

Elementary Handbook

Hopewell City Public Schools



2017-2018

Dupont Elementary School
Harry E. James Elementary School
Patrick Copeland Elementary School
www.hopewell.k12.va.us

MISSION STATEMENT

Hopewell City Public Schools, *Imagineers of Excellence*, empowers students to achieve personal success by building genuine and supportive relationships with educators, families and the community while embracing diversity and investing in innovation.

DIRECTORY

SCHOOL BOARD OFFICE

103 North 12th Avenue
Hopewell, Virginia 23860
Phone: 804-541-6400
Office hours: 7:30 AM –4:30 PM
Dr. Melody Hackney, Superintendent
Dr. Kim Evans, Assistant Superintendent
Dr. Tina Barringer, Elementary Instruction

DUPONT ELEMENTARY SCHOOL

300 S 18th Avenue Phone: 804-541-6406 Fax: 804- 541-6407
Ms. Carla Fizer, Principal
Ms. Patricia Lobo, Assistant Principal
Ms. Rhindra Gilliam, Guidance Counselor
Student Hours: 8:05-3:05 Early Release Hours: 8:05-12:05

HARRY E. JAMES ELEMENTARY SCHOOL

1807 Arlington Road Phone: 804-541-6408 Fax: 804- 541-6409
Ms. Judy C. Barnes, Principal
Mrs. La-Donna Mills, Assistant Principal
Ms. Annessa Jones, Guidance Counselor
Student Hours: 7:25-2:25 Early Release Hours: 7:25-11:25

PATRICK COPELAND ELEMENTARY SCHOOL

400 Westhill Drive Phone: 804-541-6410 Fax: 804-541-6411
Mr. Byron Davis, Principal
Mrs. Schneria Valentine, Assistant Principal
Mrs. Dana Clemons, Guidance Counselor
Student Hours: 7:25-2:25 Early Release Hours: 7:25-11:25

TRANSPORTATION DEPARTMENT (Buses)

Phone: 804-541-6418
Stacey Williams, Division Transportation Manager

Por favor, póngase en contacto con el Director de su escuela o hablar con alguien en la Oficina de la escuela si usted necesita ayuda con la traducción de este mensaje. Gracias.

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A MESSAGE FROM ADMINISTRATION

We welcome all students and families to Hopewell City Public Schools. We look forward to working with you and your child. The family and school must be a TEAM so each student can have a successful year. We want the best for your child, so please work with us!

Please begin by taking the time to read our handbook. It will help you understand day-to-day procedures and programs we offer. Keep this important handbook and use it to help you throughout the year.

We need your support, become involved!

- Support the school, the PTO Program and all of its activities.
- Volunteer... be visible.
- Make time for reading and mathematics practice at home every day.
- Make sure all homework is completed. Help when needed.
- Have consequences at home for discipline challenges at school.
- Communicate with your child's teacher and visit the school as needed.
- Access the school and division websites to learn about events, updated school information, and resources.
- Read information sent home with your child.

Children whose parents are involved in school activities perform better in school. They are motivated to do well when they know you think school is important.

Feel free to contact teachers, administrators and guidance counselors with questions or concerns about your child. We're looking forward to a wonderful year working with you and your child!

Sincerely,

The HCPS Elementary Administration Team

The Hopewell City Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access. Missy Shores, Director of Personnel has been designated to handle inquiries regarding nondiscrimination policies. Her contact information is as follows: 103 North 12th Ave., Hopewell, Virginia 23860. Email: mshores@hopewell.k12.va.us Phone: 804-541-6400

The Hopewell City Public Schools School Board Policy is available in a searchable format on the division website www.hopewell.k12.va.us under Our District... School Board... Minutes and Policy Online.

SECTION A: ENROLLMENT, STUDENT RECORDS, ATTENDANCE

Custodial (Parental) Rights

The school must have a copy of a court order if the non-custodial parent is not allowed to see his/her child. State law allows natural parents to access school records and have contact with the school and the child at school unless legal documentation is filed at the school stating otherwise.

A stepparent has the same rights under FERPA as natural parents, provided that the stepparent is present on a day-to-day basis with the natural parent and child, and the other parent is absent from the home.

Items Needed to Enroll

In Virginia, each child has the right to a free public education until the age of 20. The following items are needed for enrollment.

- Birth Certificate- Virginia State Law, Section 22.1-4, states an official birth certificate must be presented upon registration. Hospital certificates are not acceptable.
- Physical Exam- Virginia State Law requires that each child entering Virginia schools for the first time have a physical examination by a physician.
- Immunization Records- Virginia State Law requires that each child entering Virginia schools for the first time must be immunized for the following: 4 DPT, 4 Polio, 2 Measles/Rubella/Mumps, 2 Varicella, and 3 Hepatitis B.
- Important Notice to Fifth Grade Parents: According to the Code of Virginia, #32.1-46, all 6th grade students are required to have tetanus, diphtheria, pertussis (Tdap) booster shot prior to entry into 6th grade, if at least five years have passed since that last shot.
- Proof of residency- Any person who knowingly makes a false statement concerning the residency of a child, as determined by Virginia State Law, Section 22.1-3, shall be “guilty of a Class 4 misdemeanor and shall be liable to the school division in which the child was enrolled as a result of such false statements for tuition charges, pursuant to Section 22.1-5 for the time the student was enrolled in such school division.”

Contact Information

Parents are to complete the emergency procedure information form sent home the first week of school. It is VERY IMPORTANT that the school receive the information requested in the event your child should become ill or have an accident at school. Parents must keep this information up-to-date! If you do not have a telephone, please provide the telephone number of a family member, neighbor, friend or your employer. Cell phone and email addresses will also help us communicate with you.

Student Records Policies

An accurate and complete individual cumulative record is maintained for each student. These records are confidential and accessible only to professional personnel who have legitimate educational interests in the students. Parents wishing to view their child’s records must submit a written request to the principal. The policy established by the School Board will be used to grant requests.

The school division annually notifies parents of their rights under the Family Educational Rights and Privacy Act (FERPA) including

- the right to inspect and review the student's education records and the procedure of exercising this right;
- the right to request amendment of the student's education records that the parent believes to be inaccurate, misleading or in violation of the student's privacy rights and the procedure for exercising this right;
- the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- the type of information designated as directory information and the right to opt out of release of directory information;
- that the school division release records to other institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;
- the right to opt out of the release of the student's name, address, and phone number to military recruiters or institutions of higher education that request such information,
- a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest; and
- the right to file complaints with the Family Policy Compliance Office in the United States Department of Education concerning the school division's alleged failure to comply with FERPA.

Student Identification Numbers

Students attending our schools will be assigned two identification numbers. One number will be assigned by the school system and one by the state. The state ten digit number (required by the state of Virginia) will follow the student throughout their school career to any school in Virginia.

Attendance

Students who attend school on a regular basis are more likely to be successful, both academically and socially. Your child's education requires a strong partnership between the home and schools. School divisions are responsible to notify parents of the Compulsory School Attendance Law (Code of Virginia, Section 22.1-254). Each school year the signature of parents is required indicating that notification of this law has been given. Each parent/guardian having charge of a child within the compulsory attendance age is responsible for the child's regular and punctual attendance at school as required under the provisions of the law.

When a student is absent or tardy, a parent/guardian is required to notify the school by calling and by sending in a written note or doctor's note upon the student's return to school. If a student reaches 5 unexcused absences, the Attendance Officer completes an Attendance Plan with the parent, as required by law. Ten unexcused tardies will also result in notification of the Attendance Officer. If an additional unexcused absence occurs following the Attendance Plan, the Attendance Officer is required to schedule an Attendance Conference with the parent/guardian. Continued unexcused absences could result in the filing of a complaint with the juvenile and domestic relations court.

COMPULSORY ATTENDANCE LAW

Code of Virginia Title 22.1. Education Chapter 14. Pupils § 22.1-254. Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article

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

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

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

The requirements of this section shall apply to (i) any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed his eighteenth birthday and (ii) any child whom the division superintendent has required to take a special program of prevention, intervention, or remediation as provided in subsection C of § 22.1-253.13:1 and in § 22.1-254.01. The requirements of this section shall not apply to (a) any person 16 through 18 years of age who is housed in an adult correctional facility when such person is actively pursuing the achievement of a passing score on a high school equivalency examination approved by the Board of Education but is not enrolled in an individual student alternative education plan pursuant to subsection E, and (b) any child who has obtained a high school diploma or its equivalent, a certificate of completion, or has achieved a passing score on a high school equivalency examination approved by the Board of Education, or who has otherwise complied with compulsory school attendance requirements as set forth in this article.

B. A school board shall excuse from attendance at school:

1. Any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, "bona fide religious training or belief" does not include essentially political, sociological or philosophical views or a merely personal moral code; and

2. On the recommendation of the juvenile and domestic relations district court of the county or 1 7/17/2017 city in which the pupil resides and for such period of time as the court deems appropriate, any pupil who, together with his parents, is opposed to attendance at a school by reason of concern for such pupil's health, as verified by competent medical evidence, or by reason of such pupil's reasonable apprehension for personal safety when such concern or apprehension in that pupil's specific case is determined by the court, upon consideration of the recommendation of the principal and division superintendent, to be justified.

C. Each local school board shall develop policies for excusing students who are absent by reason of observance of a religious holiday. Such policies shall ensure that a student shall not be deprived of any award or of eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, for any which he missed by reason of such absence, if the absence is verified in a manner acceptable to the school board.

D. A school board may excuse from attendance at school:

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

E. Local school boards may allow the requirements of subsection A to be met under the following conditions: For a student who is at least 16 years of age, there shall be a meeting of the student, the student's parents, and the principal or his designee of the school in which the student is enrolled in which an individual student alternative education plan shall be developed in conformity with guidelines prescribed by the Board, which plan must include:

1. Career guidance counseling;

2. Mandatory enrollment and attendance in a preparatory program for passing a high school equivalency examination approved by the Board of Education or other alternative education program approved by the local school board with attendance requirements that provide for reporting of student attendance by the chief administrator of such preparatory program or approved

alternative education program to such principal or his designee;

3. Mandatory enrollment in a program to earn a Board of Education-approved career and technical education credential, such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, the Armed Services Vocational Aptitude Battery, or the Virginia workplace readiness skills assessment;

4. Successful completion of the course in economics and personal finance required to earn a Board of Education-approved high school diploma;

5. Counseling on the economic impact of failing to complete high school; and

6. Procedures for reenrollment to comply with the requirements of subsection A.

A student for whom an individual student alternative education plan has been granted pursuant to this subsection and who fails to comply with the conditions of such plan shall be in violation 2/7/17/2017 of the compulsory school attendance law, and the division superintendent or attendance officer of the school division in which such student was last enrolled shall seek immediate compliance with the compulsory school attendance law as set forth in this article.

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

F. A school board may, in accordance with the procedures set forth in Article 3 (§ 22.1-276.01 et seq.) of Chapter 14 and upon a finding that a school-age child has been (i) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person; (ii) found guilty or not innocent of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection

G of § 16.1-260;(iii) suspended pursuant to § 22.1-277.05;or (iv) expelled from school attendance pursuant to § 22.1-277.06 or 22.1-277.07 or subsection B of § 22.1-277, require the child to attend an alternative education program as provided in § 22.1-209.1:2 or 22.1-277.2:1.

G. Whenever a court orders any pupil into an alternative education program, including a program preparing students for a high school equivalency examination approved by the Board of Education, offered in the public schools, the local school board of the school division in which the program is offered shall determine the appropriate alternative education placement of the pupil, regardless of whether the pupil attends the public schools it supervises or resides within its school division.

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

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

H. Within one calendar month of the opening of school, each school board shall send to the parents or guardian of each student enrolled in the division a copy of the compulsory school attendance law and the enforcement procedures and policies established by the school board.

I. The provisions of this article shall not apply to:

1. Children suffering from contagious or infectious diseases while suffering from such diseases;

2. Children whose immunizations against communicable diseases have not been completed as provided in § 22.1-271.2;

3. Children under 10 years of age who live more than two miles from a public school unless public transportation is provided within one mile of the place where such children live; 3/7/17/2017

4. Children between the ages of 10 and 17, inclusive, who live more than 2.5 miles from a public school unless public transportation is provided within 1.5 miles of the place where such children live; and

5. Children excused pursuant to subsections B and D.

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

child's attendance for one year.

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

Code 1950, § 22-275.1; 1952, c. 279; 1959, Ex. Sess., c. 72; 1968, c. 178; 1974, c. 199; 1976, cc. 681, 713; 1978, c. 518; 1980, c. 559; 1984, c. 436; 1989, c. 515; 1990, c. 797; 1991, c. 295; 1993, c. 903; 1996, cc. 163, 916, 964; 1997, c. 828; 1999, cc. 488, 552; 2000, c. 184; 2001, cc. 688, 820; 2003, c. 119; 2004, c. 251; 2006, c. 335; 2010, c. 605; 2012, cc. 454, 642; 2014, c. 84; 2017, c. 330.

Lost and Found

Please put your child's name on his/her clothing, lunch box, school supplies, etc. Valuables and other items found by students should be turned in to the school office. These items will be kept for approximately 30 days in the lost and found boxes.

SECTION B: CURRICULUM AND INSTRUCTION

Core Subjects

The curriculum of our schools is based on the Virginia Standards of Learning (SOL) objectives. The majority of the instructional day must be spent studying the four core subjects of English (reading, writing and language arts), mathematics, history, and science. Students are regularly assessed to measure their growth and mastery of the SOL content and skills. Links to the Virginia Standards of Learning are located on the HCPS website (www.hopewell.k12.va.us) in the Parents & Students tab.

Resource Subjects

Students receive instruction each week in music, art, and in physical education. Also, reading and research skills are emphasized during a session in the library each week.

Assessments

SOL Tests are administered online each spring in grades three through five. These untimed, online tests were designed by the state of Virginia to measure student learning in English, mathematics, science, and history courses. Passing SOL scores (set by the state) are: 400-499 (Pass/Proficient) and 500-600 (Pass/Advance with 600 being a perfect score). All scores below 400 are failing. If a student fails an SOL test with a score that is close to passing, the test can be given again after remediation (within a testing window set by the state).

As you plan for your 3rd, 4th, or 5th grader to take the SOL tests, please include discussions on the testing sessions. Possession of a cell phone or any other electronic device during testing is not allowed. Working independently on the tests is necessary. A student cannot retake his/her SOL test once cheating has been determined.

Other state and local assessments are administered to students throughout the year to measure

their progress in meeting state standards. Locally-developed benchmark and performance-based assessments are given to assist our staff in monitoring student progress toward mastering the SOL objectives.

Virginia School Quality Profiles

Each year, the Virginia Department of Education provides detailed information regarding student achievement on each school in the state. It is referred to as the School Quality Profiles and provides data on key indicators of school quality. These documents are available on the Virginia Department of Education website (www.doe.virginia.gov) and also linked on the HCPS website (www.hopewell.k12.va.us).

Homework

Homework is assigned to extend and reinforce what has been taught in class. It is expected that all assignments be completed by the students and returned when due. Reading is considered a standard homework assignment for every student. Let your children know you think reading is important. Make sure they spend some time reading every day. Listen to them read... read to them... read with them.

The following times are suggested as daily homework guides.

Grade	Homework	Reading
K	20 minutes	20 minutes (with parents)
1	25 minutes	25 minutes (with parents)
2	25 minutes	25 minutes
3	30 minutes	30 minutes
4	45 minutes	30 minutes
5	60 minutes	30 minutes

Make Up Work

A student who needs to make up assignments due to absences is to request the assignments from the teacher when he/she returns to school. If a parent prefers to get the assignments beforehand, teachers need at least 24 hours to gather materials (more time if it is for more than one day of absence). A day's work needs to be completed within two school days. Assignments for planned absences will be given according to policy set by the school. Contact the school to find out about this policy.

Field Trips

Each grade level plans field trips during the school year to extend classroom learning. Information about each trip is sent home with the students. Each child participating in the field trip must have a permission slip signed by his/her parent or guardian prior to the date of the trip. Phone calls will not be accepted as a means of granting permission for field trips. The cost of each trip is determined by the transportation and admission fees. Field trip fees must be paid by the due date given. Details sent home will include what type of payment can be accepted (sometimes only cash can be accepted). The fees paid for field trips cannot be refunded unless the school cancels the trip. For safety reasons, special requests may be made for a parent to

accompany his/her child on a field trip. Parents selected as chaperones must follow Chaperone Guidelines provided by the school.

Guidelines for Volunteer Chaperones

1. All school rules apply on school sponsored field trips. Chaperones are expected to comply with school policies, follow the directions given by the coordinating teacher, work cooperatively with other volunteers and school staff members, and model appropriate behaviors for students. The chaperone will follow the trip plan developed by the teacher.
2. In order to comply with school policy, before or during the field trip, chaperones:
 - may not use or possess alcohol or other drugs,
 - may not use tobacco in the presence of, or within the sight of, students,
 - may not administer any medications, prescription or nonprescription, to students.
3. Students must be supervised at all times while at a school sponsored event. As a chaperone, you will supervise a small group of students, helping them learn and making sure they behave appropriately. Students must stay with you, their chaperone, at all times. Account for all participants regularly and before changing activities. Be sure you know when and where to meet the rest of your group at the end of the visit. Chaperones must be readily available, be mindful of safety concerns, and respond to students' needs. Do not use your cell phone for non-emergency or non-trip related purposes. It is not acceptable for outside work or reading to be completed while you are supervising students.
4. School rules related to student behavior apply on field trips. Go over rules, safety rules, and any site specific rules with students. Ensure students do not get involved in any extra activities not approved by the teacher. While you are responsible for student behavior, it is the responsibility of the teacher to discipline a student.
5. Eating and drinking are not permitted outside of designated areas and predetermined times.
6. For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.
7. Siblings and family members may not participate in a school sponsored field trip unless prior written permission is granted by an administrator. (Young children can easily distract you from your primary responsibility of supervising your group of students.)
8. Stay with the group, do not make unauthorized stops unless there is an emergency, do not skip planned stops.
9. Chaperones must be at least 18 years old.
10. Do not purchase items for the students.

Technology

Technology is an important tool for the delivery of curriculum. All HCPS elementary schools have Internet access in each classroom. Computers are utilized daily for research, instructional software, online assessments, and the communication of information. Each fall parents/guardians and our students are provided with the guidelines for technology use in our classrooms - the Acceptable Use Policy (AUP). Signatures agreeing to the AUP policies are required each school year. Please discuss with your child the practices and requirements that are presented in the policy. Since technology is utilized so heavily in our classrooms, it is important that students follow the guidelines so they can continue to have access to computers for instructional activities.

ACCEPTABLE COMPUTER SYSTEM USE File: IIBEA/GAB

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape or flash drives, servers, mainframe and personal computers, tablets, cellular phones, smart telephones, the internet and other internal or external networks.

All use of the Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Any communication or material generated using the computer system, including electronic mail, instant or text messages, tweets, or other files deleted from a user's account, may be monitored, read, and/or archived by school officials.

The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system.

The procedures shall include:

- (1) a prohibition against use by Division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;
- (2) provisions, including the selection and operation of a technology protection measure for the division's computers having Internet access to filter or block Internet access through such computers, that seek to prevent access to:

- (a) child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
- (b) obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
- (c) material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- (3) provisions establishing that the technology protection measure is enforced during any use of the Division’s computers;
- (4) provisions establishing that all usage of the computer system may be monitored;
- (5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
- (6) provisions designed to prevent unauthorized online access by minors, including “hacking” and other unlawful online activities.;
- (7) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
- (8) a component of internet safety for students that is integrated in the Division’s instructional program.

Use of the School Division’s computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

The Division’s computer system is not a public forum.

Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, GAB-E1/IIBEA-E2, before using the Division’s computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system.

The School Board will review, amend if necessary, and approve this policy every two years.

Adopted by School Board: October 11, 2012
 Amended by School Board: August 8, 2013

Legal Refs: 18 U.S.C. §§ 1460, 2256.
 47 U.S.C. § 254.
 Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78.

ACCEPTABLE COMPUTER SYSTEM USE File: IIBEA-R/GAB-R

All use of the Hopewell City School Division’s computer system shall be consistent with the School Board’s goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape or flash drives, servers, mainframe and personal computers, tablets, cellular phones, smart phones, the internet and any other internal or external network.

Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the Division’s computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.
2. **Privilege.** The use of the Division’s computer system is a privilege, not a right.
3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:
 - using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
 - sending, receiving, viewing or downloading illegal material via the computer system.
 - unauthorized downloading of software.
 - using the computer system for private financial or commercial purposes.
 - wastefully using resources, such as file space.

- gaining unauthorized access to resources or entities.
 - posting material created by another without his or her consent.
 - submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
 - using the computer system while access privileges are suspended or revoked.
 - vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
 - intimidating, harassing, bullying, or coercing others.
 - threatening illegal or immoral acts.
4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:
- be polite.
 - users shall not forge, intercept or interfere with electronic mail messages.
 - use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.
 - users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
 - users shall respect the computer system's resource limits.
 - users shall not post chain letters or download large files.
 - users shall not use the computer system to disrupt others.
 - users shall not modify or delete data owned by others.
5. **Liability.** The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs, or damages incurred by the School Board relating to or arising out of any violation of these procedures.
6. **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
7. **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
8. **Charges.** The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone, **data**, or long-distance charges.
9. **Electronic Mail.** The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.
10. **Enforcement.** Software will be installed on the division's computers having Internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.**

Approved by Superintendent: July 11, 2013

Legal Refs: 18 U.S.C. §§ 1460, 2256.
 47 U.S.C. § 254.
 Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2 and 22.1-78.
 Guidelines and Resources for Internet Safety in Schools, Virginia Department of Education (Second Edition October 2007)

Students may possess a beeper, cellular telephone, smart phone, tablet, Personal Digital Assistant (PDA) or other communication device on school property, including school buses, provided the device must remain off and out of sight during instructional time unless it is being used for instructional purposes at the direction of the student's teacher. (Note, however, that students may

not possess these communication devices during state-mandated test administrations.) The school division is not liable for devices brought to school or to school activities. At no time may any device be used with an unfiltered connection to the Internet.

Advanced Classes

Gifted Program - Identification of students eligible to participate in the Gifted Program will be ongoing. Parents, teachers, or administrators can make recommendations for students to be tested for this program. Each school has a gifted coordinator. In grades 3-5, identified students have the option of attending the Central Pull-Out (CPO) Program at Dupont or receiving differentiated instruction in cluster groups at their home school. Questions about the Gifted Program should be directed to Dr. Sheila Bailey at the School Board Office (804-541-6400) or a school administrator.

Advanced Placement in Mathematics - Students in grades 3-5 have an opportunity to study advanced curriculum in mathematics. Math achievement data is used to guide the recommendations of candidates. Questions regarding this placement can be directed to a school administrator or to Dr. Tina Barringer at the School Board Office (804-541-6400).

Special Education

Students who are determined eligible for special education services may receive services for emotional disturbances, intellectual disabilities, learning disabilities, developmental delays, health related impairments, and speech/language problems. Call your child's principal or Dr. Sheila Bailey at the School Board Office (804-541-6400) for information about this process.

Procedures are in place for ensuring the rights of children with disabilities and their parents are protected in decisions affecting them. Parents are involved in the identification, evaluation and educational placement of all children with disabilities. Due process is afforded to all students.

English Language Proficiency

The Virginia Board of Education adopted English Language Proficiency (ELP) Standards in November 2002. With parent permission, each school will annually administer the English Language Proficiency Test to identify language needs in learning to speak English. Schools are responsible for providing assistance to students based on their needs. Call your child's school or Dr. Sheila Bailey at the School Board Office (804-541-6400) if you need more information on this program.

Remedial Instruction

An important goal for all students is to be on grade level for reading and math. Each school has implemented prevention, intervention, and remediation programs for students. This includes students identified as needing additional academic support by the Phonological Awareness Literacy Screening (PALS) in grades K-3, local benchmark tests and Standards of Learning test results from grades 3-5. The state of Virginia requires that remediation be administered to students who fail all of their SOL assessments.

Grades

The HCPS grading scale is as follows.

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and Lower

A report card is sent home four times during the school year to keep parents informed of their child's progress. Also, an interim report is sent home in the middle of each nine weeks period. Interim reports and report cards are for parents to keep. Parents are required to sign the envelope containing these reports and return only the envelope to school. All dates for the distribution of report cards and interim reports are noted on the school calendar in this handbook.

The Home Access Center is an online school-to-home connection tool. With this resource, parents are able to access information about their child's attendance, current grade averages, assignments, and messages from teachers. Alerts can be set up so that you receive an email message when your child is absent or receives a specific grade. Parents who provide their email address when registering their child for school can easily sign up for the Home Access Center on the school division website (www.hopewell.k12.va.us) in the Parents & Students tab, in the Parent Portal.

Teachers will schedule conferences with all parents for Parent Conference days. However, parents are urged to meet with their child's teacher whenever there is a need throughout the year. Do not hesitate to contact your child's teacher to schedule a time outside of instructional hours to discuss your child's progress.

Promotion

Students successfully completing all on-grade-level requirements will be promoted to the following grade at year's end. These decisions are made giving consideration to data such as report card grades, assessments like the 3rd-5th grade SOL tests and the K-3rd grade Phonological Awareness Literacy Screening (PALS), progress on assessments in programs such as STAR and iReady, and the student's attendance record. Parents are urged to conference with their child's teacher when there are questions on how well the student is meeting the promotion standards throughout the year.

Parents are made fully aware throughout the year of their child's progress toward grade level standards through graded papers, report cards, test scores, and conferences. Retention decisions are made with very careful consideration of the total child. The principal has the final responsibility for promotion and retention decisions in a school.

SECTION C: PARENT AND COMMUNITY INVOLVEMENT, TITLE I PROGRAM

Notes From School

Be sure to read the letters and announcements your child brings home from school. Please share with your child the content of the message if appropriate. Younger students may bring their notes home pinned to their clothing or in folders. Be sure to check your child's book bag or folder each day.

Picture Identification for Visitor Passes

A state issued picture identification card is required of all visitors to Hopewell schools. Your identification must be scanned prior to receiving approval for a visitor's pass. Military identification is an acceptable form of identification. Because the safety of our students is important, each visitor is entered into our Raptor system, which conducts a brief online background check.

Visitor Regulations and Procedures

Visitors are welcome in the schools as long as their presence is not disruptive. In order to protect the educational program of the schools from undue disturbance, each principal shall establish regulations and procedures for visitors which shall include the following:

- A. Persons wishing to visit one or more schools are to make arrangement in advance through the school office of each school to be visited.
- B. Every visitor to a school must register at the school office. Sign-in lists showing name, time, person visiting, and time departing shall be maintained by the office. Any person who does not register with the school office is on school property without authorization and should be asked to identify himself/herself properly and obtain permission or to leave the school grounds. If the visitor refuses to leave the school grounds or creates any disturbance, the building principal should request aid from the Hopewell Bureau of Police.
- C. No visitor may see a student in school unless it is with the specific approval of the principal. If an emergency situation requires that a student be called to the office to meet with a visitor, a member of the administrative staff must be present during the conference. A student is never to be permitted to leave the school with anyone who is not clearly identified as his/her parent or an appropriately authorized person.
- D. Students may not bring guests to school unless permission to do so has been granted by the principal.
- E. Parents, other than those who have been asked by a teacher to be in the classroom, who wish to observe learning activities taking place in their child's classroom are to confer, in advance, with the principal and the teacher and state the purpose of the visitation.
- F. No staff member is to transact business with a visitor who does not have visitor's pass and/or has not duly registered at the school office and received authorization to be present for the purpose of conducting business.

It is important that each parent understands that because classroom visitations can be distractive to the students, the following regulation have been established:

1. Visitations will not be allowed during examinations and independent study periods.
2. A visitation should be no longer than sixty minutes or one class period.
3. The number of visitors at any one time shall not exceed the parents of one student.
4. The frequency of visits for any student's parents should be no more than one unit every two weeks. The principal, under unusual circumstances, may permit addition visits.
5. Parents are to be silent observers and are not to create any type of disturbance or disruption to the learning process.
6. Copies of instructional materials being used by the students or teacher may not always be immediately available during the visitation.
7. Any comments made by individual students are to be maintained in confidence by the visitor to the activity.
8. Use of audio or visual equipment to record classroom activities must be approved by the principal. No visitor shall be allowed to videotape students in the classroom, without the prior consent of the principal, as it may violate the privacy rights of students unrelated to the visitor. Recording of other school activities to which the public is invited will be in accordance with Regulation KGB-R, Public Conduct on School Property.
9. If the nature and instructional purpose of any activity calls for students to be segregated by gender for purposes of privacy, only visitors of the same gender may observe those groups in the privacy areas.
10. Any comments or concerns are to be discussed with the teacher before or after the school day when students are not present.
11. If a parent or other visitor wishes to tape record a conversation with a teacher or the principal, she/he should request permission from the principal. If the teacher or principal wishes to record a conversation with a parent or other visitor, she/he is to inform that person that the conversation is being recorded before the conversation begins.

A copy of these regulations is to be given to and signed by each non-staff visitor to a classroom as an indication that s/he understands the regulations.

Visitors are to be encouraged to meet with the principal and teacher during non-instructional hours to discuss the observation and to obtain answers to their questions. If a parent has a concern about what may be transpiring in his/her child's classroom, s/he should follow the Board's policy KL which states that a complaint involving a particular school or department shall be handled first within the school through the chain of command; the parent is to address the matter first with the teacher and, if not rectified, to then meet with the principal.

Upon request to the Principal or Superintendent, the School Division shall make reasonable accommodation for a disabled person to be able to participate in this activity.

Each principal shall post in a conspicuous place at each entrance, the regulations and procedures to be followed by visitors.

Approved by Superintendent: September 15, 2011

Title I School Information

We believe that...

- The health and wealth of the city depends upon its investment in public education.
- All people deserve to be treated with love and respect.
- A culture of high expectations drives everyone to achieve excellence.
- An early childhood education foundation is key for student success.
- Our collective duty as a community is to cultivate equitable learning environments.
- Rigorous learning must be accompanied by fun.
- Schools should celebrate the diversity where all students are encouraged to discover their uniqueness and purpose.
- Quality, passionate and caring educators are paramount to student learning.
- Education is the shared responsibility of home, school, and community.
- Innovation and change are critical to achieving organizational excellence.
- Quality public education in Hopewell is essential to cultivating contributing citizens.

Introduction and Why Title I is important...

Welcome to Hopewell City Public Schools! To assist in preparing you for this school year we would like to provide you with some important information concerning Title I.

ESSA (Every Student Achieves Act) was signed into law on December 15, 2015 and amends the *Elementary and Secondary Education Act of 1965 (ESEA)* and replaces the most recent ESEA amendment, the *No Child Left Behind Act of 2001 (NCLB)* "to ensure that every child achieves". Title I follows requirements outlined by this new law. Title I is the largest federal aid program for schools. All the elementary schools and the middle school in Hopewell have school-wide Title I programs. There are countless benefits to being a Title I school. The program can help children do better in school, assist teachers in understanding the needs of students and parents, and offer resources to parents to support children at home. The goal of Title I is to help every child receive a high-quality education, regardless of race, ethnicity, gender, or affiliations. A school-wide program must implement strategies that:

- Provide opportunities for all children to meet challenging state standards;
- Use methods and strategies that strengthen the academic program, increase the amount of quality learning time, and help provide an enriched and accelerated curriculum; and
- Address the needs of all students, but particularly those at risk of not meeting challenging state standards.

Research shows that students perform better in school, attend school more frequently, graduate at higher rates, and attend postsecondary educational organizations at a higher rate when a parent is involved. It does not matter what race, educational level, or how much money that parent makes. What matters is how involved that parent is in the academic life of the child, and our school system is dedicated to providing quality opportunities for you to do just that.

Some of the ways Title I will help accomplish this are as follows:

- Ensuring our academic assessments, systems for accountability, teacher preparation, academic curriculum, and instructional materials are all aligned with state academic standards. This will allow you, as the parent, to measure your student's progress compared to the national expectations for student academic achievement.

- Meeting the educational needs of all children enrolled in school despite the challenges faced by many students.
- Closing the achievement gap between students identified as high-achieving and those that achieve at a lower identified score.
- Holding our schools accountable for the role they have in improving the academic achievement of all students.
- Providing sufficient resources to schools where the needs are the greatest.
- Strengthening accountability, teaching, and learning in Hopewell City Public Schools by using state assessment systems designed specifically to help students meet state standards for academic achievement.
- Providing children an accelerated educational program enriched by the implementation of school-wide programs and services that allow students to receive additional instruction and more time at school as necessary.
- Promoting school-wide reform to ensure that children have access to challenging academic content and proven, effective instructional strategies.
- Raising the quality of instruction by providing school staff with more opportunities for professional development.
- Working with other educational agencies and services to provide our families with services that address different needs.
- Providing our parents with meaningful opportunities to participate in their child's education.

Meaningful consultation has been expanded to include consultation with...

- Employers
- Business leaders and philanthropic organizations
- Individuals with experience in effectively engaging parents and family members in education

School Requirements for Family and Community Engagement...

Parental notification requirements and parental and family engagement requirements are now included under Title I.

- Schedule at least one annual Title I awareness presentation to be conducted at a parent meeting, open house, or orientation. As a parent, you will be informed of the school's designation as a Title I school, the requirements Title I schools must fulfill, and the opportunities for parental involvement.
- Offer various meetings (e.g. open house, parent-teacher conferences, and school activities) during the school year and review the requirements for Title I schools with those in attendance.
- Involve parents, in an organized, ongoing, and timely way, in planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide plan.
- Provide relevant information regarding Title I schools to parents in an understandable and uniform format.
- Provide a description and explanation of the curriculum and forms of assessment used to measure student progress and the proficiency levels they are expected to meet. Information will be discussed in parent workshops, included in the student handbook, and posted on the website.

- Provide parents with academic reports to keep them informed concerning achievement and behavior.
- Provide at least one parent conference day each year.
- Maintain open lines of communication to schedule additional conferences.
- Provide parents the opportunity to support their children's education through volunteering and at home.
- Conduct parent surveys at least once a year to evaluate the Title I program, to evaluate parent involvement policies, and to provide parents with an opportunity for feedback.
- Distribute and discuss division-wide discipline intervention plans to encourage positive behaviors, thus increasing academic achievement.
- Train parents and community members to assist with mentoring and tutoring students in the schools.
- Provide translators as needed to support English Learner students and parents.
- If requested, provide parents information regarding the professional qualifications of the professionals and paraprofessionals who work with their children.

School-Parent Compact...

Hopewell City Public Schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A agree that the compact outlines the manner in which parents, school staff, and students will share the responsibility for improving student academic achievement. This document will also specify how the schools and the parents of its students will establish a partnership with the explicit purpose of increasing student academic success.

SCHOOL/PARENT/STUDENT COMPACT	
<i>"The single most important activity for building the knowledge required for eventual success is reading aloud to children." -Becoming a Nation of Readers: The Report of the Commission on Reading</i>	
Student's Name:	School:
The school, parents, and students are responsible for developing a partnership to ensure that all students achieve the state's high academic standards.	

School/Teacher Responsibilities	Parent/Guardian Responsibilities	Student Responsibilities
Read daily with children.	Read to my child at least 20 minutes daily.	Read at school and at least 20 minutes at home daily.
Provide appropriate instruction in a supportive, caring learning environment by "highly qualified" professionals.	Monitor and limit the amount of time spent watching TV or using electronic devices.	Do my best each day.
Communicate with parents and provide opportunities for parents to be informed and involved.	Be involved in my child's education.	Expect to be successful.
	Expect my child to be successful and encourage him/her daily to do well in school.	Attend school and be on time daily.
	Make sure my child attends school daily and arrives on time.	Complete all my assignments.
		Treat everyone with respect.

Accessibility...

Hopewell City Public Schools shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory, homeless, and foster children, in a format that is practicable and in a language that parents can understand. Upon request, Title I will ensure that documents supplied to parents are in modified formats to meet the needs of all parents.

Parents' Right to Know...

According to *ESSA (Every Student Achieves Act)*, students must be taught by teachers who are properly licensed and endorsed for the classes they are assigned to teach. Instructional Paraprofessionals in Title I Schools must meet the same qualifications as required under ESSA. If you would like to receive information on this, please contact the school's principal or the Title I Coordinator.

Other Rights as a Parent...

Reporting on academic achievement levels on state assessments will still include:

- All students
- Major racial/ethnic groups
- Students with disabilities
- Economically disadvantaged
- English Learners

School Quality Profiles are posted on the website. To access School Quality Profiles, parents can visit the Hopewell City Public Schools website at www.hopewell.k12.va.us and select "Our District" and Division Report Cards. Parents can also access the School Quality Profiles through the Virginia Department of Education's website at <http://www.doe.virginia.gov>.

To access each school's Title I plan and Title I compact, parents can go to Hopewell's web page, select the school, then select parents and students, and finally scroll down to select Title I information.

In addition to your child's principal, Title I contacts for further assistance are listed below.

Title I Supervisor

Mrs. Paula Brumfield
paula@hopewell.k12.va.us 804-541-6400

Parent Involvement Assistants

Dupont Elementary School

Ms. Phylise Taylor
ptyaylor@hopewell.k12.va.us 804-541-6406

Harry E. James Elementary School

Mrs. Felecia Jones
fjones@hopewell.k12.va.us 804-541-6408

Patrick Copeland Elementary School

Mrs. Kyleigh Gray
kygray@hopewell.k12.va.us 804-541-6411

Por favor, póngase en contacto con el Director de su escuela o hablar con alguien en la Oficina de la escuela si usted necesita ayuda con la traducción de este mensaje. Gracias.

SECTION D: RECOGNITION OF STUDENTS

Honor Roll

“A” Honor Roll - Students in grades 2-5 are placed on this roll if they earn “A's” in all graded subjects. First grade students will become eligible second semester.

“A/B” Honor Roll - Students in grades 2-5 are placed on this roll if they earn “A's” and “B's” in all graded subjects. First grade students will become eligible second semester. Students may also be recognized by the schools for meeting attendance criteria and for good citizenship and good work habits.

Student Birthdays

Birthday treats for students are subject to approval by the principal. Because of student allergies, some classrooms cannot distribute edible treats. Please call your child's teacher beforehand.

Authorization/ Release Form For Pictures To Be Published and Film, Video, Web Presentations

We are very excited about our students' interest in learning and their many talents demonstrated throughout the year. Therefore, we are eager to share these experiences with you and the other residents of Hopewell in local newspapers, school websites, and educational publications. Student artwork may also be displayed in the community at local businesses, colleges, and other organizations. In these instances only the student's first name, grade, age, and/or school will be posted on the work.

If you do not wish for your child's name, picture, or work to appear in publications or media please make sure you sign the Media Release Form.

MEDIA RELEASE FORM

Parental Release for Publishing, Interviewing, Photographing, and Videotaping/Audio-recording of Students I, the undersigned, recognize that as part of the education process there may be times when Hopewell City Public Schools (HCPS), someone properly authorized by the HCPS, such as media representatives, may want to interview, photograph, and/or videotape my child. Consequently, I grant permission to HCPS, and anyone properly authorized by the administration of HCPS to publish, interview, photograph, audio record and/or video tape my child.

This grant of permission means that, in addition to other appropriate uses (which include, but are not limited to, inclusion in or on HCPS publications, promotional materials, advertisements, presentations, programs, and Internet/Intranet sites), information obtained from the student and the student's likeness and name may be used in conjunction with or by any medium including print, electronic, radio and television.

The purpose for which this release may be used and the procedures relating to its use are governed by all pertinent School Division policies, procedures, rules, and regulations. I have read the above statement and fully understand the meaning. By signing this form I waive any cause of action I may have, or that my child may have, against HCPS pertaining to the reproduction, publication, and/or use of information obtained from my child and/or his/her name or likeness. I acknowledge that I may revoke this release at any time during the school year by mailing or delivering a written notice of revocation to the principal at my child's school.

Name of Student _____
Homeroom Teacher _____ Grade _____

Media Release

- Yes, my child MAY participate in media releases as stated above.
- No, my child MAY NOT participate in media releases as stated above.

Classroom Picture Release

- Yes, my child MAY have his/her picture taken with the Classroom picture.
- No, my child MAY NOT have his/her picture taken with the Classroom picture.

Yearbook Release

- Yes, my child MAY have his/her picture placed in the yearbook.
- No, my child MAY NOT have his/her picture placed in the yearbook.

Parent’s Signature _____ Date _____

Balloons

To preserve instructional time and ensure safety, please do not bring or have delivered balloons to students at school. These can cause safety hazards on school buses and disruptions in classrooms.

Showcase of Student Talent and Work

Each school has Exhibition Nights during the year in which parents and community members are invited into our buildings to see instructional projects in which our students have been involved. There are opportunities to see evidence of our students’ musical and artistic talents in the Fine Arts Festival each spring. Families and friends are encouraged to come to these events to recognize the excellence of our children.

SECTION E: GUIDANCE SERVICES

Guidance Services

The elementary school guidance and counseling program is a developmental, sequential program for all elementary school students, not just for those experiencing serious difficulties. The program is designed to help all students develop their educational, social, career, and personal strengths and become responsible and productive citizens. There are objectives, activities and expected outcomes with emphasis on helping students learn more effectively. The counseling program is an integral part of our school’s total educational program.

School Guidance and Counseling Programs Policies

1. Pursuant to the Standards of Quality, each school shall make reasonably available to all students the following guidance and counseling services;
 - a. Academic guidance, which assists students and their parents to acquire knowledge of the curriculum choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities;
 - b. Career guidance, which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career

opportunities.

- c. Personal/social counseling, which assists a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes. Such counseling may be provided either (i) in groups (e.g., all fifth graders) in which generic issues of social development are addressed or (ii) through structured individual or small group multisession counseling which focuses on the specific concerns of the participant(s) (e.g., divorce, abuse or aggressive behavior).
2. Parents have the right to review the materials used in the guidance program. Parents may limit their child's participation in the guidance program by sending a written statement to the principal or guidance counselor.

The school counselor's work schedule is organized around the following basic interventions:

Individual Counseling- Individual counseling is a personal and private interaction between a counselor and a student in which they work together on a problem or topic of interest. Topics are related to personal and academic development.

Small Group Counseling- Small group counseling involves a counselor working with group sizes generally ranging from 4 to 8 members. Group discussions may be relatively unstructured or may be based on structured learning activities. Students have an opportunity to learn from each other. They can share ideas, gain knowledge, practice skills, think about their goals and actions. Group discussions may be problem-centered, where attention is given to a particular concern or problem. Discussion may be growth centered, where topics are related to personal /academic growth. Students may be referred for small group counseling by themselves, teachers, parents or outside agencies. Parental permission form is sought before the student begins small group counseling. Small counseling groups at the school may focus on the following concerns:

1. self-esteem
2. getting along with others/ anger control
3. coping with attention deficit disorders
4. grief (death of a loved one)
5. separation or divorce of parents
6. adjusting to step-families
7. adjusting to a new baby in the family
8. coping with alcohol or other drug addiction in the family
9. latchkey issues (skills for being home alone before or after school)
10. bullying and/or sexual harassment
11. other (any issue of concern of two or more students)

Classroom Guidance- These lessons are taught using traditional teaching methods. The guidance units foster students' academic, personal-social, and career development by including such topics as study skills, preparation for standardized tests, getting along with others, and developing good character traits.

Consultation- The counselor works as a consultant with parents, teachers, school administrators and outside agencies. Parents frequently notify the counselor of a special family event that may affect a child's school performance. Brief counseling (one or two sessions) is available to the

student. Consultation helps individuals think through problems or concerns and acquire more knowledge.

Coordination- The counselor and school leadership team coordinate school-wide activities, such as Career Day, and the Character Education program. Any parent who would like to participate in planning activities may contact the school counselor.

SECTION F: HEALTH SERVICES

Student Illness

Children should not come to school when they are ill. They should be kept at home after an illness until they are fever/vomit/diarrhea free for 24 hours.

IT IS ESSENTIAL FOR THE SCHOOL TO HAVE AN UPDATED PHONE NUMBER IN CASE OF AN EMERGENCY. THIS INFORMATION MUST BE KEPT UP-TO-DATE THROUGHOUT THE SCHOOL YEAR.

Nursing Services

Each school has a full- time nurse. The nurse's responsibilities are to treat minor injuries, administer medication, and notify parents when their child becomes ill, has an accident or other health problems. If the nurse contacts you concerning a health problem, please be cooperative and follow her recommendations. If your child does not have medical insurance, contact the school nurse for information on obtaining medical insurance. (Information on FAMIS: Virginia's Health Insurance for Children will be sent home to you during the first month of school).

First Aid Treatment at School

Various topical creams and ointments are used to treat students in the clinic. If you do not want your child to be treated with topical creams and ointments, contact the school nurse to opt-out by the end of September.

Procedures for Medication Administration

Medication will be administered in compliance with established Hopewell School Board policy and procedures. Please read the procedures carefully. If you have any questions, contact the school nurse. Safety for all children is our ultimate concern where medication is involved. We feel these procedures will insure the safety of all students.

These procedures are followed in each school:

1. Only prescription medication for long-term conditions will be administered by school personnel. (Long term refers to asthma, diabetes, cystic fibrosis, arthritis, ADD, etc.)
2. The medication must be in the originally labeled prescription bottle that clearly indicates name

of medication, hours to be given, dosage, and the name of physician. The written doctor's order must accompany the medication if it is to be given at school.

3. The Authorization and Parental Consent form **MUST** be signed by the parent or guardian prior to administration of the medicine. A copy of this form is available in the school office.

4. Parents **MUST** bring the medicine to the school in a proper medicine container. Medication transported by a student will not be administered by school personnel. (Medication will be confiscated and the parent will be notified.)

5. Medicine will be kept in a locked, secure storage cabinet.

6. The school nurse will administer all medication unless authorized for self-administration (see below). In his/her absence, school personnel chosen by the principal will administer medication and will observe the student taking the medication.

7. A logbook shall be used by the nurse indicating date, time, and the initials of the person administering and supervising the student.

8. Leftover medication will not be sent home with the student. An adult **MUST** pick up the leftover medicine, or it will be discarded by the last student day of the school year.

9. Parents may give medication to their child during the school day if they so desire. Parents should check in at the school office first when coming to school for this purpose.

Points for Clarification:

1. Medications prescribed 2 or 3 times a day can be administered at home before school, after school and at bedtime. For antibiotics prescribed 4 times a day, one dose will be given at school during lunchtime.

2. Self-administration of non-prescription medication (aspirin, cough medicines, antihistamines, nose drops, etc) is prohibited for grades K-8.

Self-Administration of Asthma and Anaphylactic Medication Grades K-12

Students with a diagnosis of asthma, and/or anaphylactic reaction are permitted to possess and self-administer inhaled asthma medications and/or auto-injectable epinephrine during the school day, at school-sponsored activities, or while on a school bus or other property under the following conditions: Written consent of the parent is received and indicates that the student has demonstrated the ability to safely and effectively administer such medication **and** written notice from the student's doctor has been received identifying the student, stating the diagnosis, stating that the student has approval to self-administer prescribed medication. A consultation between the parent and school nurse is required before permission will be granted for one year only. The student's right to possess and self-administer medication may be limited or revoked after appropriate consult with the student's parents. Sharing, borrowing, distributing, manufacturing or selling any medication prohibited.

Eating Disorders

Eating disorders are serious health problems that usually start in childhood or adolescence and affect both girls and boys. With early diagnosis, eating disorders are treatable with a combination of nutritional, medical, and therapeutic supports. Recognizing the importance of early identification of at-risk students, the 2013 Virginia General Assembly passed a law requiring each school board to provide parent educational information regarding eating disorders on an annual basis to students in the fifth through twelfth grades.

It is important to note that eating disorders are not diagnosed based on weight change as much as behaviors, attitudes, and mindset. Symptoms may vary between males and females and in different age groups. Often, a young person with an eating disorder may not be aware that he/she has a problem or keeps the issues secret. Parents/guardians and family members are in a unique position to notice symptoms or behaviors that cause concern. Noting behaviors common to people with eating disorders may lead to early referral to the primary care provider. It is important for eating disorders to be treated by someone who specializes in this type of care.

After reviewing the information provided, if you think your child may be showing signs of possible eating disorder, please contact your primary care health provider, school nurse, or one of the resources listed below.

- Academy for Eating Disorders (AED) www.aedweb.org
- Eating Disorder Hope www.eatingdisorderhope.com
- Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T) www.feast-ed.org
- National Eating Disorders Association (NEDA) www.nationaleatingdisorders.org
Toll free, confidential Helpline, 1-800-931-2237

Additional resources may be found at:

- Virginia Department of Education
www.doe.virginia.gov/support/health_medical/index.shtml,
under the section titled, Eating Disorders

What are eating disorders?

Eating disorders are real, complex, and devastating conditions that can have serious consequences for health, productivity, and relationships. They are not a fad, phase or lifestyle choice. They are potentially life-threatening conditions affecting every aspect of the person's functioning, including school performance, brain development, emotional, social, and physical well-being.

Eating disorders can be diagnosed based on weight changes, but also based on behaviors, attitudes and mindset. Be alert for any of these signs in your child.

Key things to look for around food...

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

Key things to look for around activity...

- Exercises all the time, more than what is healthy or recommended - despite weather, fatigue, illness, or injury

- Stops doing their regular activities, spends more time alone (can be spending more time exercising)

Physical risk factors...

- Feels cold all the time or complaining of being tired all the time. Likely to become more irritable and/or nervous
- Any vomiting after eating (or see signs in the bathroom of vomiting - smell, clogged shower drain)

Other risk factors...

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

How to communicate with your child...

- Understand that eating disorders often deny that there is a problem
- Educate yourself on eating disorders
- Ask what you can do to help
- Listen openly and reflectively
- Be patient and nonjudgmental
- Talk with your child in a kind way when you are calm and not angry, frustrated, or upset
- Let him/her know you only want the best for him/her
- Remind your child that he/she has people who care and support him/her
- Be flexible and open with your support
- Be honest
- Show care, concern, and understanding
- Ask how he/she is feeling
- Try to be a good role model-don't engage in “fat talk” about yourself
- Understand that your child is not looking for attention or pity
- Seek professional help on behalf of your child if you have ANY concerns

If your child shows signs of an eating disorder seek assistance from a medical professional as soon as possible; because they are so complex, eating disorders should be assessed by someone who specializes in the treatment of eating disorders. The earlier a person with an eating disorder seeks treatment, the greater the likelihood of physical and emotional recovery.

Scoliosis

Scoliosis is a problem with curve in your spine. Some curves in your spine are normal. But a few people have spines that make a large curve from side to side in the shape of the letter “S” or the letter “C.” If this curve is severe, it can cause pain and make breathing difficult. Most cases of scoliosis are mild. If found early, they can usually be prevented from getting worse.

In most cases, the cause of scoliosis is not known. Scoliosis usually starts between the ages of 10 and 16 and is most common in girls. A curve in the spine may get worse as your child grows, so it is important to find any problem early.

Scoliosis most often causes no symptoms in a child until the spinal curve becomes large. You might notice these early signs:

- Your child has one shoulder or hip that looks higher than the other.
- Your child's head does not look centered over the body.
- Your child has one shoulder blade that sticks out more than the other.
- Your child's waistline is flat on one side, or the ribs look higher on one side when your child bends forward at the waist.

In adults, scoliosis may cause back pain and trouble breathing.

To diagnose scoliosis, the doctor will check to see if your child's back or ribs are even. If the doctor finds that one side is higher than the other, your child may need an X-ray so the spinal curve can be measured.

Scoliosis is most serious in young children who are still growing. A curve in the spine may get worse as your child grows. So screening your child for scoliosis is important so that any curve in the spine can be found early and watched closely.

Mild cases of scoliosis usually do not need treatment. Your doctor will check the curve of your child's spine every 4 to 6 months. If the curve gets worse, your child may need to wear a brace until he or she has finished growing. In severe cases, or if bracing doesn't help, your child may need to have surgery.

Information from www.webmed.com/hw/back_pain/hw72378.asp?printing=true

SECTION G: FOOD SERVICES

Cost

All elementary students in Hopewell are provided with free breakfast and lunch meals. Snacks and milk are available for purchase at 60 cents each. Food is available for adult purchase on an a-la-carte basis.

Lunch with Students

Parents are invited to eat lunch with their child in the school cafeteria. Other family members or friends joining students for lunch must have written permission from parents. Visitors need to stop by the office to sign in before going to the cafeteria.

Breakfast on Late Arrival Days

Note that when school begins late due to inclement weather, breakfast will still be served to students.

Meals Offered Daily

1. Chef Salad
2. Healthy Choice (yogurt, milk, cheese stick, fruit, and vegetable)

3. Deli Sandwich
4. Grilled Cheese Sandwich
5. Main Entree

Students may buy treats when available. (This option is subject to restriction by grade level.)

Policy for Accommodating Students with Special Dietary Needs

The Board believes all students, through necessary accommodations where required, shall have the opportunity to participate fully in all school programs and activities. In some cases, a student's disability or religion may prevent him/her from eating meals prepared for the general school population.

Substitutions to the regular meal will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal service shall be provided in the most integrated setting appropriate to the needs of the disabled student at no additional cost to the student.

The nature of the student's disability, the reason the disability prevents the student from eating the regular school meals, including foods to be omitted from the student's diet, indication of the major life activity affected by the disability, the specific diet prescription along with the substitution(s) needed must be specifically described in a statement signed by a licensed physician. The District, in compliance with USDA Child Nutrition Division guidelines, will provide substitute meals to food-allergic students based upon the physician's signed statement.

The Board recognizes that students with documented life-threatening food allergies are considered disabled and are covered by the Americans with Disabilities Act, Public Law 93-112, and Section 504 of the Rehabilitation Act of 1973. A clearly defined "504 Accommodation Plan" shall be developed and implemented for all such identified students in which necessary accommodations are made to ensure full participation of identified students in student activities. The appropriate staff, the parent/guardian of the student, and the student's physician, shall sign such plans.

In compliance with this policy and in order to properly implement the policy pertaining to management of food allergies, parents with allergic children must provide the school with an individualized action plan (Form 5342-Emergency Health Care Plan) prepared by the student's physician. Please call the school's nurse to get copies of the forms needed.

Adopted by the Board October 12, 2000

If you have any questions/concerns with this policy, call Mr. Patrick Barnes, Director of Operations (804-541-6400).

SECTION H: TRANSPORTATION BY BUS AND CAR, ARRIVAL/DISMISSAL

Bus Transportation Rules and Regulations

The Code of Virginia, Section 22.1-176, permits school boards to provide transportation for students but does not require them to do so. Hopewell City Schools' daily transportation service is provided for all students who reside outside the current walk zone for a given school. Please read these rules and procedures carefully and discuss them with your child so that all students arrive to school and home safely each day.

The following are expectations for students as they ride on HCPS buses.

1. Remain seated and facing forward at all times.
2. Use quiet voices.
3. Never place body parts or objects out of the window.
4. Keep legs, feet, book bags and any other items out of the aisle.
5. Keep hands and feet to yourself.
6. Refrain from eating and drinking on the bus.

When bus referrals are submitted by a driver to school administration, follow up actions may include a suspension of riding privileges. On the days a student is suspended from riding the bus, parents/guardians are to provide transportation to and from school daily.

Morning Bus Details

Students should report to their assigned bus stop, unless given permission by the school or the Transportation Department to report to another stop. Students should arrive at their assigned bus stop at least 5 minutes prior to their regular pick up time. Parent(s) or their designees are to accompany their young child(ren) to the bus stop each day. Students should stand away from the road. Students should maintain proper conduct and respect the property of others. Students must wait until the bus has come to a complete stop and the door has opened before moving toward the bus. Students should board the bus in an orderly manner. Students should never run along the side of a moving bus.

Afternoon Bus Details

Each student is required to exit the bus at his/her assigned stop. All kindergarten and first grade students must be met by an adult at the bus stop each afternoon. Children whose parents are not at the stop to meet them will be returned to their home school. Wait time for students returning to their home school could be 30 minutes or more. Repeated instances of a kindergarten/first grader being returned to school will result in loss of bus privileges. Parents will then be responsible for transporting their child to and from school daily.

Students must remain seated until the bus comes to a complete stop. Students should exit the bus in an orderly manner. Students who need to cross the street should do so only by the direction of the driver and must cross at least 10 feet in front of the bus. Students are not permitted to loiter

around the bus stop.

Trespassing on a Bus

Only authorized persons are permitted aboard a school bus (school property). “It shall be unlawful for any person, whether or not a student, to enter upon or remain upon any school property after having been directed to vacate the property by a person authorized to give such direction.” (Code of Virginia 18.2-128)

Transportation Changes

A written request must be submitted to the main office of your child’s school for a transportation change. Transportation changes cannot be made by phone. Parents are requested to only make permanent or emergency changes in transportation. Transportation changes must be approved by an administrator. The change request must contain the student’s name, teacher’s name, drop-off location, and the parent’s contact number to confirm the information if needed.

A parent who wishes to have a permanent change of transportation (in effect for 2 weeks or longer) must fill out a Transportation Form.

Emergency transportation changes that are faxed must be submitted at least two hours before dismissal time. If a parent sends a fax about a transportation change, that parent must call the school office to confirm the fax is received.

Picking up Students

Picture identification is required for individuals picking-up students from school. If the individual is not a parent or guardian, written permission (signed by parent/guardian) is required. The student’s Emergency Form will not be used for permission to pick-up unless the school calls for an emergency situation. Students must be picked up on time at assigned dismissal time.

Picking up Students Early

If any student leaves school early, the parent/adult picking up the student must come to the main school office to sign out the child (picture ID required). Student learning occurs all the way from arrival to dismissal time each day. We request that parents limit the times when they pick up their child before dismissal. Please bring written documentation of doctor appointments resulting in a requested early release so these can be documented for attendance records. Due to safety concerns, students may not be dismissed from school within the last half hour of the posted school day. It is critical to maintain typical routines and a calm atmosphere the last half hour before dismissal so that we can safely direct our students through the dismissal process.

Students Arriving

Student drop off times are as follows: Dupont - 7:50 to 8:10; Harry E. James - 7:10 to 7:30; Patrick Copeland - 7:10 to 7:30. Students may not be dropped off at school prior to these times. Teachers and staff spend the time before students arrive preparing instructional resources for the day so that effective teaching can take place. It is not possible to arrange supervision for students

arriving earlier. Also note that a student arriving later than these times will be tardy.

Students Left at School at the End of the School Day

If a student who is supposed to be transported home by car (or who is brought back to school on a bus due to a parent not being at the bus stop) is not picked up at the end of the day and a parent cannot be reached, Hopewell Police Department and/or Social Services will be contacted.

Parking and Speed Zones

Your car must be parked in a parking spot in the parking lot before you enter the school building. All speed zones must be observed. Exercise caution when picking up and dropping off students. Do not park in the bus zone or drop off/pick up zone.

SECTION I: FEES, CHECKS, MONEY

Book Fees

Textbooks and instructional books are provided to all students at no cost. The use of library books is also free for students.

When a student loses a school book, a fee is assessed so that we can purchase a replacement. Damaged books also result in a fee being assessed to repair or replace. The Hopewell City School Board takes action to recover funds for the loss of or damage to School Board property in accordance with the state and federal law.

Checks

Please contact your child's school regarding payments made by checks.

Money

When money is sent to school for events like a field trip or the book fair, please put it in an envelope labeled with your child's name, the teacher's name, the amount, and the purpose of the money.

SECTION J: SCHOOL SAFETY

Emergency Phone Numbers and Addresses

It is critical for the school to have an accurate phone number and address to contact you in case of an emergency. If your phone or address changes during the school year, please notify the office right away.

Parent Alert System

Keeping parents informed and involved helps to assure student safety and improve student success. The Parent Alert System is an essential tool for notification and communication. We utilize the system to notify parents of absences, emergencies, school closings, and school activities. Messages are sent to parents/guardians by telephone.

Crisis Plan

Each school has developed a crisis plan addressing various situations that could occur. Staff are made aware each year of how to address emergency situations.

Fire Drills, Lockdown Drills, and Bomb Threats

Fire drills are held weekly during the first month of school and once a month thereafter. All children are required to participate in fire drills.

Lockdown drills are also held during the year. This will allow students and staff to practice procedures for potentially dangerous or violent situations with intruders.

If a bomb threat is received, the building will be evacuated following fire drill procedures.

Weather Condition Precautions

Severe weather drills (for example, tornado drills) are conducted at all schools during the year so that students and staff are familiar with procedures needed to stay safe. The school is equipped with a weather warning radio system.

Note that dismissal procedures may be modified at the end of the day if weather conditions are problematic. This may increase the time taken to safely dismiss students to buses and cars.

Chemical Emergencies

The school has direct contact by radio with officials at local industries. Should a chemical spill occur, safety procedures are in place.

Sex Offender Registry Notification

The Hopewell City School Board recognizes the danger sex offenders pose to student safety. Therefore, to protect students while they travel to and from school, attend school or are at school-related activities, each school in the Hopewell City school division shall request

electronic notification of the registration or reregistration of any sex offender in the same or contiguous zip codes as the school. Such requests and notifications shall be made according to the procedure established by the Virginia Department of State Police.

At the beginning of each school year, the Hopewell City school division shall notify parents and employees of this policy. The school board will also annually notify the parent of each student enrolled in the school division of the availability of information in the Sex Offender and Crimes Against Minors Registry and the location of the Internet website:

<http://sex-offender.vsp.virginia.gov/sor/> .

Amended by School Board August 16, 2011

Internet/Computer Safeguards

All students must follow the Hopewell City Public Schools Acceptable Use Policy (see Technology section) for using the computer and Internet. All resources that flow through the Internet in Hopewell schools go through filters for the safety of our students.

Door-To-Door Solicitation

For your child's safety, elementary students are prohibited from going door-to-door for fund raising activities.

Emergency School Closings

If it is necessary to close school due to inclement weather or for any other reason, the closing will be announced on local television stations, radio stations, and posted on the Hopewell City Public Schools website and Facebook page. Please do not call the school or news stations. Families should receive a phone call about the closing through the Parent Alert System, if accurate phone numbers are on file with the school.

Student Insurance Protection

The school does not carry insurance to cover student accidents. Parents must use their own insurance if a child is injured or has an accident at school.

SECTION K: STUDENT CONDUCT

Student Conduct

The standards of student conduct are designed to define the basic rules and major expectations of students in the public schools of Hopewell. It is the responsibility of the Hopewell City School Board to adopt policy and regulations and the administration to issue regulations establishing rules of conduct for student behavior in order to protect the health, safety and welfare of its students. The local school principal has the responsibility and authority to exercise reasonable judgment in enforcing this Code of Conduct. Principals are responsible for ensuring that all students, staff members and parents are provided the opportunity to become familiar with this policy.

The superintendent issues Standards of Student Conduct and a list of possible corrective actions for violation of the Standards of Conduct. Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights. The Standards of Student Conduct, a notice of the requirements of Va. Code § 22.1-279.3, and a copy of the compulsory school attendance law is also sent to all parents within one calendar month of the opening of schools simultaneously with any other materials customarily distributed at that time. A statement for the parent's signature acknowledging the receipt of the Standards of Student Conduct, the requirements of Va. Code § 22.1-279.3 and the compulsory school attendance law is also sent. Parents are notified that by signing the statement of receipt, they are not deemed to waive, but expressly reserve, their rights protected by the constitution or laws of the United States or Virginia. Each school maintains records of the signed statements.

The school principal may request the student's parent or parents, if both have legal and physical custody, to meet with the principal or principal's designee to review the School Board's Standards of Student Conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law and to discuss improvement of the child's behavior, school attendance and educational progress. The administrator of the building should exercise reasonable judgment and consider the circumstances in determining the disciplinary action to be administered.

Each student has the right to expect an educational environment in which he or she can strive to achieve his or her intellectual potential. The student is expected to attend school regularly, be diligent in his/her studies and conduct him/herself in such a way that the rights and privileges of others are not violated. The student is expected to accept and demonstrate the obligation of good citizenship to help prevent problems from happening and help solve problems if they occur.

All parents are expected to assume responsibility for the student's behavior and assist the school in enforcing the Standards of Student Conduct and compulsory school attendance. Parents are also expected to maintain regular communication with school authorities, monitor and require daily attendance, and bring to the attention of the school authorities any problem that affects the student or other children in the school. It is the parents' responsibility to notify the school of any unusual behavior pattern or medical problem that might lead to serious difficulties.

The school principal may notify the parents of any student who violates a School Board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed such a petition. The notice shall state (1) the date and particulars of the violation; (2) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compliance with compulsory school attendance; (3) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (4) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

The principal or principal's designee notifies the parent of any student involved in an incident required to be reported to the superintendent and Virginia Board of Education.

No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or his designee determines that readmission, without parent conference, is appropriate for the student.

If a parent fails to comply with the requirements of this policy, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent in accordance with the requirements of the Code of Virginia.

Students are subject to corrective action for any misconduct that occurs:

- in school or on school property;
- on a school vehicle;
- while participating in or attending any school sponsored activity or trip;
- on the way to and from school; and
- off school property, when the acts lead to: (1) notification pursuant to Va. Code § 16.1-305.1 or a conviction for an offense listed in Va. Code § 16.1-260, (2) a charge that would be a felony if committed by an adult, or (3) disruption of the learning environment.

Unlawful acts which will lead to police notification and may lead to suspension from classes, exclusion from activities or expulsion include but are not limited to:

- possession or use of alcohol, illegal drugs, including marijuana and anabolic steroids, or drug paraphernalia;
- selling drugs;
- assault/battery;
- sexual assault;
- arson;
- intentional injury (bullying, fighting);
- bomb threats, including false threats, against school personnel or school property;
- use or possession of explosives (see Policy JFCD Weapons in School);
- possession of weapons or firearms (see Policy JFCD Weapons in School);
- extortion, blackmail or coercion;
- driving without a license on school property;
- homicide;
- burglary;
- sex offenses (indecent exposure, obscene phone calls, sodomy and child molestation);

- malicious mischief;
- shooting;
- any illegal conduct involving firebombs, explosive or incendiary devices or materials, hoax explosive devices or chemical bombs;
- stabbing, cutting or wounding;
- unlawful interference with school authorities including threats;
- unlawful intimidation of school authorities; and
- other unlawful acts including being an accessory to any of these or other unlawful acts.

Any student involved in a reportable drug or violent incident shall participate in prevention and intervention activities deemed appropriate by the superintendent or superintendent's designee. Further, any student who has been found to be in possession of or under the influence of drugs or alcohol on school property or at a school sponsored activity may be required to (1) undergo evaluation for drug or alcohol abuse and (2) participate in a drug and/or alcohol treatment program if recommended by the evaluator and if the parent consents.

The superintendent issues regulations listing additional actions which may be cause for corrective action and if serious enough or exhibited repeatedly may lead to suspension or expulsion.

The School Board biennially reviews the model student conduct code developed by the Board of Education to incorporate into policy a range of discipline options and alternatives to preserve a safe and non-disruptive environment for effective learning and teaching.

Adopted by School Board:	December 13, 2012
Amended by School Board:	June 11, 2015

Legal Refs.: Code of Virginia, 1950, as amended, §§16.1-260, 18.2-308.1, 18.2-308.7, 22.1-78, 22.1-200.1, 22.1-253.13:7.C.3; 22.1-254, 22.1-276.3, 22.1-277, 22.1-277.08, 22.1-277.2, 22.1-279.1, 22.1-279.3, 22.1-279.3:1, 22.1-279.6.

Parental Responsibility and Involvement Requirements (Code of Virginia 22.1-279.3)

A. Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.

B. A school board shall provide opportunities for parental and community involvement in every school in the school division.

C. Within one calendar month of the opening of school, each school board shall, simultaneously with any other materials customarily distributed at that time, send to the parents of each enrolled student (i) a notice of the requirements of this section; (ii) a copy of the school board's standards of student conduct; and (iii) a copy of the compulsory school attendance law. These materials shall include a notice to the parents that by signing the statement of receipt, parents shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of

the United States or the Commonwealth and that a parent shall have the right to express disagreement with a school's or school division's policies or decisions.

Each parent of a student shall sign and return to the school in which the student is enrolled a statement acknowledging the receipt of the school board's standards of student conduct, the notice of the requirements of this section, and the compulsory school attendance law. Each school shall maintain records of such signed statements.

D. The school principal may request the student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or his designee to review the school board's standards of student conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress.

E. In accordance with the due process procedures set forth in this article and the guidelines required by § 22.1-279.6, the school principal may notify the parents of any student who violates a school board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed a petition. The notice shall state (i) the date and particulars of the violation; (ii) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compulsory school attendance compliance; (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (iv) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

F. No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or his designee determines that readmission, without parent conference, is appropriate for the student.

G. Upon the failure of a parent to comply with the provisions of this section, the school board may, by petition to the juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior or school attendance, as follows:

1. If the court finds that the parent has willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in subsection D of this section, to review the school board's standards of student conduct and the parent's responsibility to assist the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and educational progress, it may order the parent to so meet; or
2. If the court finds that a parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to subsection F, or upon the student's receiving a second suspension or being expelled, it may order the student or his parent, or both, to participate in such programs or such treatment, including, but not limited to, extended day programs, summer school, other educational programs and counseling, as the court deems appropriate to improve the student's behavior or school attendance. The order may also require participation in a parenting, counseling or a mentoring program, as appropriate or that the student or his parent,

or both, shall be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and rehabilitation of the student or his parent. In addition, the court may order the parent to pay a civil penalty not to exceed \$500.

H. The civil penalties established pursuant to this section shall be enforceable in the juvenile and domestic relations court in which the student's school is located and shall be paid into a fund maintained by the appropriate local governing body to support programs or treatments designed to improve the behavior of students as described in subdivision G 2. Upon the failure to pay the civil penalties imposed by this section, the attorney for the appropriate county, city, or town shall enforce the collection of such civil penalties.

I. All references in this section to the juvenile and domestic relations court shall be also deemed to mean any successor in interest of such court.

1995, c. 852; 1996, c. 771; 2000, c. 538; 2001, cc. 688, 820; 2004, c. 573.

Standards of Student Conduct

The following are standards of student conduct established by the School Board for all students. The consequences of any act are determined on the basis of the facts presented in each situation in the reasonable discretion of the Board, its designated committees and other appropriate school officials.

1. Assault and Battery

A student shall not assault or commit battery upon another person on school property, on school buses or during school activities on or off school property.

An assault is a threat of bodily injury.

A battery is any bodily hurt, however slight, done to another in an angry, rude or vengeful manner.

2. Attendance; Truancy

Students shall attend school on a regular and punctual basis unless otherwise excused in accordance with School Board policy or regulation. (See Policy JED Student Absences/Excuses/Dismissals.)

If a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

3. Bomb Threats

Students shall not engage in any illegal conduct involving firebombs, explosive or incendiary materials or devices or hoax explosive devices or chemical bombs as defined in the Code of Virginia. Moreover, students shall not make any threats or false threats to bomb school personnel or school property.

4. Bullying

A student, either individually or as a part of a group, shall not bully others either in person or by the use of any communication technology including computer systems, telephones, pagers, or instant messaging systems. Prohibited conduct includes, but is not limited to, physical, verbal, or written intimidation, taunting, name-calling, and insults and any combination of prohibited activities.

"Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict.

5. Bus-Related Offenses

Students shall not behave in a disruptive manner or otherwise violate these Standards of Conduct while waiting for a school bus, while on a school bus or after being discharged from a school bus.

6. Cheating

Students are expected to perform honestly on schoolwork and tests, including state mandated assessments. The following actions are prohibited:

- cheating on a test or assigned work by giving, receiving, offering and/or soliciting information
- plagiarizing by copying the language, structure, idea and/or thoughts of another
- falsifying statements on any assigned schoolwork, tests or other school documents

7. Communication Devices

Students may possess a beeper, cellular telephone, smart phone, tablet, Personal Digital Assistant (PDA) or other communications device on school property, including school buses, provided that the device must remain off and out of sight during instructional time unless it is being used for instructional purposes at the direction of the student's teacher.

Students may not possess a beeper, cellular telephone, smart phone, tablet, Personal Digital Assistant (PDA) or other communications device during state mandated test administrations.

At no time may any device be used with an unfiltered connection to the Internet.

The division is not liable for devices brought to school or school activities.

If a student possesses or uses such a device other than as permitted in this policy, in addition to other disciplinary sanctions which may be imposed, the device may be confiscated from the student and returned only to the student's parent.

8. Defiance of the Authority of School Personnel

Students shall comply with any oral or written instructions made by school personnel within the scope of their authority as provided by Board policies and regulations.

9. Disruptive Conduct

Students are entitled to a learning environment free of unnecessary disruption. Any physical or verbal disturbance which interrupts or interferes with teaching and orderly conduct of school activities, is prohibited.

10. Electronic Cigarettes

Students shall not possess electronic cigarettes on school premises, on school buses or at school sponsored activities.

11. Extortion

No student may obtain or attempt to obtain anything of value from another by using a threat of any kind.

12. Felony Charges

Students charged with any offense, wherever committed, that would be a felony if committed by an adult may be disciplined and/or required to participate in prevention/ intervention activities.

13. Fighting

Exchanging mutual physical contact between two or more persons by pushing, shoving or hitting with or without injury is prohibited.

14. Gambling

A student shall not bet money or other things of value, or knowingly play or participate in any game involving such a bet, on school property, on school buses or during any school related activity.

15. Gang Activity

Gang-related activity is not tolerated. Symbols of gang membership are expressly prohibited (i.e., clothing that symbolizes association, rituals associated with, or activities by an identified group of students). (See Policy JFCE Gang Activity or Association.)

16. Harassment

A student shall not harass another student or any school employee, volunteer, student teacher or any other person present in school facilities or at school functions.

17. Hazing

Students shall not engage in hazing.

Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily harm on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

The principal of any school at which hazing which causes bodily injury occurs shall report the hazing to the local Commonwealth Attorney.

18. Internet Use

Students shall abide by the Hopewell City School Division's Acceptable Computer Use Policy and Regulation. (See Policy IIBEA Acceptable Computer System Use.)

19. Laser Pointers

Students shall not have in their possession laser pointers.

20. Other Conduct

In addition to these specific standards, students shall not engage in any conduct which materially and substantially disrupts the ongoing educational process or which is otherwise a violation of federal, state or local law.

21. Possession or Use of Weapons or Other Dangerous Articles

Students shall not have in their possession any type of unauthorized firearm or other article which may be used as a weapon, regardless of whether it is commonly accepted as such. (See Policy JFCD Weapons in School.)

22. Profane, Obscene or Abusive Language or Conduct

Students shall not use vulgar, profane or obscene language or gestures or engage in conduct that is vulgar, profane, obscene or disrupts the teaching and learning environment.

23. Reports of Conviction or Adjudication of Delinquency

Any student for whom the superintendent has received a report pursuant to Va. Code § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of Va. Code § 16.1-260 may be suspended or expelled.

24. Stalking

Students shall not engage in a pattern of behavior that places another person in fear of serious harm.

25. Student Dress

Students are expected to dress appropriately for a K-12 educational environment. Any clothing that interferes with or disrupts the educational environment is unacceptable. Clothing with language or images that are vulgar, discriminatory, or obscene, or clothing that promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia or clothing that contains threats such as gang symbols is prohibited.

Clothing should fit, be neat and clean, and conform to standards of safety, good taste and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually provocative, is prohibited. Examples of prohibited clothing include, but are not limited to: sagging or low-cut pants, low-cut necklines that show cleavage, tube tops, halter tops, backless blouses or blouses with only ties in the back, clothing constructed of see-through materials and head coverings unless required for religious or medical purposes.

Additionally, disciplinary action will be taken against any student taking part in gang-related activities that are disruptive to the school environment, which include the display of any apparel, jewelry, accessory, tattoo, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.

Parents of students requiring accommodation for religious beliefs, disabilities, or other good causes should contact the principal.

Students not complying with this policy will be asked to cover the noncomplying clothing, change clothes or go home.

26. Theft

A student shall not intentionally take or attempt to take the personal property of another person by force, fear or other means.

27. Threats or Intimidation

Students shall not make any verbal, written, or physical threat of bodily injury or use of force directed toward another person. Students shall not use electronic technology or communication devices, such as the internet or cell phones, to intimidate or threaten for any reason.

28. Trespassing

Students shall not trespass on school property or use school facilities without proper authority or permission, or during a period of suspension or expulsion.

29. Use and/or Possession of Alcohol, Tobacco, Anabolic Steroids, and Other Drugs

A student shall not possess, use, or distribute any of the restricted substances listed below on school property, on school buses or during school activities, on or off school property.

A student shall not attempt to possess, use, consume, procure and/or purchase, any of the

restricted substances listed below or what is represented by or to the student to be any of the restricted substances listed below or what the student believes is any of the restricted substances listed below.

A student shall not be under the influence of any of the restricted substances listed below, regardless of whether the student's condition amounts to legal intoxication.

Restricted substances include but are not limited to alcohol, tobacco and inhalant products, and other controlled substances defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia, such as anabolic steroids, stimulants, depressants, hallucinogens, marijuana, imitation and look-alike drugs, drug paraphernalia and any prescription or non-prescription drug possessed in violation of School Board policy.

The School Board may require any student who has been found in possession of, or under the influence of, drugs or alcohol in violation of School Board policy to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two school years to compete in interscholastic athletic competition if the school principal and the division superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a medical condition.

30. Vandalism

Students shall not willfully or maliciously damage or deface any school building or other property owned or under the control of the School Board. In addition, students shall not willfully or maliciously damage or deface property belonging to or under the control of any other person at school, on a school bus or at school-sponsored events.

CORRECTIVE ACTIONS

The following corrective actions are among those available to the school administration for violation of the Student Code of Conduct. The facts and circumstances of each offense are considered fully in determining reasonable corrective actions.

1. Counseling
2. Admonition
3. Reprimand
4. Loss of privileges, including access to the School Division's computer system
5. Parental conferences
6. Modification of student classroom assignment or schedule
7. Student behavior contract
8. Referral to student assistance services
9. Removal from class
10. Initiation of child study process
11. Referral to in-school intervention, mediation, or community service programs

12. Tasks or restrictions assigned by the principal or his designee
13. Detention after school or before school
14. Suspension from school-sponsored activities or events prior to, during, or after the regular school day
15. In-school suspension
16. Out-of-school suspension
17. Referral to an alternative education program
18. Notification of legal authority where appropriate
19. Recommendation for expulsion including recommendation for expulsion for possessing a firearm, destructive device, firearm muffler, firearm silencer or pneumatic gun on school property or at a school-sponsored event and recommendation for expulsion for having brought a controlled substance, imitation controlled substance, or marijuana onto school property or to a school sponsored activity
20. Evaluation for alcohol or drug abuse
21. Participation in a drug, alcohol or violence intervention, prevention or treatment program

Approved by Superintendent:

March 12, 2015

Legal Refs.: Code of Virginia, 1950, as amended, §§ 18.2-56, 18.2-83, 18.2-85, 18.2-87.1, 18.2-119, 18.2-308, 18.2-308.1, 18.2-308.7, 18.2-371.2, 18.2-433.1, 22.1-70.2, 22.1-78, 22.1-202, 22.1-253.13:7.C.3, 22.1-276.3, 22.1-277, 22.1-277.07:1, 22.1-277.08, 22.1-277.2, 22.1-279.1, 22.1-279.6, 46.2-323, 46.2-334.001.

Student Code of Conduct Policy Guidelines (Virginia Board of Education October 2013).
Information Brief: Cyberbullying and School Policy (Virginia Department of Education August 2008).

Special Education

Students with disabilities have the same responsibility for good citizenship, as do all members of the school community. All students with disabilities will abide by the standards of conduct required of other students, unless the nature and/or severity of their disability precludes this. In such an event, the student will be expected to meet the behavioral expectations identified in the current Individualized Educational Plan (IEP). If a student with a disability is suspended by terms of the Code of Student Conduct, it shall be done in accordance with the Individuals with Disabilities Education Act (IDEA '04).

2017-2018 SCHOOL CALENDAR

September 5	First Day of School for Students
October 4	Interims Issued
October 12	Parent/Teacher Conference Day for Grades 1-5 Non-Instructional Day for K-5th (Students do not attend this day.)
November 6	End of First Quarter
November 7	Parent/Teacher Conference Day for Kindergarten Non-Instructional Day for K-5th (Students do not attend this day.)
November 10	Early Release Day
November 13	Report Cards Issued
November 22-24	School Closed for Thanksgiving Holiday
December 12	Interims Issued
December 19	Early Release Day
December 20	Winter Break Begins (School is closed through January 2.)
January 3	School Begins Again
January 15	School Closed for Martin Luther King Day
January 26	Early Release Day, End of Second Quarter
January 29	Non-Instructional Day for K-5th (Students do not attend this day.)
February 1	Report Cards Issued
February 19	School Closed for President's Day
March 1	Interims Issued
March 8	Early Release for Students, Parent/Teacher Conference Day Grades K-5th
March 30	Early Release Day, End of Third Quarter
April 2-6	School Closed for Spring Break
April 16	Report Cards Issued
May 10	Interims Issued
May 28	School Closed for Memorial Day
June 15	Early Release Day, Report Cards Issued End of Fourth Quarter, Last Day of School