Course Standards of Learning (SOL) test to receive verified credit for each course.	_____
Receive "Fail" grade on division-level assessment and not be eligible to receive Carnegie credit or take the applicable End-of-Course Standards of Learning (SOL) test for that course.	_____
Receive "Fail" grade on division-level assessment for a course and not be eligible to apply a second time for accelerated credit in that course.	_____
Receive "Pass" grade and it is recorded on my academic transcript. Receive "Fail" grade and it is not recorded on my academic transcript nor does it affect my GPA.	_____
Qualify for Carnegie credit and pass the Standards of Learning (SOL) End-of-Course test to qualify for verified credit in that course.	_____

The following signatures are required to continue this process.

Signature of Student _____	Date _____
Signature of Parent/Guardian _____	Date _____
Signature of Principal _____	Date _____
Signature of Division Superintendent _____	Date _____

POLICY 6-4.4 GRADUATION AND SOL REQUIREMENTS

I. Standards of Learning (SOL) Tests and Verified Units of Credit

In kindergarten through eighth grade where Standards of Learning (SOL) tests are required by the Board of Education, each student is expected to take the SOL tests. Schools will use the SOL test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students. In addition, each student in middle and secondary school shall take all applicable end-of-course SOL tests. Students who successfully complete the requirements of the course and achieve a passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that course. Students may earn verified credits in any courses for which end-of-course SOL tests are available.

Upon recommendation of the superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement. The superintendent by regulation will determine the manner in which a student may demonstrate mastery of course content and objectives, and documentation of such mastery will be maintained in the student's permanent record.

Students also may earn verified credits by taking alternative tests to the SOL assessment. Such tests may be only those approved by the Virginia Board of Education, and the student may earn verified credits only by achieving that score established by the Board of Education.

All students identified as limited English proficient (LEP) will participate in the SOL testing program. A school-based committee will convene and make determinations regarding the participation level of LEP students. In kindergarten through eighth grade, LEP students may be granted a one-time exemption from SOL testing in each of the areas of writing, science, and history and social science.

Participation in the SOL testing program by students with disabilities will be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities will be assessed with appropriate accommodations and alternate assessments where necessary.

II. Graduation Requirements

A. Generally

In order to graduate from Hanover County Public Schools, a student must meet all applicable requirements set forth in the Standards for Accrediting Public Schools in Virginia and the Virginia Standards of Quality. The requirements for a student to earn a diploma are those in effect when he or she enters ninth grade for the first time.

The school board will notify the parent of rising eleventh and twelfth grade students of

- (i) the number of standard and verified units of credit required for graduation pursuant to the Standards of Accreditation and
- (ii) the remaining number of such units of credit the individual student requires for graduation.

B. Types of Diplomas and Certificates

The Hanover County School Board will award the following types of diplomas and certificates in accordance with state laws and regulations.

1. Standard and Advanced Studies Diploma

a. Standard Credits

Students receiving a standard or advanced studies diploma shall have earned the required number of standard credits as set forth in the Standards of Accreditation.

b. Verified Credits

Beginning with the ninth-grade class of 2000-01 (graduating class of 2003-2004), students receiving a standard or advanced studies diploma shall have earned the required number of standard and verified credits as set forth in the Standards of Accreditation.

2. Modified Standard Diploma

Eligibility and participation in the Modified Standard Diploma program will be determined by the student's IEP team and the student, where appropriate, at any point after the student's eighth grade year. The school in which the student is enrolled must secure the informed written consent of the parent or guardian and the student to choose this diploma program after review of the student's academic history and the full disclosure of the student's options.

Modified Standard Diploma option is eliminated by legislative action effective with first time ninth graders in 2013-2014.

3. Special Diplomas

A Special Diploma will be awarded to each disabled student who successfully completes the requirements set forth in his/her IEP, but does not meet the requirements for other diplomas.

The school board will notify the parent of students with disabilities who have an IEP and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 et seq.

4. Certificates of Program Completion

A Certificate of Program Completion will be awarded to any student who completes a prescribed program of studies defined by the local school board but who is not eligible to receive a standard, advanced studies, modified standard, special, or general achievement diploma.

The school board will notify the parent of students who fail to graduate or who fail to achieve the number of verified units of credit required for graduation as provided in the Standards for Accreditation and who have not reached 20 years of age on or before August 1st of the school year of the right to a free public education. If the student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the school board will notify the parent of the student's opportunity for a free public education in accordance with Va. Code § 22.1-5.

5. General Educational Development (GED)

a. Generally

The Board of Education has established a program of testing for general educational development (GED) through which persons may earn a high school equivalency certificate or a General Achievement Diploma. The following persons may participate in the testing program:

- persons who are at least 18 years of age¹ and not enrolled in public school or not otherwise meeting the school attendance requirements set forth in Va. Code § 22.1-254;
- persons 16 years of age or older who have been instructed by their parents in their home pursuant to Va. Code § 22.1-254.1 and who have completed such home school instruction;

- persons who have been excused from school attendance pursuant to subsections B and C of Va. Code § 22.1-254;
- persons for whom an individual student alternative education plan has been granted pursuant to subsection D of Va. Code § 22.1-254; and
- persons 16 through 18 years of age who are housed in adult correctional facilities and who are actively pursuing a GED certificate but who are not enrolled in an individual student alternative education plan pursuant to subsection D of Va. Code § 22.1-254;
- persons 16 years of age or older who have been expelled from school pursuant to Va. Code § 22.1-277.06 through § 22.1-277.08; and
- persons required by court order to participate in the testing program.

Under no circumstances will anyone under the age of 16 be eligible for the testing program.

Only those entities designated by the Department of Education as official Virginia GED testing centers will determine whether an individual is eligible to take GED tests. GED tests will be administered only at official Virginia GED testing centers or addendum test sites that have been approved by the Virginia GED Administrator and the GED Testing Service.

Official test scores may be accepted from an approved state agency, an official jurisdiction responsible for overseeing GED testing, or an official GED testing center outside of Virginia.

An individual may take the full battery of tests up to three times during a calendar year. Test scores may be combined in accordance with GED Testing Service policy.

b. General Achievement Diploma

A General Achievement Diploma is intended to provide a diploma option for individuals who leave high school without a diploma. It should not be a first option for high school students. A General Achievement Diploma will be awarded to eligible candidates who satisfy the following requirements.

In order to be eligible for a General Achievement Diploma, an individual must meet one of the following criteria:

- be at least 18 years old and not enrolled in public school;
- not otherwise be subject to Virginia's compulsory school attendance requirements.

In order to be awarded a General Achievement Diploma, candidates must earn a total of twenty standard units of credit including the following:

- four standard units of credit in English;
- three standard units of credit in mathematics;
- two standard units of credit in science;
- two standard units of credit in history and social sciences; and
- nine standard units of credit in electives.²

The required standard units of credit may be earned by enrolling in:

- a public school if the candidate meets the age requirements;
- a community college or other institution of higher education;
- an adult high school program; or
- correspondence, distance learning, and online courses.

Candidates for a General Achievement Diploma must participate in GED preparation and must achieve a passing score on the GED examination.

c. General Educational Development (GED) Certificates

GED certificates may be issued to individuals who:

- are at least 18 years of age¹ and not enrolled in a public or private high school; and
- achieve the minimum passing score requirements set by the GED Testing Service of the American Council on Education or such higher score requirements that may be established by the Virginia Board of Education.

¹ Under special circumstances consistent with Va. Code § 22.1254 and 22.1-254.2, the age limit may be lowered to 16.

² The electives taken by a candidate must include at least two sequential electives in an area of concentration or specialization, which may include career and technical education and training.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-253.13:3, 22.1-253.13:4, 22.1-254 (D), 22.1-254.2, Individuals with Disabilities Education Act, 20 U.S.C. 1400, et seq; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, 8 VAC 20-131-30, 8 VAC 20-131-110, 8 VAC 20-360-10, 8 VAC 20-360-20, 8 VAC 20-680-10, 8 VAC 20-680-20, et seq.; Superintendent's Memo No. 36 (March 3, 2000) and No. 39 (Feb. 20, 2004).

Recodified: August 2000

Amended: January 9, 2001, July 16, 2003, September 14, 2004, August 4, 2009, July 13, 2010, June 11, 2013, September 10, 2013

ACCOMPANYING REGULATIONS

REGULATION 6-4.4(A): GUIDELINES FOR AWARDING LOCALLY VERIFIED CREDITS FOR THE STANDARD DIPLOMA

REGULATION 6-4.4(B): NOTIFICATION PROCESS FOR STANDARD AND VERIFIED CREDITS

REGULATION 6-4.4(C): GUIDELINES FOR AWARDING THE CERTIFICATE OF PROGRAM COMPLETION

REGULATION 6-4.4(D): GUIDELINES FOR AWARDING FINE OR PRACTICAL ARTS CREDIT

REGULATION 6-4.4(A): GUIDELINES FOR AWARDING LOCALLY VERIFIED CREDITS FOR THE STANDARD DIPLOMA

Eligibility For Locally Awarded Verified Credits

To be eligible to earn locally awarded verified credits in history/social sciences or science a student must meet the following criteria:

- Enrolled in a Hanover high school and be in his or her senior year at the time of requesting this process.
- Stated intent to earn a Standard Diploma.
- Passed the high school course but not passed the related SOL test or approved substitute test.
- Completed a Standards of Learning (SOL) test in a subject area twice before being able to access this process.
- Scored within a 375-399 scale-score range on any administration of the SOL test.
- Demonstrated through review process at the division level, academic achievement in the content of science or history/social sciences.

Provisions for the Appeal Process

- The high school principal must identify all students in his/her school who meet the eligibility criteria for this process and must submit the request for review for all identified students.
- The Hanover School Board will appoint annually a division-level review panel consisting of at least three educators selected by the superintendent.
- The review panel will meet as needed to consider student appeals for providing evidence of achievement in academic content to qualify for verified credit.
- The review panel will determine the information to be considered for each appeal. The information may include but not be limited to results of classroom assessments, division wide exams, course grades, papers, projects, and other academic products.
- All materials for review by the panel must be submitted to the Director of Testing and Research.
- Based on the evidence considered, the review panel will do one of the following:
 - Award the verified credit
 - Deny the verified credit
 - Support participation in remediation or retesting
 - Make additional academic assignments prior to making the decision to award verified credit

General Provisions

- No more than four (4) verified credits may be awarded through this process.
- This process does not apply to the Advanced Diploma.
- A school's accreditation rating will not be recalculated as a result of verified credits being awarded in this process.

Eligibility For Credit Accommodation for Locally Awarded Verified Credit for Students with Disabilities

To be eligible to receive credit accommodations for the Standard Diploma:

- Student must have a current IEP or 504 plan with standards-based content goals.
- Student has a disability that precludes him or her from achieving and progressing commensurate with grade level expectations, but is learning on grade level content.
- Student needs significant instructional supports to access grade level Standards of Learning (SOL) content and to show progress.
- Based on multiple objective measures of past performance, student might not be expected to achieve the required standard and verified units of credit within the standard time frame.

Student with disabilities may be eligible to receive the credit accommodation for locally awarded verified credits in reading, writing, and mathematics, in addition to science and history. Using the same criteria for awarding credits currently approved for science and history, the eligible students must:

- Pass the high school course,
- Score within 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice, and
- Demonstrate achievement in the academic content through an appeal process administered at the local level as described in this regulation.

Adopted: October 8, 2002

Amended: June 11, 2013, September 10, 2013

REGULATION 6-4.4(B) NOTIFICATION PROCESS FOR STANDARD AND VERIFIED CREDITS

Parent(s) or guardian(s) of all students classified in grades 11 and 12 will receive written notifications of the number of standard and verified credits required for graduation and the number of each type of credit his/her child must earn to graduate.

- The high school principal is responsible for producing and signing the written notifications to each parent/guardian.
- Parent(s)/guardian(s) of all students classified in grades 11 and 12 will receive written notifications of standard and verified credits on the following schedule or up to the point at which the student completes graduation requirements for standard and verified credits:
 - after student completes tenth grade and prior to beginning the eleventh grade;
 - after student completes first semester of the eleventh grade;
 - after student completes second semester of the eleventh grade and prior to beginning the twelfth grade;
 - after student completes first semester of the twelfth grade;
 - and after re-testing sessions during second semester of the twelfth grade and prior to the date of graduation ceremonies for the school division.

Parent(s) or guardian(s) of students with disabilities who have an individual education plan (IEP) and who fail to meet the requirements for graduation will receive written notification of these students' right to a free and appropriate education to age 21, inclusive.

- The high school principal is responsible for producing and signing this written notification.
- This notification is in addition to those described above for all students in grades 11 and 12.
- Parent(s)/guardian(s) of these students will receive this notification in June and at least two weeks prior to the date of graduation ceremonies in which the student was considered eligible to graduate but did not meet the requirements.
- The IEP process will address the plans for providing the student's education through the age of 21.

Parent(s) or guardian(s) of students who fail to graduate or who fail to achieve the required number of credits for graduation, as stated in Standards of Accrediting Public Schools in Virginia, will receive written notification of these students' right to a free and appropriate education to age 20.

- The student is eligible if he/she has not reached age 20 on or before August 1 of the school year in which he/she will attend.
- The high school principal is responsible for producing and signing this written notification.
- This notification is in addition to those described above for all students in grades 11 and 12.
- Parent(s)/guardian(s) of these students will receive this notification in June at least two weeks prior to the date of graduation ceremonies in which the student was considered eligible to graduate but did not meet the requirements.

Adopted: August 24, 2004

**REQUEST FOR REVIEW
Standards of Learning (SOL) To Determine Eligibility
for Verified Credit for Graduation**

SOL Test: (indicate subject; only one review per form)

Science: _____

Social Studies: _____

*Reading _____

*Writing _____

*Mathematics _____

Student: _____ Grade Level: _____

Date of Request: October _____
Year _____

February _____
Year _____

May _____
Year _____

*Only available for credit accommodation eligible student with disabilities having a current IEP or 504 plan. See eligibility criteria in Regulation 6-4.4(A).

CRITERIA CHECKLIST

Directions: Place an "X" before each applicable criterion that has been met.

_____ 1. This student is classified currently as a senior.

_____ 2. This student has passed the course associated with the SOL Test.
School Year _____ Grade in Course _____

_____ 3. The student has taken the SOL test twice.
Score _____ Score _____
Test Date _____ Test Date _____

_____ 4. The student has received a failing score between 375 and 399.

ALL four criteria must be met to request review.

I certify that the above named student meets the criteria and that this information is verifiable through the student's transcript and records.

Signature of Guidance Counselor: _____ Date: _____

Signature of Principal: _____ Date: _____

Forward the completed request to:

Director of Guidance, Testing and Research
School Board Office

BOTH signatures are required to request review.

REGULATION 6-4.4(C) GUIDELINES FOR AWARDING THE CERTIFICATE OF PROGRAM COMPLETION

The Certificate of Program Completion is designed for a student who has earned all of the required standard units of credit for graduation, but has not earned the appropriate corresponding verified credits. The student will be given the opportunity to earn verified credits in the summer following his/her senior year. Students with disabilities who have an individualized education program and/or students for whom English is a second language who fail to meet the requirements for graduation may take future administrations of the SOL tests until he/she is no longer eligible to be enrolled in a public school. A student is eligible to be enrolled in a public school if he/she has not reached the 20th birthday on or before August 1.

If the student earns the appropriate verified credits, he/she will be considered a graduate and earn the appropriate diploma. If however, the student does not earn the verified credits, he/she can be awarded the Certificate of Program Completion.

Adopted: March 1, 2006

REGULATION 6-4.4(D) GUIDELINES FOR AWARDING FINE OR PRACTICAL ARTS CREDIT

A student will be awarded a carnegie credit in fine or practical arts if he/she completes the course requisites in one of the following programs: career and technical, information/communication, art, music and theater.

Adopted: March 1, 2006

POLICY 6-4.5 ALTERNATIVE METHODS FOR GRANTING CREDIT

The Hanover County School Board shall delegate to the division superintendent the development of methods and procedures for granting alternative credit for courses approved by the School Board in accordance with all applicable law and the standards/regulations of the Southern Association for Schools and Colleges and the Virginia Standards for Accreditation of Schools.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-253.13:4; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.

Recodified: August 2000

ACCOMPANYING REGULATION

REGULATION 6-4.5 ALTERNATIVE METHODS FOR GRANTING CREDIT

Generally

The standard unit of credit for graduation is based upon one hundred forty (140) clock hours of instruction. To meet the diverse needs of students, alternative means for obtaining credit through emerging technologies are desirable. Students may enroll in and receive a standard and, when applicable, a verified unit of credit for supervised correspondence courses with prior approval of the principal. A written request for approval of an alternative method of earning credit may be submitted to the school principal by a student and his parents or legal guardian. Elective and specialty courses which require custom designed labs, technology,

software, hands-on instructional strategies, and other performance oriented learning are not deemed appropriate for requests to have alternative methods for granting credit.

Application

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

Pursuit of Alternative Credit

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

Awarding of Credit

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

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

Hanover County Public Schools
Distance Learning/Online Courses
Student Enrollment Request Form

School _____ School Year _____
 Summer _____

Student Name _____ Grade Level _____ Date of Birth _____ Student ID _____

Reason for taking course: _____

Course Begin Date _____ Course End Date _____

Course and Program Information:

Hanover Course No.	Hanover Course Name	Credit Hours	SOL Test Y/N	SOL Passed Y/N	Retaking Course Y/N	Admin./Teacher Monitoring Coursework	Vendor Name	Vendor Supplied Course No. and Course Name

The following criteria must be met in order for a student to enroll in and receive credit for a course:

- Curriculum has been submitted to and approved by the appropriate content Lead Teacher Specialist.
- Student may enroll in and receive appropriate standard and verified units of credit for distance learning/online courses with prior approval of the principal (P/R 6-4.5 Alternative Methods for Granting Credit, 8VAC20-131-180 Off-site Instruction).
 - Standard units of credit shall be awarded for the successful completion of such courses when the course is equivalent to that offered in the regular school program.
 - Verified units of credit may be earned when the student has passed the SOL test associated with the distance learning/online course completed.
- Student must be enrolled in the Student Information System for the period in which the course is available.
- Student must complete the course in order for grades to be entered by the end of the period for which he/she is enrolling.
- Student's work is done under the supervision of a licensed teacher or a person eligible to hold a Virginia license, approved by the local school board.

Submit the completed Student Enrollment Request Form to request a Distance Learning (DL) course number be assigned in the school course bank for the enrollment term.

Student Signature _____ Date _____ Parent Signature _____ Date _____ Counselor Signature _____ Date _____

For Official Use Only

Principal Signature _____ Date _____ Lead Teacher Specialist Signature _____ Date _____

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 for Special Education is designated as coordinator for non-discrimination 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 non-discrimination regarding personnel matters and under Section 504 and the Americans with Disabilities Act. To contact Hanover County Public Schools by telephone, please call 804-365-4500. 6/2016

POLICY 6-4.6 GRADUATE/WARRANTY PROGRAM

It shall be the policy of the Hanover County School Board to establish a warranty program for graduates of the Hanover County Public Schools who pursue post-secondary education or who are employed by businesses, industries and other organizations.

The division superintendent shall develop the appropriate regulations to implement this Policy.

Recodified: August 2000

ACCOMPANYING REGULATION

REGULATION 6-4.6 GRADUATE WARRANTY PROGRAM

The Hanover County School Board warrants the basic skills included in the instructional program of every graduate. If an employer or post-secondary education institution determines that an employee or student who has graduated from Hanover County Public Schools within the past two years does not demonstrate competence in certain communication, computation, or career skills, he may contact the director of adult education and professional services 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 director of adult education and professional services, who will invite the appropriate principal and the candidate's past guidance 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/employee's cooperation, attendance, and compliance with the rules and regulations of the 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.

POLICY 6-4.7 AWARDS FOR ACHIEVEMENT

Generally

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

Scholar and Honor Lists

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

Valedictorian/Salutatorian

Schools shall choose a valedictorian/salutatorian based on the school division’s procedures for computing class rank. (See Regulation 6-4.7(A))

Diplomas and Certificates

A diploma and/or certificate certifying the completion of the requirements for graduation as stated in School Board policy shall be awarded each student having completed requirements for any instructional program.

Class Rank

The School Board authorizes a weighted grading system for determining class rank. The division superintendent or his designee shall develop regulations for computing class rank. (See Regulation 6-4.7 (B))

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-253.13:1, 22.1-253.13:3, 22.1-253.13:4; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.

Recodified: August 2000

ACCOMPANYING REGULATIONS

- REGULATION 6-4.7(A) PROCEDURES FOR COMPUTING CLASS RANK
- REGULATION 6-4.7(B) REGULATIONS FOR SCHOLAR LIST AND HONOR LIST

REGULATION 6-4.7(A) PROCEDURES FOR COMPUTING CLASS RANK

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

Dropping Courses

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

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 the student. The principal may require a contract signed by the student, teacher, and parents which stipulates the conditions for enrollment after a course begins.

Numerical Values Assigned to Grades

The student's 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 (Student Attendance and Absence/Tuancy) shall not be calculated into the grade point average.

Numerical Values Assigned to Grades for Students in the Graduating Classes of 2016, 2017, 2018, and 2019 for Courses Completed through Summer 2017.

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

1.0 Weighted Courses

A = 5.0
B = 4.0
C = 3.0
D = 2.0
F = 0

All Other Courses

A = 4.0
B = 3.0
C = 2.0
D = 1.0
F = 0

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 in the graduating classes of 2016, 2017, 2018, and 2019:

1.0 Weighted Courses	All Other Courses
A+= 5.0	A+= 4.0
A = 5.0	A = 4.0
A- = 4.7	A- = 3.7
B+ = 4.3	B+ = 3.3
B = 4.0	B = 3.0
B- = 3.7	B- = 2.7
C+= 3.3	C+ = 2.3
C = 3.0	C = 2.0
C- = 2.7	C- = 1.7
D+= 2.3	D+ = 1.3
D = 2.0	D = 1.0
F = 0	F = 0

Weighted Credit Courses for Students in the Graduating Classes of 2016, 2017, 2018, and 2019

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.

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.

Numerical Values Assigned to Grades for Students in the Graduating Class of 2020 and Thereafter for Courses Completed through Summer 2017.

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

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

Numerical Values Assigned to Grades for Students in the Graduating Class of 2020 and Thereafter 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:

1.0 Weighted Courses

A+ = 5.0
 A = 5.0
 A- = 4.7
 B+ = 4.3
 B = 4.0
 B- = 3.7
 C+ = 3.3
 C = 3.0
 C- = 2.7
 D+ = 2.3
 D = 2.0
 F = 0

0.5 Weighted Courses

A+ = 4.5
 A = 4.5
 A- = 4.2
 B+ = 3.8
 B = 3.5
 B- = 3.2
 C+ = 2.8
 C = 2.5
 C- = 2.2
 D+ = 1.8
 D = 1.5
 F = 0

All Other Courses

A+ = 4.0
 A = 4.0
 A- = 3.7
 B+ = 3.3
 B = 3.0
 B- = 2.7
 C+ = 2.3
 C = 2.0
 C- = 1.7
 D+ = 1.3
 D = 1.0
 F = 0

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.

Transfer Students

Transfer students shall receive additional numerical points only for those courses which have been designated advanced in accordance with the Hanover County School Board's procedure for computing class rank. If the advanced option is available in the school division 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.

Transfer students whose academic records do not contain letter grades (A, B, C, D, F) shall not be assigned grades by Hanover County Public Schools. Students may be eligible for Carnegie credit/verified credit if applicable, in accordance with Policy and Regulation 6-4.3. Grade point average and class rank shall not be computed for these transfer students. The Hanover County Public Schools transcript for these transfer students shall contain an alert noting that a letter of explanation is included with the transcript document.

Amended: September 9, 2003, September 7, 2005, June 20, 2006, July 12, 2016, May 9, 2017

REGULATION 6-4.7(B) REGULATIONS FOR SCHOLAR LIST AND HONOR LIST

Periodic listing of scholar and honor list students is optional. However, when such lists are compiled by schools, basic requirements should be standard for all Hanover County Public Schools. Principals shall exercise their own judgment in requiring scholar and honor lists. When scholar and honor lists are compiled, they shall conform with the following regulations. Scholar and honor lists may be compiled and released at the end of each nine-week report period or at the end of the semester, and shall be based on grades earned during a specific 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.

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.

Amended: July 12, 2016, May 9, 2017

ARTICLE V: INSTRUCTIONAL SUPPORT

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POLICY 6-5.1 SCHOOL GUIDANCE AND COUNSELING PROGRAMS

Definition of Service Domains

Pursuant to the Standards of Quality, the following school counseling services and classroom guidance are available to all students in Hanover County Public Schools:

1. **Academic** guidance and counseling which assist students and their parents in acquiring knowledge of the curricula choices available to students, including planning a program of studies, arranging and interpreting academic testing, and seeking post-secondary educational and career opportunities.
2. **Career** guidance and counseling which help students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities.
3. **Personal/social** guidance and counseling which assist students in developing an understanding of themselves and the rights and needs of others, resolving conflict and defining individual goals that reflect their interests, abilities and aptitudes.

Types of Service Delivery

These services are provided through:

1. **Classroom Guidance:** lessons conducted by the school counselor in the classroom for all students at each grade level.
2. **Small Group Counseling:** available to students experiencing specific and commonly shared concerns. Emphasis is on problem solving and the development of positive and effective personal skills.
3. **Individual Counseling:** direct assistance to individual students. Counseling of individual students is conducted to help them learn more efficiently and effectively with emphasis on identifying concerns early before they interfere with learning.

Procedures for Service Delivery

The framework for the delivery of these services is as follows:

1. Written notification will be provided to parent(s)/guardian(s) at least annually about the academic, career and personal/social guidance and counseling services which are available to their children. The notification shall include the purpose and general description of the programs, information regarding ways parent(s)/guardian(s) may review materials to be used in guidance and counseling programs at their child's school and information about the procedure by which parent(s)/guardian(s) may limit their child's participation in such programs.
2. School counselors are prohibited from using counseling techniques which are beyond the scope of the professional certification or training of counselors, including hypnosis or other psychotherapeutic techniques that are normally employed in medical or clinical settings and focus on mental illness or psychopathology.
3. All information and records of personal/social counseling shall be kept confidential and separate from a student's cumulative educational record and not disclosed to third parties without prior parental (guardian) consent or as otherwise provided by law. See Policy and Regulation 7-1.4 (Student Records).
4. Parent(s)/guardian(s) may elect in writing to have their child **not** participate in classroom guidance lessons, or any counseling activity to which they object.
5. Parental (guardian) permission is required in writing for any small group counseling or on-going, structured individual counseling in the personal/social domain following initial contacts.
6. Parental (guardian) permission is **not** required for short duration personal/social counseling which is needed to maintain order, discipline or a productive learning environment.

7. School officials may permit on-going, structured personal/social counseling for children whom they believe would benefit from such counseling, but whose parent(s)/guardian(s) fail to respond either affirmatively or negatively to reasonable requests for consent. Refusal of services must be in writing to the principal.

Psychological Services

The services of the school psychologists are available to students who have been identified as in need of these services.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-209, 22.1-209.1; Regulations Regarding School Guidance and Counseling Programs in the Public Schools of Virginia, 8 VAC 20-620-10.

Recodified: August 2000

Amended: October 14, 2008

ACCOMPANYING REGULATION

REGULATION 6-5.1 SCHOOL GUIDANCE AND COUNSELING PROGRAMS

Pursuant to Hanover County School Board Policy 6-5.1 (Procedures for Service, Delivery, number 5), the following are examples for parental(guardian) permission forms which are required to be used for any small group counseling or on-going, structured individual counseling in the personal/social domain following initial contacts.

**SAMPLE
(School Letterhead)**

(Date)

Dear Parent(s)/Guardian(s):

Your child has the opportunity to participate in a friendship group which I will be conducting for the next nine weeks beginning Friday, February 2, from 8:30 – 9:00 in the guidance room. The objectives for the group are:

1. *To help students understand that they are unique individuals and liking themselves is an important step in being a good friend.*
2. *To help students define the qualities of a friend and begin to develop those qualities in themselves.*
3. *To help students differentiate between behaviors that block friendship and those that help form friendships.*
4. *To provide opportunities for initiating new friendships within the group.*

I hope _____ can be part of the group. Because it is always helpful for parent(s)/guardian(s) to reinforce a student's school activities at home, I am enclosing some materials you may find helpful. Please discuss the upcoming group with your child before the first meeting. If you have any questions, please call me at school (phone number).

Sincerely,

(Name)
School Counselor

Please detach and return to your child's school counselor by (day, date).

First Grade Friendship Group

_____ I give permission for _____ to participate in the _____ group.

_____ I do not give permission for _____ to participate in the _____ group.

(Parent's Signature)

(Date)

Amended: February 12, 2003

**SAMPLE
(School Letterhead)**

(Date)

Dear Parent(s)/Guardian(s):

Are you interested in having your child participate in a counseling group at school? Group counseling involves a small group of students (usually 4-8 people) and a counselor. The group meets on a regular basis, during school, for a set amount of time (usually 30-45 minutes) to talk about a common problem or situation. Specific meeting times are arranged with the classroom teacher. Everything shared in the group remains confidential and is not shared outside of the group. Group counseling gives students the opportunity to share problems and ideas, to help them feel that they are not alone in the situation, and to receive help with these issues from people their own age. It is also a chance for students to help others.

Below are some of the groups I will be running during the school year. Possible topics for each group are listed in parentheses next to each group. If you would like your child to participate in group counseling, please check the group or groups from which you feel your child could benefit. If you would like more information on a particular group, scheduled meeting times, or have specific concerns to share, please contact me and I will be happy to talk with you.

Yours truly,

(Name)
School Counselor

I would like for my child _____ to participate in the following:

- _____ **Friendship/Getting Along** (friendship skills and how to resolve conflicts with friends)
- _____ **Anger Management** (healthy ways to express and control anger that are not harmful to self or others)
- _____ **Divorce/Separation** (helping students deal with family situations involving divorce or separation)
- _____ **Loss** (death in the family, loss of a pet, relocation to a new area)
- _____ **Self-esteem** (encouraging better understanding of oneself, and recognizing positive aspects of oneself)
- _____ **Study Skills** (forming good study habits, managing time and being organized)
- _____ **Other interests** _____
- _____ **Not interested at this time.**

Parent/Guardian Signature: _____ Date: _____

***Please have your child return this form to his/her teacher no later than (day, date).**

**SAMPLE
(SCHOOL LETTERHEAD)**

(DATE)

Dear Parent(s)/Guardian(s):

As per our telephone conversation of _____, your son/daughter, _____ has expressed an interest in receiving individual counseling related to anger management. Our goals include helping to develop a sense of trust and a support system, and to help him/her distinguish between effective and ineffective ways to deal with anger. The counseling experience will span a period of six 30-minute sessions. I will take great care to ensure _____'s confidentiality during the entire process. It is my hope that these counseling sessions will be beneficial to your son/daughter at this time of his/her life.

Please sign and return the consent form at the bottom of this page. Your son/daughter may return the form to me prior to our first meeting on _____.

You also will find enclosed a schedule of the meetings. Each of _____'s teachers will be informed of when he/she will miss class. If you have any questions or concerns, please contact me at **(phone number)**, extension (____). I look forward to working with _____.

Sincerely,

(NAME)
School Counselor

Enclosure

Please detach and return to school counselor by (day, date).

_____ has permission to participate in counseling sessions related to _____.

_____ does not have permission to participate in counseling sessions related to _____.

(Parent's Signature)

(Date)

POLICY 6-5.2 SCHOOL LIBRARIES/MEDIA CENTERS

The primary function of Hanover County Public School libraries/media centers is to implement, enrich and support the educational program of the schools. The centers provide a wide range of materials at various levels of sophistication with a diversity of appeal and the presentation of different points of view.

To this end the Hanover County School Board declares that the primary responsibilities of the libraries/media centers are:

1. To provide materials that will stimulate the acquisition of factual knowledge and the development of literary appreciation, aesthetic values and ethical standards.
2. To provide a source of information which, when consulted, may enable pupils to make informed judgments.
3. To provide materials containing a wide range of views on issues so that students may develop the practice of critical reading and thinking.
4. To provide materials representative of religious, ethnic and cultural groups and their contribution to the American heritage.
5. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the libraries/media centers.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78; Regulations Establishing Standards for Accrediting Schools, 8 VAC 20-131-190.

Recodified: August 2000

POLICY 6-5.3 COPYRIGHTED MATERIALS

Instructional and other staff of the Hanover County Public Schools shall honor the requirements of the Copyright Act of 1976, 17 U.S.C. §§ 101, et seq. The division superintendent or his designee shall, from time to time, distribute information including, where appropriate, guidelines to assist school staff in resolving issues related to copyright law, particularly the fair use and educational use exceptions.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22-1.70, 22.1-78; 17 U.S.C. sections 101, et seq.

Recodified: August 2000

POLICY 6-5.4 HOMEWORK

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

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-253.13:7; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.

Recodified: August 2000

Amended: July 12, 2016

ACCOMPANYING REGULATIONS

REGULATION 6-5.4(A) GUIDELINES FOR HOMEWORK: K-12
REGULATION 6-5.4(B) MAKE-UP OF SCHOOL WORK AND /OR TESTS

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

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

Purpose

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

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

Teacher Responsibilities

1. Communicate the assignment in an appropriate manner for the individuals in the class and thoroughly explain the homework.
2. Assign homework that supplements and reinforces lesson objectives.
3. Individualize assignments when appropriate based on needs, achievement levels, and/or interests of the students. Consider students' accommodations and modifications when assigning homework.
4. Focus on quality of homework instead of quantity.
5. Provide written instructions, including a statement of the project's objectives and evaluation criteria, when making long-term assignments.
6. Use discretion in making homework assignments over weekends and holidays, in order to leave time for family activities and long-term projects. Homework shall not be due on the school day immediately following a holiday.
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 student's 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 Student Conduct.)

Parent Responsibilities

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

EVALUATION AND FOLLOW-UP OF HOMEWORK ASSIGNMENTS

Teacher Responsibilities

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

Parent Responsibility

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

Student Responsibility

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

FREQUENCY AND DURATION OF HOMEWORK ASSIGNMENTS

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

Amended: July 12, 2016

REGULATION 6-5.4(B) MAKE-UP OF SCHOOL WORK AND/OR TESTS

Students with excused absences must make arrangements with their teachers for completing the necessary make-up work. Teacher 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.

Amended: July 12, 2016

POLICY 6-5.5 TEXTBOOKS

Adoption

All basal textbooks used in the Hanover County Public Schools shall be adopted by the Hanover County School Board in accordance with applicable Virginia law and regulations established by the Virginia Board of Education. All supplemental textbooks shall be approved by of the division superintendent or his designee prior to use in the classroom.

The Virginia Department of Education adopts a multiple list of basal texts for a six-year period. At the end of a two-year period additional materials may be evaluated and added to the existing multiple basal list. Upon receiving the State's multiple list, the School Board shall establish a plan for its selections from the list. As outlined in the Hanover County Public Schools' Five-Year Curriculum Development Plan, textbook adoptions are staggered so that all texts will not be adopted in one year. Textbooks for elective courses not included in the state two-year adoption cycle may be adopted in interim years by the school division.

Textbook Adoption Committees

Textbook adoption is a component of curriculum development as outlined in the Five-Year Curriculum Development Plan. A division level curriculum development committee is formed by the assistant superintendent of instructional leadership for every content area, K-12. When the textbook adoption process is scheduled to occur in a content area, members of the curriculum development committee will serve on the textbook adoption committee.

Hearings shall be held wherein selected committees listen to presentations made by publishers' representatives. The committees then recommend their choices on a point basis. Final selection shall be at the recommendation of the division superintendent and the approval of the School Board based primarily on the recommendation of the respective adoption committees.

Sale of Textbooks

Used textbooks may be sold at cost. New textbooks may be purchased only through the School Board office.

Textbooks for Students

Free textbooks shall be provided for students in Hanover County Public Schools. All books shall be returned by each student who has been in attendance in the school division or payment shall be made for books missing or damaged.

When students move from one public school to another within Hanover County, a textbook transfer form will be used to transfer the textbooks between schools. Consumable books assigned to a student shall accompany the student when he transfers to another public school within Hanover County. These books shall be returned along with the hardback books when a student withdraws from school for any reason.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-238 through 22.1-253; Regulations Governing Instructional Materials – Selection and Utilization by Local School Board, 8 VAC 20-170-10; Regulations Governing Textbook Adoption Local Level, 8 VAC 20-230-10; Regulations Governing Textbooks – Free or Rental Systems State Aid, 8 VAC 20-190-10.

Recodified: August 2000

ACCOMPANYING REGULATION

REGULATION 6-5.5 TEXTBOOK ADOPTION GUIDELINES

Selection of Committee Members

Generally

Textbook adoption is a component of curriculum development as outlined in the Five-Year Curriculum Development Plan. A division level curriculum development committee is formed by the assistant superintendent of instructional leadership for every content area, K-12. When the textbook adoption process is scheduled to occur in a content area, members of the curriculum development committee will serve on the textbook adoption committee.

Textbook committees consist of one administrator from each level for which a text is being adopted; three parents (one from each corridor) who are serving on the curriculum development committee; one or two teachers from each school (department chairperson if applicable), and a Hanover County School Board member. The principal will be informed of all administrator, teacher and parent appointments made in his building.

The lead teacher specialist for a content area (if one exists) will chair the curriculum development committee and textbook adoption committee. Recommendations for members of the division-level curriculum development committee may be made by lead teacher specialists, directors of elementary, middle, and high school, principals, County Council of PTA's, individual school parent/teacher organizations, and teachers to the assistant superintendent of instructional leadership. Persons serving on division-level curriculum development committees will also serve on division-level textbook adoption committees.

School Board Members

Each committee shall have a School Board member serving on it in accordance with School Board Policy 6-5.5.

Responsibilities

Chairman

The chairman of the textbook adoption committee presides at all meetings. As such, the chairman's responsibilities are to:

1. submit a list of recommended committee members (after consultation with the respective building principal) to the division superintendent for School Board approval;
2. establish meeting dates, times and places and notify all members of the same;
3. guide and direct the activities of the committee;
4. supply proper forms and materials and coordinate their distribution;
5. assist committee members in coming to consensus about textbook adoption;
6. maintain communication with the director of instructional support services regarding publishers' meetings and the ordering of textbooks;
7. submit the names of recommended textbooks to the division superintendent for School Board approval;
8. recommend ways to provide teacher inservice on using the newly adopted materials; and
9. coordinate the acquisition of ancillary materials.

Teachers

Teachers' responsibilities are to:

1. review sample textbooks;
2. evaluate textbooks;
3. complete textbook assessments listing strengths, weaknesses, congruency with curriculum, etc.; and
4. submit assessments to their school's committee representative(s).

Committee Members

Committee members' responsibilities are to:

1. attend textbook committee meetings;
2. review all textbooks;
3. communicate guidelines and pertinent information to teachers throughout the process, and strive to reach consensus at the building level;
4. collect and review teachers' assessments of textbooks;
5. articulate (verbally and in writing) strengths/weaknesses of each textbook based upon teachers' input;
6. narrow selection to top three textbooks; and
7. reach consensus and recommend the textbooks to the division superintendent and School Board members (vote only if unable to reach agreement).

Criteria for Textbook Adoption

Committee members shall consider textbooks relevant to purpose, content, methodology, and practical characteristics.

Purpose

Textbooks will supplement and enrich the curricula and will enhance and promote student opportunities for independent thinking and learning.

Content

1. Content is unbiased, nondiscriminatory, and not demeaning of individuals or groups. Materials are free of ethnic, racial, cultural, age, and gender bias.
2. Content is accurate, up-to-date, and free of grammatical, mathematical, graphical, and content errors.
3. Content has sufficient depth to extend students' learning. Materials provide enrichment ideas for students ready to go beyond the content of the text.
4. Content is relevant, clear, logical, and sequential.
5. Content includes appropriate illustrations, photographs, and graphical information to reinforce the development of important concepts.
6. Content supports instructional delivery in concepts, skills, and applications.
7. Content (including reading level) is appropriate for the age and maturity of students.
8. Information presented in tables, figures, examples, and illustrations extends the content.
9. Content is consistent with Hanover County curricula both in scope and sequence.
10. There are no omissions of critical content as defined by appropriate standards and accreditation requirements.

Methodology

1. Presentation and organization assist the teacher in providing for individual differences and various learning styles among students.
2. Suggestions to teachers are educationally sound and sufficiently varied.
3. Teachers' materials provide information on classroom management, suggested time frames for instruction, clear directions and appropriate safety precautions, and procedures for differentiating instruction.

4. A variety of assessment measures is provided for the student (self-evaluation) and the teachers. Assessment options include open-ended responses, performances, products, and collections of work.
5. Assessment items and scoring criteria address various levels of thinking and learning.
6. Instructional materials integrate assessment in support of instruction.

Practical Characteristics

1. Reference tools are included when appropriate.
2. Textbooks are well constructed and durable.
3. General appearance of the book is attractive.
4. Cost is reasonable for the product.
5. Shipping costs are reasonable.
6. The adopted text will be available from the publisher throughout the adoption period.
7. Appropriate materials are available at the time of adoption.
8. Textbooks will be delivered within 30 days unless otherwise specified.
9. Instructional consultants will provide free staff development and support throughout the adoption period to Hanover County teachers.

Suggested Time Frame for Textbook Adoption Process

October - Confirm committee members for presentation at November School Board meeting.

November - School Board approval of committee. Director of instruction support services orders textbook samples from publishers.

December - First organizational meeting for explanation of process and distribution of materials. Review books.

January - Review books.

February - Meeting to select top three choices among possibilities. Director of instructional support services contacts publishers to invite them to March meeting.

March - Display books for parents (perhaps in school library or other central location). Meeting with publishers for presentation of materials. Meeting to make final selection of texts for School Board approval.

April - (Meet to make final decision, if needed.) Submit recommended materials to the division superintendent for School Board approval. Director of instructional support services orders books and materials approved by School Board.

May - (Submit to School Board for approval, if needed.)

June - Director of instructional support services orders books; materials approved by School Board.

Consideration to Textbooks Not on the Virginia Board of Education's Approved Textbook List

Rationale

It may sometimes be warranted to recommend a textbook or series for adoption that is not on the approved Virginia Board of Education Textbook Adoption List. The Virginia Department of Education may not have approved texts in some subject areas, or it may be that the approved texts are not appropriate for all academic levels of instruction. Any member of the committee may suggest a text for consideration by the committee.

Process

The same evaluation process should be followed. If the committee recommends the adoption of a book not on the State adoption list and the School Board approves the adoption, then the Virginia Department of Education must be notified in writing of the decision.

Ramifications

There is generally no price guarantee for books not on the State adoption list. That is, price increases may take place throughout the six-year cycle. Also, the availability of adopted editions and accompanying supplemental materials is not guaranteed for the six-year cycle.

Working with Publishers

Obtaining textbooks and supplemental materials is the responsibility of the director of instructional support services. After textbook adoption procedures are concluded, those texts and materials requested by publishers to be returned should be collected at a central location.

POLICY 6-5.6 INSTRUCTIONAL MATERIALS

The Hanover County School Board shall review and approve guidelines and procedures for the selection, evaluation, approval, and use of instructional materials consistent with applicable Virginia law and regulations established by the Virginia Board of Education. The division superintendent or his designee shall periodically review guidelines and procedures and bring recommendations for changes to the School Board.

The primary objective in the selection of instructional materials is to provide those materials which 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, producer, format, and cost, support of the educational program, and age and developmental appropriateness.

The selection of textbooks is addressed by Policy 6-5.5, **TEXTBOOKS**.

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.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-238 through 22.1-253; Regulations Governing Instructional Materials – Selection and Utilization By Local School Boards, 8 VAC 20-170-10; Regulations Governing Textbook Adoption-Local Level, 8 VAC 20-230-10.

Recodified: August 2000

Amended: January 13, 2015

ACCOMPANYING REGULATIONS

REGULATION 6-5.6(A) PROCEDURE FOR UTILIZATION OF SUPPLEMENTARY MATERIAL
REGULATION 6-5.6(B) PROCEDURE FOR SELECTING FAMILY LIFE MATERIALS

REGULATION 6-5.6(A) PROCEDURE FOR UTILIZATION OF SUPPLEMENTARY MATERIAL

Supplementary materials (materials not purchased by HCPS), including, but not limited to, teacher-made materials, may be reviewed by the principal or the principal's designee. While such materials do not require the prior approval of the principal or the principal's designee, instructional staff shall exercise care in their preparation or selection. Instructional staff shall ensure that any such materials are aligned with the approved curriculum and consistent with applicable School Board policies including, but not limited to, Policy 6-1.10, Teaching About Sensitive or Controversial Topics. Any material that raises a reasonable concern relating to its appropriateness shall be submitted to the principal or the principal's designee for prior approval on the *Request for Utilization of Supplementary Materials Form*.

Guidelines of Supplementary Materials

When developing lessons and selecting supplementary materials around sensitive or controversial topics, teachers and school administrators shall ensure that:

1. Supplementary materials are aligned with the approved curriculum and both content and illustrations are grade-level appropriate;
2. Full-length films are not encouraged for use in classroom instruction. Whenever possible, video clips are deemed more instructionally appropriate. The use of a full-length film in its entirety in classroom instruction must meet the following rating guidelines:
 - Only "G" rated films may be shown in grades K-2
 - Only "G" and "PG" films may be shown for grades 3-7
 - Only "G," "PG," and "PG-13" films may be shown for grades 8-12
3. Parents receive notice prior to the introduction of controversial or sensitive topics. A course syllabus that includes a list of these topics shall constitute such notice at the middle and high school levels;
4. Students are provided background knowledge necessary to participate in an activity;
5. Thorough follow-up is provided to address misunderstandings or to allow for student reactions; and
6. Upon receiving notification, parents/guardians may request an alternative assignment. The appropriate subject area curriculum specialist may provide assistance to staff in complying with this policy.

Amended: January 13, 2015, June 14, 2016

**HANOVER COUNTY PUBLIC SCHOOLS
REQUEST FOR UTILIZATION OF SUPPLEMENTARY MATERIALS**

Title: _____ Type of Material: _____

Author(s): _____

Publisher: _____

1. State briefly the manner in which you envision this material being used.

2. What is the purpose of this material?

3. What is the theme of this material?

4. What elements of the material might make it objectionable to some persons?

5. Cite specific sections, if any, which you feel might be offensive to some individuals.

6. How does the value of the purpose outweigh the possible objectionable or controversial sections of the materials?

7. How do you plan to teach any objectionable passages or areas?

8. What alternatives do you have for students/parents who object to this particular material?

Teacher's Signature / Date

Principal's or Designee's Signature

**Department Chair/Grade Level Leader's
Signature / Date**

Date

HANOVER COUNTY PUBLIC SCHOOLS
(SAMPLE Notification to Parents of Sensitive Topic Instruction)

Date: _____

Dear Parents/Guardians:

This is to inform you that the Standards of Learning topic of _____

_____ (SOL # _____) will be studied using the following supplementary materials:

_____ (circle one: video or book)

_____ (circle one: video or book)

_____ (circle one: video or book)

Due to the possibly sensitive nature of this topic, you are being given the opportunity to review and discuss the use of the supplementary materials prior to instruction with your student's teacher. If, after the review or discussion you wish for your student to receive an alternative assignment, please contact your student's classroom teacher for the *Request for Alternative Assignment Form*. Return the completed form to the teacher.

Teacher: _____

Course: _____

Contact Information: _____

**HANOVER COUNTY PUBLIC SCHOOLS
REQUEST FOR ALTERNATIVE ASSIGNMENT FORM**

Parent/Guardian: _____

Address: _____

Telephone (H): _____ Telephone (alt.): _____

School: _____ Student Grade/Age (if parent): _____

Sensitive or Controversial Topic: _____

What do you object to in the material? (Please be specific, cite pages, etc.) _____

Have you been able to discuss this work with the teacher? If so, please indicate date of discussion below.

Date discussed with
Teacher: _____

Signature of Parent/Guardian: _____

Date: _____

Please return completed form to the classroom teacher.

REGULATION 6-5.6(B) PROCEDURE FOR SELECTING FAMILY LIFE MATERIALS

Supplemental audiovisual materials for the Family Life Education program must be reviewed and approved by a division-wide committee consisting of at least 1 administrator, 2 parents, 2 teachers, and the appropriate elementary or secondary director (or designee).

New audiovisual materials may be recommended to the review committee by completing the attached Request for **A-V Family Life Materials**. All requests will be reviewed for possible purchase. It is important that all appropriate questions on the request form be answered as thoroughly as possible.

Recommended audiovisual materials will be evaluated and reviewed as to the appropriateness for the content area and specific objective, presentation style, and technical quality. The attached approval form must be completed and signed by the committee members prior to the requested materials being used in any classroom.

REQUEST FOR UTILIZATION OF A-V FAMILY LIFE MATERIALS

TITLE _____ FORMAT _____

PUBLISHER _____

1. What Family Life objective will this material supplement?

2. State briefly the manner in which you envision this material being used.

3. What is the purpose of this material?

4. What is the theme of this material?

5. What elements of the material are sensitive and might make it objectionable to some people?

6. Cite specific sections, if any, which you feel might be offensive to some individuals.

7. How does the value of the purpose outweigh the possible objectionable or controversial sections of the material?

8. List suggested methods of treating "sensitive" sections.

Requested By

Date

HANOVER FAMILY LIFE A-V APPROVAL FORM

TITLE _____ FORMAT _____

PUBLISHER _____ Recommended Age Level _____

Stands Alone: _____ Series: # in series _____ Length (each) _____

Specific FLE Obj. _____ Teacher support Material: Yes _____ No _____

Specific Topic (s) _____

Please rate each of the following areas using the scale listed. Space is provided for additional comments/notations.

EX -- Excellent
 G – Good
 F – Fair
 P – Poor
 N/A-- Not Applicable

<u>CONTENT</u>	<u>EX</u>	<u>G</u>	<u>F</u>	<u>P</u>	<u>N/A</u>
1. Appropriate for recommended age level	___	___	___	___	___
2. Appropriate for mixed-sex classes	___	___	___	___	___
3. Appropriate for male classes only	___	___	___	___	___
4. Appropriate for female classes only	___	___	___	___	___
5. Free of bias/special interest propaganda	___	___	___	___	___
6. Free of sexual/ethnic stereotyping	___	___	___	___	___
7. Accurate	___	___	___	___	___
8. Current	___	___	___	___	___
9. Will remain current up to 5 years	___	___	___	___	___

<u>TECHNICAL</u>	<u>EX</u>	<u>G</u>	<u>F</u>	<u>P</u>	<u>N/A</u>
1. Presentation style appeals to students	___	___	___	___	___
2. Length appropriate for intended group	___	___	___	___	___
3. Visuals easy to understand	___	___	___	___	___
4. Appropriate relationship of visual/audio	___	___	___	___	___
5. Audio free of dialect/other distracting qualities	___	___	___	___	___

SUPPORT MATERIALS

	<u>EX</u>	<u>G</u>	<u>E</u>	<u>P</u>	<u>N/A</u>
1. Clarity	___	___	___	___	___
2. Organization	___	___	___	___	___
3. Overall Impression	___	___	___	___	___

CLASS IMPLEMENTATION

1. To develop awareness	___	___	___	___	___
2. To help understand attitudes	___	___	___	___	___
3. To motivate class activities	___	___	___	___	___
4. To introduce new material	___	___	___	___	___
5. To help explain topic	___	___	___	___	___
6. To stimulate discussion	___	___	___	___	___
7. To develop skills	___	___	___	___	___
8. To use as a sole source of information	___	___	___	___	___
9. To use within unit of study	___	___	___	___	___

Has anyone else used these materials? Yes _____ No _____ Unknown _____

Reaction:

Brief Summary:

Comments/Notes:

Recommended:

Signature	Title	Date

Not Recommended:

Signature	Title	Date

POLICY 6-5.7 COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS AND LEARNING RESOURCES

Complaints

The selection of learning resources is governed by Hanover School Board Policies 6-5.5 and 6-5.6. 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.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-87, 22.1-253.13:7.

Recodified: August 2000

Amended: January 13, 2015

ACCOMPANYING REGULATION

REGULATION 6-5.7 REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Instructional materials, whether basal, supplemental, or library materials, may be challenged by any parent or guardian of a Hanover County Public Schools student, Hanover County Public Schools employee, or Hanover County resident. Challenged materials may continue to be used until the challenge has been resolved or the appeals process has been completed. If a certain material is under review, an additional reconsideration form may not be submitted until a decision at Level Two of the appeals process is reached. The action taken at the highest level of review will remain in effect for a period of four (4) years. After this time the material may be reconsidered following selection policy guidelines.

There are four levels of review for challenges to instructional materials:

- Level One, Conference with Principal
- Level Two, Local School Review Committee
- Level Three, HCPS Instructional Material Review Committee (IMRC)
- Level Four, School Board Review

Level One, Conference with Principal:

- a. If a complainant is concerned about the use of an instructional material, a conference shall be held with the principal and the teacher or librarian to discuss the use of the material. The principal will give the complainant his/her decision either orally at the conclusion of the conference or in writing within three (3) school days, and provide the complainant with the form for appealing.
- b. If the complainant is a parent or guardian and requests the material be withdrawn from use with his/her child, the principal may honor the request if he/she decides that the substitution of another instructional material is appropriate. The material shall not be withdrawn from use with other students at this time.

- c. If the complainant desires further action, the principal shall provide him/her with the *Reconsideration of Instructional Materials Form*. The form is due seven (7) school days after the principal's conference. The principal shall notify in writing the Superintendent that the material is under consideration. The principal also will notify involved school instructional personnel that the material is under consideration.

Level Two, Local School Review Committee:

- a. Upon receipt of the completed *Reconsideration of Instructional Material Form*, the principal shall establish a review committee to include at least one administrator, two teachers, a librarian, and one community member. A review committee convened by a high school principal may also include one student. The Lead Teacher Specialist for Library Media Services will assist in coordinating this level of review.
- b. Prior to meeting with the complainant, the review committee shall:
 - i. Review the completed form submitted by the complainant.
 - ii. Read, view, or experience the challenged material in its entirety.
 - iii. Invite the teacher(s) utilizing the challenged instructional material to discuss why they chose to use it and how they use it.
 - iv. Consider whether the challenged instructional material has general acceptance among educators as an instructional material for the relevant student age-group by consulting reviews and recommended lists, if available.
 - v. Consider the extent to which the challenged instructional material supports the school educational program, including relevant Standards of Learning (*Checklist for Committee's Reconsideration of Instructional Materials Form*).
 - vi. Evaluate the challenged instructional material for its strength and value as a whole and not in part.
- c. An opportunity will be given for the complainant to meet with the committee to present and discuss the complainant's challenge. This meeting should be scheduled within ten (10) school days of receipt of the completed *Reconsideration of Instructional Material Form*. If the complainant does not accept the opportunity to meet, the committee will discontinue its review.
- d. The review committee will meet as a group to discuss the complainant's challenge after the complainant has concluded his/her meeting with the review committee. The review committee will set forth its decision concerning the challenged instructional material in writing. The principal will send a letter to the complainant to advise him/her of the review committee's decision. The principal will also forward a copy of this letter, the complainant's completed form, and the review committee's written decision to the Superintendent or his/her designee.

Level Three, HCPS Instructional Material Review Committee (IMRC):

If the complainant is not satisfied with the decision of the review committee, he or she may appeal the decision to the HCPS Instructional Material Review Committee (IMRC) by notifying the principal in writing within seven (7) school days of the date of the principal's letter to the complainant. An appeal submitted after the seven-day deadline will not be considered.

- a. Upon receipt of an appeal of the decision of the Local School Review Committee, the Superintendent will convene a meeting of the IMRC. The composition of the IMRC will include the Superintendent or his/her designee, who serves as the IMRC chairperson, the Assistant Superintendent of Instructional Leadership, and the Lead Teacher Specialist for the specific content area in which the challenged instructional material is used.
- b. The HCPS IMRC shall:
 - i. Study the written decisions of the Review Committee and all information considered by the Review Committee to make its decision.
 - ii. Invite the complainant to appear before the IMRC to present and discuss the complainant's appeal. This meeting should be scheduled within ten (10) school days of receipt of the appeal. If the complainant does not choose to meet with the IMRC, the IMRC will discontinue its review of the appeal and the Review Committee's decision will stand.
 - iii. The IMRC will meet to discuss the complainant's appeal after the complainant has concluded his or her meeting with the IMRC. The IMRC will communicate its decision concerning the challenged instructional material in writing. The Superintendent will send a letter to the complainant to advise him/her of the IMRC's decision.

Level Four, School Board Review:

The School Board shall be informed of such complaints when in the opinion of the division Superintendent:

- a. They indicate a need for change in the School Board policy.
- b. They seem to represent fairly widespread concern in the community.
- c. They raise substantive questions about the adequacy of any phase of the educational program.
- d. They are of such magnitude as to cause undue damage to the image or reputation of the schools.

The complainant shall have the right to appeal any decisions of the division Superintendent to the School Board within seven (7) school days of the date of the Superintendent's letter to the complainant. An appeal submitted after the seven-day deadline will not be considered. The School Board's review will be a consideration of the record, which shall include all materials reviewed during Levels One, Two, and Three. The decision of the School Board shall be final.

Amended: January 13, 2015

**HANOVER COUNTY PUBLIC SCHOOLS
REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

Title: _____

Author(s): _____

Publisher/Producer: _____ Copyright: _____

Please check type of material:

- | | |
|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> Book | <input type="checkbox"/> Recording |
| <input type="checkbox"/> Film | <input type="checkbox"/> Video |
| <input type="checkbox"/> Software | <input type="checkbox"/> Other: _____ |

Please check type of reading:

- Assigned
 Voluntary

Request initiated by: _____

Address: _____

Telephone (H): _____ Telephone (alt.): _____

School: _____ Student Grade/Age (if parent): _____

Do you represent:

- Yourself
 An organization: _____
 Other group: _____

The following questions are to be answered after the individual has read, viewed, or listened to the instructional material *in its entirety*. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

What do you object to in the material? (Please be specific, cite pages, etc.) _____

What do you believe is the theme or purpose of this material? _____

What do you feel might be the result of a student using this material? _____

For what age group would you recommend this material? _____

What is good in this material? Please comment. _____

Would you care to recommend other instructional material of the same subject and format? _____

Have you been able to discuss this work with the teacher or librarian? If so, please indicate date of discussion below.

Date discussed with Teacher: _____

Date discussed with Librarian: _____

Date discussed with Principal: _____

Signature of Complainant: _____

Date: _____

Please return completed form to the school principal.

**HANOVER COUNTY PUBLIC SCHOOLS
CHECKLIST FOR COMMITTEE'S RECONSIDERATION OF
INSTRUCTIONAL MATERIALS**

Title: _____

Author(s): _____

Publisher/Producer: _____ Copyright: _____

Please check type of material:

- | | |
|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> Book | <input type="checkbox"/> Recording |
| <input type="checkbox"/> Film | <input type="checkbox"/> Video |
| <input type="checkbox"/> Software | <input type="checkbox"/> Other: _____ |

Please check type of reading:

- Assigned
 Voluntary

PURPOSE:

1. Does the instructional material selection align with the curricular objective(s)?
2. What is the purpose, theme, or message of the material? How well does the author/producer/composer accomplish this purpose?
3. Does the material offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?
4. Are any questionable elements of the story an integral part of a worthwhile theme or message?

CONTENT:

1. When factual information is part of the material, is it presented accurately?
2. Are concepts presented appropriate to the ability and maturity of the potential users?
3. Do characters speak in a language true to the period and section of the country in which they live?
4. If there is use of offensive language, is it appropriate to the purpose of the text?
5. Is the material well written or produced?
6. Are the illustrations appropriate and in good taste?
7. Are the illustrations realistic in relation to the information?

RECOMMENDATION:

1. What is your reaction to the material as a whole?
2. What is your recommendation concerning the disposition of this material?
3. What is the rationale on which you base your recommendation?

POLICY 6-5.8 FIELD TRIPS

The Hanover County School Board supports the use of field trips to extend the learning opportunities provided in the regular instructional program and to provide opportunities for competition for students in extracurricular programs. Trips shall be approved by the division superintendent or his designee. Principals are expected to consider the educational value of the trip, the availability of the learning opportunities and the distance, time and expense involved in the trip. Principals are also responsible for following all procedures for requesting approval of field trips. Only properly insured modes of transportation are to be used for school trips. Principals should insure that no student is denied participation on a field trip because of the expense of the trip.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-176.

Recodified: August 2000

ACCOMPANYING REGULATION

REGULATION 6-5.8 FIELD/RECREATIONAL/CLASS TRIPS

Approval

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

Chaperones

All school-sponsored trips must include an adequate number of adult chaperones (1 per 10 students). Chaperones must adhere to the following guidelines:

Before the trip:

- Complete a "School Volunteer Registration Sheet."
- Alert the supervising teacher of any medical, emotional, or physical conditions which may impact ability to perform responsibilities.
- Review the section regarding Rules Governing Bus Transportation in the Code of Student Conduct.
- Notify the supervising teacher of any specialized certification(s) or qualification(s) in CPR and/or First Aide or EMT/Paramedic.
- Submit a copy of personal insurance if providing transportation for students in a personal vehicle.

During the trip:

- Report to and take direction from the supervising teacher.
- Remain alert and aware of potential danger.
- Report any suspicious or inappropriate activity not recognized as being approved by the school to the supervising teacher.
- Be in possession or have access to a copy of the permission slips showing the students' names, emergency numbers to reach parents, and any relevant medical information regarding student needs for each student under their supervision.

- Do not release any student under any circumstances to anyone not identifiable as the guardian parent, biological parent, custodial parent, or foster parent. A grandparent, step-parent, or a family member or friend of the family must have written permission signed by the custodial parent to transport a child from a school sponsored field trip and must be able to prove his or her identity to the chaperone and to the supervising teacher prior to release of the child.
- Be prepared to assume the role of supervisor should the teacher become disabled or unable to supervise the field trip, or should the transportation vehicle break-down or become involved in an accident.

Guidelines

The following guidelines should be adhered to:

1. Teachers desiring to take a field trip should submit plans to the principal showing the relationship of the trip to the regular classroom work of the students, the objectives of the trip, and plans for evacuation and follow-up activities. Such plans must be approved before discussing them with the students or parents. It is suggested that the subject teacher discuss the trip with the department head. The principal shall approve or disapprove any such plans or trips before requesting permission from the director of instructional support services.
2. The principal must request and be granted permission by the division superintendent's office before any field trips are scheduled.
3. Completion of plans and notification of parents shall be made following approval from the central office.
4. Written permission from each student must be received by the principal and filed prior to the date of the proposed field trip. Parental permission slips must be kept on file for at least two months.
5. Primary grades, (K, 1, 2, 3) should usually be limited to not more than two (2) trips per grade, per year. These trips should be limited to within the boundaries of Hanover County or immediate surrounding areas. Grades 4, 5, 6, and 7 should usually be limited to not more than two (2) trips per grade. One of these trips may be outside Hanover County or the immediate surrounding area.
6. Children in grades 4 through 12 should be permitted to attend not more than one (1) musical concert a year in the Richmond area, in addition to any field trips that may be taken.
7. Arrangements should be made prior to the trip for students who may require medical attention (i.e. an Epi-Pen) or medication during the trip.

Permission Form

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

Privately Sponsored Trips

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

Transportation

Transportation requests for use of County buses shall be submitted electronically thirty (30) days prior to the date of requested travel, and approved by the division superintendent or designee.

Normally school buses shall not be used for travel except within the boundaries of Hanover County and a reasonable area. (School bus transportation requests shall be made by the principal using the forms provided.) Commercial vehicles shall be used for trips beyond the limitations placed on school bus transportation.

Where commercial transportation is being utilized, a letter of explanation and intent shall be submitted to the division superintendent's office thirty (30) days prior to the date of requested travel. Arrangements for commercial transportation shall be the responsibility of each respective principal and a written certificate of insurance shall be on file in the principal's office. When a Hanover County Public School bus is used on field trips as a part of the established program, normally there shall be no fees for transportation.

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

Overnight Trips

The School Board generally discourages student trips out-of-state and/or requiring overnight accommodations. However, in those circumstances when such trips present unique educational or extra-curricular opportunities, the division superintendent or his designee shall give requests for such trips special consideration. During overnight trips, the chaperone ratio should be increased to one for every six students.

Under an elevated or imminent alert status or when deemed appropriate by school division staff, extra precautions will be taken to ensure the safety of staff, students and chaperones. The school division reserves the right to deny or withdraw field trip approval when it is deemed appropriate.

Amended: April 22, 2003, September 16, 2003, August 24, 2004, July 12, 2005, March 27, 2012

HANOVER COUNTY PUBLIC SCHOOLS
ASHLAND, VIRGINIA 23005

TRANSPORTATION & FIELD TRIP AUTHORIZATION FORM

NAME OF SCHOOL: _____ **DATE:** _____

NAME OF STUDENT: _____

This form shall be used to secure parent/guardian authorization, which requires the use of county or commercial buses, private automobile or other transportation for student educational trips located outside of school premises.

Teacher's Name: _____	Date of Trip: _____
Class/Subject: _____	
Location: _____	
Time of Departure: _____	o a.m. o p.m.
Time of Return: _____	o a.m. o p.m.

SUPERVISION: Students participating in the above described field trip sponsored by the Hanover County Public Schools will, at all relevant times during the field trip, be supervised by professional instructional and support staff of the Hanover County Public Schools. In some circumstances, the students also may be accompanied by parent chaperones.

METHOD OF TRANSPORTATION: o County o Commercial o Private Automobile o Other Specify:

REQUIREMENTS: Describe any special requirements for students to participate, including any items that -students must bring or special skills they must have mastered.

EXPECTATIONS AND INSTRUCTIONS: I understand that the above named student is expected, and the student has been instructed by me, to:

1. Do exactly what he/she is instructed to do by the supervising educators;
2. Adhere at all times to the requirements of the Hanover County Public Schools Code of Student Conduct; and,
3. _____
(Describe any instructions or requirements specific to the particular field trip.)

INSURANCE: I understand that the Hanover County School Board may not carry insurance relative to the trip or for injuries to the student.

ACKNOWLEDGEMENT/CONSENT:

I request that the above named student be allowed to participate in the trip planned and specifically consent to his/her participation. If any emergency medical procedures or treatment are required during the trip, I(We) consent to the trip supervisor(s) taking, arranging for or consenting to the procedures or treatment at his/her/their discretion, after attempts to reach a parent have been exhausted.

I expressly agree to reimburse the Hanover County School Board, its individual members, agents, employees, and representatives, as well as trip supervisors, for any losses, damages or injuries arising out of, during, or in connection with the above named student's participation in the trip, including the costs incurred for the rendering of emergency medical procedures or treatment, if any.

Parent/Guardian

Date

Home Telephone Number

Work Telephone Number

PLEASE NOTE that any approval for out-of-state field trips is contingent upon the existence of a safe climate for national 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.

Hanover County Public Schools
Field Trip Guideline Checklist
[PLEASE ATTACH TO FIELD TRIP REQUEST FORM]

All field trips: (A)

- Review **Policy 6-5.8: Field Trips** in the HCPS Policy and Regulation Manual.
- Destination and Itinerary.
- List of participants.
- Names of trip sponsor plus one other.
- Identify chaperones from approved volunteer list (1 chaperone for every 10 students) (Field Trip Packet - FTP)
- Correspond with the **prospective host** and document the following: (FTP)
 - a. Name, Point of Contact and telephone number.
 - b. Whether the company has disaster plans in place – (e.g. would they provide emergency shelter for those on site should an emergency occur?)
 - c. Review the itinerary and contact all destinations to determine rendezvous points for evacuation and lockdown.
 - d. If fees are charged, specific details of the company's refund policy.
 - i. Under what conditions would a refund be permitted?
 - ii. What % of funds would be refunded at what time in the process?
- Using the attached sample template, compose a separate HCPS emergency plan for each instructional field trip that must be approved by school administration.

Beyond Regular school day (day trips that extend beyond regular school hours): (A & B)

- Develop and distribute "telephone tree", ensure a minimum of one cellular telephone is taken on trip.
- After hours contact at school.
- Correspond with the **transportation company/bus service** (if not Hanover County Public Schools) and document the following:
 - a. If using a tour company for the field trip, contact them and secure a written copy of the contract, insurance options, cancellation insurance, and the tour company insurance plans.
 - b. Have all contracts
 - c. Name, Point of Contact and telephone number.
 - d. Whether the company has disaster plans in place – (e.g. would they provide emergency shelter/transportation for those on trip should an emergency occur?)
 - e. Specific details of the company's refund policy.
 - i. Under what conditions would a refund be permitted?
 - ii. What % of funds would be refunded at what time in the process?

Overnight/Out of Town: (A, B & C)

- Ensure a minimum of two cellular telephones are taken on trip.
- List of Chaperones (increase to 1 chaperone per 6 students) (FTP)
- One chaperone CPR trained, if possible (FTP)
- One chaperone designated to hold meds (FTP)
- Correspond with the **prospective hotel/lodging host** and document the following:
 - a. Name, Point of Contact and telephone number.
 - b. Whether the company has disaster plans in place – (e.g. would they provide emergency shelter/transportation for those on trip should an emergency occur?)
 - c. Specific details of the company's refund policy.
 - i. Under what conditions would a refund be permitted?
 - ii. What % of funds would be refunded at what time in the process?
- Communicate to parents/chaperones alerts that are in place at the time reservations are made and immediately prior to trip, giving parents every opportunity to withdraw their child from participation.

HANOVER COUNTY PUBLIC SCHOOLS FIELD TRIP PLAN
[PLEASE ATTACH TO FIELD TRIP REQUEST FORM]

Trip Destination: _____ Date: _____

The staff member in charge of any instructional field trip must do the following prior to the trip:

At all times, the safety of students, staff and chaperones is a priority.

Hold a required chaperone meeting/training session to review emergency plans with chaperones. Student group rolls, medical information, cell phone numbers, phone trees, and primary school contact numbers must be pre-established and distributed at this meeting. In addition, the person in charge of the trip must retain copies of all student group information.

For an isolated emergency affecting one or more students:

- Take necessary precautions to treat a life-threatening situation without placing the safety of others in jeopardy.
- Call 911, if appropriate.
- Immediately notify the person in charge of the trip and alert him/her to the situation.
- Secure the aid of another chaperone to watch the remainder of your group.
- If the student(s) are mobile, proceed to the assigned rendezvous place.

If students must be evacuated:

- Verify that all students in your group are present (check the roll).
- Communicate the rendezvous point to students.
- Immediately notify the person in charge of the trip or another chaperone and alert him/her to the situation.
- Move cautiously to the rendezvous point, keeping control of students at all times.

If movement of students is not possible (Lockdown):

- Verify that all students in your group are present (check the roll).
- Find a place to keep students safe.
- To the extent possible, be able to give your precise location.
- Immediately notify the person in charge of the trip or another chaperone and alert him/her to the situation.

Rendezvous points for evacuation or lockdown should be predetermined.

General Notification to parents:

In the event of an emergency or problem on the field trip, parents will be notified via the phone tree and a school system representative (principal or designee) will be notified of the change in plans.

In the event of a national emergency that affects all schools, Hanover County Public Schools will broadcast information on Channel 99 and post on the Web site at www.hcps.us.

Hanover County Public Schools
Instructional Field Trip Permission Form

Field Trip Sponsor/Organizer:

Description of Trip:

Dates of Trip:

Name of Student:

YES

I, _____, the parent/guardian of _____ do hereby grant permission for my child to participate in the above-referenced field trip. I understand the refund/cancellation policy of the company(ies) involved.

Please list any special precautions/medications your child will need during this field trip.

Please print name

Signature

Primary telephone number

Secondary telephone number

Date

NO

I, _____, the parent/guardian of _____ choose to "opt-out" of this field trip. Please arrange for an alternate lesson plan for my child.

Please print name

Signature

Date

PLEASE NOTE that any approval for out-of-state field trips is contingent upon the existence of a safe climate for national 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.

POLICY 6-5.9 EMPLOYMENT AND WORK-TRAINING CERTIFICATES

Employment certificates for qualified Hanover County Public School students shall be issued only by the division superintendent or his designee in accordance with all applicable law. The division superintendent or his designee shall have the authority to administer the oath provided for granting such permits and to make any examination necessary for the issuance thereof. No fee shall be charged for issuing any such certificate, nor for administering any oath or rendering any services in respect thereto.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 40.1-78, et seq.

Recodified: August 2000

ARTICLE VI: EVALUATION AND REPORTING

TABLE OF CONTENTS

- 6-6.1 REPORTING TO PARENTS
- 6-6.2 STUDENT EVALUATION AND GRADING
- 6-6.3 INDIVIDUAL TESTS
- 6-6.4 GENERAL EDUCATION DEVELOPMENT (GED) TESTS/CERTIFICATES
- 6-6.5 GROUP TESTS

POLICY 6-6.1 REPORTING TO PARENTS

Report Cards

Periodically during the school year, a progress report shall be given to the parents or guardians of each Hanover County Public School student. Progress and report cards shall reflect the standard of work the student has achieved, his attitudes and his work habits. The reporting teacher shall make the evaluation of the student's work, including the assignment of grades as is further described in School Board Policy 6-6.2.

Warning Notices

In cases where a student is in danger of failing a course or subject, sufficient notice shall be sent to his parents or guardians in order that they may be aware of the possibility of failure and so that appropriate corrective measures may be taken.

Parental Conferences

The Hanover County School Board encourages instructional staff to conduct regular conferences with parents/guardians for purposes of understanding and assisting the students. Where problems exist, conferences should be held as soon as possible.

Seniors

If a senior is in danger of failing to meet the requirements for graduating with his class, the student and his parents or guardians 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 parents/guardians shall rest with the teachers, guidance 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/guardians as required by this Policy.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.

Recodified: August 2000

POLICY 6-6.2 STUDENT EVALUATION AND GRADING

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

1. A student's grade shall be based solely on achievement.
2. A student's grade shall not be penalized for any personal action or for any excused absence except as indicated in Hanover County School Board Policy 7-2.4.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.

Recodified: August 2000

ACCOMPANYING REGULATIONS

- REGULATION 6-6.2(A) EXAMINATIONS – ADMINISTERING
- REGULATION 6-6.2(B) REPORT CARDS AND GRADES
- REGULATION 6-6.2(C) STUDENT EXPECTATIONS AND ASSESSMENT

REGULATION 6-6.2(A) EXAMINATIONS – ADMINISTERING

Elementary

There shall be no examinations in any subject in the elementary school.

Secondary (Grades 8-12)

These guidelines shall be followed when administering final exams and cumulative assessments at the secondary level:

1. For secondary school students, two exams shall be scheduled on each of four days.
2. Exams shall be scheduled for a minimum of one (1) hour and forty-five (45) minutes and a maximum of two (2) hours.
3. Eighth graders shall be required to take final exams in English, mathematics, science, and social studies and in courses for which Carnegie Units are granted.
4. Sixth or seventh graders enrolled in courses for which Carnegie Units are granted shall be required to take final exams in these courses.
5. Final exams may be used to determine appropriate grade level/placement for students transferring into Hanover County Public Schools. Any awarding of credit shall be in accordance with Policy and Regulation 6-4.3.
6. Students enrolled in a semester course during the first semester may be required to take a culminating assessment during the regular school schedule.
7. Teachers will utilize authentic, cumulative assessments throughout the year, including at midpoint, to measure progress towards mastery of curricular objectives.

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 final exam. The only exception to this is the student who meets exemption requirements as outlined below.

Examination of Special Education Students

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

1. Schedule modifications - time of day, length of testing time;
2. Setting modifications - in special education classroom, administered by special education teacher;
3. Modality modifications - oral administration; and
4. Recording modifications - oral responses.

Exemptions

Exemptions from examinations will be allowed for following:

Seniors:

1. 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 the second semester shall be eligible for exemption in that particular subject. (No nine-week report grade, as recorded on the report card for the second semester, may be less than "B" in the subject for which exemption is sought.)
2. Additionally, the following conditions apply:
 - a. A student must not have two office referrals for misconduct;
 - b. A student must not have received an out-of-school suspension from school in the second semester;
 - c. A student must not be absent in excess of four days during the second semester.
3. Teachers of seniors reserve the right to require all seniors to take exams. Examination requirements shall be clarified at the beginning of the course.
4. Seniors eligible for exemption may, if they choose, take any of their examinations.
5. 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.

All Secondary Students:

1. Students enrolled in a course that requires them to take a Standards of Learning (SOL) test may be exempt from their final examination if they have earned a passing score of 400 or better on the SOL test.
2. Students enrolled in Career and Technical Education that requires them to take a credentialing exam during the current school year may be exempt from their final examination if they have earned a passing score on their credentialing exam.

Final Examination Grade Values

Secondary

First semester grades are computed by adding the two (2) nine-week grades and dividing by two (2).

Final examinations administered in the secondary schools normally should be valued as one-seventh of the second semester grade. Second semester grades are computed as follows:

- a. Count each nine-week grade three times;
- b. Count each exam grade once;
- c. Divide the sum of the above grades by seven.
- d. 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.

Non-Attendance During Examinations

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

Re-Examinations

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

Amended: February 12, 2003, September 9, 2003, May 10, 2016, November 1, 2016

REGULATION 6-6.2(B) REPORT CARDS AND GRADES

Responsibility of Teachers

Teachers shall be responsible for the grading and evaluation of student achievement. A student's grade shall be based solely on achievement and shall not be penalized for any personal action or excused absence except as indicated elsewhere in this Policy Manual.

Regulations for Issuing Report Cards and Grades - Elementary (K-5)

Only letter grades will be recorded in grade books. Grades are assigned according to a letter system, each letter is assigned a grade point value.

The following numerical values will be assigned when averaging grades.

A = Excellent	5
B = Above Average	4
C = Average	3
D = Below Average	2
F = Failure	1

Grades will be averaged to one decimal place and rounded to the nearest whole number. If the decimal is .5 or higher, round to the next higher number. If the decimal is .4 or lower, round down by just dropping the decimal. For example, a score of 2.4 will be rounded to 2. A score of 2.5 will be rounded to 3.

Interim reports shall be prepared and issued to all students/parents four times per year, at the midpoint of each nine-week grading period. Report cards shall be prepared and issued to students at the end of each nine-week reporting period (usually forty-five (45) teaching days).

All grades recorded on the report card shall be letter grades and should not be supplemented with plus or minus signs.

Kindergarten & Grade 1

Letter grades **S** – succeeding, **P** - progressing and **N** - needs improvement. Instructional levels will be indicated in reading.

Students in grade K-1 will receive a rating of Mastery, Partial Mastery, or Area of Difficulty in Social Development and Work Habits.

Grades 2-5

Letter grades A, B, C, D, and F will be used in grading students. The instructional level in reading will be indicated.

Students in grade 2 will receive a grade of **S** (succeeding), **P** (progressing), or **N** (needs improvement) in Science, Social Studies, and Writing.

Students in grades 3-5 will receive a rating of **S** (succeeding), or **N** (needs improvement) in Social Development and Work Habits.

Kindergarten – Grade 5 Resource

Students in grades K-5 will receive **S** (succeeding) or **N** (needs improvement) in Health/Physical Education, Art, Library, and Music.

Regulations for Report Cards and Grades – Secondary (6-12)

Beginning with the 2017-2018 school year, the following numerical values will designate each letter grade. 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.

<u>Excellent:</u>	A+	97-100
	A	93-96
	A-	90-92

<u>Above Average:</u>	B+	87-89
	B	83-86
	B-	80-82

<u>Average:</u>	C+	77-79
	C	73-76
	C-	70-72

Below Average: D+ 67-69
 D 65-66

Failure: 64 and below

Interim reports shall be prepared and issued to all students/parents four times per year, at the midpoint of each nine-week grading period. Report cards shall be prepared and issued to students at the end of each nine-week reporting period (usually forty-five (45) teaching days.)

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. Only numerical grades will be recorded in gradebooks. All grades recorded on the report card shall be letter grades supplemented with plus or minus signs, as appropriate based upon the above scale.

1. Factors Used to Determine Grade - The classroom teacher shall inform students of the factors used to determine the grade for each reporting interval and the relative value of each e.g., classwork, written assignments, tests, special projects, etc. This information shall be provided to students in written form (syllabus) at the beginning of each course.
2. 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 above in this regulation.

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

Amended: February 12, 2003, September 4, 2012, May 10, 2016, May 9, 2017

REGULATION 6-6.2(C) STUDENT EXPECTATIONS AND ASSESSMENT

Students and their parent(s) or guardian(s) are entitled to knowledge of the criteria for success in a class, special cost(s) associated with a class, and long-term or special projects that encompass the year and require special planning and time management. To provide these conditions, all principals shall ensure that the following occurs:

1. A schedule shall be established which will allow students to have the time to complete major projects such as term papers, science projects, art projects or any other academic projects.
2. A syllabus shall be developed and distributed for each secondary course. The syllabus shall clarify what is expected of the students and shall include a) an overview of general content and/or major objectives, b) procedures for assessing students including type of assignment and their relative value in deriving nine-week grades, c) information on long-term projects (e.g., term papers) including grade value, time of year availability of library materials, and cost of materials, and d) other information pertinent to the course (e.g., safety requirements and performance requirements). Teachers should make certain that materials and resources are available before requiring projects.
3. A plan shall be established to ensure coordination of homework, classwork, assignments, and continual communication with parents regarding student progress. (Remember that the home is the first classroom and the parents are the first teachers.)
4. Opportunities for tutorial assistance shall be available to students.

Amended: February 12, 2003, May 10, 2016

POLICY 6-6.3 INDIVIDUAL TESTS

Generally

Tests tailored to access special areas of individual psychological and educational need are to be administered only by trained personnel in conformance with the instructions provided by their producer.

Parental Consent

When such tests are used selectively with an individual student – as opposed to basic tests administered to or procedures used with all students in a school, grade or class – parental consent must be obtained prior to the evaluation. As used in this Policy “consent” means that

1. The parent/guardian has been fully informed of all information relative to the activity for which consent is sought.
2. The parent/guardian understands and agrees in writing to the carrying out of the activity for which his consent is sought and the consent describes that activity and lists the student records (if any) which will be released and to whom.
3. The parent/guardian understands that the granting of consent is voluntary on the part of the parent/guardian and may be revoked at any time.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.

Recodified: August 2000

POLICY 6-6.4 GENERAL EDUCATIONAL DEVELOPMENT (GED) TESTS/CERTIFICATES

The General Education Development (GED) Program provides an opportunity for recognition of educational development for persons who once were enrolled in school and did not complete requirements for graduation. By achieving satisfactory scores on GED tests, adults will be issued a high school equivalency certificate. Applicants shall meet the requirements as set forth by the Virginia Board of Education.

All Hanover County residents who wish to make application are required to contact the designated GED official at the Hanover County School Board office. Applications approved by the local GED office must be accompanied by the applicable fee in the form of a certified check or money order made payable to the official testing center.

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-223 through 22.1-226, 22.1-253.13:1, 22.1-254.2; Rules Governing General Educational Development Certificates, 8 VAC 20-360-10.

Recodified: August 2000

ACCOMPANYING REGULATION

REGULATION 6-6.4 REGULATIONS FOR GENERAL EDUCATIONAL DEVELOPMENT (GED) TESTS/CERTIFICATES

Generally

Certificates may be issued to adults who are no longer enrolled in regular day school programs and who meet the following minimum requirements.

Age

An applicant must be at least 18 years of age. Under special circumstances which are considered by local school authorities to be justifiable, the age limit may be lowered consistent with the provisions of Virginia Code § 22.1-254.2. Notwithstanding the foregoing requirements, applicants below 18 years of age shall provide one of the following:

1. A letter from an official of the regular day school last attended stating that the applicant has been legally withdrawn from school for a period of one year; or
2. A letter from an official of the regular day school last attended stating that the applicant has been legally withdrawn from school for a period of six months, and a letter from a director of a high school review program stating that the applicant has successfully completed the program; or
3. A letter from an employer, a recruiting officer of the armed forces, or an admissions officer of an institution of higher learning or post-secondary training institution, stating the applicant meets all requirements for employment or admissions with the exception of a GED certificate and a letter from an official of the regular day school last attended recommending the applicant be tested.

High School Credit

Not required.

Residence

An individual must be a physical resident of the state of Virginia for a minimum of thirty (30) days immediately prior to making application to take the test.

Minimum Test Scores

A standard score battery average of 45 (a total score of 225) with no individual test standard score below 35.

Credit for Out-of-State Scores

Test scores may be accepted for an approved GED battery of test administered by an approved GED center outside Virginia, provided the requirements established by the Commonwealth of Virginia have been fulfilled.

Retesting

An applicant who fails to qualify for a certificate on the basis of test scores may be retested provided at least sixty (60) days have lapsed since the last testing.

Application and Fees

A Virginia resident must make application in the school division in which he lives. The application must be approved by the division superintendent or his designee. An applicant approved by the local school official is required to pay a fee to take the battery of five (5) tests.

Certificate Citation

Wording on the certificate shall read as follows:

This certificate is awarded _____ in lieu of a high school diploma for having made acceptable scores on a comprehensive and approved battery of standardized tests of general education development in the following high school subject fields – Writing Skills, Mathematics, Science, Social Studies and Reading.

POLICY 6-6.5 GROUP TESTS

The standardized testing 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.

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

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-253.13:3, 22.1-253-13:4; Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10, et seq.

Recodified: August 2000

ACCOMPANYING REGULATIONS

REGULATION 6-6.5 (A) COMPETENCY TESTS

REGULATION 6-6.5 (B) PROFICIENCY/COMPETENCY TESTS: LITERACY TESTING PROGRAM

REGULATION 6-6.5 (C) VIRGINIA STATE ASSESSMENT PROGRAM (VSAP)

REGULATION 6-6.5 (A) COMPETENCY TESTS

The competency testing program prescribed by the Virginia State Board of Education shall be administered in accordance with state regulations. The competency testing program shall be administered in such a way that there is centralized control of a maximum number of testing conditions, including test security. The responsibility for scoring competency tests is that of the Virginia Department of Education and shall not be accomplished within the school division.

REGULATION 6-6.5 (B) PROFICIENCY/COMPETENCY TESTS: LITERACY TESTING PROGRAM

The literacy testing program prescribed by the Virginia State Board of Education shall be administered in accordance with State Regulations.

REGULATION 6-6.5 (C) VIRGINIA STATE ASSESSMENT PROGRAM (VSAP)

The Virginia State Assessment Program (VSAP) prescribed by the Virginia Department of Education shall be administered annually in accordance with state regulations as one means of monitoring school group performance against national standards.