

# Student Manual

Everything a Student Needs to Know to be Successful at HHS  
2021 – 2022



## Hanover High School

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**Principal**  
Matthew Mattos

**Special Education Director**  
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**Assistant Principal**  
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**Curriculum Director**  
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## DISTRICT ADMINISTRATION

Salmond School  
188 Broadway  
Hanover, MA 02339  
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**Superintendent**  
Matthew Ferron

**Assistant Superintendent  
for Curriculum & Instruction**  
Deborah St. Ives

**Assistant Superintendent  
For Business & Finance**  
Dr. Thomas Raab

**Director of Student Services**  
Michael Oates

**Director of Technology Operations**  
Thomas Nee

## SCHOOL COMMITTEE

**Chairperson**  
Leah Miller

**Vice Chairperson**  
Pete Miraglia

**Member**  
Ryan Hall

**Member**  
Libby Corbo

**Member**  
Ruth Lynch

## SCHOOL COUNCIL

**Chairperson**  
Matthew Mattos

**Faculty Members**  
*TBD*

**Student Members**  
*TBD*

**Community Member**  
*TBD*

**Parent Member**  
*TBD*

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## Principal's Welcome

On behalf of the Administration, Faculty, and Staff of Hanover High School, it is my distinct pleasure to welcome you to the 2021-2022 school year. As stated explicitly in our Core Values and Beliefs Statement, Hanover High School “provides a competitive and challenging curriculum specific to individual educational needs, empowering students to succeed in the academic, social, and civic arenas.” Designed with these principles at its foundational core, this *Student Manual* describes the information, guidelines, and procedures necessary for a successful and productive school year.

As a Hanover High School student, you have several responsibilities relating to scholarship, citizenship, and character development as you prepare to take your place in our increasingly global society. My expectation is that you will behave in a manner that brings credit to yourself, your school, your family, and the community of Hanover. Our standards are high at Hanover High School; yet, I am confident that you will not only meet them, but exceed them as you continue to grow, mature, and become responsible adults.

The Administration, Faculty, and Staff will work diligently to provide the best possible environment to encourage academic success and personal growth. In return, it is your responsibility to attend school daily and to adhere to the guidelines set forth in this Student Handbook. We ask that you and your parents read this Handbook carefully and completely so that you will properly understand and be able to handle specific situations that may arise during the school year. As this Handbook is for you and your parents/guardians, it is expected that you will present the Handbook to them for their review.

I am truly looking forward to a healthy, successful, and productive school year. Do not hesitate to contact me by phone or via email if you have any questions or concerns about the information contained in this *Student Manual*.

Academic achievement continues to be our number one priority. We are committed to instruction and student learning for all, with the ultimate goal of a successful post-graduation plan for every student.

We truly want all students to be connected to a club, sport or an organization. We feel that a “Connected Student Is a Better Student”. We feel that a student who participates in all that HHS has to offer will become an integral part of the enthusiastic, positive and respectful climate that exists at Hanover High School.

We Are Hawk Nation!

Matthew Mattos  
Principal

## **Hanover Public Schools Mission Statement**

Our goal is to ensure a quality education for our children by stressing high expectations for learning and behavior, by developing a desire to learn, and by offering challenging opportunities to acquire basic skills, as well as, opportunities to explore and grow in other areas. We strive to provide every opportunity for maximum student achievement and for recognition and stimulation of special talents in all students. In addition to a solid academic foundation, an observance of the ordinary and necessary rules of health and safety, the formation of quality work habits, and the development of positive social attitudes are essential to the educational well being of our students.

We provide a supportive, caring environment that develops self-esteem, self-motivation, and a sense of responsibility. We utilize the best instructional practices and resources, and we provide opportunities for the professional development of staff. We recognize that parents are partners in this mission and we invite them to join together with us for successful achievement of this mission.

Hanover High School is accredited by the New England Association of Schools and Colleges

## **Hanover High School Mission Statement**

Hanover High School provides students with a rigorous, demanding education to enable them to achieve their fullest potential. To this end, the school fosters the personal growth of all students as well as a secure environment in which students respect the dignity of all individuals. Together, the administration, faculty, and staff create opportunities for students to acquire the skills, knowledge, and work ethic to be responsible and productive members of a changing society.

### **Core Values and Beliefs**

The Hanover High School community provides a competitive and challenging curriculum specific to individual educational needs, empowering students to succeed in the academic, social, and civic arenas. We believe that respect, compassion, and empathy promote a positive climate that fosters school spirit and unity. We believe in the importance of collaboration through active participation and accountability in solving problems and accomplishing goals by working with others. Within a safe and secure environment, students develop academic and personal independence, self-motivation, artistic appreciation, creativity, social responsibility, and global awareness.

### **Learning Expectations**

#### **Academic**

1. The HHS graduate reads actively and critically.
2. The HHS graduate writes effectively to construct and convey meaning.
3. The HHS graduate speaks effectively.
4. The HHS graduate is a responsible and proficient user of current technology and is receptive to emerging technology.
5. The HHS graduate creatively applies concepts to interpret information, to solve problems, and to justify solutions.

#### **Social**

6. The HHS graduate practices personal wellness.
7. The HHS graduate acts responsibly and works ethically.

#### **Civic**

8. The HHS graduate is an active citizen who demonstrates an understanding of civic responsibility and worldwide current events.

Adopted by HHS Faculty: February 6, 2018; Adopted by the Hanover School Committee: March 28, 2018

## Learning Expectations Matrix Assessment Assignments

	1. The HHS graduate reads actively and critically.	2. The HHS graduate writes effectively to construct and convey meaning.	3. The HHS graduate speaks effectively.	4. The HHS graduate is a responsible and proficient user of current technology and is receptive to emerging technology.	5. The HHS graduate creatively applies concepts to interpret information , to solve problems, and to justify solutions.	6. The HHS graduate practices personal wellness.	7. The HHS graduate acts responsibly and works ethically.	8. The HHS graduate is an active citizen who demonstrates understanding of civic responsibility and worldwide current events.
English	✓	✓	✓					
Social Studies	✓	✓						✓
Foreign Language	✓	✓	✓					
Math				✓	✓			
Business				✓	✓			
Science & Engineering				✓	✓			✓
Art	✓		✓				✓	
Music	✓	✓					✓	
Phys. Ed & Wellness						✓	✓	

Consistent with our Core Belief that the Hanover High School community provides a competitive and challenging curriculum empowering students to succeed in the academic, social, and civic arenas, each of the departments listed above has been assigned responsibility to assess student learning for its designated Learning Expectations. Analytic Rubrics, written to assess student progress in each of these areas, are incorporated into lessons as appropriate to give students an understanding of their progress in each of these areas. By the time a student graduates from Hanover High School, he/she will be given several opportunities to demonstrate knowledge in these critical learning expectations. Below are the rubrics for each of the Learning Expectations.

**1. Academic Learning Expectation: The HHS graduate reads actively and critically.**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.(R.RI.CCR.1)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Key Ideas and Details	Cites textual evidence to support comprehension of texts using explicit information. Identifies central ideas or themes of a text, and recognizes that individuals, events, and ideas develop and interact over the course of a text.	Cites specific textual evidence to support comprehension of texts using both explicit and inferred information. Identifies central ideas or themes of a text, and recognizes key supporting details. Interprets how individuals, events, and ideas develop and interact over the course of a text.	Cites specific and relevant textual evidence to support comprehension of texts using both explicit and inferred information. Analyzes central ideas or themes of a text and summarizes key supporting details. Analyzes how and why individuals, events, and ideas develop and interact over the course of a text.	Cites complex and significant textual evidence to support comprehension of texts using both explicit and inferred information. Evaluates central ideas or themes of a text, analyzes their development, and incorporates key supporting details. Evaluates how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	Recognizes that words and phrases in text, including technical, connotative, and figurative meanings, shape meaning and tone. Identify text organizational features (e.g. paragraphs, chapters, scenes, or stanzas) as parts of a larger structure. Identifies information in texts in terms of purpose and audience.	Interprets words and phrases in text, including technical, connotative, and figurative meanings, and determines how they shape meaning and tone. Interprets how text organizational features relate to each other as parts of a larger structure. Recognizes that information in texts in terms of purpose and audience shapes the content and style of a text.	Examines words and phrases in text, including technical, connotative, and figurative meanings, and analyzes how they shape meaning and tone. Analyzes how text organizational features relate to each other as parts of a larger structure to construct and convey meaning. Examines how information in texts in terms of purpose and audience shapes the content and style of a text.	Analyzes words and phrases in text, including technical, connotative, and figurative meanings, and evaluates how they shape meaning and tone. Evaluates how text organizational features relate to each other as parts of a larger structure to construct and convey meaning. Evaluates how information in texts in terms of purpose and audience shapes the content and style of a text.
Integration of knowledge and Ideas <b>**Argument Only</b>	Recognizes that two or more texts can address similar themes or topics. <b>**Recognizes the argument and specific claims in a text.</b>	Interprets how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <b>**Interprets the argument and specific claims in a text.</b>	Analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <b>**Analyzes the argument and specific claims in a text.</b>	Evaluates how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <b>**Delineates and evaluates the argument and specific claims in a text.</b>
Text Complexity	Reads and comprehends literary	Reads and comprehends basic literary and	Reads and comprehends literary and informational	Reads and comprehends complex literary and



	and informational texts.	informational texts proficiently.	texts independently and proficiently.	informational texts independently and proficiently.
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**2a. Academic Learning Expectation: The HHS graduate writes effectively to construct and convey meaning.**

Write ARGUMENTS to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.CCR.1)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Claim/Thesis	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.
Organization/Development	The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.	The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.
Audience	The text illustrates an inconsistent awareness of the audience's knowledge level.	The text considers the audience's knowledge level, concerns, values, and possible biases about the claim.	The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim.	The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim.
Cohesion	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.	The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and the reasons. The text links the counterclaims to the claim.	The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationships between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.	The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.

**2b. Academic Learning Expectation: The HHS graduate writes effectively to construct and convey meaning.**

Write INFORMATIVE/EXPLANATORY texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.CCR.2)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Focus/ Thesis/ Ideas	The text has an unclear topic with some ideas, concepts, and information.	The text has a topic that informs the reader with accurate ideas, concepts, and information that creates a unified whole.	The text focuses on an interesting topic that informs the reader with accurate ideas, concepts, and information that creates a unified whole.	The text clearly focuses on a compelling topic that informs the reader with accurate ideas, concepts, and information that creates a unified whole.
Organization/ Development	The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.	The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides significant facts, extended definitions, concrete details, quotations, and/or examples that thoroughly develop and explain the topic. The text provides a conclusion that supports the topic and examines its implications and significance.
Audience	The text illustrates an inconsistent awareness of the audience's knowledge level about the topic.	The text considers the audience's knowledge level about the topic.	The text anticipates the audience's knowledge level and concerns about the topic.	The text consistently addresses the audience's knowledge level and concerns about the topic.
Cohesion	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.	The text strategically uses words, phrases, and clauses to link the major sections of the text. The text explains the relationships between the topic and the examples and/or facts.
Language and Style	The Text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and some literary techniques.	The text presents a formal, objective tone. The text uses relevant language, vocabulary, and other literary techniques to manage the complexity of the topic.	The text presents a formal objective tone. The text uses precise language, vocabulary, and other literary techniques to manage the complexity of the topic.	The text presents an engaging, formal, and objective tone. The text uses sophisticated language, vocabulary, and other techniques to manage the complexity of the topic.
Conventions	The text contains multiple inaccuracies in standard English conventions of usage and mechanics.	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text demonstrates standard English conventions of usage and mechanics while attending to the norms	The text demonstrates standard English conventions of usage and mechanics while suitably attending to

			of the discipline in which they are writing (MLA, APA, etc.).	the norms of the discipline in which they are writing (MLA, APA)
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**2c. Academic Learning Expectation: The HHS graduate writes effectively to construct and convey meaning.**

Write NARRATIVES to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.CCR.3)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Exposition	The text provides a setting with a vague conflict, situation, or observation with an unclear point-of-view. It introduces a narrator and/or undeveloped characters.	The text orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one point of view and introduces a narrator and/or developed characters.	The text engages and orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one or multiple points-of-view and introduces a narrator and/or well-developed characters.	The text creatively engages the reader by setting out a well-developed conflict, situation, or observation and its significance. It establishes one or multiple points-of-view and/or complex characters.
Narrative techniques and Development	The text uses some narrative techniques, such as dialogue or description and merely retells events and/or experiences.	The text uses narrative techniques, such as dialogue, description, and reflection to show events and/or experiences.	The text demonstrates deliberate narrative techniques – such as dialogue, pacing, description, reflection, and/or multiple plot lines – to develop experiences, events, and/or characters.	The text demonstrates sophisticated narrative techniques – such as engaging dialogue, artistic pacing, vivid description, complex reflection, and/or multiple plot lines – to develop experiences, events, and/or characters.
Organization and Cohesion	The text creates a sequence or progression of experiences or events.	The text creates a logical progression of experiences or events using some techniques – such as flashback, foreshadowing, suspense, etc. – to sequence events so that they build on one another to create a coherent whole.	The text creates a smooth progression of experiences or events using a variety of techniques – such as flashback, foreshadowing, suspense, etc. – to sequence events so that they build on one another to create a coherent whole.	The text creates a seamless progression of experiences or events using multiple techniques – such as flashback, foreshadowing, suspense, etc. – to sequence events so that they build on one another to create a coherent whole.
Style and Conventions	The text uses words and phrases, telling details to convey experiences, events, settings, and/or characters.	The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	The text uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.	The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.
Conclusion	The text provides a conclusion that follows from what is	The text provides a conclusion that follows from and	The text builds to a conclusion that logically follows from	The text moves to a conclusion that artfully follows from

	experienced, observed, or resolved over the course of the narrative.	reflects on what is experienced, observed, or resolved over the course of the narrative.	and reflects on what is experienced, observed, or resolved over the course of the narrative.	and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.
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### 3. Academic Learning Expectation: The HHS graduate speaks effectively.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks (SL.CCR.4)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Ideas and Content	Shares inaccurate or simplistic ideas and content. Lacks understanding of content.	Shares researched ideas and content. Demonstrates cursory understanding of content.	Shares accurate well-researched ideas and content. Demonstrates understanding of content.	Shares fresh, well-researched ideas and content. Demonstrates mastery of content.
Organization	Lacks organizational techniques, omitting either introductory statement, concluding statement, or logical progression of ideas. Speaks without relevance and purpose.	Uses some organizational techniques; omits either introductory statement, or concluding statement, with no logical progression of ideas. Speaks with minimal relevance and purpose.	Organizes adequate introductory and concluding statements, bookending logical progression of ideas. Speaks with relevance and purpose.	Organizes strong introductory and concluding statements, bookending logical progression of ideas. Speaks with pointed relevance and purpose.
Delivery	Uses none or few explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).	Uses some explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).	Uses a variety of explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).	Uses a wide variety of explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).
Ideas and Content	Shares inaccurate or simplistic ideas and content. Lacks understanding of content.	Shares researched ideas and content. Demonstrates cursory understanding of content.	Shares accurate well-researched ideas and content. Demonstrates understanding of content.	Shares fresh, well-researched ideas and content. Demonstrates mastery of content.

**4. Academic Learning Expectation: The HHS graduate is a responsible and proficient user of current technology and is receptive to emerging technology.**

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals.				
(ISTE NETS-S 9-12)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Safe and Appropriate Use	Rarely uses technology in a safe and appropriate manner. Requires significant adult guidance.	Occasionally uses technology in a safe and appropriate manner. Requires regular adult guidance.	Frequently uses technology in a safe and appropriate manner. Requires minimal adult guidance.	Consistently uses technology in a safe and appropriate manner. Requires no adult guidance.
Responsibility	Rarely uses technology in a responsible manner that is consistent with the school policies.	Occasionally uses technology in a responsible manner that is consistent with the school policies.	Frequently uses technology in a responsible manner that is consistent with the school policies.	Consistently uses technology in a responsible manner that is consistent with the school policies.
Efficiency	Rarely works independently to select and employ correct technology. Does not increase productivity.	Occasionally works independently to select and employ correct technology. Minimally increases productivity.	Frequently works independently to select and employ correct technology. Moderately increases productivity.	Consistently works independently to select correct technology. Significantly increases productivity.
Receptivity	Rarely seeks to implement new, different, or emerging technology.	Occasionally seeks to implement new, different, or emerging technology.	Frequently seeks to implement new, different, or emerging technology.	Consistently seeks to implement new, different, or emerging technology.



**5. Academic Learning Expectation: The HHS graduate creatively applies concepts to interpret information, to solve problems, and to justify solutions.**

Make sense of problems and persevere in solving them. (CCSS.MATH.PRACTICE.MP1)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Problem	Demonstrates a limited ability in identifying a problem statement or related contextual factors.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
Strategies	Identifies one or more approaches for solving the problem that do not apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies multiple approaches for solving the problem that apply within a specific context.
Solutions	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.
Evaluate	Evaluation of solutions is superficial (e.g., contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (e.g., explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (e.g., contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is deep and elegant (e.g., contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.

**6. Social Learning Expectation: The HHS graduate practices personal wellness.**

Promote habits and conduct that enhance health and wellness, and guide efforts to build healthy families, relationships, schools, and communities.. (MA DESE GP I - V)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Health & Wellness: Mental and Emotional	Demonstrates limited understanding and treatment of stress, anxiety, depression and self-esteem.	Demonstrates basic understanding and treatment of stress, anxiety, depression and self-esteem.	Demonstrates adequate understanding and treatment of stress, anxiety, depression and self-esteem.	Demonstrates knowledgeable understanding and treatment of stress, anxiety, depression and self-esteem.
Health & Wellness: Social	Demonstrates limited understanding and awareness of types of abuse, healthy relationships, and responsible decision-making and problem solving skills.	Demonstrates basic understanding and awareness of types of abuse, healthy relationships, and responsible decision-making and problem solving skills.	Demonstrates adequate understanding and awareness of types of abuse, healthy relationships, and responsible decision-making and problem solving skills.	Demonstrates knowledgeable understanding and awareness of types of abuse, healthy relationships, and responsible decision-making and problem solving skills.
Health & Wellness: Safety and Prevention	Demonstrates limited understanding of the causes and effects of bullying, substance abuse, suicide, and risky behavior, as well as disease prevention and life saving skills.	Demonstrates basic understanding of the causes and effects of bullying, substance abuse, suicide, and risky behavior, as well as disease prevention and life saving skills.	Demonstrates adequate understanding of the causes and effects of bullying, substance abuse, suicide, and risky behavior, as well as disease prevention and life saving skills.	Demonstrates knowledgeable understanding of the causes and effects of bullying, substance abuse, suicide, and risky behavior, as well as disease prevention and life saving skills.
Physical Education: Team Sports	Demonstrates limited understanding of team concepts, strategies, rules and participation.	Demonstrates basic understanding of team concepts, strategies, rules and participation.	Demonstrates adequate understanding of team concepts, strategies, rules and participation.	Demonstrates knowledgeable understanding of team concepts, strategies, rules and participation.
Physical Education: Individual Sports	Demonstrates limited understanding of individual sports concepts, strategies and rules.	Demonstrates basic understanding of individual sports concepts, strategies and rules.	Demonstrates adequate understanding of individual sports concepts, strategies and rules.	Demonstrates knowledgeable understanding of individual sports concepts, strategies and rules.
Physical Education: Lifetime Activities	Demonstrates limited understanding of lifetime fitness, movement and setting personal goals.	Demonstrates basic understanding of lifetime fitness, movement and setting personal goals.	Demonstrates adequate understanding of lifetime fitness, movement and setting personal goals.	Demonstrates knowledgeable understanding of lifetime fitness, movement and setting personal goals.

**7. Social Learning Expectation: The HHS graduate acts responsibly and works ethically.**

Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Attendance / Promptness	Arrives late to class more than once a week and/or has poor class attendance.	Arrives late to class more than once every two weeks and regularly attends class.	Arrives late to class less than once every two weeks and regularly attends class.	Arrives promptly and regularly attends class.
Participation and Preparation	Contributes rarely or never to class. Is unprepared for class.	Contributes occasionally to class by offering ideas and asking questions. Is occasionally prepared for class.	Contributes to class by offering relevant ideas and asking appropriate questions. Is usually prepared for class.	Contributes by exhibiting a mastery of subject matter by offering analysis, thought provoking ideas, and probing questions. Is always prepared for class.
Listening Skills	Listens rarely and requires continuous prompts to respond. Needs directions repeated. Is off task and disruptive.	Listens selectively and requires prompts to respond. Needs directions repeated occasionally. Is off task at times.	Listens attentively and rarely needs prompts to respond. Follows directions. Remains on task.	Listens actively and respectfully. Responds independently and conscientiously while incorporating the ideas of others. Follows directions independently and completes task.
Conduct and Accountability	Fails to meet classroom and school expectations. Demonstrates no individual accountability regarding course work, classroom interactions, and social behaviors.	Meets classroom and school expectations selectively. Demonstrates minimal individual accountability regarding course work, classroom interactions, and social behaviors.	Meets classroom and school expectations. Demonstrates individual accountability regarding course work, classroom interactions, and social behaviors.	Exceeds classroom and school expectations while exhibiting leadership qualities. Demonstrates a high level of individual accountability and initiative regarding course work, classroom interactions, and social behaviors.

**8. Civic Learning Expectation: The HHS graduate is an active citizen who demonstrates an understanding of civic responsibility and worldwide current events.**

Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Current Events	Demonstrates little to no comprehension of current political, social, environmental and economic situations across the globe.	Demonstrates some comprehension of current political, social, environmental and economic situations across the globe.	Demonstrates good comprehension of current political, social, environmental and economic situations across the globe.	Demonstrates an excellent comprehension of current political, social, environmental and economic situations across the globe.
Understanding Perspectives	Analyzes little or no political, social, environmental and economic issues from any perspective.	Analyzes some political, social, environmental and economic issues from their own perspective.	Analyzes political, social, environmental and economic issues from more than one perspective.	Analyzes political, social, environmental and economic issues in a variety of perspectives.
Understanding Impact of Decisions	Demonstrates little to no understanding of the effects of various political, social, environmental and economic decisions and actions.	Demonstrates some understanding of the effects of various political, social, environmental and economic decisions and actions.	Demonstrates a good understanding of the effects of various political, social, environmental and economic decisions and actions.	Demonstrates an excellent understanding of the effects of various political, social, environmental and economic decisions and actions.
Civic Engagement	Participates a little or not at all in current political, social, environmental and economic situations.	Participates to some degree in current political, social, environmental and economic situations.	Participates well in current political, social, environmental and economic situations.	Participates extremely well in current political, social, environmental and economic situations.

## Parent Guide to Address Concerns

When a parent determines that there is a school-related concern that needs to be addressed with school officials, the sequential steps outlined below should be followed. Our Hanover Schools seek to work collaboratively with parents to find the fastest resolution to any problem.

1. The parent should address the concern with the staff member most directly involved, (e.g., a question regarding the content of instructional materials or homework assignments should be shared with the classroom teacher).
2. If the matter is not resolved at this level, the parent may bring the concern to the Department Heads, then the Curriculum Directors, then the Principal.
3. If the matter continues to remain unresolved, the parent may bring the concern to the attention of the Superintendent.
4. If the matter still remains unresolved, the parent may bring the concern to the attention of the school committee by directly contacting the School Committee Chairperson and requesting appropriate action.

The following are examples of issues that should be addressed at the level indicated. If a parent has a concern that is not listed here, the parent may call his/her child's Principal for direction to the most appropriate person.

1. Teachers and Specialists (Art, Music, Computers and Technology, Library, Health, and PE)
  - Student homework, assignments, quizzes, tests, and grading
  - Course instructional materials, practices, academic progress, and extra help
  - Issues related to classroom discipline, interactions with other pupils and teachers
2. Athletic Instructors and Coaches
  - Concerns regarding athletic activities
  - At the High School, concerns may also be directed to the Athletic Director
3. Guidance and Adjustment Counselors
  - Concerns between school and home, teacher and pupil, pupil and other pupils
  - Personal matters relating to student development, behavior, or interaction with others
  - Course selection and student schedules
  - Scheduling of grade/team level meetings at the Middle School
  - Course placement or career information
  - Middle and High School academic records
  - Accommodations Plans
  - Student placement issues (in a class, program or instructional level)
4. Principals and/or Assistant Principals
  - Co-curricular program issues (athletics, music, drama, etc.)
  - Matters related to the physical plant
  - Concerns regarding school personnel
  - Student records, school-wide student expectations, discipline issues, or bus conduct
  - Requests that specific courses and programs be included in the Program of Studies
  - Policy, procedure, and protocol concerns
5. Superintendent
  - Questions regarding School Committee policies and administrative procedures
  - School Committee meetings and agenda items
  - Budgetary matters to also include any issue or item of the Hanover Schools budget that was not processed or appropriated correctly
  - Concerns regarding school personnel or services which were not resolved at the Principal's level
  - Suggestions or requests for changes in the curriculum
  - Transportation matters
6. School Committee
  - Matters pertaining to district-wide policy, protocol, and procedures
  - Concerns regarding the Superintendent
  - Issues relating to School Committee minutes and agenda items (directed to the Chairperson)
  - Long-range planning

- District-wide budget issues
- Any item that should be included in future planning by the Hanover Schools

7. Special Education

- The parent should first try to address a concern with the appropriate contact person regarding provision of services and IEP
- If unresolved at this level, the parent should contact the Special Education Chair at his/her child's school
- If the concern remains unresolved, the parent may bring the matter to the Principal
- If the concern continues to remain unresolved, the parent may bring the matter to the attention of the Director of Student Services.

## Grading Policy

Policy for grades recorded in Aspen: HHS 9-12: Effective September 1, 2021

Providing timely and current grades to students through the sharing of assessment and assignment scores encourages accountability and informs students of their progress towards quarterly report cards and final grades. Teachers, students, and families share in this responsibility to ensure the effectiveness of this important component of school/home communication.

All teachers (grades 7-12) are expected to meet the following standards:

1. Teachers will share their grading policy with students outlining the types of assignments and how the scores will be used to calculate the student's term grade.
2. Teachers will record assignment scores in Aspen in conjunction with returning any assignment (paper, digital, verbal) to students which factor into the student's term grade.
3. Teachers should make a concerted effort to score and return assignments in a timely manner. For most assignments, teachers will enter assignment scores in Aspen within 10 school days of the due date. This policy does not apply to student work submitted after the assignment due date.
4. Major assignments will often take longer than 10 days to evaluate and score. For these assignments, teachers will provide students with the anticipated time frame for grading.
5. Teachers will ensure grade data in Aspen is current three times per grade term. At the high school level, this is approximately every three weeks during each of the 45-day terms. At the middle school level, this is approximately every four weeks during each of the 60-day trimesters. These posting dates will be published annually for staff, students, and parents.

# IMPORTANT DATES

## Report Card Timelines

Term	Midterm		End of Term Report Cards	
	Midterm	Reports Available	Term Closes	Reports Available
1	Oct 8, 2021	Oct 15, 2021	Nov 5, 2021	Nov 12, 2021
2	Dec 10, 2021	Dec 17, 2021	Jan 28, 2022	Feb 4, 2022
3	Mar 5, 2022	Mar 7, 2022	Apr 8, 2022	April 15, 2022
4	May 20, 2022	May 27, 2022	June 16, 2022	June 23, 2022

- Reports are available in Aspen: <https://ma-hanover.myfollett.com>
- Teachers may issue individual progress reports at other times during the term.
- These dates are subject to change based on school cancellations and other unforeseen circumstances.

## Early Release Days

- Tuesday, October 5, 2021
- Tuesday, January 4, 2022
- Friday, April 29, 2022
- Tuesday, November 9, 2021
- Tuesday, February 1, 2022
- Tuesday, May 3, 2022
- Thursday, November 18, 2021
- Tuesday, March 1, 2022
- Friday, May 20, 2022
- Wednesday, November 24, 2021
- Thursday, March 10, 2022
- Tuesday, June 7, 2022
- Tuesday, December 7, 2021
- Tuesday, April 5, 2022

## Professional Development Days (No school for students)

- Wednesday, September 1, 2021
- Tuesday, November 2, 2021
- Tuesday, January 18, 2022

## Parent Teacher Conferences

- Thursday, November 18, 2021  
Afternoon 1:00–3:00 PM  
Evening 6:00–8:00 PM
- Thursday, March 10, 2022  
Afternoon 1:00–3:00 PM  
Evening 6:00–8:00 PM

## Curriculum Night

- Thursday, September 30, 2021 6:00 – 8:00 p.m.

## 8th Grade Open House

- Thursday, December 9, 2021 6:00 – 8:00 p.m.

## Final Exams

- Last day of academic classes for seniors is Friday, May 20, 2022
- Senior final exams will begin Monday, May 23, 2022
- Freshman, Sophomore, and Junior final exams will be the last five school days in June

## Graduation – Class of 2022

- Last day of school for Seniors is Thursday, June 2, 2022
- MANDATORY graduation rehearsals are Tuesday, May 31, Wednesday, June 1, and Thursday, June 2, 2022
- Graduation is Friday, June 3, 2022 – 6:30 p.m.



### Required MCAS Tests

- To be determined by the Department of Elementary and Secondary Education.

### Anticipated SAT Dates

\*Please check the website for deadlines (typically 1 month prior), register at [www.collegeboard.org](http://www.collegeboard.org)

- August 28, 2021
- October 2, 2021
- November 6, 2021
- December 4, 2021
- March 12, 2022
- May 7, 2022
- June 4, 2022

### Anticipated ACT Test Dates

\*Please check the website for deadlines (typically 1 month prior), register at [www.act.org](http://www.act.org)

- September 11, 2021
- October 23, 2021
- December 11, 2021
- February 12, 2022
- April 2, 2022
- June 11, 2022
- July 16, 2022
- September 10, 2022
- October 22, 2022
- December 10, 2022

This college entrance exam is required by some colleges and universities. The ACT is often required by institutions located in the southern or western regions of the United States. Please check the requirements of your colleges of choice for the most accurate information regarding the ACT.

## Hanover High School Bell Schedules

### Every Day: 7:55 AM – 2:30 PM

Period 1:	7:55 – 8:40 (45)	
Period 2:	8:45 – 9:30 (45)	
Period 3:	9:35 – 10:28 (53, includes movement break)	
Period 4:	10:33 – 11:18 (45)	
Period 5:	11:23 – 12:42 (79)	
	○ First Lunch:	11:23 – 11:48 (25) (Class 11:50 – 12:42) (52)
	○ Second Lunch:	11:50 – 12:15 (25) (Class 11:23 – 11:50) (27) and (12:17 – 12:42) (25)
	○ Third Lunch:	12:17 – 12:42 (25) (Class 11:23 – 12:15) (52)
Period 6:	12:47 – 1:40 (53, includes movement break)	
Period 7:	1:45 – 2:30 (45)	

### Early Release Days: 7:55 AM – 12:30 PM

Period 1:	7:55 – 8:29 (34)	
Period 2:	8:33 – 9:06 (33)	
Period 3:	9:10 – 9:43 (33)	
Period 4:	9:47 – 10:20 (33)	
Period 5:	10:24 – 11:15 (51)	
	○ First Lunch:	10:24 – 10:41 (17) (Class 10:41 – 11:15)
	○ Second Lunch:	10:41 – 10:58 (17) (Class 10:24 – 10:41) and (10:58 – 11:15)
	○ Third Lunch:	10:58 – 11:15 (17) (Class 10:24 – 10:58)
Period 6:	11:19 – 11:52 (33)	
Period 7:	11:56 – 12:30 (34)	

## CLUBS AND ACTIVITIES

Co-curricular and extracurricular activities are clubs and organizations in which the students participate outside, but sometimes connected to, the regularly scheduled class subjects, and in which the students may represent the school in competition, visits, and performances. These clubs and activities may include attendance at events sponsored by the school. Students are reminded that ALL rules and regulations are in effect for all school clubs and activities. Participation in clubs and activities are subject to the same academic eligibility expectations for student-athletes. Students should be aware that participation and attendance at all of these events is a privilege and not a right. Any student wishing to start a new club or activity should see the Principal for further information.

### Art Club

*Purpose* - The Art Club is open to all interested students who wish to explore the visual arts as a co-curricular activity. Activities are designed to provide opportunities for students to expand their artistic knowledge and ability through exposure, critique, and practice. The Art Club will offer enrichment activities such as: museum gallery visits, painting and drawing expeditions, museum installations, lectures, set design, movie screenings, and visiting area art schools, etc.

*Membership:* Open to all students.

### Chess Club

*Purpose* - Chess Club meets twice a week to play and learn in a casual, friendly environment that is conducive to chess activities. Events such as tournaments, guest lectures, and simultaneous exhibitions are scheduled sporadically throughout the year. Beginners are encouraged to attend and learn from our current members, who are eager to teach. *Membership:* Open to all students.

### The Corporation

*Purpose* - The Corporation is an extracurricular men's a cappella singing ensemble. These students rehearse two to three times a week before and after school. As an ensemble, students will perform popular music using a cappella singing techniques such as soloing, beat boxing and scat singing. The Corporation performs at HHS Choral Concerts and will perform outside of school functions when the opportunities arise. See the Choral Director for information.

### Debate Club

*Purpose* - The Debate Team meets regularly with its faculty advisor to learn and practice the strategies and techniques of effective debate on contemporary, relevant issues of importance. *Membership:* Open to all students.

### Diversity Club/GSA

*Purpose* - The GSA promotes recognition of the diversity within the Hanover High School population and the town, to encourage understanding of such diversity, and to work toward the acceptance of diverse groups within the entire community. To create a school environment in which students, regardless of race, gender, sexual orientation, gender identity, religion or ethnicity, feel safe and supported and in which students do not feel harassed by derogatory and/or hurtful language. To make all students feel welcomed into this community. Please see the Assistant Principal for information. *Membership:* Open to all students.

### Drama

*Purpose* - This club will develop skills in the use of oral language and to develop an appreciation of aesthetic endeavors and cultural concepts of man. The students will participate in workshops, festivals and presentations to the schools and the community. Please see the Drama Director for more information. *Membership:* Open to all students.

### Friendship Connection

*Purpose* - Make new friends by joining the Friendship Connection. This is a fun, social club that meets 1 or 2 times per month. Typical planned activities include playing games, making crafts, completing service projects, listening to music, singing karaoke, and just hanging out. *Membership:* Open to all students.

### Green Team

*Purpose* - Green Team meets once a week to recycle plastics and paper. Green Team members collect recycled plastic and paper from recycling bins in each classroom and administrative areas. *Membership:* Open to all students.

### Jazz Band

*Purpose* - The Jazz Band is an extracurricular band that meets one evening a week. This activity will expose the students to a wide variety of music from jazz to rock. Students will also learn how to improvise solos. The Jazz Band will perform in

concerts both in school and outside of school as opportunities arise. Please see the band director for more information. *Membership:* By consent of the advisor.

#### Prism Magazine

*Purpose* - The Prism Magazine Club provides students with the opportunity to submit poetry, photography, short stories, graphic arts and prose for publication. Please see the Humanities Director for more information. *Membership:* Open to all students.

#### Math Team

*Purpose* - The club furthers the members' interest in the field of mathematics. Members will represent Hanover High School in competitions scheduled through the Southeastern Massachusetts Mathematics League. *Membership:* Open to interested students.

#### National Honor Society

The National Honor Society (NHS) is a nationwide association sponsored by the National Association of Secondary School Principals (NASSP). It is dedicated to promoting academic excellence and fostering qualities of character, leadership and service. Membership is an honor bestowed upon a student. To be eligible for membership, the candidate must complete his/her sophomore year and adhere to the following criteria:

1. The student must have a minimum weighted cumulative scholastic average, WCSA of 4.0 and have been in attendance at Hanover High School the equivalent of one semester before being invited to submit his or her portfolio.
2. The student must have held a minimum of one leadership position in the school or community prior to his or her junior year.
3. The student must have completed a minimum of 40 hours for one or more service activities during his or her high school career.

Eligible students are notified in writing the summer after their sophomore year and are asked to submit a completed Candidate Portfolio. A Faculty Council approved by the Principal selects students by majority vote on the basis of leadership, service, and character as derived from the Candidate Portfolio, faculty and administrative input, and the Student Interview. All applicants are notified in writing of the Faculty Council's decisions. Any student who violates the National Honor Society Constitution and/or school rules will be subject to suspension or dismissal from the Society.

#### Newspaper

*Purpose* - *The Hawk* is published quarterly by the student body. Written and edited by the student body, it provides a forum for students to express their views on a myriad of interests. Any student may contribute to *The Hawk* and all are encouraged to submit articles. *Membership:* Open to all.

#### Robotics Club

*Purpose* - This is an extracurricular school activity open to all students at the high school. The club seeks enthusiastic members with a desire to be part of a team that designs and builds a robot for competitive purposes. The club pursues the annual goal of sending a team of students to the national Battlebots IQ competition. No prior robotics skills are required of the club's members. *Membership:* Open to all students.

#### SADD

*Purpose* - SADD (Students Against Destructive Decisions) brings to attention and discussion topics of decisions made by teenagers, which could be destructive to them, their family and/or their peers. Preventative and educational programs and activities attempt to highlight such behaviors and offer alternatives to the student body. Topics include the necessity of wearing seatbelts, the dangers of talking on a cell phone or text messaging while driving, underage drinking and the harmful effects of drug use to name a few. *Membership:* Open to all students.

#### Science Fair

*Purpose* - The Science Fair fosters student interest in the sciences. Students will select a project, work with an advisor and participate in the Science Fair early in Term 3. *Membership:* Open to all students.

#### Student Council

*Purpose* - The Student Council promotes close cooperation throughout the student body, the school community, and the community at large. Principles and responsibilities of a democracy and the promotion of the general welfare of the school and community are the focus of the council. Prospective voting members must secure a nomination paper signed by class members. Seven representatives are elected at large. Class officers are members and have voting rights. No members can be on the ineligible list at the time of elections or at any time during his/her term. Meetings are held at least once a month or whenever deemed necessary. To remain on the council, members are expected to attend all scheduled meetings. *Membership:* Open to any interested student.

### Yearbook

*Purpose* - The yearbook staff meets at least three days a week. The staff is dedicated to capturing the memories of a particular year within the pages of the *Hanoverian*. Before these memories are caught and bound, however, layouts must be designed, copy written, and photos snapped. *Membership*: To be a member of the *Hanoverian*, a person must possess diligence, enthusiasm, and imagination.

## ATHLETIC INFORMATION

The purpose of athletics is to provide learning experiences, which contribute to physical, mental, social and emotional growth. Athletics should foster the development of positive self-esteem and a climate among coaches and team members where mutual respect is valued. Athletics fulfills a necessary and important function in the entire educational process throughout the Hanover Schools. Athletics is an extension of the school day. Our coaches are charged with the responsibility to teach the following values: accountability, citizenship, sportsmanship, tolerance, leadership, participation within the rules, performing under pressure, persistence, work ethic, physical well being, responsibility, self-discipline, social skills, striving towards excellence, taking instruction and teamwork. Tryouts are open to all students, providing they are in good standing academically, are good citizens and are physically fit to participate. Participation in the program is a privilege, which students earn by maintaining these standards.

### Academic Eligibility

Students who wish to participate in athletics should keep in mind that academic achievement is their priority. Frequently, the most successful athletes are those who perform well academically in the classroom and are instrumental in promoting a positive learning environment at Hanover High School. Any student who is academically ineligible cannot participate in interscholastic sports. This includes all practice and game situations. In order to be academically eligible, a student must secure a passing grade in the equivalent of five major subjects (25 credits) and not have received a failing grade in more than one 2.5 or 5 credit course during the marking period preceding the in-season sport. To be eligible for fall sports, students are required to have passed for the previous academic year the equivalent of five major subjects (25 credits) and not have received a failing grade in more than one 2.5 or 5 credit course. A grade of "incomplete" is the equivalent of a failing grade until replaced with a passing grade. The academic eligibility of all students shall be considered as official and determining only on the date when report cards for that grading period have been posted.

### Athlete/Coach Relationships

Participation in athletics should be a rewarding experience for all parties involved. There is no doubt that participation tends to be emotionally charged, and dealing constructively with these emotions can be an excellent learning experience. Athletic competition is extremely positive and complements the educational experience. Occasionally, because of the high emotional level present during athletic competition, conflicts arise between coaches and students. These conflicts must be addressed and resolved so that the many benefits of athletic involvement may continue to contribute to the emotional and physical growth of Hanover School students.

### Athletic Trainer and Training Room

The Hanover Schools has an athletic trainer on site to evaluate and treat athletic injuries. The Athletic Trainer provides coverage for athletic contests and practices, but is limited to being at one place at any one time. In case of an injury, the Athletic Trainer will evaluate and recommend the direction of care. If a visit to the hospital or physician is necessary, a written medical note releasing the athlete for treatment or return to participation is mandatory.

### Building and Facility Access

No student is allowed access to any of the athletic facilities without proper supervision. Students may not use the gymnasium or weight room unless there is proper supervision.

### Care of Equipment

Students have an obligation and responsibility for all equipment issued to them. Each student is responsible for the proper care and retention of their equipment from the date of issue to the date of return. Students will be charged the current replacement cost for any missing equipment. Payment for the loss is required at the time of the loss, prior to the next season of athletic involvement or graduation, whichever comes first. No student will be allowed to try out for another sport until all outstanding equipment has been returned or paid for. If an athlete leaves a team during the season due to injury, academics, discipline, or of their own volition, it is their responsibility to return all school equipment.

### College/Career Guidance

One of the most important decisions facing high school students is what to do with their lives after high school. The members of the Hanover Schools Athletic Staff are willing and eager to assist all of their students with this extremely important decision. Staff members fully understand the importance of this assistance. They may be able to answer questions, contact schools and coaches, send videotapes, if available, and write letters of recommendation. The least they will be able to do is guide students to a more knowledgeable resource who can help with decisions. If a student's goal is to compete athletically at the collegiate level, it is very important to be aware of the ever-changing NCAA regulations. The high school guidance department can help you with information on the NCAA regulations.

### Commitment

When trying out for a team and after being selected to be a member of a team, Hanover Schools' student-athletes are expected to attend all practices and games of that team. Weekend practices vary by sport and should be expected. High School athletics demand much more commitment than a club or recreational activity. Students and parents should make themselves aware of the time commitment prior to trying out for the team.

#### Governing Body

Hanover Schools is a member in good standing of the MIAA. With membership, the Principal and Athletic Department agree to abide by all rules and regulations of the MIAA. One of the primary functions of the MIAA is to sponsor and conduct post-season tournaments on the varsity level leading to the determination of district and state champions. When our teams qualify for and enter such tournaments, we are subject to specific rules and regulations that govern each tournament.

#### Harassment Policy

See Harassment Policy.

#### Hazing

See Hazing Policy.

#### Insurance

A non-contributory, supplemental insurance program is provided for all participants in interscholastic sports. It is the obligation of the athlete and his family to complete the necessary forms to qualify for benefits. Details regarding insurance coverage can be obtained from the school nurse.

#### Intent to Injure Rule

The Massachusetts Interscholastic Athletic Association Handbook states any student who willfully, flagrantly, or maliciously attempts to injure an opponent shall be removed from the contest immediately and shall be ineligible in all sports for one year from the date of the incident. ("Fighting" does not apply to this section unless warranted in the judgment of the game official.)

#### Locker Room And Facilities

Student-athletes are expected to respect all athletic facilities. We expect the student-athletes to take pride in their facilities and those of opponents by using trash barrels and keeping these facilities in good condition. Any type of vandalism will not be tolerated.

#### Medical Exams/Parental Permission Forms

All students who plan to participate in athletics must have written proof of a current physical exam signed by a physician. In order for the exam to be current, it must be dated within 13 months of any athletic involvement. It is strongly recommended that an annual exam be scheduled between June and August of each school year. Such an exam would cover a student for an entire school year. Sports candidate medical questionnaire forms, which contain important emergency and insurance information, must be completed and signed by the athlete and parents and are available in the Office.

#### MIAA Bona Fide Team Member Rule

A "bona fide team member" of the school team is a student who is regularly present for and actively participates in, all team practices and competitions. Bona fide team members are precluded from missing a high school practice or competition in order to practice or compete on a non-school team. A coach does not have the authority to excuse a team member from practice so that he or she may participate for another team. The Principal may request a waiver of the rule only in special circumstances.

#### MIAA Chemical Health Rule: Alcohol, Tobacco, Drugs

From the earliest fall practice date to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy applies to those students who are knowingly in the presence of these substances at an underage drinking party or similar event even if the students under investigation don't actually consume, use or smoke the products themselves. Minimum Penalties are:

**First Violation:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for 25% of the number of the scheduled contests for that sport. If the season ends before the student becomes eligible, the consequence will be carried into the next athletic season in which the student participates. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that a student be allowed to remain at practice for the purpose of rehabilitation.

**Second and Subsequent Violation:** When the Principal confirms, following an opportunity for the student to be heard, that

a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, penalties will be determined by the current or next season of participation. Any fractional part of an event will be dropped when calculating the 60% of the season. If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that student is attending or issue a certificate of completion. If a student does not complete the program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of the same academic year: he would serve the penalty(ies) during the fall season of the next academic year.)

See Tobacco & Smoking Policy and/or Drug & Alcohol Policy in Policies, Procedures and Laws Section.

A student may NOT join a sport after the first day of practice/tryouts if he/she has an existing chemical health violation. However, a student with an existing chemical health violation who has signed up to try out prior to day one but is unable to make it on the first day (or first few days) due to an illness, college visit, suspension or any other reason approved by the Principal may try out for the team.

#### Out-of-Season Sports Involvement

Participation in out-of-season clinics, camps, leagues, or other related sports activities is strictly up to the discretion of the student-athlete and his/her parents. While such participation will undoubtedly improve one's knowledge and skill, it is the individual's decision on whether or not they wish to become involved in such activities. Participation in such activities will have no bearing on a student-athlete's participation on a Hanover Schools athletic team. The Department of Athletics encourages all students to take full advantage of the activities we offer and become involved in more than one sport. According to MIAA rules, "Neither a coach nor any other representative of the school may require an athlete to participate in a sport or training program outside the MIAA defined sports season." Voluntary conditioning sessions open to all students in the school and which are entirely devoid of sports-specific activity may be conducted between sessions provided no candidate is either required to participate or penalized for not doing so. A "candidate" is defined as a varsity or sub-varsity athlete who participated in the high school program at some interscholastic level in that part of the previous season.

#### Parent/Coach Communication

When a parent-coach conference is necessary, the following procedure should be used:

1. Contact the coach via email to initiate communication and arrange for a meeting, if necessary. Please do not attempt to initiate communication, particularly about a concern, before or after a practice or game.
2. If the meeting between parent and coach does not provide a satisfactory resolution of the issue, email the Athletic Director to establish a meeting time.

Parents can expect the following communication from an athletic coach:

1. Philosophy of the coach.
2. Expectations and team rules.
3. Locations and times of all practices and games.
4. Team requirements: practices, special equipment, out-of-season conditioning.

#### Participation

A student shall be eligible for interscholastic competition for no more than 12 consecutive athletic seasons beyond the 8th grade. A student must be less than 19 years of age as of September 1 of the current school year.

#### Playing Time

Perhaps the most emotional part of a student-athlete being involved with high school athletics centers around playing time. The student-athlete becomes involved in interscholastic athletics for the first time and finds that practices and expectations are much more intense and demanding. Factors such as practice attendance, attitude, commitment, and, of course, athletic skill enter into the decision. There are many decisions made on a regular basis by the coaching staff. It is the Coaches' responsibility to decide which athlete should start a contest, which should play what position, and how long each athlete should play. These coaching decisions, often difficult to make, are made only by the coaching staff and are approached very seriously after having observed the student-athlete in practice sessions, game-like situations, scrimmages, and, at times, games. At the Varsity level, we look for our teams to compete against opponents at the highest

possible level of execution. This is the highest level of interscholastic competition, and players, coaches, parents, staff, and community want our Varsity Teams to be successful on the field of play. In order to accomplish this, there are instances when the most competitive, skilled team members will carry the major burden of the contest. However, teams cannot and will not be successful without dedicated substitutes and "role" players. These players have to be ready at all times to step forward and shoulder the burden when called upon. It is these student-athletes whose hard work in practice each day prepares the team for the upcoming contest. Success should not be measured only by wins and losses, but by the performance of our individual athletes. If they perform to the best of their abilities, they will be successful, no matter what the final score may be.

#### School Attendance and Tardiness

Hanover High School student-athletes are reminded at the beginning of each season of the requirements. See the Attendance Section.

#### School/Family Vacations, Extended Absences

Each team member is expected to be present for all team practices and games. Because of scheduling parameters, many of our teams practice and/or play during scheduled school vacations. Student-athletes who plan to be absent for an extended period of time due to vacation or a planned extended absence should discuss this situation with the coach prior to trying out for the team.

#### Security of Personal Belongings

All personal belongings should be locked up in a locker or team room while the student-athlete is trying out, practicing, or playing. All students should lock their athletic lockers and should never leave their locker unlocked or open. The Hanover Schools cannot be responsible for loss of personal belongings.

#### Sportsmanship

The Hanover Schools expect all parties at a contest to display the highest level of sportsmanship. Players, coaches, and spectators are to treat opponents, game officials and visiting spectators with respect and class. Hanover Schools' coaches and players should treat each other with respect and class at all times. The MIAA reserves the right to "warn, censure, place on probation or suspend for up to one (1) calendar year any player, team, coach, game or school official, or school determined to be acting in a manner contrary to the standards of good sportsmanship". The Hanover Schools in turn reserves the right to impose the same penalties on spectators displaying poor sportsmanship at any of our contests, both home and away.

#### Student Discipline Obligation

A student-athlete with a school disciplinary obligation is required to fulfill that obligation before reporting to an athletic practice or game. Student cannot be expecting, and should not request, disciplinary action to be postponed or canceled for any athletic reason. The Department of Athletics, in conjunction with the High School Administration, reserves the right to remove a student from a team for excessive disciplinary problems and may reinstate the student upon sufficient evidence of improved behavior. A student who is on any type of suspension shall not participate in any extracurricular or athletic activity on the day(s) of suspension. A student whose suspension includes a Friday or the last school day prior to a holiday or vacation shall not participate in any extra-curricular or athletic activity over that weekend. Activity sponsors and coaches shall be notified of such suspensions on that day.

#### Team Captains

It is a coaching decision as to how team captains are selected. They may be elected by the team or appointed by the coach prior to the first scheduled contest. It is expected that team captains be leaders of their team and should be ready to assume duties as outlined by their coach. They are expected to be more aware of team rules and student-athlete responsibilities. Captains are expected to communicate with the coach and team in the event of any problems that may affect the team or its members. Captains may be asked to meet with the Athletic Director during the school year to discuss the athletic program. Captains of teams may be relieved of their position by the coach, in consultation with the Athletic Director and the High School Principal, for violation of team, department, or school rules.

The position of captain is critical to the team and coach. It carries major responsibilities with it. A captain is the team leader, a team representative to the officials, a leader in exercises and drills, and is responsible for maintaining communications between the coach and the team. A captain must lead by example at all times. Beginning the day a captain is publicly announced, if that captain is suspended for a violation of the MIAA rules, he or she will forfeit his or her captaincy immediately. This includes violations of the MIAA rules during school vacations and during the summer.

A student who has a chemical health violation is ineligible to be elected or serve as a captain for one full calendar year from the date of the violation. A student who is ineligible on day one of a season to serve as captain due to a chemical health violation will remain ineligible to serve in that capacity for the entire season.



### Team Rules and Regulations

At the start of each season, a coach with the approval of the Athletic Director may issue a set of team rules and regulations to his/her team. It is suggested that these be in written form and passed out to the athletes.

### Transportation

The school provides bus transportation to away contests. All team members are expected to travel to these contests using the provided school transportation. Exceptions to this policy must be requested via email to the Athletic Director by the student's parent/guardian prior to the contest. Certain local venues are not considered "away" sites and transportation will not be provided. These sites will be communicated to players and/or parents by the coach.

### User Fees

Students participating in athletics are required to pay a user fee of \$200 per sport, with the exception of Football, Basketball, and Ice Hockey where a fee of \$260 will apply. There is a family cap of \$1,000 per school year. Financial assistance is available upon request to the Principal or Athletic Director. A waiver request form is available on the Hanover High School athletics website. All requests will be kept confidential.

[www.hanoverschools.org/highschool/athletics](http://www.hanoverschools.org/highschool/athletics) contains information, updated frequently on all athletic events.

## **Tardy and Attendance Policy for Taking Part in Activities and Athletics**

In order to be eligible for extra-curricular, sports or co-curricular activities that day, a student must be in school until 1:00 p.m. Any student dismissed before 1:00 p.m. or tardy after 9:45 a.m. will not be able to participate in extra-curricular, sports or co-curricular activities that day. For early release days, students must arrive in school before the beginning of period three (9:10 a.m.) in order to be eligible to participate in any extra-curricular, sports or co-curricular activity that day. Students who are marked absent any day will NOT be allowed to participate in any extra-curricular or co-curricular activity that day. A student who is tardy and dismissed on the same day without a valid excuse will not be allowed to participate in extra-curricular, sports or co-curricular activities on that day.

## **Drug and Alcohol Policy**

Any student who is under the influence of drugs or alcohol or has ingested, buys/sells/gives away, or possesses drugs or alcohol on school property or at school-sponsored or school-related events is subject to the possible disciplinary consequences set forth for a Group E offense (alcohol) and/or a Group F offense (drugs). The district also will notify the police, consistent with the district's Memorandum of Understanding with the Hanover Police Department. The district may recommend substance abuse counseling to the student.

The definition of drugs includes, but is not limited to, marijuana, cocaine, heroin, prescription drugs not registered with the school nurse, Strawberry K2, Synthetic Marijuana, Spice, or any other similar substance.

The Hanover School District is committed to having safe, drug and alcohol free schools. Recognizing that this goal can only be achieved if the administration has the authority it needs to carry out the Drug/Alcohol policy, the administration may administer a breathalyzer in the event the administrator has "reasonable suspicion" (rather than the probable cause standard that may apply in non-school settings) that the student has violated this policy by consuming alcohol. Such suspicion may be based upon observation of glassy eyes, slurred speech, unsteadiness on the feet, the emission of an alcoholic odor, or any other indicators suggesting ingestion of alcohol. Refusal of a student to participate in the breathalyzer under such circumstances may receive the consequences set forth in this paragraph.

Any Hanover High School student, including a member of a club, group, team or other organization that is under the control of the Hanover School District, who is present at any party, social gathering or similar event and/or who is subsequently arrested, issued a citation, summoned or placed in protective custody by the police for the possession, transport or use of drugs or alcohol will be subject to the following:

1. The parents will be notified and a conference will be scheduled.
2. The student will have an opportunity to present his/her version of events.
3. Counseling may be recommended to the student.
4. The Principal or his designee will decide whether the student will be subject to the conditions detailed in the Social Probation Policy.

This policy will be enforced throughout the school year and while the student is participating in any school related activities.

Attendance at activities sponsored by Hanover High School is a privilege, not a right. In order to maintain the privilege of attendance, students are expected to refrain from use of alcohol and/or drugs before and at school functions. Students and parents should be aware that breathalyzer tests may be given at any dance or activity. When entering a school dance or other designated school sponsored events, all students will be subject to a breathalyzer test. If a student refuses to take a breathalyzer test or tests positive for alcohol, the student will not be permitted to attend the event. In addition, all school rules relating to the use and/or possession of alcohol will apply.

At any time during the dance or activity, students exhibiting signs of having consumed alcohol such as glassy eyes, slurred speech, unsteadiness on the feet, or the emission of an alcoholic odor may be required to take a breathalyzer test administered by a school administrator. Students who refuse to take a breathalyzer test upon determination that there is reasonable cause to suspect they have consumed alcohol and students who test positive for alcohol will be excluded from the event. In addition, all school rules relating to the use and/or possession of alcohol will apply.

# PROGRAM OF STUDIES

2021 – 2022

The Program of Students includes course descriptions that assist you as you plan your course selections for the year. Greater detail can be provided by faculty, directors, and guidance counselors. Promotion requirements and graduation requirements are clearly defined in the Academic Information section, as well as in the introduction provided by each department area.

You are encouraged to challenge yourself academically by enrolling in courses that demand excellence in your schoolwork. Meeting these challenges ensures that you're equipped with the essential skills necessary to meet the high expectations of college and the workplace. In short, our goal is to provide you with the essential skills needed for your success after graduation. The Massachusetts Department of Elementary and Secondary Education identifies broad, skills-based themes. These include: (a) Information and Communication, (b) Thinking and Problem Solving, (c) Interpersonal and Self-direction Skills, (d) Global Knowledge and Understanding, (e) Financial, Economic, and Business Literacy, (f) and Civic Literacy. These themes are woven throughout the course descriptions.

As you select courses, it is important to involve your parents, directors, and guidance counselor in the decision making process. Our experienced and professional staff will provide you with the support, encouragement, and challenges that you need to become a successful individual in school and in life.

Parents/Guardians, I encourage you to participate actively in the course selection process this year as your student makes decisions about his/her course of study for next year. Your involvement is critical to ensuring that your child enrolls in the appropriate courses and makes decisions that will have an impact on their future goals and aspirations. If you have questions, please do not hesitate to contact your student's guidance counselor, the Curriculum Director, or a member of the faculty or administration.

## How to Use The Program of Studies

Students are encouraged to plan a course of studies for four years. Please take some time to review the graduation requirements that are detailed in this section and utilize the four-year sequence planner at the end of this booklet. Schedule your program with your future in mind. Students who intend to continue their education after graduation must pay close attention to college admissions requirements when planning a four-year sequence. Levels are designated in most courses and all levels are college preparatory. The curriculum for all courses is aligned with the Department of Elementary and Secondary Education Frameworks. Seek input carefully and take advantage of the advice available from teachers, counselors, administrators as well as parents/guardians. If you have questions about the types of courses you should take in order to be equipped for a specific career field or specific type of college or university, please consult your Guidance Counselor ahead of time. Courses detailed in this *Program of Studies* indicate Hanover High School's commitment to equity and excellence for all students. However, if an insufficient number of students select a specific course, it may not be possible to offer the course. In many cases where courses are oversubscribed, priority for enrollment will be given to seniors, juniors, sophomores, and finally freshmen. Students who are unable to enroll in a course of their first choice will be provided a course by his/her counselor to give the student a full schedule. Students may meet with the counselor to make changes should this occur.



HHS Connect is the result of a collective effort on the part of the faculty, the administration, and the community to provide students greater choice and greater voice in their educational journeys. Our vision is to provide even more opportunities for students to increase engagement and to demonstrate their learning in ways that are relevant to their interests and futures.

To this end, we have created four personalized pathways among which students may choose one or more of these innovative concentrations to follow as they prepare themselves for both college and career pursuits. Within each of these pathways, students engage in courses founded on the essential skills of communication and literacy, problem solving, collaboration and the effective use of technology. Relevant educational opportunities provide further civic and social opportunities and personalized community engagement. Our students' education is as much outside of the classroom as it is inside the classroom.

#### Hanover High School Innovative Pathways

- Fine and Performing Arts
- Engineering and Technology
- Health and Human Services
- Business and Entrepreneurship

Beginning with the class of 2022, students may choose to declare their intent to concentrate their studies within a particular pathway, which simply means the student is planning to concentrate their selection of courses within that pathway. This optional declaration will occur during the course registration process.

#### Pathway Requirements

Students completing the pathway requirements will be recognized on their official school transcript upon graduation as having graduated with that particular concentration. .

##### High School Courses

- 25 credits earned by successfully completing a minimum of 5 approved pathway courses
- Please refer to the Pathway Approved Courses on pages 26-29

##### Extracurricular Hours

- 20 hours accrued across a minimum of 5 different activities occurring during junior or senior years
- Beginning July 1 after sophomore year, students may submit extracurricular activities and hours through the Pathway Widget in Aspen

## Fine and Performing Arts Pathway – Approved Courses

### Music

Concert Chorus  
VOX  
Symphonic Band  
Jazz Ensemble  
Class Piano I  
Class Piano II  
Class Piano III  
Music Theory – AP  
Songwriting, Recording, & Music Production  
Music in Film & Multimedia  
Partnership in Music  
Jazz Lab  
Guitar

### Art

Drawing  
Drawing – Honors  
2D Drawing Portfolio – AP  
Painting  
3D Art/Ceramics 1  
3D Art/Ceramics 2  
3D Art/Ceramics 3  
3D Design Portfolio – AP  
Partnership in Art

### Drama

Drama  
Honors Drama 2

### Technical Theatre

### Information Technology

Digital Media  
Video Production  
Computer Science through Game Design

### Social Studies

World History through Art  
19<sup>th</sup> and 20<sup>th</sup> Century History Through Film

### Virtual High School Courses

American Popular Music  
AP Art History  
Art History  
Art History: Art of the Caribbean Islands  
Creating Art History  
Digital Photography  
Music Listening & Critique  
Music Fundamentals of Composition

### Summer Offerings

South Shore Conservatory Music Festival  
Summer Youth Music School  
Drum Major Academy

## Engineering and Technology Pathway – Approved Courses

### Math

Calculus – AP  
Calculus – H  
Precalculus – H  
Precalculus  
Physics 2 – AP  
Physics 1 – AP  
Physics – H  
Physics 1  
Conceptual Physics

### Engineering

Engineering 1: Technical Drawing and Design  
Engineering 2: Design and Fabrication  
Engineering 3: 3D Modeling and Prototyping  
Engineering 4: Honors Capstone  
Robotics

### Information Technology

Computer Science Principles – AP  
Computer Science A Java – AP  
Computer Science through Game Design  
Video Production 1 – H  
Video Production 2 – H  
Digital Media

### Virtual High School Courses

Biotechnology  
Computer Aided Design (CAD)  
Creative Programming with Scratch  
Cryptography: Math Behind Secret Messages  
Engineering for Sustainable Energy  
Engineering Principles Java Fundamentals  
Java Programming  
Math and Modern Logic  
Mathematics of Electricity  
Mission to the International Space Station  
Programming in Visual Basic  
Science from Space  
Solar Energy Design  
Video Game Design  
Web Design

## Health and Human Services Pathway – Approved Courses

### English

English 11 - AP  
English 11 - H  
English 11  
Public Speaking  
Broadcast Journalism

Spanish - 5, AP

### PE/Wellness

Lifetime Fitness  
Team Sports and Cooperation  
Lifesaving Skills  
Strength and Conditioning

### Social Studies

Govt and Politics - AP  
Psychology - AP  
School Mentor  
Peer Leadership  
Life Skills Student Aide  
Psychology & Sociology  
Global Studies  
Sports & Society

### Virtual High School Courses

Human Geography  
BioChemistry  
BioEthics  
BioTechnology  
Climate Science  
Constitutional Law  
Criminology  
Epidemics  
Evolution and the Nature of Science  
Genes and Disease  
Health  
Kindergarten Apprentice Teacher  
The Teenage Brain  
Peacemaking  
Practical Law  
Psychology of Crime  
US Government  
World Conflict: A United Nations Introduction  
World Religions  
Your Brain: An Introduction to Neuroscience

### Science

Biology - AP  
Chemistry - AP  
Anatomy and Physiology - H  
Environmental Science - AP  
Environmental Science - H  
Earth and Environmental Science  
Marine Biology  
Health Care Occupations

### Information Technology

Computer Science through Game Design

### Foreign Language

French 4 - H  
French 5 - H, AP  
Spanish 4 - H

## Business and Entrepreneurship Courses Pathway – Approved Courses

### Business

Accounting 1  
Accounting 2 - H  
Internship 1  
Internship 2  
Marketing & Management

Global Studies

### Mathematics

Probability & Statistics  
Algebra 3

### English

Broadcast Journalism

### Virtual High School Courses

Economics - AP  
Business & Personal Law  
International Business  
Economics  
Entrepreneurship  
Investing in the Stock Market  
Marketing & the Internet  
Personal Finance

### Information Technology

Digital Media  
Computer Science through Game Design  
Web Application Development

### Social Studies

## Other

School to Work  
Internships

### Other Considerations for all Pathways

The following courses, projects, and experiences may be applied to pathway requirements with faculty approval. To apply for credit, students need to submit a proposal to the Curriculum Directors through the Pathway Widget in Aspen. The Curriculum Directors in conjunction with the faculty member approving the coursework will determine the number of credits to be awarded.

#### Faculty-initiated Projects

Physical Education  
Cedar School, or Middle School

#### Student-initiated Projects

Video Yearbook

Independent project

School to Work  
Internship

Partnership in Art, Music, or

Student Aide in Life Skills,

College Courses  
Workshops and Seminars

In addition, a student may request faculty approval for any course listed in the Program of Studies for a pathway. It is possible for a student and teacher to work together to modify an existing course to fit within a pathway. These other considerations are intentionally open to provide even more opportunities for students to increase engagement and to demonstrate their learning in ways that are relevant to their interests and futures.

## English

Grade 9	Grade 10	Grade 11	Grade 12
English 9 – H	English 10 – H	English 11 – AP	English 12 – AP
English 9	English 10	English 11 – H	English 12: Reader's Journey – CP, H
Drama 1*	Drama 2 – H*	English 11	English 12: Adventures in Space & Time – CP, H
Broadcast Journalism*	Drama 1*	Drama 2 – H*	English 12: Literature & Pop Culture – CP, H
Technical Theater*	Broadcast Journalism*	Drama 1*	Drama 2-H*
Public Speaking*	Technical Theater*	Broadcast Journalism*	Drama 1*
Poetry Workshop*	Public Speaking*	Technical Theater*	Broadcast Journalism*
	Poetry Workshop*	Public Speaking*	Technical Theater*
		Poetry Workshop*	Public Speaking*
			Poetry Workshop*

\*Indicates a 2.5 credit course

\*\*Indicates a 1.25 credit course



## ENGLISH

English courses develop students' reading, writing, speaking, listening, and thinking skills and provide students with an understanding of literary works of merit. In alignment with Massachusetts State Frameworks in literacy, the curriculum focuses extensively on informative/explanatory writing, narrative compositions, and the development of spoken and written arguments. Reading is deliberately addressed in terms of the close reading of literature and informational/non-fiction texts. In English courses, students, as both readers and writers, develop a greater awareness of the magic and power of words, learn to use critical thinking skills to challenge unexamined assumptions, employ a variety of media for effective communication, and develop an awareness of the way literature mirrors various aspects of the human condition. Skills such as critical thinking, collaboration, public speaking, global awareness, creativity, self-direction, interpersonal awareness, and technology are encouraged and stressed in all English courses.

### 111 ENGLISH 9 – Honors

5 credits/year

Ninth grade Honors English focuses on writing that includes the informal and critical essay. In addition, students expand their critical writing skills by including the use of references from outside sources—both online and textual. Consequently, the students are expected to attain a higher degree of mastery in essay writing. Students are introduced to world literature through a variety of genres: novels, plays, epic poetry, short stories, etc. The literature is used as a basis for sharpening critical and analytical skills. Some of the works read include: *Romeo and Juliet*, *Animal Farm*, *Our Town*, *Great Expectations*, *The Odyssey* and *Les Misérables*. In addition, the students are given vocabulary words that are added to a cumulative list. Students work on independent projects, are assigned independent reading, and work on oral interpretation and informative speeches.

### 112 ENGLISH 9

5 credits/year

In this course, students practice writing in order to develop concise sentences and paragraphs leading to the composition of the informative essay. Grammar is studied in order to give students the tools needed to write well. The students read selected literature designed to promote improvement in comprehension skills and vocabulary, and to understand the figures of speech. Students read novels, poems, plays, and short stories. Students read such works as *Romeo and Juliet*, *Animal Farm*, *Our Town*, *Great Expectations*, and *The Odyssey*. These works require the student to read with a greater depth of understanding. Weekly cumulative vocabulary is required. The students prepare an informative speech, read a book of their choosing each quarter, and work in groups to create literature-based projects. A co-taught section of this course is available.

### 121 ENGLISH 10 – Honors

5 credit/year

This course examines a variety of literary works chosen because they are intellectually demanding and, consequently, promote improvements in reading comprehension skills and improved vocabulary. *Julius Caesar*, *A Tale of Two Cities*, *Lord of the Flies*, and *Night*, as well as other significant works, are studied. The genres of the short story, poetry, and nonfiction are also included as study units. Students are also encouraged to write, direct, and act in their own dramatic creations and present an informative or persuasive speech. Writing expository papers is required with frequent assignments of varying length. Critical and persuasive papers are assigned that require MLA documentation of online and textual sources. Grammar and usage units are reviewed and studied during the year, and independent reading assignments are required.

### 122 ENGLISH 10

5 credits/year

In this course, literature is selected to further the student's introduction to and information about world literature. This literature is selected to promote improvement in comprehension skills and to increase vocabulary. Students read several classics such as *Lord of the Flies*, *To Kill a Mockingbird* and *Night*. Short story, essay, drama, non-fiction, and poetry units are also presented. Literary terms and themes are studied. Grammar is reviewed as a necessary tool for improving the writing process. Weekly cumulative vocabulary is required. The students concentrate on the development and reinforcement of the necessary skills to create effective expository, descriptive, persuasive and narrative essays. To further sharpen their composition skills, students are taught how to write a summary. Students also engage in group projects of a literary or creative nature and give oral presentations. A co-taught section of this course is available.

### 130 ENGLISH 11 – Advanced Placement Language & Composition

5 credits/year

This yearlong college course is designed to prepare students for the AP Language and Composition exam given in May of each year. While engaging in the study of rhetoric, this course will focus primarily on the reading and writing of nonfiction. Through close readings of non-fiction texts, such as *The Glass Castle*, *In Cold Blood*, *Outliers*, and *The Immortal Life of Henrietta Lacks*, students will develop a keener sense of the methods and rhetorical strategies at work in successful writing. Students will read a variety of essays from a range of historical contexts and will immerse themselves in the process of writing as they try their hands at synthesis, argument, and analysis essays. Extensive reading and writing are expected from students throughout the course. Any student who enrolls in an AP course is required to take the AP exam in May.

### 131 ENGLISH 11 – Honors

5 credits/year

Honors English stresses the chronological, as well as thematic, study of American literature. All genres are included. An understanding of Puritanism through the writing of Edwards, Taylor and Bradstreet is stressed, as are the Romantic and

Transcendental movements through the writing of Poe, Bryant, Emerson, and Thoreau. The writings of these 18th and 19th century writers are linked to the thinking and writing of 20th and 21st century writers in order to emphasize thematic and archetypal relevance. These readings also serve as a background for the in-depth study of *The Scarlet Letter*, *Huckleberry Finn*, *The Great Gatsby*, and *The Catcher in the Rye*. The essays and sermons of the Puritans, the speeches of our founding fathers, and the Lincoln/Douglas debates lead naturally into the unrest as seen in the writing of Faulkner, Baldwin, and King. Students will also draw on texts from *Conversations in American Literature*. Critical and expository essays ranging from five paragraphs to the formal paper are required. Some assignments include the use of supportive quotations and paraphrased passages from texts under study; others demand the use of outside sources—both text and online sources, and these online sources are often accessed via web searches and the literary website JSTOR. Additionally, students gather in groups to discuss, debate, come to a consensus, and report out on various literary challenges. Practice is given to the college application essay. Cumulative vocabulary is required.

132 ENGLISH 11

5 credits/year

This course surveys American literature. The overview will begin with a study of pre-colonial literature and the experience of the colonizers and the colonized. Puritanism and the Romantic/Transcendental movements are explored. Students read novels such as *The Scarlet Letter*, *The Grapes of Wrath*, and *The Catcher in the Rye*. Lessons learned from classic American literature will assist students in gaining greater understanding of themselves and the world around them. Students often respond via the class website to discuss literary texts and to comment on the comments of their classmates. Independent reading is assigned each term. Expository writing – an ongoing process – is stressed, with a review of accepted usage and sentence structure. Writing assignments range from the personal essay, to the critical analysis of a literary work, to practice in writing essays for college applications. Students sharpen their composition skills by developing their proficiency with summary. Students often engage in group work to collectively think about and to solve thorny literary conundrums.

140 ENGLISH 12 – Advanced Placement Literature & Composition

5 credits/year

This yearlong college course is designed to prepare students for the AP English Literature and Composition exam given in May of each year. Students selecting this elective are presumed to have developed solid skills, are highly motivated, thoroughly enjoy reading great literature, and look forward to both written and oral analysis. Students also work in groups to edit plays, find thematic links that run through various literary texts, and work to explicate complicated poems. Students not only read poetry; they create their own and read it aloud. When students engage in critical research papers, they rely both on the text and on Internet sites such as JSTOR. Previous success (B or higher) in an honors English 11 or AP Language class is required. Requirements: Summer reading; also, any student who enrolls in an AP course is required to take the AP exam in May.

144 ENGLISH 12 – A Reader’s Journey – Honors

5 credits/year

145 ENGLISH 12 – A Reader’s Journey

The Reader’s Journey course is designed for students who want to develop as readers, whether they are avid readers who already know their reading preferences, or reluctant readers looking to discover their identities as readers. It allows students to develop an individualized reading plan to address their reading strengths and weaknesses as well as their interests. They will use these texts to hone their critical reading skills. All students’ reading lists will include both fiction and nonfiction texts that span a variety of cultures, time periods, and genres, including essays, poetry, and short stories. Students will work with the teacher to create a reading plan that includes relevant texts by completing assignments based on those texts. Over the course of the year, students will participate in conferences with the teacher, facilitate class discussion, participate in reading circles, and write expository, narrative, and persuasive essays. Students will keep a reading journal throughout the year. This course will culminate in the development of a project that is planned, prepared, and presented in close association with teacher and community involvement. Students can take this course at either a college preparatory or honors level.

146 ENGLISH 12 – An Adventure in Space and Time – Honors

5 credits/year

147 ENGLISH 12 – An Adventure in Space and Time

This science fiction and fantasy course will cover the conjoined genres of science fiction and fantasy. Students will read literature from the scope and history of sci-fi and fantasy, as well as look at the influence they have had on the real world, such as Star Trek’s influence on the genesis of the iPhone, for example. Texts will not be limited to print, but include television and movies as well. Students will become familiar with the history of Western science fiction & fantasy and be exposed to the science fiction & fantasy of other cultures. Students will write literary analysis of science fiction & fantasy as well as create their own works in accordance with the conventions of the genres. Students will also utilize a website that allows the publication of stories in “micro-” format, designed for mobile devices. This course will culminate in the development of a project that is planned, prepared, and presented in close association with teacher and community involvement. Students can take this course at either a college preparatory or honors level.

153 ENGLISH 12 – Literature and Popular Culture – Honors

5 credits/year

154 ENGLISH 12 – Literature and Popular Culture

The Literature and Popular Culture course includes readings from a variety of genres in both classic and contemporary texts from American, British, and global literary traditions. Students will keep a journal for reflective responses to our readings and complete critical expository essays. They will also learn to read as writers and write as readers in preparation for the college writing experience. Throughout the course, students will draw connections between our readings and present popular culture. We will analyze thematic relationships between the two, evaluate these relationships in other cultural and literary contexts, and apply our findings through creative expression. This course will culminate in the development of a project that is planned, prepared, and presented in close association with teacher and community involvement. Students can take this course at either a college preparatory or honors level.

## ENGLISH ELECTIVES

### 161 INTRODUCTION TO PUBLIC SPEAKING

2.5 credits/every other day

Open to all students in grades 9-12, students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. Public speaking students will learn techniques for succeeding at college and job interviews, class presentations, and a variety of formal and informal speaking situations. Classroom activities will include preparing and delivering instructional and persuasive speeches, debates, speeches of introduction, and more. Students will learn the process of speaking, from first draft to the final product, and leave the course with the skills they need to speak in public with confidence and polish.

### 168 POETRY WORKSHOP

2.5 credits/every other day

Open to all students in grades 9-12, students will read, write and recite poetry. Students will study and try different poetic genres, such as the haiku, the sonnet, and free verse. The students will also help to develop a poetry magazine for school-wide distribution. By the end of the course, the students will have written enough poems to compile their own chap-book and may submit the chap-book for possible publication.

### 173 DRAMA 1

2.5 credits/every other day

Open to all students in grades 9-12, this course is designed for students interested in learning how to perform in theater and film. Students will develop acting skills through improvisation, scene work, theatre exercises, and group play building. Students will be required to memorize and perform both monologues and group scenes. Students will also learn the essential mechanics of script development through improvisational material, group writing, and analysis of proven works.

### 183 DRAMA 2 – H

2.5 credits/every other day

In Honors Drama, students will explore advanced techniques in acting, directing, lighting, and scenic design. Emphasis will be on reading and written work, including essays, plays, and theory. This course may require participation in outside events, such as the METG state drama festival, dates for which will be given in the fall.

### 790 TECHNICAL THEATER

2.5 credits/every other day

This course will introduce students to technical theater concepts, design, and implementation. The course will center around hands-on training as well as theory in theatrical elements including, but not limited to, lighting, sound, stage management, properties, costumes, makeup, safety protocols (IATSE Standards), publicity and house management, set design and supervised construction, show production, and rights and licensing. Students will gain a well-rounded understanding of technical theater, theater production and theatrical design. They will research, read and analyze theatrical productions/works for technical design elements. Learned skills will be applied to classwork, full scale productions (Main Stage Musical, Drama Festival, Spring Show, PRISM, etc.) and in school presentations. They will learn how to keep a clean and safe workspace, how to program and run our sound and lighting boards, how to work our rigging and fly rail systems, and general theater maintenance.

### 172 BROADCAST JOURNALISM

2.5 credits/every other day

Students enrolled in Broadcast Journalism will gain first-hand experience in the functional and creative aspects of television production. Working both behind the scenes and on camera, in the studio and on location, students will be trained in pre-production planning, camera, studio set-up, lighting, filming, editing, and storage of footage. They will learn how to write and deliver the newscast, interviews, public service announcements, sportscasts, editorials, and the live report. Students will learn journalistic principles as the foundation of their news-gathering procedure, establishing the proper channels of how to tell a story. They will be taught to understand their immediate surroundings and begin to understand the narratives that lie among them. This course is open to all students.



## History and Social Studies

Grade 9	Grade 10	Grade 11	Grade 12
US History 1 – H	US History 2 – AP	US Government – AP	US Government – AP
US History 1	US History 2 – H	World History – AP	Psychology – AP
Leadership	US History 2	World History – H	Psychology/Sociology
	Leadership	World History	Global Studies
		Peer Leadership	U.S. History Film – H
		Leadership	Economics – H
			Sports & Society
			Peer Leadership
			Leadership

\*Indicates a 2.5 credit course

## HISTORY AND SOCIAL STUDIES

All Social Studies courses incorporate the learning standards of the Massachusetts Curriculum Frameworks developed by the Massachusetts Department of Elementary and Secondary Education and meet the high expectations stated in the Hanover High School Core Values and Beliefs Statement. Students must complete 15 credits in Social Studies. All freshmen take US History 1 and sophomores take US History 2. All juniors take World History. Students have the opportunity to take four AP courses in Social Studies, beginning with US History in their sophomore year. Seniors continue to have their elective choices.

### 211 UNITED STATES HISTORY 1 – Honors

5 credits/year

This course covers the Revolution through World War I. It is designed for students who have consistently demonstrated strong academic ability and the motivation to work independently. The pace of this course is rapid. Students will be presented with an intellectual foundation of the nation's political, social and economic institutions. Additionally, students will read, analyze and communicate orally and in writing about primary source documents. These readings and other assignments serve as a means to assist students in developing critical thinking and problem solving skills so that they can thrive in a global society.

### 212 UNITED STATES HISTORY 1

5 credits/year

This is an academically rigorous course designed to present a comprehensive survey of American History from the Revolution through World War I. The development and appreciation of American political, social and economic institutions is emphasized. Students will utilize appropriate research, communication and collaboration skills to assess the United States' participation in a global society. Primary source material is commonly used for analysis and evaluation. A co-taught section of this course is available.

### 220 UNITED STATES HISTORY 2 – Advanced Placement

5 credits/year

Advanced Placement United States History is an intensive study of American History from the Colonial period to the present. It is a demanding program that allows students the opportunity to pursue college-level studies while still in high school, and in this case, as early as sophomore year. The course requires students to do a great amount of outside work. Weekly primary and secondary source reading will be required. Students will be required to write weekly essays. Students as well as parents/guardians are asked to make a strong commitment to the course and accept greater responsibility for their education. Prerequisite for this course is an extensive summer reading requirement. In addition, any student who enrolls in an AP course is required to take the AP exam in May of the school year.

### 221 UNITED STATES HISTORY 2 – Honors

5 credits/year

This course covers American History from the 1920's to the present. It is an academically rigorous course designed for students who have demonstrated consistently strong academic ability in writing and research as well as those students motivated towards independent learning. The pace of this course is rapid and will follow much of the AP curriculum. Students will be presented with an in-depth coverage of social, economic and political concepts. The role of the United States in global affairs will be a major aspect of this course. Primary source material is commonly used and students are expected to make extensive use of critical reading and writing skills.

### 222 UNITED STATES HISTORY 2

5 credits/year

This course is designed to present an academically demanding, comprehensive survey of United States history from the 1920's to the present. It continues to build on the development of the nation's political, social, and economic institutions and the global role of the United States into the twenty-first century. Students will continue to develop their research, communication, and collaboration skills to understand America's role in global affairs, often using primary source materials for analysis and evaluation. A co-taught section of this course is available.

### 200 WORLD HISTORY: MODERN – Advanced Placement

5 credits/year

This is a rigorous, college-level course designed to explore human history from 1200 CE to the present. The course of study will emphasize the development of analytical and writing skills necessary for success on a collegiate level. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography (The principles, theories, or methodology of scholarly historical research and presentation) and inquiry into global connections that have shaped our present world. A special emphasis will be given to preparation for the AP Exam, including multiple choice question strategies, and long essay and short essay development. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

### 201 WORLD HISTORY – Honors

5 credits/year

World History Honors is designed to allow students to practice and utilize analytic skills and factual knowledge necessary to deal critically with the problems presented in a 21<sup>st</sup> Century global society. This course is designed for students who have a high level of interest in history and excellent reading, writing and analytic skills and who have demonstrated a capability of working independently. Primary source documents will be used as a means of gathering and communicating historical relevance. Additionally, students will be presented and expected to engage with comprehensive material pertaining to European, Latin American, Asian, and African political, economic, and religious histories.

202 WORLD HISTORY

5 credits/year

World History 1 is designed to allow students to practice analytical skills and factual knowledge necessary to deal critically with the problems presented in a 21<sup>st</sup> Century global society. This course is an academically rigorous course designed to present a comprehensive survey of European, Latin American, Asian, and African political, economic, and religious histories. Primary source material is commonly used as a means for analysis, synthesis and evaluation.

HISTORY AND SOCIAL STUDIES ELECTIVES GRADES 11 - 12

230 U.S. GOVERNMENT AND POLITICS – Advanced Placement

5 credits/year

This course explores the political theory and everyday practice that direct the daily operation of our government and public policies. It is a demanding program that allows the student the opportunity to pursue college-level studies while still in high school. The course is for all intents and purposes taught on a college level and it requires a substantial amount of reading and preparation for every class. The objectives of this course go beyond a basic analysis of how the United States government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens. Additionally, students will complete a summer work requirement. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

231 COMPARATIVE GOVERNMENT AND POLITICS – Advanced Placement

5 credits/year

This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

265 PEER LEADERSHIP SEMINAR

5.0 credits/year

The students in this class will be trained by the Anti-Defamation League’s *World of Difference* peer trainers. The training will provide students with the skills and resources necessary to design and lead interactive projects for their peers and other students. The role of a student in the Peer Leadership Seminar is to create and run educational projects for their peers and to promote and model civility and respect. Students must have the willingness to take a stand against prejudice and be willing to make a commitment to creating a positive social atmosphere at Hanover High School. Each student will be responsible for participating in several school-based projects throughout the year. The mission of the Peer Leadership Seminar is to reduce stereotyping and prejudice and increase acceptance of individual differences. This course is graded as Pass/Fail.

926 LIFE SKILLS STUDENT AIDE

2.5 credits/year

The Life Skills Student-Aide Program provides an opportunity for students to partner with Hanover High School special education teachers and students in our Life Skills programs in order to provide a mutually valuable learning experience for all involved. Student aides will work with students in our Life Skills program during a scheduled time in the school day, and may serve in one or more of the following capacities: mentor, one-on-one or small group tutor, teacher assistant. Student aides will typically work with the same teacher, class, and/or student(s) to establish a consistent partnership. This course is graded as Pass/Fail and satisfies the one-year community service requirement for Hanover High School students. Completion of an application and teacher recommendation is required.

HISTORY and SOCIAL STUDIES ELECTIVES GRADE 12 ONLY

249 PSYCHOLOGY & SOCIOLOGY

5 credits/year

This course is an introduction to the study of human behavior and is structured to both life-oriented and science-oriented psychology. Attention is given to the nature of the discipline, human maturation and development, learning and thinking, motivation and emotion, sensation and perception, and individual differences. This course also studies the relationship between the individual and society. Topics will include the study of culture, socialization, group membership, status, roles, race relations, and the major American institutions: the family, religion, government, and economic institutions.

250 PSYCHOLOGY – Advanced Placement

5 credits/year

This course is designed to introduce 12th grade students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Topics include but are not limited to history of psychology, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, psychological disorders and social psychology. Additionally, there is an extensive reading and writing summer requirement. Students willing to accept the challenge of a rigorous college curriculum should consider enrolling in the course. Previous success in an honors or AP Biology class is recommended. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

259 SPORTS AND SOCIETY

5 credits/year

This course will focus on the role and impact of sports in United States society. Topics will include philosophy of youth and high school sports, role of parents and coaches, high school and college sports, Title IX, media influences, college graduation rates of scholarship athletics, globalization of professional sports, and current events.

261 GLOBAL STUDIES

5 credits/year

This is a rigorous, college-level course in which students will examine the individual's role in the global society and the events that shape our changing world. Topics and themes include food and population, war, the spread of disease, human rights, sustainable development, empowerment of women, poverty, ecological degradation, and migration. Utilizing case studies, assigned nonfiction readings, and research, students will examine the root causes, effects, multiple perspectives as well as attempts to resolve international conflicts by developing critical reviews, comparative analysis, and argumentative essays and presentations.

263 ECONOMICS – HONORS

5 credits/year

Economics is the study of how people and governments make decisions regarding money, production, consumption, and employment. Topics covered will include the law of supply and demand, saving, borrowing, and investing. Students considering a major in business or students simply interested in their own financial futures should consider taking this class. Upon completion of the course, students will understand terms such as labor, capital, inflation, unemployment, and money supply.

272 19<sup>th</sup> and 20<sup>th</sup> CENTURY AMERICAN HISTORY – Honors

5 credits/year

Using a thematic approach, this academic course will explore historical events and specific time periods as depicted through film as well as primary and secondary sources. Students will be required to make extensive use of their writing and communication skills. Films will be critiqued for historical accuracy and biases. This course will also focus on international topics that have had an impact on American culture, foreign policy and the role of the United States in world affairs. Books such as *The Grapes of Wrath*, *All Quiet on the Western Front*, or *The Right Stuff* will be assigned for summer reading and the test will be given in the fall.

## HISTORY and SOCIAL STUDIES ELECTIVES GRADES 9–12

262 LEADERSHIP: How to Build Trust and Influence People

5 credits/year

This course is designed to help students discover and develop their leadership styles. Students will engage in social-emotional learning activities as they examine their personalities in order to develop their leadership skills. An emphasis will be placed on diversity & inclusion and their importance in building trust and influencing people. This course will involve research, project-based learning, class discussion, journaling, leadership analysis (figures in history and fictional characters), and group projects & presentations.



## MATHEMATICS

Grade 9	Grade 10	Grade 11	Grade 12
Geometry – H	Algebra 2 – H	Precalculus – H	Calculus – AP
Geometry	Algebra 2	Precalculus	Calculus – H
Algebra 1	Geometry	Algebra 2	Precalculus
			Probability & Statistics
			Algebra 3

*Note: Please find the Accounting and Computer Science courses listed in the Business and Information Technology section of this Program of Studies.*

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important processes and proficiencies with longstanding importance in mathematics education. The first of these are the process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency of adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition.

### The Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Hanover High School adheres to these Mathematical Practice Standards that apply throughout each course, and together with the content standards, prescribe that the students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

The mathematics department offers a wide range of 5-credit courses to meet the needs of all students. Each student must earn 20 credits in mathematics as well as pass (earn a Competency Determination) the MCAS Mathematics test in order to graduate. Furthermore, it is strongly recommended that all students take and pass Algebra 2. At the discretion of the principal, Accounting may be used as the fourth year of mathematics for those students who have completed Algebra 2. Please note that some math courses have a suggested guideline to assist students in selecting courses that will provide them with the best opportunity to be challenged and to achieve success.

### CALCULATOR POLICY

Technology is an essential element in the teaching and learning of high school mathematics. According to the National Council of Teachers of Mathematics, “When technological tools are available, students can focus on decision making, reflection, reasoning, and problem solving.” To that end, Hanover High School students enrolled in Algebra 1, Algebra 2, Precalculus, Calculus, or Statistics should purchase a graphing calculator, preferably a TI-84 Plus or TI-84 Color. It is

important for students to gain familiarity with their own calculator in order to use it as a tool during class and for homework. Furthermore, students are expected to use calculators on standardized assessments, including MCAS, PSAT, SAT, and AP, as well as college placement exams. Many of the questions on these assessments are designed in such a way that students are expected to use a graphing calculator. Although there are graphing calculator apps that can be downloaded and used on mobile devices, keep in mind that mobile devices are not allowed on the MCAS, PSAT, SAT, and AP exams. Therefore, it is important that students have access to and learn to use an assessment-approved graphing calculator. There is a very limited number of graphing calculators that can be borrowed on a first come first serve basis – please contact the office for more information.

### 312 ALGEBRA 1

5 credits/year

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the prior grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Upon successful completion of this course, students will be able to:

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational functions
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

*Guideline:* The most successful students have earned a C– or better in Grade 8 Math; a co-taught section of this course is available.

### 321 GEOMETRY – Honors

5 credits/year

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The course is designed for students with a high interest and motivation in mathematics. At times, students are expected to be able to work and study mathematics outside of class. Upon successful completion of this course, students will be able to:

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically
- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects
- Apply geometric concepts in modeling situations

*Guideline:* The most successful students have earned an A– or better in Algebra 1.

### 322 GEOMETRY

5 credits/year

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Upon successful completion of this course, students will be able to:

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions
- Understand and apply similarity concepts
- Define trigonometric ratios and solve problems involving right triangles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- Use coordinates to prove simple geometric theorems algebraically
- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects
- Apply geometric concepts in modeling situations

*Guideline:* The most successful students have earned a C– or better in Algebra 1; a co-taught section of this course is available.

### 331 ALGEBRA 2 – Honors

5 credits/year

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. A graphing calculator is used extensively throughout the course to organize data in tables and graphs, formulate equations, and make predictions and decisions. Students in this course are expected to produce high quality projects outside of class. Upon successful completion of this course, students will be able to:

- Understand the relationship between zeros and factors of polynomials
- Solve systems of equations
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

*Guideline:* The most successful students have earned a B– or better in Geometry – Honors.

### 332 ALGEBRA 2

5 credits/year

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. A graphing calculator is used extensively throughout the course to organize data in tables and graphs, formulate equations, and make predictions and decisions. Upon successful completion of this course, students will be able to:

- Understand the relationship between zeros and factors of polynomials
- Solve systems of equations
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

*Guideline:* The most successful students have earned a C– or better in Geometry 1; A co-taught section of this course is available.

### 334 ALGEBRA 3

5 credits/year

#### 334D ALGEBRA 3 – Dual Enrollment Quincy College

This course includes the study of arithmetic topics, problem solving, equations and inequalities, sequence and series, elementary functions and elementary trigonometry. This course is designed to help students develop effective strategies to solve math problems on college placement exams, and will also include units from the NEFE High School Financial Planning Program. Upon completion of this course, students should be able to:

- Apply various problem-solving strategies
- Solve problems that involve fundamental arithmetic and algebra concepts
- Solve linear equations and quadratic equation by factoring
- Solve systems of equations and inequalities
- Simplify expressions and solve equations using the properties of exponents and radicals
- Gain knowledge of basic trigonometric functions and exponential functions
- Study sequences and series, determinants, permutations and combinations,

- Gain knowledge about sound money management skills
- Develop positive behaviors to attain financial maturity

*Guideline:* The most successful students have earned a C– or better in Algebra 2; A co–taught section of this course is available.

### 341 PRECALCULUS – Honors 5 credits/year

#### 341D PRECALCULUS – Honors – Dual Enrollment Quincy College

Students who enroll in this course should be familiar with arithmetic, algebra, and geometry. They will build upon their previous mathematical knowledge and experience. The course is designed for students with a high interest and motivation in mathematics. Students need to be able to work and study on their own. The course curriculum is devoted to trigonometry and specific functions, which lead to an introduction of calculus. The graphing calculator is an essential tool in this course. Upon successful completion of this course, students should be able to:

- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- Find arc lengths and areas of sectors of circles
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities
- Represent, model, and perform operations with vector quantities
- Represent complex numbers and their operations on the complex plane
- Interpret and understand the twelve fundamental functions and notation, as they arise in application
- Build a function that models a relationship between two quantities and from existing functions
- Construct and compare linear, quadratic, cubic, and exponential models and solve problems

*Guideline:* The most successful students have earned a B– or better in Algebra 2 – Honors.

### 342 PRECALCULUS 5 credits/year

Students who enroll in this course should be familiar with arithmetic, algebra, and geometry. They will build upon their previous mathematical knowledge and experience. The course curriculum is devoted to trigonometry and specific functions, which lead to an introduction of calculus. The graphing calculator is an essential tool in this course. Upon successful completion of this course, students should be able to:

- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- Find arc lengths and areas of sectors of circles
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities
- Represent and model with vector quantities
- Interpret and understand the twelve fundamental functions and notation, as they arise in application
- Construct and compare linear, quadratic, cubic, and exponential models and solve problems

*Guideline:* The most successful students have earned a C– or better in Algebra 2

### 350 CALCULUS – Advanced Placement 5 credits/year

Students will cover topics from differential and integral calculus as outlined in the syllabus provided by the College Board. Students will explore topics geometrically, numerically, and algebraically. Students must take the required Advanced Placement Exam to receive Advanced Placement credit. The graphing calculator is an essential tool in this course. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

*Guideline:* The most successful students have earned a B– or better in Precalculus – Honors.

### 351 CALCULUS – Honors 5 credits/year

#### 351D CALCULUS – Honors – Dual Enrollment Quincy College

Students will study topics from differential and integral calculus. Students will investigate limits using algebra, graphs, and data tables. In the areas of derivatives and integrals, students will investigate derivatives and integrals geometrically, numerically, and analytically.

*Guideline:* The most successful students have earned a C+ or better in Precalculus – Honors.

### 362 PROBABILITY AND STATISTICS 5 credits/year

This course is designed for students that have completed Algebra 2. Students will study methods of data collection and analysis. They will be exposed to various visual representations of data. The concepts of probability theory and combinatorics will also be studied. The graphing calculator is a required tool in this course. Upon completion of this course, students should be able to:

- Model sets of finite data appropriately

- Observe and analyze patterns in data and model the data using an appropriate mathematical function.
- Use probability to describe data distributions

*Guideline:* The most successful students have earned a C– or better in Algebra 2.

# SCIENCE AND ENGINEERING

Grade 9	Grade 10	Grade 11	Grade 12
Biology – H	Chemistry – AP	Biology – AP	Biology – AP
Biology	Chemistry – H	Chemistry – AP	Chemistry – AP
Engineering 1*	Chemistry	Physics – AP 1	Physics – AP 1, AP 2
Robotics*	Engineering 2*	Physics – H	Physics – H
	Robotics*	Physics – Conceptual	Physics – Conceptual
		Environmental Science – AP	Environmental Science – AP
		Environmental Science – H	Environmental Science – H
		Environmental Science	Environmental Science
		Anatomy & Physiology – H	Anatomy & Physiology – H
		Marine Science	Marine Science
		Engineering 3	Engineering 4 – H

\*Indicates a 2.5 credit course

Note: AP Science are 7.5 credit courses that meet every day with a double period every other day

## SCIENCE AND ENGINEERING

All students must earn a Competency Determination on the Science MCAS test in order to graduate. All freshmen must take Biology and, as a result, take the Biology MCAS test in the spring of their freshman year. In addition to the Competency Determination in Science, all students are required to pass a minimum of 15 credits in science, in order to meet the Hanover High School graduation requirements. In addition to Biology, it is strongly recommended that all students pass Chemistry as part of their science requirements. Each science course strives to weave interdisciplinary themes such as global awareness, health literacy and civic literacy, with a strong content-based curriculum. Students use tools of modern technology to develop critical thinking and problem solving skills so they can thrive in a global society.

### 420 BIOLOGY – Advanced Placement

5 credits/year

This course is equivalent to a freshman level course in college and follows the guidelines of the College Board for the Advanced Placement Curriculum. The course will investigate biochemistry, molecular genetics, heredity, evolution, taxonomy, general botany and zoology principles, and ecology. Due to the intensity and the amount of materials that need to be covered, students will be expected to address some material on an individual basis in addition to material discussed in class. Laboratory experiences are an integral part of the course and may include animal dissection. Students may also be required to participate in after-school labs. Summer reading will be required. This course is open to grade 11 and 12 students who have demonstrated a high level of achievement and success in Biology (H) and Chemistry (H) and are recommended by the teacher and their guidance counselor. Students may choose to purchase the textbook in the course at the beginning of the school year so that they may write and take notes in the text. Many students find the text an excellent reference as they enter college. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

### 421 BIOLOGY – Honors

5 credits/year

This honors course is based upon the study of biological concepts, unifying principles and interrelationships. Living organisms are studied in their unity, including connections to the environment and current biological concerns. The laboratory investigations correlate to the six major units explored during the year: Cells, Genetics, Evolution and Biodiversity, Ecology, Anatomy and Physiology and Biochemistry, and present the students with hands-on and virtual exploration of scientific investigations. The laboratory investigations and class work are designed to provide students with the opportunity to work collaboratively and develop critical thinking, communication and problem solving skills. Outside written research is required including formal laboratory investigations and reports. The honors course is inquiry-based and designed to prepare students for future honors science courses by moving at an accelerated pace, exploring the key concepts in great depth, using mathematical models, and engaging students with independent work where appropriate. This course is designed to prepare students for the Biology MCAS Exam.

### 422 BIOLOGY

5 credits/year

This college preparatory course is based upon the study of biological concepts, unifying principles and interrelationships. Living organisms are studied in their unity, including connections to the environment and current biological concerns. The laboratory investigations correlate to the six major units explored during the year: Cells, Genetics, Evolution and Biodiversity, Ecology, Anatomy and Physiology and Biochemistry, and present the students with hands-on and virtual exploration of scientific investigations. The laboratory investigations and class work provide students with the opportunity to work collaboratively and develop critical thinking, communication and problem solving skills. Outside written research is required including laboratory investigations and reports. This course is designed to prepare students for the Biology MCAS Exam.

### 430 CHEMISTRY – Advanced Placement

5 credits/year

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry and is aligned with the College Board AP Chemistry curriculum. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The global impact of chemistry upon our society and the world economy and other associated issues will be discussed to complement the curriculum. The prerequisites for this course according to the College Board guidelines are: “Students should have successfully completed a general high school chemistry course and Algebra 2.” Students who do not meet these prerequisites may request permission to enroll in the course from the STEM director. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

### 431 CHEMISTRY – Honors

5 credits/year

Students will communicate and collaborate while performing chemical investigations that complement the various theories/laws embodied in this discipline. Concepts and principles discussed and illustrated through differentiated instruction include scientific measurement, dimensional analysis, properties of matter, the periodic table of the elements, atomic structure, chemical bonding, chemical names and formulas, chemical reactions, chemical quantities, stoichiometry,

oxidation and reduction, solutions, and gas laws. The honors course stresses critical thinking and problem solving skills. The global impact of chemistry upon our society and the world economy and other associated issues will be discussed to complement the curriculum. This course will prepare students for taking the MCAS Chemistry exam. For grade 10-11 students who have successfully completed Honors Biology and are concurrently taking Algebra 2.

#### 432 CHEMISTRY

5 credits/year

This course provides chemical investigations to complement the various theories/laws embodied in this discipline. Concepts and principles discussed and illustrated include scientific measurement, dimensional analysis, properties of matter, the periodic table of the elements, atomic structure, chemical bonding, chemical nomenclature, chemical reactions, chemical quantities, chemical equations, stoichiometry, oxidation/reduction and the gas laws. The global impact of chemistry upon the world economy and associated international relations will be included to complement the curriculum. This course is for grade 10-12 students who have completed Biology and concurrently taking Geometry. A co-taught section of this course is available.

#### 440 PHYSICS 2 – Advanced Placement

5 credits/year

Guided by the National Research Council and the National Science Foundation, the College Board AP Program collaborated with college and university educators and AP teachers to develop AP Physics 2. In this course, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Through inquiry-based learning, students will cultivate their understanding of physics and science practices as they explore the following topics: thermodynamics, ideal gases, kinetic theory, fluid statics, fluid dynamics, electrostatics, circuits, magnetism, electromagnetic induction, geometric optics, physical optics, quantum physics, atomic, and nuclear physics. The AP Physics 2 course is a full year course, which should be taken after students have had AP Physics 1. This course is strongly recommended to students who have an interest in physics, engineering, or mathematics and wish to be enrolled in a highly challenging course of study. Students should have taken or be concurrently taking pre-calculus or an equivalent course. Students may choose to purchase the textbook in the course at the beginning of the school year so that they may write and take notes in the text. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

#### 441 PHYSICS 1 – Advanced Placement

5 credits/year

Guided by the National Research Council and the National Science Foundation, the College Board AP Program collaborated with college and university educators and AP teachers to develop AP Physics 1. In this course, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Through inquiry-based learning, students will cultivate their understanding of physics and science practices as they explore the following topics: kinematics, dynamics, circular motion, harmonic motion, impulse, momentum, collisions, work, energy, rotational motion, circuits, mechanical waves, and sound. The AP Physics 1 course is designed to be taught over the course of a full academic year and may be taken as a first-year physics course with no prior physics coursework necessary. Students should have taken or be concurrently taking precalculus or an equivalent course. Students may choose to purchase the textbook in the course at the beginning of the school year so that they may write and take notes in the text. Many students find the text an excellent reference as they enter college. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

#### 442 PHYSICS – Honors

5 credits/year

The curriculum of this course follows the curriculum set forth by the AP College Board for Advanced Placement Physics 1. This course is the equivalent of a first-semester college course in algebra-based physics. The curriculum is taught at a slightly slower pace than the AP Physics 1 class and is covered in a fashion that would enable recommended students to take the AP Physics 2 class for college credit, provided they take both the AP Physics 1 and AP Physics 2 exams. Any material not covered in the Honors Physics class would be required summer work for students wishing to take the AP Physics 2 class. Honors Physics primarily covers Newtonian mechanics including rotational dynamics and angular momentum; work, energy, and power; mechanical waves and sound. A full laboratory program is an integral part of the course. Students should have taken or be concurrently taking pre-calculus or an equivalent course.

#### 443 PHYSICS – Conceptual

5 credits/year

This college preparatory physics course teaches physics concepts without the need for advanced mathematics. This course makes use of a three stage learning cycle of exploration, concept development, and concept application. Principles of force, motion, energy, electricity, magnetism, waves, vibrations, and light are developed and applied through reading assignments, lessons, demonstrations, laboratory work, computer simulations, problem solving, critical thinking and discussions. Real work applications of physics principles will be explored. This course is for those students who have an understanding of algebra and geometry and are seeking acceptance to a standard 2-4 year college.

#### 450 ENVIRONMENTAL SCIENCE – Advanced Placement

5 credits/year

The Advanced Placement Environmental Science course is designed to be the equivalent of an introductory Environmental Science course at the college level and follows the guidelines of the College Board for the Advanced Placement Curriculum.



The goal of the Advanced Placement Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. AP Environmental Science has a significant laboratory and field investigation component. Experiences both in the laboratory and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom, to explore specific problems with a depth not easily achieved otherwise, and to gain an awareness of the importance of confounding variables that exist in the “real world.” This course is open to grade 11 and 12 students who have demonstrated achievement and success in Biology and Chemistry and are recommended by a science teacher. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

452 ENVIRONMENTAL SCIENCE  
5 credits/year

This lab-based course will teach the scientific principles, concepts and methodologies required to understand the relationship between human beings, their natural environment, and the Earth’s dynamic forces. Students will identify and analyze environmental problems both natural and human-made and evaluate the relative risks associated with these problems by examining alternative solutions for resolving and/or preventing them. Technology will be used in the classroom and other resource areas assisting the student in understanding a more complete picture of the Earth’s dynamic forces and the effects they will have on people and the environment.

468 MARINE SCIENCE 5 credits/year  
468D MARINE SCIENCE – Dual Enrollment Quincy College

This course is designed for students in grades 11 and 12 with an interest in marine biology and oceanography. This course provides an excellent background for students who are interested in further study of the oceans and the organisms that inhabit it. Major concepts include the study of interrelationships of marine and terrestrial environments, the geology and geography of the oceans, marine organisms, and the ecology of coral reefs. Laboratory activities, including the examination of marine specimens are used throughout this course to build upon student knowledge. Labs, modeling, research, and projects will be used to explore these topics. There will be 2 trips to the coast to see first hand organisms in their environment as well as real life interactions with what we are learning in class. Major topics integrated throughout the course include: marine biology, marine geology, physical oceanography, chemical oceanography, research techniques, and environmental impacts.

471 ANATOMY AND PHYSIOLOGY – Honors 5 credits/year  
471D ANATOMY AND PHYSIOLOGY – Honors – Dual Enrollment Quincy College

This elective course will explore the major human organ systems: integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, and endocrine. The focus of the course will be on students learning how these systems interact to maintain homeostasis. An examination of the current medical issues will be covered through general course work, collaborative laboratory investigations, independent research projects, and presentations. This course is designed for students planning on pursuing a career in the healthcare sciences, including nursing, pharmacology, sports medicine and biotechnology. This course is for self-motivated students that have satisfactorily completed honors biology and chemistry. Laboratory investigations will provide real-world experiences for students, including dissections and biotechnology activities related to the pharmaceutical industry.

478 HEALTH CARE OCCUPATIONS 2.5 credits/every other day  
The Health Science Careers course will cover health and science topics for the student who would like to learn about health careers. Students will learn about human development across the lifespan, disease processes/prevention, health assessment, first aid and more. The course will feature speakers from various health professions. Students will practice standardized test-taking skills and skills that support success in their science classes.

927 SCIENCE LAB AIDE 2.5 credits/every other day  
The Science Lab Aide Program provides an opportunity for students to partner with a science teacher and his/her students in order to provide a mutually valuable learning experience for all involved. As Science Lab Aide, student aides will work with a science teacher at the designated time and may serve in one or more of the following capacities: mentor, one-on-one or small group tutor, teacher assistant. Student aides typically work with the same teacher, class, and/or student(s) to establish a consistent partnership. This course is graded as Pass/Fail and satisfies the one-year community service requirement for Hanover High School students.

484 ENGINEERING 1: TECHNICAL DRAWING AND DESIGN 2.5 credits/every other day  
This course involves an introductory experience in technical drawing as a tool of technical communication. Primary emphases are on development of basic drafting skills, visualization and solving graphical problems. Students will explore architectural concepts as well as mechanical drawings. This course will also introduce students to the engineering design

process, and explore multiple topics in the world of engineering, including electronics, manufacturing, and physical computing. This course is open to all students.

**485 ENGINEERING 2: DESIGN AND FABRICATION**

2.5 credits/every other day

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students will also develop fabrication skills including woodworking, electronics, welding, CNC machining, and additive manufacturing. This course is open to all students.

**486: ENGINEERING 3: 3D MODELING AND PROTOTYPING**

5 credits/year

Through the use of Autodesk Inventor students will get an in-depth study of three dimensional modeling and component creation. Students will be expected to solve problems through the modeling and production of proof-of-concept prototypes. Additional topics include CNC programming, 3D printing, and advanced fabrication. This course is open to students in grades 11 and 12.

**489 ENGINEERING 4: ENGINEERING CAPSTONE – Honors**

5 credits/year

This course is designed for students to create independent projects to further develop skills and experience in particular areas of interest. All project proposals must be approved by the instructor. Student proposals may be from any field of previous study in engineering and reflect an appropriate complexity and level of difficulty. This capstone course is open to students in grades 11 and 12 who have completed at least 2 courses in engineering.

**492 ROBOTICS**

2.5 credits/every other day

This course is for students with an interest in robotics and computer programming. Students will apply the engineering design process and improve their computational thinking skills as they work collaboratively to design, construct, and write code to control their robots. Students will design autonomous robots that they will build and program using C to complete specific tasks for various challenges. The course is aligned to Next Generation Science and Common Core math standards. Students may have the option to compete in robotics competitions. For grades 11-12 students.

## World Languages

Grade 9	Grade 10	Grade 11	Grade 12
French 2 – H	French 3 – H	French 4 – H	French 5 – AP
French 2	French 3	French 4	French 5 – H
French 1	French 2	French 3	French 4
Spanish 2 – H	Spanish 3 – H	Spanish 4 – H	Spanish 5 – AP
Spanish 2	Spanish 3	Spanish 4	Spanish 5 – H
Spanish 1	Spanish 2	Spanish 3	Spanish 4
American Sign Language 1 (VHS)	American Sign Language 1, 2 (VHS)	American Sign Language 1, 2 (VHS)	American Sign Language 1, 2 (VHS)

Note: American Sign Language does not count towards the two year language requirement for graduation without the express permission of the Principal.

## WORLD LANGUAGES

Our Core Values and Beliefs statement makes clear that the, “Hanover High School community provides a competitive and challenging curriculum specific to individual educational needs.” The World Language department actuates this mission through its academic curriculum and instruction in French, Spanish, and Modern Italian/Modern Greek classes. Intricately woven into world language classes are global and cultural awareness, along with literacy in the written and spoken word. Literacy in financial, economic, civic, health, and historical aspects are also taught through the World Languages curricula. Research demonstrates that world language study improves MCAS and SAT verbal and achievement test scores in both English and Mathematics. French is essential for business entrepreneurs dealing with the European Union countries, and Spanish will be spoken by 50% of the U.S. population by the year 2030.

All students are required to take two years of world language at the high school. Many colleges and universities presently require successful completion of three years of the same language. Completion of a fourth and fifth year is desirable for admission to the more selective colleges and universities.

### FRENCH

501 FRENCH 1 5 credits/year

This is an interactive program in which students learn not only the basics of the French language, but also the customs, traditions and lifestyles of the many people who speak this language in the Francophone world. Group work, role-play, and basic oral presentations are common assessments. Multimedia and online materials are used as instructional tools, especially authentic aural recordings.

504 FRENCH 2 – Honors 5 credits/year

Students will continue to refine the four skills of listening, speaking, reading, and writing by being exposed to an enriched and accelerated curriculum that emphasizes developing a higher level of proficiency and a more comprehensive knowledge of vocabulary and grammar. Students continue to study the French and Francophone cultures, their people, and their customs, the people, and their customs. The expectations of this course require that students are highly motivated to communicate in the target language.

503 FRENCH 2 5 credits/year

This is a continuation of the interactive program of French grammar, composition and communication begun in French 1. There is an increased emphasis on listening, speaking, reading, and writing skills via compositions, collaborative group presentations, and native-speaker recordings. Students continue to study the French and Francophone cultures, their people, and their customs. Multimedia materials are an integral part of instruction, with emphasis on technology.

506 FRENCH 3 – Honors 5 credits/year

This course continues the development of proficiency in all four fundamental skills. Although the study of vocabulary and grammar continues, the course concentrates on oral and written communication. The student will watch, listen to and read a variety of authentic documents to discuss the diversity of perspectives in the French and Francophone world, and will have frequent opportunities to do independent, paired, and group work. The expectations of this course require that students are highly motivated to communicate in the target language.

505 FRENCH 3 5 credits/year

This course continues to build on previously-gained reading, writing, and speaking skills. Students create and present projects in the target language, employing their collaboration and group-work skills. Students also exchange and communicate information within the confines of contextual vocabulary. The student will watch, listen to and read a variety of authentic documents to discuss the diversity of perspectives in the French and Francophone world. A variety of multimedia materials are used throughout the course.

508 FRENCH 4 – Honors 5 credits/year

This course is conducted in French. Students will become more proficient in the areas of reading, writing, speaking and listening and will be assessed in all areas in the language. This course will cover many of the French 4 topics but will also include a survey of topics to be covered the following year in French 5-H/French 5 Advanced Placement.

507 FRENCH 4 5 credits/year

This course is conducted primarily in French. Students will work to become more proficient in reading, writing, and speaking the language. Students will also exchange and communicate information in the target language at a more sophisticated level and will work independently and collaboratively on written and oral presentations. French literature and films will enrich the course, along with art and cultural studies.

509 FRENCH 5 – Honors

5 credits/year

This course is conducted strictly in French. Students will move towards fluency in the areas of reading, writing, speaking, and listening and will be assessed in all areas in the language. This course will cover some of the French AP topics (including French literature, movies and art) but will focus more on in-depth political, cultural, and historical aspects of the Francophone world. Real-life situations will be simulated in and outside of the classroom.

510 FRENCH 5 – Advanced Placement

5 credits/year

This course is a college level course conducted completely in French. Proficiency is enhanced through the study of advanced grammar, culture, vocabulary and poetry. Literature, current events, and films serve as avenues for discussion and written assignments. Current events are studied from various Francophone countries, enhancing global awareness and civic literacy. This class will place special focus on the four major skills evaluated on the AP Exam – speaking, reading, listening, and writing. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

SPANISH

511 SPANISH 1

5 credits/year

This is an interactive program in which students learn not only the basics of the Spanish language, but also the customs, traditions and lifestyles of the many people who speak this language. Group work, role-play, and basic oral presentations are common assessments. Multimedia materials are used as instructional tools, especially authentic aural recordings.

514 SPANISH 2 – Honors

5 credits/year

Students will refine the four skills of listening, speaking, reading and writing by being exposed to an enriched and accelerated curriculum that emphasizes developing a higher level of proficiency and a more comprehensive knowledge of vocabulary and grammar. Students study the culture, the people, and their customs. The expectations of this course require that students are highly motivated to communicate in the target language, both orally and in writing.

513 SPANISH 2

5 credits/year

This is a continuation of the interactive program begun in Spanish 1. Students are required to speak in the target language both during teacher-directed and student-driven activities. More complex role play and formal presentations are conducted in the target language. Students are also regularly required to write independently in the target language and work with their peers collaboratively. Multimedia materials are an integral part of instruction.

516 SPANISH 3 – Honors

5 credits/year

This course continues the development of proficiency in all four fundamental skills. The study of vocabulary and grammar is accelerated, as the course concentrates on oral and written communication. The student will read and discuss a variety of cultural and literary selections and will have frequent opportunities to do independent, pair, and group work. The expectations of this course require that students are highly motivated to communicate in the target language. A video series is watched throughout the year to enhance listening and comprehension skills.

515 SPANISH 3

5 credits/year

Oral communication is accentuated and reinforced through an integrated program of reading, writing, and grammatical study. Continued stress of learning useful vocabulary in real-life situations allows for civic literacy and global awareness. A video series is watched throughout the year to enhance listening skills and knowledge of Mexican culture. This course promotes communication and collaboration in the target language.

518 SPANISH 4 – Honors

5 credits/year

This course is conducted in Spanish and is designed to integrate all previously-acquired language skills, while promoting initiative and self-direction. Students will perfect their oral proficiency in communication and collaboration in the target language while simultaneously sharpening their reading, writing, and grammatical skills. Students will sharpen their listening comprehension skills through exposure to native speaker audio texts. Special emphasis will be given to developing interpersonal, interpretive and presentational writing and speaking skills. Cultural knowledge will be brought alive through literature, poetry, art and music and will also be intertwined throughout the year with other class themes utilizing authentic sources both written and aural. Students will also be introduced to the six course themes of the AP Spanish Language and Culture class. Students will also explore opportunities for outreach into the community and/or engage in cultural exchanges.

517 SPANISH

45 credits/year

This course is designed to integrate all previously acquired language skills while promoting initiative and self-direction. Students will hone their oral proficiency in communication and collaboration in the target language while sharpening their reading, writing and grammatical skills. Students will be exposed to Spanish language films, videos, newspapers, magazines, websites and other realia in an effort to deepen their appreciation and understating of the culture

of various Spanish-speaking countries. Students will also explore opportunities for outreach into the community and/or engage in cultural exchanges.

519 SPANISH 5 – Honors

5 credits/year

This course is conducted primarily in Spanish. Native-speaking proficiency is solicited through in-depth analysis of Iberian and Latin American political, cultural, and historical topics. Literature, poetry, art, music, and film all serve as strategic vehicles to total-language competency. Critical thinking skills are enhanced in the target language through cooperative and collaborative activities. The four core language skills of listening, speaking, reading and writing are emphasized. Authentic aural activities are integrated in the course via podcasts or short videos. Streaming Internet services and other audio and visual sources will be implemented whenever possible.

520 SPANISH 5 – Advanced Placement

5 credits/year

This course is conducted solely in Spanish. Proficiency is enhanced through the study of advanced grammar, culture, vocabulary, poetry, film, expository assignments, and extensive oral practices. This class will place special emphasis on the four major skills evaluated on the AP exam – speaking, reading, listening, and writing. The understanding and appreciation of Hispanic culture is enhanced through the study of history, customs and culture of various Hispanic nations. Authentic aural activities are integrated in the course via podcasts and streaming radio newscasts via the Internet. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

## AMERICAN SIGN LANGUAGE

### AMERICAN SIGN LANGUAGE 1/2

5 credits/year

Students learn how to engage in discourse for informative or social purposes and to comprehend the language when signed slowly. This course focuses on everyday communication in ASL by introducing students to the basic signs, techniques and culture. To help develop receptive skills without relying on lip movements of the signers, the signing videos will be all “voice off.” To develop expressive skills, students will continue to express their thoughts in signs within the given context in the lessons.

This course targets Novice-High Level of World Language Standards and Benchmarks and will address the five goal areas targeted in the World-Readiness Standards for Learning Languages: communication, cultures, connections, comparisons, communities.

\*Due to the nature of an online ASL course, for assessment purposes, students must have access to a device that will enable them to record and upload videos of themselves demonstrating their ability to sign.

## Business and Information Technology

Grade 9	Grade 10	Grade 11	Grade 12
Accounting 1	Accounting 1	Accounting 2 – H	Accounting 2 – H
	Accounting 2 – H	Internship 1	Internship 1 or 2
	Digital Media*	Digital Media*	Digital Media*
	Marketing & Management	Marketing & Management	Marketing & Management
		Video Production 1 – H	Video Production 2 – H
			Video Production 1 – H
Intro to Computer Science	Computer Science Principles – AP	Computer Science Principles – AP	Computer Science Principles – AP
Web App Development*	Computer Science Game Design*	Computer Science A Java – AP	Computer Science A Java – AP
Web Design*	Web App Development*	Web App Development*	Web App Development*
	Web Design*	Web Design*	Web Design*

\*Indicates a 2.5 credit course

## BUSINESS AND INFORMATION TECHNOLOGY

According to The National Business Educators' Association (NBEA), students are motivated and learn best when they understand the relevance of the subject matter. Business education programs provide opportunities for relevant, real-world, engaging learning experiences, often using a project-based approach. Such experiences reinforce high academic standards and provide authentic contexts in which students can apply what they learn.

The Business Technology Program at Hanover High School offers a variety of business and computer courses to enrich students' high school experiences, introduce students to the exciting world of Business, and allow students to develop the knowledge and skills needed in our ever-changing society. The Business Technology curriculum allows students to investigate business and technology in depth and will give them a strong background for future use in college, career, and life.

602 ACCOUNTING 1 5 credits/year

602D ACCOUNTING 1 – Dual Enrollment Quincy College

Through independent and collaborative problem solving, and the use of technology, students will develop the knowledge and skills needed to create, maintain, and interpret the financial records of a business, whether as employee or entrepreneur. Students will also develop vital personal financial skills, including budgeting, banking, and credit, to foster financially sound decision-making in the future. Real world, business-related topics, such as ethics, are incorporated into the course to help students develop an understanding of issues existing in today's economy. This course is offered as an optional Dual Enrollment course through Quincy College for students in grades 9-12.

601 ACCOUNTING 2 – Honors  
5 credits/year

601D ACCOUNTING 2 – Honors – Dual Enrollment Quincy College

Following a review of Accounting 1, students will master advanced practices and principles of Accounting, including financial statement preparation and analysis, adjustments, inventory valuation, fixed assets and depreciation, receivables and liabilities, and stocks. Students will work independently and collaboratively to solve complex, college-level Accounting problems. Spreadsheet software will be used in problem solving. Additional business topics are included in the course to help students develop an understanding of issues existing in the economy, and to enhance their ability to make sound business decisions. This course is offered as an optional Dual Enrollment course through Quincy College for students in grades 9-12.

607 INTERNSHIP 1 5 credits/year  
608 INTERNSHIP 2

Internships provide students with hands-on experiences at real worksites to help them develop an understanding of professions that interest them before they enter college or the job market. In addition to learning about a profession, interns develop valuable personal and professional skills and are given the opportunity to network and develop professional relationships in their chosen career field. Today, many employers and colleges seek students who have acquired hands-on work experiences beyond the classroom. During the first semester, students will attend class where topics covered include Career Development and Research, Aptitude Testing (including the National Career Aptitude System), Resume Writing, Interviewing Techniques, and Professional Development including but not limited to Interpersonal Relationships, Attitude, Teamwork and Leadership, Time Management, and Workplace Ethics. Upon completion of the course requirements, students will intern in a business or an organization, which will allow them to explore a career that matches their interest in a future profession. Students will receive credit toward graduation; therefore, the Site Mentor and the Internship Coordinator from the high school will assess students based on eight workplace competencies established by the Massachusetts Department of Education and through weekly journal entries. The program requires that students attend school for six periods a day while interning a minimum of five hours per week. Student interns must be responsible, reliable and independent, self-motivated learners. For grade 11-12 students.

617 MARKETING & MANAGEMENT 5 credits/year

This real-world elective allows students to work independently and in teams on a variety of project-based activities. The course begins with a comprehensive overview of marketing, including functions of marketing, market segmentation and target marketing, basic economics, the global economy, market research, promotion, advertising, selling, social responsibility, and the impacts and criticisms of marketing in society. Students will develop an understanding of the role marketing plays in their everyday lives. The course then examines the responsibilities of owning, operating and managing a business. Topics include the evolution of management, entrepreneurship, financial management and ethics. Students will work to develop the professional skills needed for effective leadership, including planning, organizing, decision-making and communication.

661 VIDEO PRODUCTION 1 – Honors 5 credits/year



In this course students will be introduced to communications using audio and visual media. Students will explore the video production process; this includes planning, storyboarding, directing, as well as filming and editing of both fictional and non-fictional video pieces. Students will begin to build visual literacy skills that will help them communicate their ideas through media projects incorporating production deadlines, equipment care, filming techniques and creative problem solving. This course offers an authentic learning experience where students will be required to stretch themselves through collaboration, critical thinking, personal productivity, self-direction and accountability. Work outside of class is required. Applications used include: Photoshop, GarageBand, PowerPoint, iMovie, and Final Cut. This course is open to students with a teacher recommendation in grades 11 and 12 who have successfully completed Digital Media.

**662 VIDEO PRODUCTION 2 – Honors**

**5 credits/year**

This is a capstone project-based course in which students are expected to build upon all the skills and techniques learned in Video Production. Students will be expected to strive for excellence in the video production process; including planning, storyboarding, directing, as well as filming and editing of both fictional and non-fictional video pieces. Students will employ and refine their visual literacy skills to communicate their ideas through media projects incorporating production deadlines, equipment care, filming techniques and creative problem solving. This course offers an authentic learning experience where students will be required to stretch themselves through collaboration, critical thinking, personal productivity, self-direction and accountability. Work outside of class is required. This course is only open to teacher-recommended, grade 12 students that have successfully completed Video Production 1.

**665 DIGITAL MEDIA**

**2.5 credits/every other day**

This computer technology course introduces a variety of applications focused on communicating effectively in the current digital marketplace. Students will learn the significance of the changing role of technology through interactive presentations, web-based projects, and graphic design. In addition, students will explore the video production process. Applications used include: Photoshop, Illustrator, Flash, PowerPoint, and Final Cut. This course is for grade 10-12 students.

**370 COMPUTER SCIENCE PRINCIPLES – Advanced Placement**

**5 credits/year**

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

**372 COMPUTER SCIENCE A – Advanced Placement**

**5 credits/year**

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using the Java programming language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A curriculum is compatible with many first year computer science courses in colleges and universities. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

**374 INTRODUCTION TO COMPUTER SCIENCE**

**2.5 credits/every other day**

This course is for students interested in learning the fundamentals of computer science. Students will learn basic programming and computer science concepts and apply their skills to create a variety of programs and games using Python. Students will use programming concepts such as functions, loops, variables, strings, comments, logical operators, and decision structures.

**375 WEB DESIGN**

**2.5 credits/every other day**

Modern websites are built using a combination of three core technologies: HyperText Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript. In this course, students will learn how to write code in these three languages to build their own websites. In addition, students will learn the elements of design and how to structure a user-friendly website with standard elements such as menus, buttons, and navigation.

**376 WEB APPLICATION DEVELOPMENT**

**2.5 credits/every other day**

Students will continue to study fundamental concepts of computer science and programming and apply them to web and mobile applications. Topics include algorithms, debugging, object-oriented programming, and security. Students will learn about persisting information in files and databases. A working knowledge of the concepts in Introduction to Computer Science Principles is required to master the material.

## Art

Grade 9	Grade 10	Grade 11	Grade 12
3D / Ceramics 1*	3D / Ceramics 1*,2	3D / Ceramics 1*,2,3	3D / Ceramics 1*,2,3
Drawing	Drawing	Drawing – H	3D Design – AP
Drawing *	Drawing *	Drawing	Studio Art – AP
Painting*	Painting *	Drawing *	Drawing – H
Painting	Painting	Painting – H	Painting – H
The Art of Kindness*	Painting – H	Painting	The Art of Kindness*
	The Art of Kindness*	Painting *	Partnership in Art*
	Partnership in Art*	The Art of Kindness*	
		Partnership in Art*	

\*Indicates a 2.5 credit course

## ART

### 730 THE ART OF KINDNESS 2.5 credits/every other day

This class will explore the power of art to create and strengthen bonds to enhance connectedness and empathy with local and global communities, as well as the natural world. Through collaborative art projects with cooperating organizations and businesses, such as: Department of Social Services, The Memory Project, local long-term care facilities, hospitals, animal shelters, etc. The students will design and create artwork, as a gift, intended to promote peace and healing. Issues of personal identity, gender, racial equity, and diversity, will be explored in relation to the role of art and the artist in society as an agent of change to promote and encourage positive social outcomes.

### 700 DRAWING – Every Other Day 2.5 credits/every other day 701 DRAWING – Every Day 5 credits/year

This course explores a general survey of the art of drawing. Emphasis is placed on the development of drawing skills, using a variety of media. Students will develop techniques and personal styles through observation, imagination, and experimentation. The course can be taken each year, or students can advance to Honors Drawing upon instructor recommendation.

### 703 DRAWING – Honors 5 credits/year

This course provides motivated students the chance to employ and study advanced drawing skills. Emphasis will be placed on developing a portfolio leading toward meeting the requirement of AP Drawing. Critique format, creativity, and critical thinking are stressed as major components of this course. Students will assume responsibility for self-assessment as well as collaborative assessments. This course is for grade 10-12 students with Art 1 and teacher recommendation.

### 704 ART STUDIO: 2D DRAWING PORTFOLIO – Advanced Placement 5 credits/year

This Advanced Placement course gives highly motivated students the opportunity to pursue a college level drawing course while still in high school. Expertise in a variety of media (breadth), a commitment to a particular visual concern or idea (concentration), and a development of the sense of excellence (quality) will be stressed. This course offers the striving art student the opportunity to develop a strong portfolio by participating in a college level art course. Emphasis on color and design through the use of line, shape, spatial illusion, motion, pattern, texture and value will be stressed. Innovation is stressed as a component of self-expression as well as leadership within the arts community. This course is for grade 11-12 students with teacher recommendation. Any student who enrolls in this course is required to submit an AP portfolio in May.

### 705 PAINTING – Every Other Day 2.5 credits/every other day 706 PAINTING – Every Day 5 credits/year

This course emphasizes painting technique, material-use, and related design considerations. The course also examines painting procedures and content. Students will explore representational and abstract imagery using a wide variety of painting media. They will also be expected to fully explore their personal style and to experiment with other modes of painted expression. The course can be taken each year, or students can advance to Honors Painting upon instructor recommendation.

### 707 PAINTING – Honors 5 credits/year

This course provides motivated students the chance to employ and study advanced painting skills. Emphasis will be placed on developing a portfolio leading toward meeting the requirement of the Advanced Placement course. Critique format, creativity, and critical thinking are stressed as major components of this course. Students will assume responsibility for self-assessment as well as collaborative assessments. This course is for grade 10-12 students with teacher recommendation.

### 723 3D ART / CERAMICS 1 2.5 credits/every other day

Students taking this course will explore three-dimensional art-making using clay and other 3D media. Students will learn hand-building techniques with clay including pinching, coiling, slab-building, how to use molds, and combinations of these techniques. In addition to functional pieces, students will explore sculptural forms with clay. Students will also learn about glazing methods and the firing process. In addition to clay, traditional and experimental sculpture techniques will be investigated using a variety of 3D media including glass, natural materials, found objects, wire, paper-maché, and reused/recycled materials. This course emphasizes collaboration, critical thinking, and creative problem solving. Priority given to grade 9-10 students.

### 724 3D ART / CERAMICS 2 5 credits/year

This course builds on the knowledge, skills and content from 3D Art/Ceramics 1. Students will learn more advanced techniques, in addition to using previously learned techniques in more innovative, conceptual, and sophisticated ways.

Students will increase their skills using clay and a variety of other 3D media including glass, metal, natural materials, found objects, wire, wood, paper-maché, and reused/recycled materials. Students taking this course will complete research projects containing artistic, writing, and computer presentation components to expand their knowledge of the history of ceramics and sculpture, and the contemporary world of 3D Art and its artists. This course emphasizes collaboration, critical thinking, and creative problem solving. Priority given to grade 10-11 students.

726 3D ART / CERAMICS 3

5 credits/year

Students in this course will enrich their understanding of three-dimensional artistic applications and increase their skills using clay and a wide variety of other sculptural media in innovative ways. The course gives highly motivated art students the opportunity to explore ceramics and sculpture to more technically-advanced and conceptually-advanced levels. Students will explore representational and nonrepresentational sculpture while utilizing the Principles of 3D Design in informed and experimental ways. Students will create a “mini portfolio” in preparation for the Advanced Placement 3D Design course. This course emphasizes collaboration, critical thinking, and creative problem solving. For Grades 11-12.

728 ART STUDIO: 3D DESIGN PORTFOLIO – Advanced Placement

5 credits/year

This Advanced Placement course gives highly motivated art students the opportunity to pursue a collegiate-level sculpture course while in high school. Students will explore sculpture in representational and nonrepresentational ways using clay and other three-dimensional media. Student work will demonstrate the Principles of 3D Design in informed and experimental ways. Through direct teacher instruction, students will produce a volume of high quality pieces of three-dimensional artwork, which will be assembled into an AP portfolio and submitted to the College Board. This course emphasizes collaboration, critical thinking, and creative problem solving. For Grades 11-12. Teacher recommendation is required.

729 PARTNERSHIP IN ART

2.5 credits/every other day

This course emphasizes collaboration and relationship building through the act of making art. Partnership in Art is dedicated to including all students in art-making activities while new connections and friendships are formed. Collaborative and individual projects will be completed, in addition to team-building and relationship-building activities. This course emphasizes collaboration, critical thinking, and creative problem solving.

## Music

Grade 9	Grade 10	Grade 11	Grade 12
Instrument Workshop*	Instrument Workshop*	Instrument Workshop*	Instrument Workshop*
Symphonic Band (H Option)	Symphonic Band (H Option)	Symphonic Band (H Option)	Symphonic Band (H Option)
Jazz Lab – H*	Jazz Lab – H*	Jazz Lab – H*	Jazz Lab – H*
Piano 1*	Piano 1, 2*	Piano 1, 2, 3*	Piano 1, 2, 3*
Guitar 1*	Guitar 1, 2*	Guitar 1, 2, 3*	Guitar 1, 2, 3*
American Contemporary Music*	American Contemporary Music*	American Contemporary Music*	American Contemporary Music*
Music in Film & Media*	Music in Film & Media*	Music in Film & Media*	Music in Film & Media*
	Partnership in Music*	Partnership in Music*	Partnership in Music*
Songwriting*	Songwriting*	Songwriting*	Songwriting*
Recording & Music Production*	Recording & Music Production*	Recording & Music Production*	Recording & Music Production*
	Music Theory & Composition – H	Music Theory & Composition – H/AP	Music Theory & Composition – AP
	Concert Chorus – H	Concert Chorus – H	Concert Chorus – H
Concert Chorus	Concert Chorus	Concert Chorus	Concert Chorus
	Select Chorus VOX – H	Select Chorus VOX – H	Select Chorus VOX – H

\*Indicates a 2.5 credit course

## MUSIC

The HHS Music Department is committed to providing a comprehensive, sequential, and collaborative program that offers a variety of performing ensembles and non-performance oriented classes designed to meet the needs of all students at Hanover High School. As a result, the performance-based classes participate in many activities throughout the year. These include three to four concerts per year. Ensembles also may participate in the following organizations, performances, and music festivals: the Massachusetts Instrumental and Choral Conductors' Association (MICCA) Music Festival, Bridgewater State University High School Honor Band, University of Massachusetts High School Honor Band, MMEA All-State Festival Band and Chorus, MMEA Southeast District Junior and Senior Festival, Southeastern Massachusetts School Bandmasters Association (SEMSBA) Junior and Senior Festival, Massachusetts Association of Jazz Educators (MAJE) Festival, the UMass Band Day and local parades and community performances such as the Hanover Halloween Parade, Town Tree Lighting, Holiday Caroling, Memorial Day Parade, annual Swing Dance, and Hanover Day. The music department also participates in out-of-state performance tours for the performing ensembles on an every-other year rotation. If you have any questions about these courses, please speak with the department teachers.

### PERFORMING ENSEMBLES

#### 760 INSTRUMENT WORKSHOP 2.5 credits/year

This instrumental class is for any students interested in learning a wind or percussion instrument or for students intending to major in music education. Students may choose to focus on the flute, clarinet, saxophone, trumpet, french horn, trombone, baritone, tuba, and percussion. The focus will be reading basic music notation, building individual technique, developing ensemble skills such as tuning and listening, and performing individually and with others. This is the perfect course for a student who previously played an instrument and wants to return or a band student who wants to learn a double or new instrument. Students planning on majoring in Music Education or Performance are also encouraged to take this course. No previous experience required. Students will be required to rent or bring their own instruments. Some school-owned equipment may be available as well.

761 SYMPHONIC BAND 5 credits/year  
Symphonic Band is the centerpiece of the instrumental music department and is open to all wind and percussion instrumental students in grades 9-12. The Symphonic Band begins as the Pride of Hanover Marching Band in the Fall. Students will develop technique and musicianship through performance of quality literature from a variety of genres, styles, and historical periods. Students are expected to prepare for performances and rehearsals through individual practice and sectional rehearsals. Students are encouraged but not required to take private lessons on their instrument. Performing experiences include the Holiday Pops concert, MICCA Festival, Spring Pops, and a variety of community events. Throughout the duration of the course, the students will develop collaborative skills, creativity and innovation, life skills in leadership, ethics, accountability, adaptability, personal responsibility, productivity, social development, self-direction and responsibility. Previous instrumental music experience is recommended. students in grades 9-12 students who do not desire honors credit.

762 SYMPHONIC BAND – H 5 credits/year  
To receive honors credit in instrumental performance, students will meet all obligations of Symphonic Band (see course description above). Additionally, students will be required to audition for SEMMEA or SEMSBA, study privately, and assume a leadership role (drum major, section leader, librarian, public relations, uniform manager). This course is for grade 9-12 students with teacher recommendation.

763 JAZZ LAB – H 2.5 credits/year  
The Jazz Lab course is a multifaceted course designed for students who wish to learn to play and improvise in the Jazz idiom and who are interested in learning about the history of Jazz Music. Members will begin to learn elements of Jazz theory, improvisation, and interpretation involving chords, scales, patterns, and stylistic considerations, and will perform in both big band and small-combo settings. Wind players must also be enrolled in the Symphonic Band. Guitar, bass, drum, and piano students are not required to be enrolled. All students will increase their global awareness through the study of music from other nations and cultures resulting in mutual respect for diverse societies and customs. Through the duration of the course, the students will develop skills in collaboration, creativity and innovation, life skills in leadership, ethics, accountability, adaptability, personal responsibility, personal productivity, people skills, self-direction, and social responsibility. This course is for grade 9-12 students with teacher recommendation.

750 CONCERT CHORUS 5 credits/year

Concert Chorus is a mixed-voice (male and female) ensemble, open to all students in grades 9–12 who want to sing in a positive, welcoming environment. The primary focus of the class is to help students gain confidence in the use of their own voice. Through this daily practice, students will gain confidence in basic musicianship skills, such as the ability to read music, listen to and analyze music; as well as learning to sing collaboratively and expressively with others. Through the study of a wide variety of choral literature, students will increase their global awareness through the study of music from other nations and cultures resulting in a mutual respect for diverse societies and customs. Additionally, students will study and sing several genres of music, including contemporary music of the student's choice. Through the duration of the course, students will develop skills in collaboration, creativity and innovation, life skills in leadership, ethics, accountability, adaptability, personal responsibility, people skills, self-direction, and social responsibility.

751 CONCERT CHORUS – Honors

5 credits/year

To receive honors credit in choral performance, students will meet all obligations of Concert Chorus. Additionally, students will be required to audition for SEMMEA or SEMSBA, study privately, and/or assume a leadership role (president, VP, historian). Additional attendance at events outside of school may also be required. This course is for grade 10–12 students, with teacher recommendation.

752 SELECT CHORUS (VOX) – Honors

5 credits/year

This ensemble is open to students in grades 10–12 who are committed to achieving the highest levels of musical excellence. Treble voices who show significant control over their vocal technique through an audition and interview process will be selected to join the ensemble. The course will provide students numerous performance opportunities, via school related performances and out-of-school performance engagements. Through the study of a wide variety of choral literature, students will increase their global awareness through the study of music from other nations and cultures resulting in a mutual respect for diverse societies and customs. Emphasis will be placed on the development of individual vocal technique, choral ensemble balance, stylistic interpretation and analysis, musicianship skills, and creativity through musical expression. Through the duration of the course, the students will develop skills in collaboration, creativity and innovation, life skills in leadership, ethics, accountability, adaptability, personal responsibility, personal productivity, people skills, self-direction and social responsibility. Members of this ensemble are expected to audition for MMEA District, SEMSBA, and ACDA honor choirs, as determined by the student and the Director. Ensemble members are strongly encouraged, though not required, to take private voice lessons to help maintain the high level of musical integrity that has been established by this group.

## MUSIC ELECTIVES

765 GUITAR 1

2.5 credits/every other day

This course serves as an introduction to guitar playing, and is especially suited for students who would like to eventually play guitar in a band, or write their own songs. Over the course of the year, students will develop skills related to performing on the acoustic guitar including: playing chords and melodies, basic strumming patterns, finger picking technique, and bar chords. Through dedicated practice, students will cultivate musicianship skills, such as the ability to read music and follow a chord chart, listen to and analyze songs, and perform as a soloist and member of an ensemble. Students will increase their global awareness through the study of music from other nations and cultures, resulting in a mutual respect for diverse societies and customs. Through the duration of the course, students will develop skills in critical thinking, communication skills, collaboration, creativity and innovation, and contextual learning; and life skills in accountability, adaptability, personal responsibility, personal productivity, people skills, and self-direction. Possible final project topics for the class include, but are not limited to: forming a band with fellow classmates and writing your own song; composing a solo song; creating a music video covering a song you love. This course is for students in grades 9–12.

766 GUITAR 2

2.5 credits/every other day

Students who have successfully completed Guitar I may register for Guitar II.

767 GUITAR 3

2.5 credits/every other day

Students who have successfully completed Guitar II may register for Guitar III.

781 PIANO 1

2.5 credits/every other day

This course will provide students with introductory experiences on the keyboard. Taught in the Music Technology Lab, each student will have opportunities to develop performance techniques necessary to perform simple songs on our KORG keyboards. No prior piano/keyboard skills are needed for this course. Students will gain a working knowledge of selected scales, chord progressions, music reading skills, and expressive characteristics appropriate to the keyboard. Students will also explore the evolution of the keyboard to its current technology, and will learn about famous pianists and composers. The students will increase their global awareness through the study of music from other nations and cultures resulting in a



mutual respect for diverse societies and customs. Through the duration of the course, the students will develop skills in critical thinking, communication skills, collaboration, creativity and innovation, and contextual learning; and life skills in accountability, adaptability, personal responsibility, personal productivity, people skills, and self-direction. This course is for grade 9-12 students.

782 PIANO 2 2.5 credits/every other day  
Students who have successfully completed Piano 1 may register for Piano 2.

783 PIANO 3 2.5 credits/every other day  
Students who have successfully completed Piano 2 may register for Piano 3.

770 AMERICAN CONTEMPORARY MUSIC 2.5 credits/every other day  
This course is intended for the student who has a general interest in music, but may not be involved in one of the performance ensembles. The course will follow the development of Western music through the birth of American music and then carefully examine the various styles that were indigenous to America. The development of popular music, beginning with the blues and Jazz, continuing through early rock-n-roll, with the British invasion, and popular trends up to today will be explored as well as Musical Theatre and contemporary American music. The students will increase their global awareness through the study of Western and African music and how these traditions gave birth to American music. Through the duration of the course, students will develop skills in critical thinking, communication skills, collaboration, creativity and innovation, and contextual learning; and life skills in accountability, adaptability, personal responsibility, personal productivity, people skills, and self-direction. This course is for students in grades 9-12.

771 SONGWRITING 2.5 credits/every other day  
This course is intended for the student who has an interest in discovering what makes a hit song and how they are written. It is also a gateway for advanced studies in music theory. Students will review the basic fundamentals of music including sound, harmony, melody, rhythm, timbre, form and growth. By the completion of the course, students will have a portfolio of songs and compositions in a variety of styles. Students will also explore the composition of digital music by using various music technology software including StudioOne, Garageband, Finale, and Noteflight. Students taking this course should have an interest in creative writing, music composition, and collaboration. No formal music training is required. This course fulfills the prerequisite for AP Music Theory. Songwriting can be taken simultaneously or sequentially with Recording and Music Production or as a standalone course. This course is intended for students in grades 9-12.

772 SOUND RECORDING AND PRODUCTION 2.5 credits/every other day  
This course is designed for students who have an interest in recording, mixing, mastering, and producing music. Course topics include acoustics, signal pathway, using microphones and audio devices, digital audio workstations, and beat/loop production. Students will use the music technology lab and specialized audio equipment to work creatively and collaboratively on several projects building technical skills in music technology for recording and live sound reinforcement. Songwriting can be taken simultaneously or sequentially with Songwriting or as a standalone course. This course is intended for students in grades 9-12.

773 MUSIC IN FILM AND MULTIMEDIA 2.5 credits/every other day  
This course will allow students to explore the psychology of music and how it shapes our thoughts and emotions. They will discover specific ways in which music can be used as an influential tool through various media, as well as determine why some music fits certain situations where other music does not. Film concepts will include many examples of soundtracks, underscoring, and source music. Students will also investigate what makes a catchy jingle in advertising, as well as the composition of memorable themes for television themes. We will also investigate the world of video game music and the current market for multimedia composition. Through the duration of the course, students will develop skills in critical thinking, collaboration, creativity and innovation, information and media literacy, and contextual learning. This course is for grade 9-12 students.

774 PARTNERSHIP IN MUSIC 2.5 credits/every other day  
Partnership in Music is a collaborative class for students in the general population to teach, and learn with, special needs students. This class will facilitate a positive collaboration between students that focuses on the various aspects of music making: playing instruments, singing, dancing, composing, and listening to a wide variety of music. Through these collaborations, a wide range of cognitive, emotional and physical abilities will be developed, as well as positive and rewarding friendships between students. This course is especially designed for students who are interested in a career in musical therapy. This course is open to all students in grades 10-12.

775 MUSIC THEORY & COMPOSITION – H 5 credits/year  
This course also utilizes the Music Technology Lab and builds on the music composition basics covered in Exploring Music.

Students will continue using music theory software to cover in more depth the art of harmonization, including seventh chords, secondary dominant chords, minor and modal scales, linear harmony and formal aspects of larger works including chamber and orchestral compositions, as well as modern popular music, and will continue to explore the area of ear training and orchestration. Students will also work with Finale and Noteflight notation software on a more advanced level to create individual composition projects that they can both hear and see, and will be given the option to submit pieces of work for competition. Through the duration of the course, the students will develop skills in critical thinking, collaboration, creativity and innovation, information and media literacy, and contextual learning; and life skills in accountability, adaptability, personal responsibility, personal productivity, people skills, and self-direction. This course is for grade 10-12 students who have successfully participated in an ensemble class (band or chorus), completed *Songwriting* or by Director Recommendation.

776 MUSIC THEORY – Advanced Placement

5 credits/year

This course is specifically designed for students with a strong interest in music. Upon successful completion of this course, the student will be prepared to take the AP Music Theory Exam. This course helps master the rudiments and terminology of music learned in previous courses, including: notational skills; intervals; scales and keys; chords; metric organization; and rhythmic patterns. The course progresses to more sophisticated and creative tasks, including: composition of a bass line for a given melody, implying appropriate harmony; realization of a figured bass; realization of a Roman numeral progression; and analysis of repertoire, including study of motivic treatment, examination of rhythmic and melodic interaction between individual voices of a composition, and harmonic analysis of functional tonal passages. Common-practice tonality will be studied via functional triadic harmony in traditional four-voice texture (with vocabulary including non-harmonic tones, seventh chords, and secondary dominants), tonal relationships, and modulation to closely related keys. This course also incorporates a brief introduction to Twentieth-century styles through analysis and original composition. Throughout the course, musical skills are developed through the following types of exercises (both conducted in class and assigned as homework): listening (discrete intervals, scales, etc.; dictations; excerpts from literature); sight-singing; written exercises; creative exercises; analytical exercises. Through the duration of the course, the students will develop skills in critical thinking, collaboration, creativity and innovation, information and media literacy, and contextual learning; and life skills in accountability, adaptability, personal responsibility, personal productivity, people skills, social responsibility and self-direction. Any student who enrolls in an AP course is required to take the AP exam in May of the school year. This course is for grade 10-12 students who have successfully completed a performing ensemble, *Songwriting*, Music Theory II or by teacher recommendation.

## Physical Education and Wellness

Physical Education and Health Education are combined to make up the Wellness Education Curriculum. Each course offers students a combination of life-time activities and health related topics designed to broaden the student's overall well-being - including, but not limited to - the creation of a supportive learning community and developing self-awareness and self-management.

802 PE 9/10

2.5 credits/every other day

This introductory course will provide learners with an understanding of health-related fitness, group dynamics, communication and collaboration, and individual/team skill building. The following learning experiences may be included: basketball, badminton, health-related fitness, strength training, touch football, field hockey, power walking, volleyball, ultimate Frisbee, yoga, softball, wiffle ball, rag ball and tennis. Students will be able to perform and demonstrate proper stretching mechanics. Students will demonstrate their learning and achievement through performance-based and written assessments. In addition to physical activities, each year relevant adolescent health and wellness topics will be integrated into the curriculum. The curriculum may include wellness topics such as diet, sun safety, body image, substance abuse, bullying and depression.

803 PE 11/12

2.5 credits/every other day

This physical education course, for juniors and seniors, will include learning experiences in health-related fitness and exercise concepts, group dynamics, movement studies, rhythmic and dance, strength and conditioning, lifetime activities, and advanced team concepts. Specific activities offered include badminton, weight training, aerobics, yoga, Pilates, team handball, floor hockey, two-hand touch football, ultimate Frisbee, power walking, tennis, softball, and basketball. Students will demonstrate their learning achievement and will be accountable through performance and cognitive technological assessments. All students will either design their own personal fitness plan or develop and conduct a lesson plan for a unit of their choice. Each personal fitness plan or lesson plan will include at least one form of technology and demonstrate effective writing skills. In addition to physical activities, each year relevant adolescent health and wellness topics will be integrated into the curriculum. The curriculum may include wellness topics such as safe driving, substance abuse, gender identity, healthy relationships, CPR and First Aid, healthy sleep habits and depression.

811 PE: LIFESAVING SKILLS

2.5 credits/every other day

This elective course for grade 11-12 students will teach students how to appropriately respond to, prevent, and identify a variety of medical and emergency situations. Topics to be covered include, but are not limited to the following: first aid, adult, child, infant Cardiopulmonary Resuscitation (CPR) and AED use, mock ALICE training, Tourniquet training, Self defense-R.A.D for Men and R.A.D for Women, and Narcan administration. Students will have the option to obtain certification from American Red Cross for First Aid and CPR. In addition, students will be exposed to a variety of current health/wellness topics. Knowledge gained from a variety of topics will help educate, empower, and foster positive decision-making. Community involvement/partnerships will be implemented during this course as much as practical and possible. Students in this course are expected to be active participants, efficient communicators, and effective collaborators.

814 PARTNERSHIP IN PHYSICAL EDUCATION

2.5 credits/every other day

A collaborative instructional program for both typical learners as well as learners with a disability to give all students the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness. Interested students should contact one of the PE/Wellness teachers. This course is open to grades 10-12.

## Academic Information

Consistent with the Hanover Public School System's belief in equity and excellence for all students, and built upon Hanover High School's Core Values and Beliefs that we provide "a competitive and challenging curriculum specific to individual educational needs, empowering students to succeed in the academic, social, and civic arenas," Hanover High School stresses academic rigor through challenging graduation requirements.

### Graduation Requirements

All students are required to earn 120 credits as well as earn a Competency Determination through participation in MCAS testing in order to graduate. Students must earn a Competency Determination in English Language Arts and Math MCAS exams or successfully complete an Educational Proficiency Plan (EPP). In addition, all students must pass the Science MCAS.

### Graduation Participation

Graduation is a privilege, not a right. The Principal has the prerogative to award the diploma at a later date. Once seniors have been released from school after their final exams, they are not to return to school except for school business or as directed by the Administration for specific exercises. No disruption of the school will be tolerated at any time. Failure to comply can result in nonparticipation in graduation and withholding of the diploma until after graduation. Criminal conduct will be reported to the police. The Principal shall, well in advance of graduation, make known in writing to members of the graduating class and their parents the standards of proper conduct pertaining to graduation. Because the school is interested in maintaining the quality and integrity of its programs throughout the school year, infractions of school rules which occur after May 1<sup>st</sup> of any school year may be subject to further consequences in addition to those listed below, which include but are not limited to, removal from school activities, senior class activities and/or participation in graduation activities or ceremonies. The Principal has the right to refuse a student's participation in the graduation ceremonies and to withhold awarding of a diploma on graduation day for reasons including but not limited to: (1) Failure to pass the required courses and meet academic requirements for graduation, (2) Failure to participate in the graduation rehearsals as deemed necessary by the Principal, (3) Refusal to wear academic robes (caps, tassels, and gowns) and other appropriate clothing as required by the Principal, (4) Violation of the Drug & Alcohol Policy after May 1, (5) Serving of a suspension at the time of graduation and (6) Any breach of behavior or decorum that would tend to discredit the school while attending or while en route to or from any of the traditional functions.

## Hanover High School Course of Study

### Humanities Courses (45 credits)

- English – 20 credits (4 years)
  - Students may not take more than one English course per year until senior year. During senior year, students may take English 11 and senior level English as necessary to graduate.
- History – 15 credits (3 years)
  - Must include two years of US History and one year of World History
- World Language – 10 credits (2 years)

### STEM Courses (35 credits)

- Math – 20 credits (4 years)
- Science – 15 credits (3 years)
  - Must include biology as well as two additional lab sciences

### Physical Education/Wellness Electives (10 credits)

### Other Electives (30 credits)

- Any approved elective except PE/Wellness, which is already required

Total: 120 credits to graduate

### Promotion Requirements

Grade 9 to Grade 10 – 30 credits

Grade 10 to Grade 11 – 60 credits

Grade 11 to Grade 12 – 90 credits

### Community Service Graduation Requirement – 40 Hours

Hanover High School is committed to the benefits of a Community Service Graduation Requirement. Our Core Values and Beliefs Statement summarizes, “We believe that respect, compassion, and empathy promote a positive climate that fosters school spirit and unity.” Further, our 21<sup>st</sup> Century Learning Expectations require that HHS students act responsibly and are “active citizens who demonstrate an understanding of civic responsibility.” Therefore, community service is an opportunity for students to become active citizens by developing an appreciation for the responsibility we all have as citizens to contribute to the improvement of the communities in which we live. In doing so, students will also have the opportunity to enhance their personal growth, build their self-esteem, and develop their social skills. By making community service a graduation requirement, Hanover High School recognizes the need for all students to become active citizens.

Definition: Community Service is an action, performance, or a “hands on” activity by an individual or group without compensation, whose effort will directly benefit others. *Participation or membership in an extra-curricular club or organization does not constitute community service (i.e., meetings or rehearsals). Taking part in a community service activity that is done by the extra-curricular club would count.*

Students will be required to do 10 hours of community service per year for a total of 40 hours. In this way, students remain active in their community for all four years. Transfer students would be required to do 10 hours of community service for each year they attend HHS. In as much as these are already embedded into the curriculum, the Senior Humanities Projects will not count toward the ten hours for the purposes of this graduation requirement. An informational presentation on the procedures for procuring and documenting community service will be given to all students at the start of each year, and regular communications will be made available throughout the year. It is possible to complete these yearly requirements in the summer prior to the next school year. The ten hours of Community Service must be accrued between July 1 and June 30 of each school year with the exception of senior year where the community service activity must be completed by May 1st. Students will be able to log their hours directly into the Aspen Student Information System for approval, and they will receive several communications throughout the year regarding service opportunities and their individual progress towards this graduation requirement. The Hanover Public Schools Family and Community Engagement Office (FACE) oversees all community service communications. Their email address is [communityservice@hanoverschools.org](mailto:communityservice@hanoverschools.org).

### Course Levels

#### *Advanced Placement (AP)*

Advanced Placement courses involve a prescribed curriculum determined by the College Entrance Examination Board. The course work is considered college level preparation, carries additional weight in computing grade point average, offers the opportunity to earn college credit, and is designated to be rigorous and challenging. Students considering enrollment in an AP course should speak with their guidance counselor, the AP teacher, and their parents/guardians and consult each department course description for AP courses offered in each department before making any decisions. All AP courses

require summer work prior to the start of the school year. Any student who enrolls in an AP course is required to take the AP exam in May of the school year. Students must pay for the AP exams before January 15. Financial assistance is available upon request.

#### *Honors (H)*

These courses are recommended for students who demonstrate high academic achievement through a combination of motivation and aptitude. These courses contain considerable enrichment and acceleration. Instruction assumes that students are able to grasp content and concepts on initial presentation. These courses emphasize higher order thinking in analysis, synthesis and evaluation. Outside reading, problem-solving and study are required. Students are expected to show initiative with respect to organization of time, long-term assignments, and seeking extra help. Written work must exhibit complexity in structure, thought, and vocabulary.

#### *College Preparatory*

These courses are demanding and require a great deal of outside preparation. Student work requires thoughtful application and analysis of content. Consolidation and application of concepts are developed both independently and with teacher guidance. Written work exhibits proficiency in sentence structure, sophistication of vocabulary and in the development and integration of themes and concepts. Outside reading, problem-solving, and study precede and follow classroom discussions. All courses in this Program of Studies are college preparatory courses, unless identified as honors (H) or advanced placement (AP).

#### *Course Selection and Changes*

- The master schedule of courses for the high school is determined by student requests in the spring of each year. Staffing is assigned based on student requests. Courses should be chosen carefully by students, who should seek the advice of faculty, guidance counselors, and parents/guardians.
- Courses requested by a student are not guaranteed to be a part of the student's schedule.
- At times, adjustments are made to student schedules because of conflicts which result when two courses are offered at the exact same time and options are not available. When such a conflict arises, students and parents/guardians are often placed in courses they may not have requested in order to give the student a full and complete schedule.
- Student initiated course changes begin with the student's guidance counselor. Changes involving errors, conflicts or necessary revisions are handled first. Course changes must be made in the best interest of the student's academic schedule. Requests made to change teachers will not be honored without permission of the principal.
- After the add/drop deadline has passed, the guidance counselor will initiate communication with the teacher, department head, director, and parent/guardian when schedule change or level drops are requested.
- All parental and student initiated schedule changes after the add/drop deadline require the completion of the schedule change request form and a conversation with a guidance counselor. Forms can be found in the guidance office.
- The deadline for all add/drops is September 15th.

#### *Initial Course Selection for Grade Nine*

Course placement for grade nine students incorporates grades in their current eighth grade courses, teacher recommendations, MCAS test results, standardized test results, as well as student and parent requests. The high school guidance counselors meet with incoming 9<sup>th</sup> grade students in the spring of their 8<sup>th</sup> grade year during an assembly presentation to assist with their ninth grade course selection. A Curriculum Night is also held to acquaint parents/guardians and incoming eighth graders to Hanover High School and its rigorous academic program.

#### *Level Changes*

The following grade recommendations serve as guidelines for students who seek to maintain or change levels. These grade recommendations are not cast in stone and serve to begin the conversation between you, your guidance counselor, teachers, and parents/guardians. In general, a student should earn a B- or better to continue in an honors course. It is recommended that a student earn B+ or better to move from college preparatory to honors coursework. Guidance Counselors consult with the curriculum director, teachers, parents, and students when the student requests a level change.

#### *Dual Enrollment*

As part of the Massachusetts Education Reform Act, students may qualify to take college level courses for high school credit. Students will be awarded a minimum of 2.5 credits for each semester course successfully completed. The Hanover School System is not responsible for tuition or transportation. Additionally, Hanover High School offers a dual-enrollment program in partnership with Quincy College whereby adjunct-qualified HHS teachers may teach an approved HHS course that is recognized as a Quincy College course. There is a fee associated with this dual-enrollment opportunity. See your Guidance Counselor for more information.

#### *Assessment*

### *School Accreditation*

Hanover High School is accredited by the New England Association of Schools and Colleges (NEASC) which is one of six regional accrediting associations in the United States. NEASC conducts a comprehensive evaluation of member secondary schools once every ten years. Association accreditation expresses confidence in the secondary schools' ability to meet predetermined standards in instruction, curriculum, assessment, leadership and community resources.

### *Massachusetts Four-Year State College and University Admission Requirements*

The following college preparatory courses must be taken and passed: English - 4 years, Mathematics - 4 years (Algebra 1 & 2, and Geometry or Trigonometry or comparable coursework), Science - 3 years (3 lab sciences), Social Science - 2 years (1 year of U.S. History), Foreign Language - 2 courses (in a single language in high school), and Electives - 2 years (from the above subjects or from the arts and humanities or computer science).

### *The minimum GPA for any Massachusetts State College or University is 3.0*

For those candidates who do not meet the minimum GPA, a sliding scale consisting of the GPA and SAT I scores can be used. Some students who do not meet minimum requirements may be accepted under a special admissions program. However, no applicant with a recalculated high school GPA below 2.0 may be admitted to a four-year state college or university. Attainment of minimum admission requirements does not guarantee acceptance. Students should consult with guidance for more detailed information.

### *NCAA Requirements*

Any student who plans to participate in college athletics is advised to see their Guidance Counselor at the end of their sophomore year for specific NCAA requirements.

### *PSAT*

Consistent with our beliefs to provide "a challenging curriculum specific to individual educational needs," Hanover High School is requiring all 10<sup>th</sup> and 11<sup>th</sup> grade students to take the PSAT/NMSQT in preparation for college and career. The exam will be administered in October during the school day. The score report from these exams will provide the individualized educational tools necessary for our students to get an early start in preparation for college and career. Hanover High School faculty will evaluate the results in the aggregate addressing school-wide strengths and weaknesses as well as overall Hanover High School curriculum design. The PSAT provides all students an opportunity to experience college level academic content and be evaluated accordingly. Any parents/guardians who have questions about this opportunity for all are urged to call the principal. There is a fee to take the PSAT. Any student on free and reduced lunch will be exempt from payment. Financial aid is available upon request.

### *Calculation of Final Grades*

*Year course:* Sum of the term grades times two, plus the final exam grade, all divided by 9.

*Semester Course:* Sum of the term grades times four, plus the final exam grade, all divided by 9.

### *Grade Point Average and Class Rank Percentile*

Any Hanover High School leveled course is part of the HHS Grade Point Average (GPA). In order to compile a GPA, the "Weights for Final Grades" chart will be used. This chart is used for GPA calculation and CLASS RANK PERCENTILE. Grade point averages will be listed on transcripts as a 4.0 scale.

*HHS GPA:* Includes all leveled courses

*Academic Core Course GPA:* Includes all weighted non-elective core courses

All students are calculated in class rank percentile. Any course that is leveled will be factored in determining class rank percentile. Class rank percentile will be determined at the end of the junior year and at the middle and third quarter of the senior year.

- A weighted numerical equivalent is assigned to the final grade of every leveled course. Failing grades are also included. See the following grid.
- Class rank percentile is determined by the sum of the final GPA equivalents divided by the number of leveled/weighted courses.
- Transfer grades are not calculated into either HHS GPA or Core Course GPA.
- A minimum of two full years attendance (70 Credits of HHS coursework) at Hanover High School is required to be considered for Valedictorian and/or Salutatorian and academic scholarship awards based upon Grade Point Average.
- A student who earns an A- or higher in all courses will be designated as achieving High Honors.
- A student who earns a B- or higher in all courses will be designated as achieving Honors.

### *Weights for Final Grades, GPA, and Class Rank Percentile*

Grade	Numeric Equivalent	AP	Honors	CP
A+	97-100	5.1	4.8	4.3
A	93-96	4.8	4.5	4.0
A-	90-92	4.5	4.2	3.7
B+	87-89	4.2	3.9	3.4
B	83-86	3.9	3.6	3.1
B-	80-82	3.6	3.3	2.8
C+	77-79	3.3	3.0	2.5
C	73-76	3.0	2.7	2.2
C-	70-72	2.7	2.4	1.9
D+	67-69	2.4	2.1	1.6
D	63-66	2.1	1.8	1.3
D-	60-62	1.8	1.5	1.0
F	59 and below	0.0	0.0	0.0

### *Performance Reports*

- Report cards are issued on a quarterly basis. Students receive report cards via Aspen. Specific dates when report cards are issued can be found in the Student Manual. These dates are subject to change at the discretion of the Principal based upon snow days.
- Interim Progress Reports are available to all students and parents in all subjects at the midpoint of every marking term via the parent portal. Parents are urged to stay in contact with teachers on a regular basis if they have concerns about their child's performance. Parental visits to the school should be made by appointment. Parent conferences are held twice a year at the end of the first and second terms.

### *Final Exams*

If a senior has obtained a B+ (87) average and has earned at least a B+ (87) for the 4<sup>th</sup> term in a yearlong course, then he/she has the choice of being exempted from the final exam in that class. Any students who do not take their required final exam on the day designated, and have not made other arrangements, will receive a grade of zero for their final exam. All freshmen, sophomores, and juniors are required to take all final exams regardless of their averages.

### *Make-up Work Due to Absence*

Completion of work missed by a student due to absence is the responsibility of the student. Parents should contact the Guidance Department for make-up work due to an extended absence of over 5 days. Students should contact teachers for absences less than 5 days. Incomplete work at the end of a marking period must be made up within two weeks. Failure to make up work in the given period of time will result in a failing grade for the specific assignments. The Principal has the discretion to extend time for make-up.

### *Incomplete Work due to Medical Problems*

Students who receive an incomplete grade at the end of a term will have ten (10) school days to complete the necessary work. Students with documented medical issues will be allowed to withdraw from a course and at that time will be assigned a WP (withdraw passing) or WF (withdraw failing) depending on the student's average grade of all work completed at that point. Credit for the course will not be given. WP or WF does not waive a prerequisite for a course the following year. In the case of an extenuating issue and at the discretion of the Principal, students may be given a WM (withdraw medical) as a final grade notation. Credit for the course will not be given. WM does not waive a prerequisite for a course the following year.

### *Extended Absences – Tutoring*

Upon receipt of a physician's order that a student must remain at home or in a hospital for not less than fourteen (14) days for medical reasons, the student becomes eligible for tutoring services under Chapter 766 CMR 28.03 (3c).

### *Test and Quiz Make up*

Teachers are available during office hours as determined by the teacher. Teachers responsible for the instruction of different courses and levels may post a make-up schedule by course. It is the responsibility of the student to arrange make-up times for tests, quizzes, and homework. Students have the equivalent number of days they have been absent plus one additional day to make up work.



### *Homework*

Homework is integral to learning and is an extension of the classroom experience. A central goal of any academic endeavor is to develop and to foster independent learning, and homework provides much of that opportunity. Homework may be assigned to supplement or to reinforce classroom learning. As a general but not an absolute procedure, homework is assigned in every major subject on every school night. However, individual teachers determine, according to the course requirements, the type and the nature of the individual assignments as well as the quantity and value of each. Homework varies by subject and by task, including such activities as reading, problem solving, computing, formal and informal writing, brainstorming, preparing reports, conducting research, analyzing, interviewing, reviewing, reflecting, and studying. Consequently, the amount of time allotted to homework must be determined by the nature of the assignment and may vary considerably according to the individual teacher's requirements. It is not unreasonable, however, for students in the most demanding courses to receive as much as one hour or more of homework per subject per night. Students are also accountable for the assigned work and are expected to meet established deadlines. Consequences for failure to complete the work or to meet the deadlines are established by individual classroom teachers and are made known at the time of the initial assignment. Absent students have the responsibility to find out what they have missed and to make up that homework.

### *Withdrawal from a Course*

Any withdrawal from a course after term one is indicated on the student's record by WP (if passing at the time of the withdrawal) or WF (if failing at the time of the withdrawal).

### *Summer School and Course Failure Options*

Students who fail a course with a grade below a 50 must repeat the course for credit during the following school year. When a student fails a course with a 50 or higher, he/she may participate in a summer school program approved in advance by the administration, at the student's expense. Students may enroll in a maximum of two summer school classes in one summer for credit. Please see the Student Manual for further applicable policies and information regarding summer school.

### *Specialized Academic Programs*

#### *Special Education*

Hanover High School provides special education services to students in accordance with the Individuals with Disabilities Education Act (IDEA) and the Massachusetts General Law Chapter 766. Special Education is intended to provide services to students with disabilities requiring specially designed instruction in order to make progress in the general education curriculum. A variety of services including academic support, reading, speech and language, physical therapy, occupational therapy, adaptive physical education, career and college transition planning, and vocational training are provided. Services are provided to students in the least restrictive environment as determined by the Team. Specific questions regarding special education should be directed to the High School Special Education Administrator.

#### *Academic Strategies*

Students are eligible for Academic Strategies only if specially designed instruction outside of the general education classroom is identified as part of an Individual Education Plan (IEP). Academic Strategies supports students by developing specially designed curriculum to enable students to make effective progress and access the general education curriculum. Students in Academic Strategies work toward the individual goals and objectives of their IEP as determined by the Team. Depending on their IEPs students may earn 2.5 or 5.0 credits per year in Academic Strategies and will be graded pass/fail.

#### *Independent Study*

Independent Study provides an opportunity for the more advanced, responsible student to work on a project of his/her choice with a teacher-advisor outside of the regular classroom setting. A student must develop a project proposal and present it to a faculty member who would volunteer to act as an advisor. The student will be graded each marking term on the basis of demonstrated achievement and effort. A student may earn up to five (5) credits per year. The privilege of developing and implementing an independent study program will depend on the availability of teacher supervision and time. Independent Study courses will not count toward a student's GPA and Class Rank calculations as they are not leveled. All requests for Independent Studies must go to the appropriate director for review and receive final approval from the Principal.

#### *Virtual High School*

Students may earn up to 2.5 credits per semester or up to 5 credits per year in this innovative and challenging program. Hanover High School students will have the opportunity to enroll in unique courses not traditionally available at Hanover High School, such as Pre-Veterinary Medicine or Entrepreneurship or Screenwriting. Virtual High School classes take place entirely over the Internet. Students may choose from a full catalog of semester length courses, including honors and college preparatory offerings. Year-long Advanced Placement courses are also available. Students will not be able to enroll in any Virtual High School course that is currently being taught at Hanover High School without the written permission of the Principal. VHS students gain essential learning skills, such as information and media literacy practice, online collaboration,

communication, and team-building. The structure of VHS courses requires productivity, initiative, and self-direction from students who will be entirely accountable and responsible for their own learning. Class sizes are limited to 25, and there is an emphasis on interaction between teachers and students. Activities are student-centered and discussion and group activities are a part of each VHS course. Students will be scheduled to report to either the Library or the Engineering Design room to attend their VHS class. Students will be chosen on a first come first served basis with preference given to seniors, juniors, sophomores, and finally freshmen in that order. VHS classes are offered in a scheduled asynchronous mode. This means that classes follow a semester schedule and assignments are due at specified weekly intervals. However, students can complete their work at any time during the week, as long as work is posted by specified due dates. Site coordinator Mrs. McHugh will be available throughout the year for technical assistance, distribution of class materials, and biweekly progress reports which will be sent home. The VHS course will count toward a student's GPA and Class Rank if the student is taking the course as part of their seven period day. VHS courses taken as an extra course beyond the seven period day will not count toward the student's GPA and Class Rank. All VHS courses count toward partial fulfillment of the graduation requirements described on page 16. Please login to VHS online at: [www.govhs.org](http://www.govhs.org) to see the course offerings. For further information, please see your guidance counselor or librarian and request a registration form and VHS course contract.

#### *School to Work Program*

The School-to-Work Program provides a structure for the school and business community to close the gap between classroom learning and the skills necessary for career success. It is a cooperative program designed to provide the student with a meaningful job, which will make him/her a contributing member of the community and will instill a strong work ethic. This course provides the opportunity for students to gain authentic work experience and skills, possible full-time employment upon graduation, and career exploration. The program requires students to attend school for six periods a day and work a minimum of 10 hours per school week. Students must be at least 16 years of age and will be required to have an annual physical examination. Specific guidelines and rules will be distributed to all candidates at an initial meeting in June. For grade 11-12 students.

# Attendance Information

Regular attendance and promptness are essential to a student's academic career and social development. Therefore, each student is expected to attend school daily unless there are serious reasons to the contrary. In order to ensure that students understand that their education is a top priority, the following absence, dismissal and tardiness policies are hereby to be followed by students and parents alike.

## Absences/Notes and Phone Calls

When a student is absent, parents should call the school's main number (781-878-5450) and leave a message. If a parent or student has any questions or concerns regarding any attendance issues, they should speak to the Assistant Principal. For absences of five (5) days or more, students must bring a doctor's note upon return. Upon receipt of acceptable documentation, the school may excuse lateness, absences and dismissals for the following reasons: medical/dental appointment, funeral, court appearance or legal appointment, driver's license, college visitation [maximum of three (3) per year], religious holiday and at the discretion of the Principal/Assistant Principal.

## Absence from School – Daily

Consistent attendance is vital for educational success. There are times due to illness or family emergencies that a student may be absent. A student must never be absent without parent/guardian permission. Absent students are responsible for having their parents/guardians call the High School Main Office (781-878-5450) before 9:15 a.m. on those days that an absence occurs. Parents are asked to explain the reason for the absence. Parents/guardians who do not call the High School Main Office to verify an absence will be called during the day to confirm their child's absence. Parents who speak directly with school personnel will not need to present a note of explanation stating the reason for the absence.

## Absence from School – Planned

Parents must contact the Principal to discuss any plans for extended absences. The Principal will determine if it is an excused or unexcused absence. A student returning to school from an extended absence must be actively involved in completing work missed during the absence. The timeframe for completion of such work will be the length of the absence plus one day.

## Absence from School – Chronic

Students who accumulate more than 20 unexcused absences in a full year course or 10 unexcused absences in a half-year course will lose credit for the course. Students will be issued a written warning at the 10 and 15 day mark for full year courses and at the 5 and 8 day mark for half year courses.

## Absence Due to Field Trips

Any assignment due the day of a field trip must be submitted prior to leaving on the field trip. Any assignment to be made up as a result of the field trip will be due the next day. All students who participate in a school-sponsored field trip **MUST** submit a signed official field trip form prior to departure on the trip. A student must be on time in order to go on a field trip later in the same school day.

## Absence from Class

Any unauthorized or deliberate absence from class is a major infraction of the *Code of Conduct*. Students will not be allowed to make up any missed class work, tests or quizzes for a class cut or truancy.

## Attendance in School – Daily

Daily attendance is taken in first period. A student who fails to report to first period is marked absent for the day. A student who is late to school is expected to report to the office for a tardy slip. Failure to report to the office for a tardy slip will result in two office detentions.

## Attendance Notification Program

If a parent/guardian fails to notify the school of an absence, students who are absent from school will receive an automated phone message informing parents/guardians of the student absence. Students who accumulate five or more unexcused absences, or who miss two or more periods unexcused in at least five days in a school year, will receive written notification of such absences. Parents/guardians will be given the opportunity to meet with the Principal, or designee, to discuss an action plan for student attendance. Additional notifications may be sent as necessary.

## Dismissal from School

Students are not permitted to leave school grounds at any time during the school day without a note from a parent/guardian and approval from the Main Office. Any dismissal due to illness must be issued by the school nurse and recorded on the dismissal sheet in the Main Office. Any student who is dismissed due to illness at any time during the school day cannot

participate in co-curricular or extracurricular activities that day. The appropriate administrator must approve any other dismissals. All dismissal notes must be turned in to the Main Office before school begins and must include a telephone number where a parent/guardian can be reached during the day. If a contact number has been omitted and the parent/guardian cannot be reached, the student may not leave school. All students who are dismissed early must report to the Main Office and sign out before leaving the building. Failure to follow any aspect of the dismissal procedure will result in a consequence detailed in the *Code of Conduct*.

## Tardy Procedure

### Tardiness to School

Students must report to class at 7:55 a.m. Any student who arrives to school after 7:55 a.m. must report to the main office. The staff member in the main office will record the time the student reports and mark the student as tardy. If a student is tardy to school and has a coffee/drink, they will be expected to dispose of the coffee/drink. Students who are tardy to school are recorded as “excused tardy,” or “unexcused tardy” and this appears on the daily attendance report. For a tardy to be “excused”, the student must have had a medical/dental appointment, legal appointment, court appointment, college visit (up to 3 per year), driver license or permit appointment, or a funeral and provide acceptable documentation. Parent notes will only excuse a tardy due to a funeral. The Assistant Principal will verify this documentation. A parent or guardian must contact the Assistant Principal if s/he feels that there are any extenuating circumstances for the “unexcused tardy.” After the Assistant Principal completes his/her investigation with the parent/guardian, it is at the discretion of the Assistant Principal whether or not to excuse the tardy. Students tardy to school and arriving after 8:18 a.m. will be considered to have cut the class if the tardy is unexcused. On a quarterly basis, when a student has unexcused tardies numbering 3-5, an office detention will be assigned. On a quarterly basis, when a student reaches 6 or more unexcused tardies, an extended detention will be assigned.

### Tardiness to Class

Students tardy to class after the first period will be accepted into the room and a teacher detention will be assigned. If tardiness to class becomes a chronic issue, the Assistant Principal will become involved via an incident report form.

### Truancy from Class

*Truancy* is the unauthorized absence from any class or the school day. Initial truancy from any class will result in a conference with the student and Assistant Principal; the student will be assigned one extended detention. A second incident from any class will result in two extended detentions. A third incident from any class and all subsequent incidents will result in three extended detentions.

### Truancy from School

Students truant from school will be subject to the following: *First Truancy*: Student will receive three extended detentions. Parents will be notified. *Two or more Truancies*: The student will receive three extended detentions and an administrative conference with parent/guardian will be held.

## Code of Conduct

### Introduction

Students in the Hanover Public Schools are expected to treat all members of the school community with dignity and respect. The school community is defined as people who work or interact in the school. Students, teachers, administrators, guidance counselors, custodians, administrative assistants, cafeteria workers, parent volunteers and school visitors are part of this community. Our goal is to provide each person in the school the opportunity to grow personally, socially, and intellectually, as well as the opportunity to exercise his/her rights in a positive and constructive way. Thus, all members of the school community have the responsibility to conduct themselves in a way that demonstrates a respect for all individuals, their rights, and their property. All members of the school community are expected to know and support the standards of conduct of the school and assist in the enforcement of rules and regulations. This *Code of Conduct* is in effect during all curricular, co-curricular, athletic and special events of the school both on and off campus (e.g., graduation, graduation-related activities, school dances, prom, HHS athletic events at another school, drama competition in Boston, school dance outside Hanover, etc.), including school-sponsored trips and those times when school buses or other school-provided transportation is used. Students are reminded that a student's participation in co-curricular, athletic, and special events is a privilege, not a right or an entitlement. A student's ability to participate in Senior Humanities field study days is at the discretion of the administration.

### Administering the Code of Conduct

Students are guaranteed due process and fair treatment at school. Therefore, before a School administrator takes disciplinary action against a student, the School administrator will provide the student with appropriate due process. The guidelines set forth in this *Code of Conduct* may be supplemented by teachers' rules for individual classes. The academic success and the safety of students are contingent on students maintaining appropriate and responsible behavior. Therefore, in addition to disciplinary action imposed by the teacher for inappropriate behavior in class and/or the disciplinary action provided in this handbook, any student reported to be disruptive in class and/or in violation of the safety precautions established by the teacher may be removed from that class for a period of time designated by an administrator. If the student's behavior does not improve after returning to class, an administrator, following a conference with a parent or guardian, may permanently remove a student from the class.

In administering the *Code of Conduct*, an administrator has the discretion to significantly increase consequences in the cases of second and third offenses. In determining the severity of the consequence, the Principal or Assistant Principal may consider all relevant factors, including but not limited to the following:

1. The student's previous disciplinary record
2. The severity of disruption to the educational process
3. The degree of danger to self, others, and the school in general
4. The degree to which the student is willing to change his/her inappropriate behavior

### Student Expectations

It is expected that every student at HHS read and understand the *Code of Conduct*. It is a primary objective of our school that students learn to respect the rights of others. Through the educational process, students, faculty and the community will develop values that encourage a sense of respect for the rights of others, respect for property and respect for diverse points of view. Students must understand that for every right they have, there is a corresponding responsibility. The Student Responsibilities and Student Rights detailed below in no way diminish the legal authority that school officials may invoke to deal with students who cause significant disruption to the educational process. Students must understand that they are responsible for their behaviors and that every behavior – be it positive or negative – has a consequence. The *Code of Conduct* at HHS strives to assist students in becoming self-disciplined by identifying behaviors that inhibit a positive learning environment. It is the responsibility of the Faculty and Administration to assure that a proper educational environment exists at all times and that the school is administered without threats or coercion.

### Student Responsibilities

Every HHS student is responsible for: (1) attending school daily, being on time to all classes and completing all the work associated with those classes, (2) being aware of all school procedures and regulations detailed in the *Student Manual*, (3) assisting in maintaining a clean building and grounds, (4) volunteering information that ensures the smooth running of the school or deals with safety issues in the school, (5) serving those segments of the student body the individual represents, (6) actively keeping up with missing work while absent or suspended, (7) meeting financial obligations for lost texts and other school materials. Students who are assigned office detentions or extended detention that exceed the number of school days in the year will be responsible to serve the consequences the following school year. Seniors assigned office detentions or extended detentions must serve the consequences before participating in graduation exercises.

### Student Rights

Every HHS student has the following rights: (1) to expect that school is a safe place for all to learn, (2) to expect a school that is free from any expression of hatred or discriminatory behavior, (3) to be part of the cooperative venture with all school personnel in maintaining a positive learning environment, (4) to hold office or participate in any school activity while in good academic standing, (5) to exercise constitutionally protected rights of free speech, petitions and assembly without disrupting the educational process in the school, (6) to use school facilities for approved extra-curricular activities with proper faculty supervision, (7) to expect encouragement to participate in clubs, recreational events and other such related activities, and (8) to expect the rights afforded to an adult when 18 years old.

### Students in Leadership Positions

Any student who violates Group D, E, or F of the *Code of Conduct* will be ineligible to serve in ANY leadership position for the remainder of the school year. Any class officer, club or activity leader or captain of a sport who violates Group D, E, or F of the *Code of Conduct* will lose their leadership position for the remainder of the school year. Any class officer, officer of a club or other school organization, or captain of a sport who violates Groups A, B, or C may be required to attend a meeting with the advisor, coach, or athletic director to determine the students' ability to remain in the leadership position or to be considered for future leadership positions during that academic year. S/he may request permission to regain the leadership position during the next season. The Administration, the Coach/Advisor, and the Athletic Director will review the request. Any appeals to this policy will be heard by the Principal.

### Inappropriate Behaviors and Consequences

While the *Code of Conduct* lists examples of inappropriate conduct and potential consequences for engaging in such conduct, it is not possible to anticipate every circumstance that could result in discipline. Students should realize that if they engage in any behavior that is inconsistent with an appropriate educational environment, whether or not specifically listed in the Code, they could be subjecting themselves to disciplinary action.

#### Group A – Inappropriate behavior resulting in *Office Detention(s)* (OD)

1. *Tardy to School* – On a quarterly basis, an OD will be assigned for every 3<sup>rd</sup> to 5<sup>th</sup> unexcused tardy.
2. *Hall Pass* – OD(s) will be assigned for being anywhere outside an assigned classroom without a proper pass or misuse of a pass. Student will be placed on the restricted pass list.
3. *Missing Teacher Detention* – 2 ODs will be assigned for missing a teacher detention.
4. *Parking/Driving Violation* – 2 ODs will be assigned for driving any car to school and parking it on school grounds without the appropriate registration. Repeated violations could result in loss of parking privileges.
5. *Inappropriate Behavior in School or on a Bus* – Any disruptive behavior that warrants intervention.
6. *Inappropriate Attire* – Refer to the Dress Standards.
7. *Failure to Attend Office Detention* – 2 additional OD(s) will be assigned.
8. *Failure to Follow School Procedures* – Students who fail to follow policies and procedures as outlined in the Student Manual may be subject to OD(s).

#### Group B – Inappropriate behavior resulting in *up to 3 consecutive days of Extended Detention* (ED)

1. *Truancy from Class (Class Cut)* – See Truancy under Attendance. 1<sup>st</sup> class = 1 ED, 2<sup>nd</sup> class = 2 EDs, 3 or more classes = 3 EDs.
2. *Excessive Tardiness to School* – On a quarterly basis, an ED will be assigned for every unexcused tardy over 5.
3. *Truancy from School* – See Truancy under Attendance. 3 EDs will be assigned
4. *Forged Note, False Dismissal Call or Forged/Altered/Misused Pass* – Signing or possessing any school-required permission slip for absences, dismissals, tardies, field trips or hall passes. Also, having someone call the school as a parent/guardian for a dismissal.
5. *Removal from Office Detention* – Any failure to comply with a teacher's request or any disruption in the OD room will result in dismissal from the OD.
6. *Electronic Devices* – See Electronic Devices in General Information.
7. *Leaving School Grounds* – Leaving the building or property without permission. If a student leaves school grounds without permission, s/he may NOT return to school property. If a 7<sup>th</sup> period class is cut, it is assumed that the student has left school grounds. Parking privileges may be revoked if the student drives.
8. *Disruptive Behavior* – Any interruption or disruption of the educational process or good order of the school that occurs in the classroom, assembly, corridor, cafeteria, bus or other areas on school grounds.
9. *Unauthorized Area* – Presence in an area of the school or school grounds without permission.
10. *Failure to Verify an Absence/Tardy* – Failure to verify an absence will result in an unexcused absence and be treated as cutting class.
11. *Repeated Failure to Attend Office Detention* – Upon the 4<sup>th</sup> incident of missing OD, an ED will be assigned.

#### Group C – Inappropriate behavior resulting in *up to 5 consecutive days of Extended Detention or up to 5 Out-of-School Suspensions* (OSS)

1. *Insubordination* – Any deliberate refusal to follow the directive of a staff member or lying to a staff member.
2. *Disrespectful or Insolent Address* – Any lack of respect for others or behavior which is discourteous, arrogant or overbearing.
3. *Gambling* – Any form of card playing, sports polls, etc. is prohibited.
4. *Inappropriate Language* – Any improper, lewd or vulgar language, be it verbal, written or gestured, whether or not directed at other persons or things.
5. *Accessory to or Inciting Conflict* – Any behavior that willfully aggravates a physical conflict or impedes a staff member's intervention in a physical conflict.
6. *Violation of Academic Integrity Policy* – Refer to Academic Integrity.
7. *Unauthorized Use of or Tampering with any School Computer Equipment* – See Acceptable Use Policy
8. *Smoking Policy Violation* – See Smoking Policy.
9. *Misuse of School Property* – Any deliberate or careless misuse of school supplies, materials, equipment, computers, building facilities or property of others.
10. *Threatening Language or Action* – Any verbal, written or body language with an implied or explicit threat to another person.
11. *Driving Hazardously* – Any type of driving which is deemed potentially dangerous to students, faculty or vehicles. Driving privileges may be revoked.
12. *Violation of Classroom or School Safety policies or procedures*
13. *Bullying and/or Cyberbullying*

14. *Disruptive Behavior* – Any interruption or disruption of the educational process or good order of the school that occurs in the classroom, assembly, corridor, cafeteria, bus or other areas on school grounds.
15. *Vandalism* – Any willful damage to or destruction of school property or property of others.
16. *Violation of the District Technology Acceptable Use Policy*

**Group D** – Offenses resulting in up to 5 consecutive days of Out-of-School Suspension (OSS) and/or social probation.

1. *Stealing* – Any theft or unauthorized possession of another's property.
2. *Vandalism* – Any willful damage to or destruction of school property or property of others.
3. *Possession of Drug Related Paraphernalia* – Paraphernalia is defined as, but not limited to, rolling papers, pipes, bongs, vape pens, or any other material that connotes drug use.
4. *Fighting/Assault/Physical Conflict* – Any incident of a physical altercation, fight, or assault.
5. *Smoking Policy Violation* – The second violation. See Smoking Policy.
6. *Verbal Assault/Intimidation* – Any verbal or written language that is abusive, disrespectful or insolent in the extreme with an implied or explicit threat to another person.
7. *Removal from or Failure to Attend Extended Detention* – One OSS will be assigned and the ED will be rescheduled.
8. *Bullying and/or Cyberbullying*
9. *Disruptive Behavior* – Any interruption or disruption of the educational process or good order of the school that occurs in the classroom, assembly, corridor, cafeteria, bus or other areas on school grounds.
10. *Recording a teacher or student without prior authorization.*

**Group E** – Inappropriate behavior resulting in up to 90 consecutive days of Out-of-School Suspension (OSS) and/or social probation. School staff, however, will avoid suspensions of more than 10 days in a school year until alternatives such as positive behavioral interventions and supports have been considered and tried as appropriate. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

1. *Fighting/ Assault/Physical Conflict* – Any incident of a physical altercation, fight, or assault.
2. *Willful Actions* – Any serious acts of disruption or harm directed toward the school or person(s) in the school, e.g., activating a fire alarm, arson, making a bomb threat, discharging a fire extinguisher or instigating/participating in a violent action in school or at a school-sponsored event.
3. *Sexual Harassment* – Any unwelcome sexual conduct that unreasonably interferes with an individual's schooling or creates an intimidating, hostile or offensive environment. See Sexual Harassment Policy.
4. *Harassment* – Any unwelcome conduct that unreasonably interferes with an individual's schooling or creates an intimidating, hostile or offensive environment due to race, gender identity, religion, sex, sexual orientation or national origin. See Harassment Policy.
5. *Hazing* – See Hazing Policy.
6. *Alcohol Policy Violation* – See Alcohol Policy.
7. *Bullying and/or Cyberbullying*
8. *Disruptive Behavior* – Any interruption or disruption of the educational process or good order of the school that occurs in the classroom, assembly, corridor, cafeteria, bus or other areas on school grounds.

**Group F** – Conduct that, by statute, may lead to more than 90 days of Out-of-School Suspension (OSS) or Expulsion (i.e. permanent exclusion from school) by the Principal. Consequence may also include social probation.

**Conduct Covered by M.G.L. c. 71, § 37H (relevant portion reprinted on pages 50–51)**

1. *Possession of Dangerous Weapon (e.g. gun or knife)*
2. *Possession of Controlled Substance (e.g. marijuana, cocaine, heroin, or prescription drugs not registered with the school nurse)*
3. *Assault on Member of Educational Staff*

**Conduct Covered by M.G.L. c. 71, § 37H1/2 (reprinted in full on pages 51–52)**

4. *Charged/Convicted of a Felony*

**Out-of-School Suspension (OSS), In-School Suspension (ISS), and Expulsion**

Any student who is serving a suspension (in-school, short-term or long-term) or expulsion will have the opportunity and, in fact, is expected to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The student is responsible for bringing all books and materials home, obtaining assignments from classmates, and completing school work during the suspension. The student is expected to contact each teacher the day the student returns to class following suspension to schedule making up all quizzes, tests, labs, and writing assignments. Any student who is suspended for more than ten (10) consecutive days (whether in or out of school) or expelled from school will have an opportunity to receive education services through the school-wide education service plan.

Out-of-School Suspensions will be served on those dates specified by the administrator. Suspensions will be served on consecutive days. The only exception to this would be to allow students to take final exams. If a suspension ends on the day prior to a weekend or vacation, then the student is ineligible to participate in or attend any activities throughout the entire period (i.e. weekend or vacation). Students who are suspended from school are not allowed to be in school or on school property at any time during the period of suspension and are not allowed to attend any school-sponsored activities. A student is required to serve the full number of days of suspension. If school is cancelled due to snow (or other reason), a student cannot count that date for the serving of a suspension.

## Social Probation

### Alcohol and Drugs

The student will be suspended from participation and attendance of all school related co-curricular and extra-activities, including athletics, for ten (10) months from the date of the offense, even if carried into the following year. At the discretion of the Principal, the student and the parents may be given the following option: The student will be suspended from participation and attendance at all co-curricular and extracurricular activities, including athletics, for four (4) weeks (student-athletes must miss at least two events and attendance includes all school functions and activities such as athletic events, dances, music performances, the prom and the Senior Banquet) and the student must participate in a rehabilitative-educational program. The student's return to all activities is contingent upon attending a minimum of six (6) meetings in a rehabilitative-educational program to be approved by the Principal. Programs such as Alcoholics Anonymous or an outpatient-counseling program are examples of rehabilitative-educational programs. Before returning to the activities, the student must provide the Principal with proof of dates in attendance signed by an organization representative and on the organization's letterhead. If, at any time after two meetings, the student and parents wish to have a personal counseling alternative, it will be considered as an alternative, subject to the approval of the Principal.

### Other Code of Conduct Incidents

Social probation will be applied for any incident involving the following: Accessory to or Inciting Conflict, Threatening Language or Action, Stealing, Vandalism, Fighting, Assault, Physical Conflict; Smoking Policy Violation, Willful Actions, any form of Harassment, Hazing, or any Group F offense.

Social Probation will be applied upon the second and all subsequent occurrences of plagiarism/cheating during a student's high school career.

Social probation will be applied for the following incidents upon the third occurrence and all subsequent occurrences during any one school year: Insubordination, Disrespectful or Insolent Address, and Disruptive Behavior.

The Principal may impose social probation for other incidents if deemed appropriate.

The first time social probation is applied will result in a suspension from all co-curricular and extra-curricular activities for a period of 4 consecutive school weeks. The second time and all subsequent applications of social probation will result in 10 consecutive school weeks of social probation. Social probation means that students may not participate in any co-curricular or extra-curricular activities for the stated periods of time inclusive of weekends and vacations. Social probation may continue into a subsequent school year. If a school-sponsored activity begins prior to the start of the school year, that time will be included as part of the social probation.

## Detentions

### Teacher Detention (TD)

All teachers will administer their own detention for minor incidents occurring within the classroom or hallway. A TD will take precedence over all school activities and will be served for a period after school not to exceed 40 minutes. Students will be afforded the opportunity to serve the TD on the day of or the day following the minor infraction. TDs may be assigned for the following reasons: (1) classroom disruption of a minor nature, (2) missing assignments, (3) inadequate class preparation, or (4) tardiness to class. If a student fails to appear for a scheduled TD or fails to serve the complete detention period due to disruptive behavior, the teacher will write an Incident Report and give it to the Assistant Principal. The Assistant Principal will assign a minimum of two ODs for missing a TD. After all efforts to manage inappropriate student behavior have been exhausted by the teacher, a student will be referred to the Assistant Principal. Any student who chooses to be rude, impudent, insolent, or generally hinders the learning of other students in the class will be removed from the class immediately. An Incident Form explaining the reason for sending the student to the office will be submitted into Aspen when a student is referred to the office.



### Office Detention (OD)

ODs will only be assigned by an administrator for conduct that violates the *Code of Conduct*. Students will serve the OD within three school days of the disciplinary meeting with the Assistant Principal. Removal from an OD due to disruptive behavior will result in a minimum of one ED. Multiple ODs must be served consecutively. The location of the OD room will be announced at the end of the school day and will be held from 2:50 p.m. to 3:30 p.m. Failure to attend OD will result in two additional ODs. The original OD will also be made up. At any time during the school year, upon the 4<sup>th</sup> incident of missing an OD, an ED will be assigned.

### Extended Detention (ED)

EDs are assigned for serious infractions of the *Code of Conduct*. Students assigned to EDs must serve the ED within three school days of the disciplinary meeting with the Assistant Principal. The location of the ED will be announced at the end of the school day. Students receiving multiple EDs must serve the EDs consecutively. The following guidelines pertain to serving EDs:

- ED will run from 2:50 to 4:50 p.m.
- Students assigned to ED must bring assignments or appropriate reading material.
- Failure to bring and/or complete assignments will not be tolerated. Students must be attentive to their work. Sleeping is not allowed. Students will be given an initial warning. Failure to heed the warning could result in another ED and possible dismissal from the ED.
- One 10-minute restroom break will be allowed for students in ED. The break will be supervised by the ED Teacher.
- Refusal to report to an ED, disruptive behavior resulting in dismissal from an ED or leaving an ED without permission will result in a one-day out-of-school suspension. The missed ED will be rescheduled upon return to school.
- Students absent on the day an ED is assigned must serve the ED immediately on the day the next ED is scheduled.
- Parents will be notified in writing for every assigned ED. The correspondence will detail the *Code of Conduct* infraction.

## General Information

### Books

Students are obligated to pay for damaged or lost books.

### Class Meetings

Class advisors should obtain approval from the Principal or the Assistant Principal to hold class meetings and conduct class activities (dances, bake sales, etc.). Each advisor will meet regularly with his/her class advisees, class officers and representatives to discuss class business. Class advisors must be present at all class meetings. Students must be accompanied to the auditorium by their classroom teacher.

### Corridor/Hall Passes

Students must carry a staff-issued hall pass when out of class. Students who are found out of class without a hall pass will be subject to disciplinary procedures in the *Code of Conduct*. Every violation of the procedures for a hall pass will result in the removal of hall pass privileges for a period of 20 school days. Student's names will be placed on the "Restricted Pass List" and distributed to teachers. Students found in the hall while on the restricted pass are insubordinate and the Code of Conduct will apply. A student on the Restricted Pass list should ask the teacher to call the office for an escort should the student need to leave the room.

### Daily Announcements

Daily announcements are made over the school's intercom system and are posted on the Hanover website to recognize special achievements and/or service. Students who are interested in helping out with the Daily Announcements should speak to the Principal.

### Dances

All students are encouraged to attend; when they do so, they must abide by the following guidelines:

1. All dances must be approved in advance by the Administration. Dances generally will begin at 7:00 p.m. and end at 10:00 p.m.
2. Only dances sponsored by Hanover High School will be advertised in school.
3. All tickets will be sold in advance in the cafeteria during the week preceding the dance. Tickets will not be sold at the door. Students may purchase a maximum of two tickets. One of the tickets purchased must be used by the student who made the purchase; the other ticket must be used by that person's guest. If a ticket is lost or stolen, it must be reported to the main office. Students may not sell their ticket to another person. All tickets are numbered and the names of the person who purchased the ticket and their guest will be recorded. Any student who attempts to use a ticket they did not purchase from the school will not be admitted to the dance.

4. Dances will be held in the Gym. The rear entrance to Hanover High School is the only entrance that can be used. Entrance to any dance will not be permitted after 8:00 p.m. No student may leave the dance and regain entrance.
5. Suggestive dancing will not be allowed at any dance.
6. Glow sticks are not allowed.
7. Students may not bring any type of beverage into the dance.
8. All dances, including the semi-formal, are for Hanover High School students only. (Exception Prom: See Prom)
9. All school policies, procedures, and the *Code of Conduct* remain in effect including, but not limited to, the tobacco/smoking policy and the drug/alcohol policy.
10. All students must attend school on the day of the dance. If a dance is on a Saturday, students must attend school on the Friday prior to the dance.
11. All students attending a Hanover High School dance will be subject to a breathalyzer test as a condition of admittance to the dance. Students who are found to have consumed alcohol will be sent home with the parents/guardians (or appropriate authorities if parents/guardians are not available). Any student who is in possession of or found to have ingested alcohol or drugs before, during, or after the dance will be subject to the provisions of the Drug/Alcohol policy set forth in this handbook.

### Dress Standard

We take pride in the appearance of our students. Hanover High School students are expected to use good taste and common sense in selecting attire that is appropriate based upon the setting. We encourage students to make choices that create a positive learning and work environment for all and that reflect pride in attending and representing our school.

While developing sound judgment in selecting attire for school, students must keep in mind their obligation to avoid clothing that may cause disruption or disorder or that violates reasonable standards of health, safety and cleanliness.

In order to fulfill this obligation, the following must be adhered to:

- Clothing must adequately cover the student, including midriff, private body parts, and underwear.
- Appropriate footwear must be worn.

Further, the following must be avoided:

- Coverings worn during the school day (sunglasses, hats, visors, hoods, bandannas) that may limit the ability of staff to identify a student, with exceptions made for religious reasons;
- Clothing that creates a hostile or intimidating environment for others based upon race, sex, gender, identity, sexual orientation, ethnicity, religion, homeless status, socio-economic status, and/or body type/size;
- Clothing that depicts or encourages conduct that is illegal or prohibited in a school setting, such as drugs, alcohol, tobacco, and weapons;
- Clothing or accessories associated with gangs.

This list is not exhaustive. School officials reserve the right to address any attire that may cause disruption or disorder or that violates reasonable standards of health, safety, and cleanliness.

Depending on the circumstances, the process for addressing violation of dress standards may include the following:

- An adult may speak with the student and ask the student to change clothing or turn it inside out. Parents may also be called and asked to bring a change of clothes/shoes to the student.
- Students who decline requests for a change or who repeatedly violate dress standards may be disciplined, subject to appropriate procedural requirements.

Note: The fact a student may have been permitted to attend classes early in the day while violating dress standards does not preclude school officials from addressing these violations later in the day.

### Eighteen Year Olds

Eighteen-year-old students are subject to school regulations in all areas. In order to write his/her own absence, tardy, or dismissal notes, the student MUST have a parental permission form letter on file in the office. Students should remember that the Administration has the final right of acceptance or denial of all notes. All notes must contain a clear and concise reason in order to be accepted. Students wishing to be dismissed must have the approval of the Principal or the Assistant Principal before leaving the school building.

### Electronic Devices

Unsupervised use of electronic devices is a large source of distraction for the learning environment and has the potential to create a distracted school environment. The use of any electronic device (cellphones, tablets, etc) is not permitted during the school day without the permission of an administrator or teacher. Teachers require students to place their phones in organized bins or pouches at the beginning of class or require phones to be turned off, placed in backpacks, and stored in a designated area of the classroom. Wireless earbuds and headphones also fall under these protocols and are prohibited in class unless part of an authorized assignment. There will be learning activities throughout the school year where teachers

incorporate and supervise the use of electronic devices. Students not adhering to the expectations of the electronic device will be sent to the Main Office and referred to the Assistant Principal via an incident report. A first offense will result in 2 extended detentions and a parent/guardian notification. A second offense will result in additional extended detentions, and a parent/guardian pick up of the device. Beyond that, a student risks losing cell phone privileges for the year. Parents are reminded that if they have an emergency they can call the front office, and we will contact the student immediately.

### Emergency School Closing

In the event of an emergency, parents/guardians will receive notification via our SchoolMessenger broadcasting system regarding school closings or delays. Information will also be available via local news media outlets.

### Health Office

- Students must have a written pass to come to the health office unless it is an emergency.
- Students coming to the health office between periods must obtain a pass from the next period teacher.
- The school nurse will make the determination if a student is ill enough to be dismissed and will call the parent/guardian to make transportation arrangements.
- Student absences of five or more consecutive school days or absences resulting from a communicable illness require a physician's note to return to school.

The nurse shall not assume responsibility for the transportation of students. It is the parents' responsibility to transport their ill child. The parent should arrange for transportation of their child if they are unable to do so themselves. Children who require emergency transport shall be transported by the Emergency Medical Services (EMS) if the parent cannot be reached.

- State-Required Health Screenings to be Administered at School
  - Vision, Hearing, Body Mass Index: grade 10
  - Postural (Screening for Curvature of the Spine/Scoliosis): Grade 9
  - Substance Use Prevention Screening: Grade 9
- Immunizations: All state-required immunizations must be up to date. Refer to the the Massachusetts School Immunizations web page for details: <https://www.mass.gov/info-details/school-immunizations>
- Physical Examination Report required for:
  - New transfer to HHS
  - All students in grade 10
  - All student-athletes annually prior to participation in school-sponsored athletics

### Insurance

Accident Insurance: All athletes are covered by school insurance during their official season of practice/play for injuries that occur during participation. All other students are covered only if they purchase the school accident insurance. Claim forms are available in the health/main office. Any student referred for an injury must have a doctor's certificate to resume sports or physical education. Please be advised that it is the parent's responsibility to read the "Notice to Parents" and to follow the claim procedure as stated on this form. A school official must sign all claim forms for athletic and/or "school time" insurance. Parents may fill out the form only if they have the "24 Hour" coverage.

### Leaving School without Permission

Once students are present in school or on school grounds, they may not leave without permission. If students need to leave school for any length of time due to an emergency, they must first ask the permission of an administrator. A student leaving school in a car will lose his/her driving/parking privileges for twenty (20) school days. A second violation would result in losing driving/parking privileges for the remainder of the school year.

### Library

The library is open from 7:15 a.m. until 3:15 p.m. each school day, except on Friday when it closes at 2:40 p.m. Periodically, the library will be closed at the discretion of the Librarian. For information regarding the use of the library and books, please see the Librarian.

### Lockers

Lockers are not private property. They are school property and may be opened and inspected by school officials at any time. Each student will be assigned a locker. In order to protect his/her personal property and insure that in the case of any emergency his/her belongings can be located, no change in the locker assignments will be allowed. Locker problems (malfunction, theft) should be reported to the office immediately. No student is allowed to put his or her own padlock on any locker. Locks will be removed without notification.

### Lunch

Students are expected to conduct themselves in an orderly fashion at all times during lunch. Students are responsible for clearing the area and returning all utensils and trays to their proper places. On occasion, the cafeteria supervisor may make

a reasonable request and ask students to clean the table or floor in the proximity where they are sitting. Failure to follow the above expectations or a reasonable request may result in disciplinary consequences.

### Parking/Driving – Students

Driving to school is a privilege, not a right. Therefore, please drive safely and obey the rules and regulations listed below:

1. All automobiles must be registered with the front office.
2. Students may not park in the teachers' parking lot behind the building.
3. Students must operate a motorized vehicle in a safe manner on school property. Students must follow the student driving/parking regulations.
4. Students must not be in the parking lots, or in, on, or around an automobile during school hours without permission from the Principal or Assistant Principal.
5. Students are subject to Police ticketing for illegal parking.

Consequence: One or more of the following: conference with an administrator, detention, extended detention, suspension at the discretion of the administrator; and/or revocation of driving privileges.

### Prom

The following regulations will govern student attendance at the Prom:

1. All students must attend school on the day of the Prom. If senior final exams are scheduled at this time, then seniors will follow their exam schedule.
2. No student will be dismissed on the day of the Prom.
3. All policies regarding dances are in effect.
4. Students suspended on the day of the Prom will not be allowed to attend.
5. One member of the "couple" must be a junior or senior at Hanover High School.
6. All students attending the Hanover High School proms will be subject to a breathalyzer test as a condition of admittance to the dance. Students who are found to have consumed alcohol will be sent home with the parents/guardians (or appropriate authorities if parents/guardians are not available.) Any student who is in possession of or found to have ingested alcohol or drugs before, during, or after the dance will be subject to the provisions of the Drug/Alcohol policy set forth in this handbook.

### School Council

Up to four students will serve on the School Council. Students in these positions sit with teachers, parents and a community member to discuss and vote on important school-wide issues. Contact the Principal in September if you are interested in serving on the School Council.

### Security

Visitors to the school are required to check into the office as posted. If they do not do so, they will be considered trespassers. The office is to be immediately notified of trespassers. The police will be called to the school. The school will be closed to regular day functions at 4:00 p.m. Students remaining in the building after 4:00 p.m. must be accompanied by a staff member. Groups desiring to use the school at night must complete a "Building Use" form and forward it to the High School Main Office. Clearance must be received from the Principal for use of the building.

### Student Recognition

Each month, the teachers in each department nominate one student who has made extra efforts to achieve academically. All of the students nominated are invited to a breakfast in the cafeteria where they are recognized by the Principal and given a "Student of the Month" award.

There are several student recognition ceremonies celebrating our students' successes. The School Committee Recognition Ceremonies are held throughout the year and are an opportunity for students to be recognized and honored by parents, teachers and the School Committee for academic achievement, leadership, and community service. Student award winners are nominated by the Principal in consultation with the faculty and staff. In addition, the annual underclass award ceremony recognizes students for academic excellence in each department by grade level. Two students are chosen for each grade level by the teachers in each department. Students who receive awards from more than three departments are awarded "Overall Academic Achievement" plaques.

### Telephone Use

Students who need to use a phone should ask for permission from the teacher to go to the office at a time that is not disruptive to the class. If parents need to contact their student in an emergency, the parent should contact the office. The office will contact the student immediately. The student can call the parent from the office phone.

### Vandalism

Clean corridors, walls, tables, and desks enhance school pride. As such, students involved in vandalism shall be subject to disciplinary action, possible suspension, and may be required to reimburse the town for materials and labor necessary to fix any damage. Furthermore, cases of extreme damage will result in suspension and possible legal action.

### Video Surveillance

Hanover High School utilizes internal and external video surveillance cameras with the purpose of promoting school safety. Surveillance cameras will only be utilized in public areas of the school and campus where there is no reasonable expectation of privacy. Access to recordings shall be limited to school officials, district officials and law enforcement agencies as approved by the Superintendent of Schools (or designee). Recordings shall be subject to and distributed in accordance with state and federal student record laws and public record laws and retained in accordance with standard record retention procedures and requirements. If necessary, retained recordings shall be forwarded to appropriate law enforcement agencies. In addition, all Hanover Public School buses are equipped with video and audio equipment for security purposes.

### Visitors

Student hosts must exhibit good citizenship and academic standing. Student visitors will be permitted to attend classes at the discretion of the Assistant Principal or Principal. Permission must be obtained from the Assistant Principal or Principal at least twenty-four (24) hours before the day of the student's visit.

### Vocational Programs

Students who elect to attend one of the vocational high schools that are available to them must let the local school officials know of their decision no later than the second Monday in January of the year prior to attending the new school.

### Voter Registration/Selective Service

Voter Registration forms and assistance are available to students once they reach the age of 18. Information and forms can be obtained by seeing one of the secretaries in the main office. Students can also register for the Draft online at [www.sss.gov](http://www.sss.gov).

## Guidance and Counseling Information

Guidance assignments will be posted in the Guidance Office. Students are encouraged to work closely with their counselor. Guidance bulletins are issued regularly and contain important information regarding test dates. Up-to-date college catalogs, as well as a college computer search program, are available for students' use.

### Formal Reports

A *Temporary File*, containing all school information collected during earlier school years (report cards, transfer reports, test summaries) is maintained for each student. This file is located in the main office, and may be reviewed by a student or parent with their guidance counselor. In addition, the Administration maintains a *Permanent File* for each student, which is a record of courses taken, grades awarded, and credits accrued.

### Performance Reports

Report cards are issued every ten weeks to inform the parents of the progress, attendance, conduct, and effort of the students. All students will receive Progress Reports at midterm. Parental calls or visits to the school (by appointment please) are encouraged throughout the school year. Parent conferences are held twice a year, one in November and one in March. Completion of work missed by a student due to absence is the responsibility of the student. Work incomplete at the end of a marking period must be made up within two (2) weeks; otherwise it is recorded as 'failure'. Failure to make up work in the given period of time will result in a failing grade for the specific assignments and possibly for the term. If the assignments are subsequently made up, the grade can be amended from a failing grade to the earned grade. The Principal has the discretion to extend time for make-up.

### Scheduling

The process begins with the distribution of *The Program of Studies* in January/February and concludes with the printing of schedules in mid June or early July. Although we do our best to provide every student with every course he/she wishes to take, scheduling conflicts sometimes make this impossible, and alternate course choices must be made. Course selection changes will be made by Guidance during the late spring and the summer. Once the selections are made, it is the Principal's responsibility to assign students to sections and teachers to teach those sections. In fairness to all, we cannot honor change requests after student/teacher schedules are made. The one exception would be for administrative reasons such as a student not passing a prerequisite or summer school course. As a general policy, students are not allowed to transfer classes within the same course level(s). These reasonable rules are needed so that we can provide a wide choice of opportunities for each

student. Therefore, students must make requests for course changes in the spring or over the summer. Requests will be granted only if space is available.

### Student Opportunities

Please contact Guidance to find out more about the following opportunities:

- Hugh O'Brian Youth Leadership Award (Spring)
- Boys and Girls State (Juniors/Spring)
- Daughters' of the American Revolution Good Citizen Award (Fall)
- Scholarships (Seniors/Spring)
- Massachusetts Student Government Day (Fall)

### Student Records

Graduating seniors will receive their Temporary Records with their caps & gowns during Senior Week. This will include their Guidance records. Special Education records will be transferred to the Pupil Personnel Director's office at the Salmond School where they will be maintained for seven (7) years. All other Temporary Records (behavior, electronic databases or any document with the student's name) will be destroyed within five (5) years. Permanent Records (Permanent Record Card) will be destroyed after 60 years from the date the student leaves the school system. You may obtain a copy of these at any time during this period. All Hanover High School students and/or parents have the right of inspection and amendment concerning their records. Courtesy and a need for the maintenance of order suggest that parents or students interested in exercising the above right make an appointment with a member of the guidance staff or the Pupil Personnel Director.

### Summer School

- When a Hanover High School student fails a course with a numeric average of 50% or higher, the student may attend a summer school program approved in advance by the administration at the student's expense.
- The failing course grade and the summer school grade will appear on the student's transcript, however, the summer school grade will not be included in the GPA calculation.
- Students may earn up to 15 credits total in approved summer school programs that will count toward a Hanover High School diploma.
- Students enrolled in summer school course(s) must request that grades be forwarded to Hanover High School.
- Students may enroll in a maximum of two summer school courses for credit in any one summer.
- Students who fail a course and achieve a numeric average below 50% are not eligible to enroll in a summer school course for credit and must repeat the course.

### Transfer of Records

If a student seeks or intends to enroll in another school, his/her complete record will be forwarded to the receiving school.

### Home Tutoring

When a student's medical condition will prevent him/her from attending school for more than 14 days, a completed physician's statement, available in the guidance office, will allow the student to receive tutoring services during the school year. Parents of students who qualify for services should contact their guidance counselor. Details regarding hours, grading, curriculum and assignments are available in the guidance office.

### Summer Tutoring

The student must:

- have failed a completed course with a numeric average of 50 or better.
- receive administrative approval in advance.
- assume all tutorial expenses.

The tutor must:

- be certified in the subject matter.
- be approved in advance by the administration.
- complete all required paperwork.
- provide 36 contact hours with a student.
- provide the school with dates, times, curriculum and completion grades.

After summer tutoring is complete, the school will include the tutorial grade on the student's transcript. It is the student's responsibility to have the tutor report the grade to the school in writing. The grade will not be a part of the GPA calculation.

Students may be tutored in no more than two subjects during any one summer. Students may earn up to 15 credits total in approved summer tutoring that will count toward a Hanover High School diploma.

Students should be aware of the fact that the NCAA Clearinghouse will not recognize courses given by private tutors.

## Policies, Procedures, and Laws

### Academic Integrity

Academic integrity is the core of all education in the Hanover Schools. Therefore, cheating and plagiarism are considered a serious breach of the standards of the school.

Cheating includes, but is not limited to:

- Copying another student's test paper or any other school assignment.
- Using material during a test or when writing a paper which is not authorized by the person giving the assignment. This includes but is not limited to all types of electronic devices.
- Collaborating with another student during a test or assignment without teacher consent.
- Knowingly using, giving, buying, selling, stealing, transporting or soliciting, in whole or in part, the contents or answers of a test or other assignment.
- Substituting for another student or permitting another student to substitute for one's self to take a test or complete an assignment.
- The use of electronic translating programs, applications, or websites when not authorized by the teacher.

### What is Plagiarism?

Plagiarism is the unethical quotation of another's words or the unethical use of another's ideas or data in such a way as to let the world conclude they are your own words, ideas, or data. With proper attribution, to quote another's thoughts and words is appropriate; plagiarizing, however, is cheating and it may break copyright law as well. Plagiarism includes but is not limited to:

- Quoting or paraphrasing another person's words, ideas, opinions, designs or theories without appropriate citations.
- Using any facts, statistics, graphs, or drawings that are not common knowledge without appropriate citations.
- Submitting another person's work (borrowed, bought, or downloaded) as your own.
- Submitting a paper you have received a grade for in another class.
- Copying, tracing or downloading another student's artwork or design and submitting it as original work.
- 

When using the Internet as a source, the same rules apply. Copying visual information or graphics from an internet site is similar to quoting information. All internet sources must be cited. Strategies for avoiding plagiarism include:

- Give yourself plenty of time to do research.
- Put in quotations everything that comes directly from the source when taking notes.
- When you paraphrase, read the source, cover the source and rewrite the ideas in your own words without looking. Recheck the original source for accuracy and to be sure you have not used the same words.
- Check with the librarian or your teacher.
- If in doubt, cite your source.

Techniques for appropriate citations are available at the HHS Library website: <https://hhsrchugh.weebly.com/citing-sources--avoiding-plagiarism.html>

### Consequences of any Violations of Academic Integrity

Students who are found to have cheated or plagiarized will be subject to disciplinary procedures.

The first incident during a student's high school career will result in a zero for the assignment, two extended detentions, and the loss of leadership positions for the remainder of the school year. In addition, current members of the National Honor Society and candidates are subject to NHS rules and procedures.

The second incident at any time during a student's high school career will result in a zero for the assignment or a reduction in the term grade by 10 points, whichever is greater. Students will face disciplinary consequences and will lose any leadership positions for the remainder of the school year. Students will be subject to social probation. In addition, current members of the National Honor Society and candidates are subject to NHS rules and procedures.

The third incident and all subsequent incidents during a student's high school career will result in a zero for the current term. Students may be suspended out of school for up to five days and will lose any leadership positions for the remainder of the school year. Students will be subject to social probation. In addition current members of the National Honor Society and candidates are subject to NHS rules and procedures.

### Access To Records by Non-Custodial Parents

As provided by M.G.L. c. 71, s. 34H and 603 CMR 23.07(5), any parent who does not have physical custody of their child (i.e. non-custodial parent) is eligible to obtain access to their children's student records *unless* the school or district has been given documentation that: (1) the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, (2) the parent has been denied visitation, (3) the parent's access to the student has been restricted by a temporary

or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or (4) there is an order of a probate and family court judge which prohibits the distribution of student records to the parent. In order to obtain access, the non-custodial parent must submit a written request for the student record to the School Principal. Upon receipt of the request, the school must immediately notify the custodial parent by certified mail and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent access after 21 days, unless the custodial parent provides the Principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07. The school must delete the electronic and postal address and telephone number of the work or home locations of the custodial parent from student records provided to non-custodial parent. Such records must be marked to indicate that they shall not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c.71 34H, the school shall notify the non-custodial that it shall cease to provide access to the student record to the non-custodial parent.

### Concussion Policy

The Hanover School Committee has adopted this policy to address the identification and proper handling of suspected head injury for students in grades 6-12 who are participating in school- sponsored extracurricular athletic activities in accordance with Mass. Gen. L. c. 111, Section 222 and accompanying regulations (105 CMR 201. et seq.) ("Regulations").

#### I. Definitions

The definitions of terms used in this policy are those set forth in the Regulations at 105 CMR 201.005. The following are selected for reprinting here:

Coach means an employee or volunteer responsible for organizing and supervising student athletes to teach them the fundamental skills of Extracurricular Athletic Activities. The term coach includes both head coaches and assistant coaches (and per the definition of Extracurricular Athletic Activity below, marching band directors).

Concussion means a complex disturbance in the brain function due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury.

Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or band director. (Among the examples listed in the definition are cheerleading and marching band. Thus, any reference to Extracurricular Athletic Activities in this policy includes the Hanover High School Band. )

Head Injury means a direct or indirect trauma to the head including a concussion or traumatic brain injury.

Second Impact Syndrome means a potentially lethal condition that can occur when a person sustains a head injury prior to the complete healing of a previous brain injury causing deregulation of cerebral blood flow with subsequent vascular engorgement.

Traumatic Brain Injury (TBI) means a complex pathophysiological process affecting the brain, induced by traumatic biomechanical forces. TBI may be caused either by a direct blow to the head, face, neck or elsewhere on the body with an impulsive force transmitted to the head. TBI includes, but is not limited to, a concussion.

#### II. Roles and Responsibilities

Athletic Director: The Athletic Director shall be responsible for the general implementation of this policy and any accompanying procedures. These responsibilities include the following:

1. Supporting and enforcing protocols, documentation, training and reporting requirements
2. Supervising, reviewing and properly distributing all documentation received
3. Reviewing the policy every two years and recommending changes and/or updates to the school committee for adoption
4. Reviewing and recommending updated training programs and student and parent(s)/guardian(s) handbooks at least once every two years
5. Reviewing all *Pre-Participation Forms* and forwarding to the school nurse and Athletic Trainer those forms that indicate a history of head injury
6. Coordinating outreach to parent(s)/guardian(s) who have not provided required pre-participation forms and documentation



School Nurse and Other School Based Staff: As reflected throughout this policy, various members of the school staff play an important role in implementation of this policy. The School Nurse's role is particularly key, involving responsibilities for the following:

1. Reviewing the completed *Pre-Participation Forms* forwarded by the Athletic Director; in the event that the *Pre-Participation Form* indicates a concussion subsequent to the most recent physical, the school nurse will notify the parent(s)/guardian(s) of the requirements to seek clearance from their physician
2. Communicating with coaches regarding a student's history of head injury
3. Following up with parent(s)/guardian(s) and student as needed prior to the student's participation in Extracurricular Athletic Activities
4. Reviewing *Department Report of Head Injury During Sports Season Form* which a parent(s)/guardian(s) submits as a result of a head injury occurring outside of extracurricular activities, with follow-up reporting requirements outlined herein

Coaches: As reflected in this policy, coaches also have a key role in its implementation. In addition to their other responsibilities listed herein, all coaches are required to instruct students in form, technique and skills that minimize athletic-related head injury and are required to discourage and prohibit students from engaging in any unreasonably dangerous athletic technique that endangers the health and safety of a student, including using a helmet or any other equipment as a weapon.

Students: A student is expected to adhere to skills and instructions designed to minimize athletic related injuries. A student who engages in unreasonably dangerous behavior while participating in Extracurricular Athletic Activities may be excluded from the privilege of further participation and, further, may be subject to disciplinary consequences in accordance with the code of conduct.

### III. Training

The following personnel, both those employed and those serving in a volunteer capacity, shall be required to participate in an annual training approved by the Massachusetts Department of Public Health (MDHP) in the prevention and recognition of a sports-related head injury, including second impact syndrome: coaches (as noted above, this term includes marching band directors), certified athletic trainers, school physicians, school nurses, Athletic Director. In addition, students who wish to participate in an Extracurricular Athletic Activity and their parent(s)/guardian(s) shall be required to participate in such training annually.

The trainings available for school for school staff, parent(s)/guardian(s) and student athletes are MDPH Approved Training Online courses annually listed below. They are on line, available free of charge, and last only about 30 minutes.

- o Center for Disease Control and Prevention Heads Up Concussion in Youth Sports On-Line Training Program [http://www.cdc.gov/concussion/HeadsUp/online\\_training.html](http://www.cdc.gov/concussion/HeadsUp/online_training.html)
- o National Federation of State High School Associations Concussion in Sports – What you Need to Know <http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>

A student seeking to participate in an Extracurricular Athletic Activity and his/her parent(s)/guardian(s) are expected to attend a preseason meeting where training will be conducted in a large group setting.

### IV. Prerequisites for Student Participation in an Extracurricular Athletic Activity

Prior to a student beginning (or continuing) participation in any Extracurricular Athletic Activity, whether involving tryouts, practices, contests, or performances, the following must occur:

1. Parent(s)/guardian(s) and the student must submit to the Athletic Director a certification that they have completed the training requirements described in Section III above. Once submitted, the certification is valid for one school year.
2. Parent(s)/guardian(s) and the student must submit to the Athletic Director documentation of an annual physical examination for the student providing medical clearance for the student to participate in the relevant Extracurricular Athletic Activity. Physical examinations must have occurred within the past 12 to 13 months. If the student's physical exam expires during the season of participation, the student must submit an updated exam in order to continue participating. The Athletic Director will forward all exam reports to the School Nurse, who shall maintain them as part of the student health record. The Athletic Director shall notify a student in the event his/her physical exam expires during the season of participation.
3. Prior to a student's participation in an Extracurricular Athletic Activity as noted in the definition above, the parent(s)/guardian(s) and student must provide to the Athletic Director a completed form for *Pre-Participation Head Injury/ Concussion Reporting For Extracurricular Activities* ("Pre-Participation Form") which shall include the following:

- a. A comprehensive history with up-to-date information relative to concussion history; any history regarding head, face or cervical spine injury and/or any history of co-existent concussion injuries; and
  - b. Signatures of both the parent(s)/guardian(s) and student;
4. During the season of participation if a student sustains a head injury outside of the extracurricular activity, his/her parent(s)/guardian(s) is required to complete and submit *Department Report of Head Injury During Sports Season Form* to the Athletic Director.
5. The Athletic Director will forward to the coach the *Pre-Participation Forms* and all *Reports of Head Injury During Sports Season* for each student member of that coach's team. In addition, the Athletic Director will forward the *Pre-Participation Forms* indicating a history of head injury and all *Reports of Head Injury During Sports Season* to the school nurse, who will consult with the school physician and athletic staff regarding whether the student will be allowed to begin (or continue) to participate and if so, whether limitations may apply.
6. Prior to the start of the school year all students seeking to participate in an Extracurricular Athletic Activity shall be required to participate in Neurocognitive Baseline Testing.

In the event a parent(s)/guardian(s) and/or student has not provided the documentation set forth above to the Athletic Director in a timely manner, school staff will make two attempts to contact the parent using the district's typical communication methods (e.g., email, first class mail or telephone). The student will be ineligible to begin (or continue if applicable) participation in an Extracurricular Athletic Activity until all documentation has been received and reviewed by appropriate school personnel.

#### V. Removal Due to Head Injury and Protocols for Reentry

Any student who sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, or loses consciousness, even briefly, during participation in an Extracurricular Athletic Activity shall be removed from the activity immediately and may not return to the activity that day even if the condition seems to resolve itself. If there is an athletic trainer on site, the coach must immediately report the suspected injury to the trainer or nurse for a medical assessment. If no athletic trainer or school nurse is on-site, the coach is responsible for notifying the student's parent and contacting EMS for emergency service and transport to a local hospital if in his/her reasonable judgment such intervention is appropriate.

In all circumstances, the coach must complete a *Department Report of Head Injury During Sports Season Form* and follow all Reporting Requirements outlined below in Section VII.

Any student removed from an Extracurricular Athletic Activity due to a suspected head injury must provide a *Department Post Sports-Related Head Injury Medical Clearance and Authorization Form* completed by a licensed medical professional (physician, nurse practitioner in consultation with a physician, certified athletic trainer in consultation with a physician, or neuropsychologist in coordination with the physician managing the student's recovery) to the Athletic Director prior to the student's return to normal physical activities (including physical education class). The Athletic Director will consult with the school nurse and athletic trainer in reviewing such forms if appropriate. In the event a student exhibits symptoms of head injury following return to participation, the coach will immediately remove the student from the activity and will inform the athletic trainer, school nurse and/or the parent(s)/guardian(s) in order to initiate further consultation.

#### VI. Graduated Reentry Plan and Medical Clearance Following Diagnosis of Concussion

In the event the student has been diagnosed with a concussion, the student may not resume full participation in Extracurricular Athletic Activities until he/she has participated in a graduated re-entry plan and provided a completed *Department Post Sports-Related Head Injury Medical Clearance and Authorization Form* to the Athletic Director.

In addition, school personnel, including but not limited to teachers, school nurse, and certified athletic trainer, along with parent shall develop a written graduated entry plan for return to academics and other school based activities, including Extracurricular Athletic Activities. Accommodations may include, as appropriate: provision for physical or cognitive rest; graduated return to classroom studies; estimated time intervals for resuming activities; assessments by the school nurse; periodic medical assessment by a physician until the student is authorized to full classroom and extracurricular activities. The school physician and/or student's physician may be consulted as appropriate in devising the graduated entry plan.

*In the event of a head injury, the School District will offer the results of the Neurocognitive Baseline Testing to the physician.*

#### VII. Additional Communication and Reporting

The Athletic Director shall disseminate to each coach copies of the completed *Pre-Participation Form* for each member of that coach's team or student group. The Athletic Director shall ensure that the nurse receives a copy and reviews any

forms that indicate a history of head injury, with review by the school physician and certified athletic trainer if appropriate. The Athletic Director shall also ensure proper dissemination and review of any *Department Report of Head Injury During Sports Season Form*.

All coaches are required to report any circumstances in which the student under their supervision was removed from participation for suspected head injury, suspected concussion, or loss of consciousness and the nature of the suspected injury to the student's parent(s)/guardian(s) in person or by telephone immediately after the competition or practice, with written confirmation to the parent by paper or electronic format no later than the end of the next business day. The coach must also notify the Athletic Director, school nurse, and athletic trainer of the removal from play and the nature of the suspected injury no later than the end of the next business day. The coach is responsible for ensuring that a *Department Report of Head Injury During Sports Season Form* has been completed and provided to the Athletic Director, parent(s)/guardian(s), certified athletic trainer and school nurse.

The School Nurse shall inform the Principal and guidance counselor of the injury so that an appropriate graduated reentry plan can be initiated.

#### VIII. Maintenance of Records and Confidentiality

Copies of all documentation received by the school department under this policy will be maintained for a minimum of three years. Such documentation includes Verification of Training Completion, which will be kept by the Athletic Director. The School Nurse shall maintain copies of *Annual Physical Exams, Pre-Participation Forms, Reports of Head Injury During Sports Season, Department Report of Head Injury During Sports Season, Department Post Sports Related Head Injury and Medical Clearance and Authorization Forms*, and any *Graduated Reentry Plans* that may be necessary.

Medical information received by the district in implementing this policy is part of the student health record and may be disclosed only as authorized by the laws governing student records. Generally, authorized school personnel who work *directly with* the student(s) in an instructive (academic or athletic), administrative, or diagnostic capacity will have access to the information on a need to know basis. Authorized school personnel should be instructed not to disclose the information to others. Notwithstanding these limitations, there may be times when school officials may or must disclose health or related information to others in order to protect a student's health or safety.

#### IX. Notification of Policy Information to Parent(s) /Guardian(s) and Student

The Athletic Director in consultation with the Principal shall disseminate to parent(s)/guardian(s) and student on an annual basis, information regarding this policy, including but not limited to the following:

1. Prerequisites for students to participate in Extracurricular Athletic Activities, including opportunities for students and parent to fulfill their obligations to participate in training under this policy;
2. Requirements for parent(s)/guardian(s) to report to the Athletic Director a head injury occurring outside of school;
3. Procedures for notifying parent(s)/guardian(s) of a student's removal from play due to head injury;
4. Protocols for medical clearance prior to return to participation;
5. Contact information for key personnel.

In addition, information regarding this policy shall be incorporated into the Student Manual.

Copies of forms referenced in this policy may be obtained from the Hanover High School Athletic Website, [www.hanoverschools.org/highschool/athletics/index.html](http://www.hanoverschools.org/highschool/athletics/index.html).

School staff will work with parent(s)/guardian(s) of limited English proficiency to facilitate effective notice of this policy and effective communication regarding suspected head injury. In the event an interpreter is needed, parent(s)/guardian(s) and/or staff should contact the Principal's office.

#### X. Consequences

The Hanover Public Schools takes the safety of student athletes seriously. All members of the school staff are expected to follow the policies and protocols set forth herein and in Massachusetts law to support the health and safety of students who participate in Extracurricular Athletic Activities. The underlying philosophy of these policies is "when in doubt, sit them out." Failure to comply with the letter or spirit of these policies could result in progressive discipline for staff and/or forfeiture of games. If a student or parent(s)/guardian(s) have concerns that the policies are being violated, they should contact the Superintendent or Principal.

Parent(s)/guardian(s) are also expected to do their part in supporting the health and safety of student by ensuring that all documentation required by this policy is submitted in a timely manner. Each student must also adhere to the rules of safe

play as instructed by their coaches. A student must also immediately inform a coach or other adult in the event the student believes he/she may have been injured during an activity. No student will be permitted to participate in an Extracurricular Athletic Activity unless the student and his/her parent(s)/guardian(s) have complied with their obligations under this policy.

Cross Ref: Mass. Gen. L. ch. 111, Section 222  
105 CMR 201.000 et seq.  
603 CMR 23.07 (access to Student records)  
Student Handbook Policies

Forms: *Pre-Participation Head Injury/ Concussion Reporting For Extracurricular Activities Form*  
*Department Post Sports-Related Head Injury Medical Clearance and Authorization Form*  
*Department Report of Head Injury During Sports Season Form*

### Due Process For Disciplinary Matters

#### Conduct Not Covered By M.G.L. C. 71, §§ 37h And 37h1/2

**A. Classroom-Based Expectations.** Matters concerning classroom standards or requirements may be appealed to the Assistant Principal and then to the Principal.

**B. In-School Suspension For Less Than 10 Cumulative Days During A School Year**

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the Principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

**C. Procedures For Short-Term Out-Of-School Suspensions (10 Cumulative Days Or Less In A School Year)**

Except in the case of an Emergency Removal, prior to imposing a short-term out-of-school suspension (10 days or less in a school year) an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
  - a. the disciplinary offense;
  - b. the basis for the charge;
  - c. the potential consequences, including the potential length of the student's suspension;
  - d. the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
  - e. the date, time, and location of the hearing;
  - f. the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. Efforts to Involve Parent: The administrator will make reasonable efforts to include the parent in the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

#### **D. Procedures For Long-Term Suspension**

Except in the case of an Emergency Removal, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:
  - a. in advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
  - b. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
  - c. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
  - d. the right to cross-examine witnesses presented by the school district;
  - e. the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
  - f. the right to appeal administrator's decision to impose long-term suspension to the Superintendent.
2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:
  - a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
  - b. Set out the key facts and conclusions reached;
  - c. Identify the length and effective date of the suspension, as well as a date of return to school;
  - d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 consecutive days);
  - e. Inform the student of the right to appeal the administrator's decision to the Superintendent or designee, but only if the administrator imposed a long-term suspension. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
    - i. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
    - ii. the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will last more than 90 school days in a school year nor extend beyond the end of the school year in which such suspension is imposed.

**E. Exception For Emergency Removal**

Notwithstanding the provisions for short- or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption. The administrator will immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student. An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

**F. Appeal To The Superintendent**

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the Superintendent. In order to do so the student or parent must file a notice of appeal with the Superintendent within five (5) calendar days with a seven (7) day postponement option. The Superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The Superintendent will make a good faith effort to include the parent in the hearing. The Superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The Superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The Superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The Superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
- The Superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.
- The decision of the Superintendent constitutes the final decision of the school district.

**Conduct Covered by M.G.L. C. 71, § 37H**

**(Controlled Substances, Dangerous Weapons & Assault On Educational Staff)**

M.G.L. C. 71, § 37H provides as follows:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.
2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.

3. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, a Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (a) or (b).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the Principal or designee. At this conference, the student (1) shall be informed of the reason for the conference and an explanation of the evidence against him or her; (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension. (Goss vs. Lopez, 419 U.S. 565 (1975)).
2. Prior to putting a suspension into effect, the Principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. A letter will be mailed to the parent/guardian of the suspended student stating:
  - a. The reason for the suspension
  - b. A statement of the effective date and duration of the suspension
  - c. A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

Conduct Covered by M.G.L. C. 71, § 37H1/2  
(Felony Complaints & Convictions)

M.G.L. C. 71, § 37H1/2 provides as follows:

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Principal or headmaster if said Principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.
2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal or headmaster of a school in which the student is enrolled may

expel said student if such Principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal; or headmaster, including recommending and alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

3. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, § 37H1/2 above. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

#### Discipline of Special Education Students

All students are expected to meet the requirements for behavior as set forth in this handbook. The Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.) and related regulations (34 C.F.R. 300 et seq.) provide special education students with certain procedural rights and protections in the context of student discipline as set forth below. These rights are in addition to the due process rights applicable to all students referenced above. The Principal shall notify the Director of Student Services if a student on an Individualized Education Program (IEP) faces possible suspension or expulsion.

#### Short-Term Removals

School personnel may exclude a student on an IEP from school for a disciplinary violation for up to 10 cumulative or consecutive days (to the extent such a removal would be applied to students without disabilities), without a prior determination of whether the conduct is a manifestation of the student's disability. If a student has had 10 days of suspension in a school year, the student may be removed for additional periods of not more than 10 consecutive days in the same school year for separate incidents of misconduct without a manifestation.

After a student on an IEP has been removed from his or her placement for ten school days in the same year, during any subsequent days of removal, the child must continue to receive services that enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and the child must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. See 34 CFR 300.530(d)

#### Change in Placement/Manifestation Determination Meeting

A suspension of more than 10 consecutive school days or a series of removals totaling more than 10 school days in a school year that constitute a pattern are considered a "change in placement." Within 10 school days of any decision to change the placement of a student on an IEP because of a violation of a code of student conduct, the district, the parent, and relevant members of the student's IEP Team (as determined by the parent and the district) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the district's failure to implement the IEP.

The conduct must be determined to be a manifestation of the child's disability if the district, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph 1 or 2 above was met.

If the Team determines that the behavior was not a manifestation of the student's disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the student must



continue to receive those educational services that the Team determines are necessary to enable the student to continue to participate in the general education curriculum (although in a different setting determined by the Team) and to progress toward meeting the goals set out in the student's IEP. The Team also should consider whether it would be appropriate to conduct a functional behavioral assessment and to provide behavioral intervention services designed to address the conduct in question so that it does not recur.

If the Team determines that the conduct was a manifestation of the child's disability, the Team must:

1. Either:
  - a. Conduct a functional behavioral assessment, unless the district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student; or
  - b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
2. Except in circumstances involving drugs, weapons or serious bodily injury as described below, return the student to the placement from which the student was removed, unless the parent and the district agree to a change of placement.

#### Exceptions for Drugs Weapons and Serious Bodily Injury

There are some special circumstances in which the district may unilaterally remove a student and place him/her in an Interim Alternative Educational Setting without regard to whether the behavior is determined to be a manifestation of the student's disability. Specifically, school personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the district;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the district; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the district.

On the date on which the decision is made to make a removal that constitutes a change of placement of a student on an IEP because of a violation of a *Code of Student Conduct*, the district must notify the parents of that decision and provide the parents the Parent's Notice of Procedural Safeguards.

#### Requesting A BSEA Hearing

If a parent disagrees with any decision regarding placement of his or her child under the disciplinary provisions or disagrees with the manifestation determination, or if the school district believes that maintaining the current placement of the student is substantially likely to result in an injury to the student or to others, either the parent or the school district may request an expedited hearing before the Bureau of Special Education Appeals (BSEA).

#### Discipline of Students Suspected of Being Eligible for Special Education Services

The IDEA protections summarized above also apply to a student not yet found eligible for special education if the district is deemed to have knowledge that the student was eligible for an IEP before the behavior that precipitated the disciplinary action occurred. The IDEA provides that a district is deemed to have knowledge if:

1. The child's parent has expressed concern in writing to district supervisory or administrative personnel, or to one of the child's teachers, that the child is in need of special education and related services;
2. The child's parent requested an evaluation of the child; or
3. The child's teacher, or other district personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other district supervisory personnel.

However, the district is not deemed to have knowledge if:

1. The parent of the child has not allowed an evaluation of the child or has refused services under IDEA or
2. The child has been evaluated and determined to not be eligible for an IEP.

If the district does not have knowledge that a student is eligible for an IEP prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion. Any student who is suspended for more than ten (10) consecutive days (whether in or

out of school) or expelled from school will have an opportunity to receive education services through the school-wide education service plan. If the student is determined to be eligible for an IEP, taking into consideration information from the district's evaluation and information provided by the parents, then the district must provide special education and related services.

#### Discipline of Students on Section 504 Accommodation Plan

A student on a Section 504 Accommodation Plan may be disciplined like students without disabilities. However, prior to any "change in placement" for disciplinary reasons, a group of individuals knowledgeable about the student, the evaluation data, and the school program must conduct a manifestation determination. A "change in placement" results from a suspension of more than 10 consecutive school days or a series of removals totaling more than 10 school days during a school year. The student's Section 504 team shall convene and answer two questions, after reviewing relevant documents and the student's misconduct:

- Was the misconduct the direct result of a failure to implement the student's Section 504 plan?
- Was the misconduct caused by, or did it have a direct and substantial relationship to, the student's disability?

If the Section 504 team determines that the behavior was not a manifestation of the student's disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities. If the Section 504 team determines that the behavior was a manifestation of the student's disability, then the student must be returned to the placement from which the student was removed.

#### Drug Free School Zone Law

Anyone convicted of selling drugs within 1,000 feet of school property will be subject to a minimum mandatory two-year jail sentence. In addition to the jail sentence, individuals convicted of dealing drugs near schools could face fines of up to \$10,000.

#### Educational Services in Home or in Hospital

Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting, must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons, and for a period of not less than fourteen (14) school days in any school year, the Principal (in coordination with the Director of Pupil Personnel Services) shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The Principal shall coordinate such services with the Director of Pupil Personnel Services for eligible students. Such educational services shall be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP. Tutoring forms are available from the Superintendent's Office from the Director of Pupil Personnel Services. The authorization should be the appropriate 11B Department of Elementary and Secondary Education form and should be provided by a physician, including pediatricians or any other M.D., but will not be accepted from a Ph.D. or Ed.D. Students whose medical condition permits them to complete their course work with the assistance of the tutor will receive credit for the course. (See also Section on "Incomplete Work Because of Medical Problems".)

#### Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act ("FERPA") and the Massachusetts Department of Elementary and Secondary Education Student Records Regulations 603 CMR 23.07 4 a and g require that schools obtain written consent prior to the disclosure of personally identifiable information about a student's educational records. Both FERPA and state regulations do allow schools to release "directory information" without written consent as long as parents are aware of the release of "directory information" and have had the opportunity to prevent such release by informing the Principal in writing at the beginning of each school year.

Directory information typically includes the inclusion of a student's name on honor roll lists, graduation programs, playbills, yearbooks, sports programs, newspapers, the website, cable channel programs and official school photographers, as well as official vendor lists.

In addition to a student's name, directory information usually includes address, telephone listing, email, date and place of birth, height, weight, membership in athletic teams, activities, honors awards and post high school plans, as well as images on the school website. Directory information is generally not considered harmful or an invasion of one's privacy.

Two federal laws require that public high schools provide military recruiters and institutions of higher education, upon request, the name, address, and telephone listing of students unless the student or parent direct the school, in writing, to not release such information. Students and parents are provided with the necessary paperwork and release of information forms at the beginning of each school year.

## Harassment

### Civil Rights

Students at Hanover High School are expected to treat each other with respect and in a manner that allows all students to participate in programs and activities free of harassment, particularly that based upon race, color, gender identity, religion, national origin, age, gender, sexual orientation, or disability. Harassment can include communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, as well as other conduct. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, students should consider how other individuals might reasonably view their words and actions. Because harassment can constitute a violation of an individual's civil rights, it can result in not only suspension or expulsion from school but also possible legal action. Students who believe they have been subjected to harassment are expected to report the matter to a School administrator immediately.

### Sexual Harassment

The Hanover Public School System, in accordance with the provisions of Title IX of the Education Amendments of 1972, prohibits discrimination on the basis of gender in educational programs and activities of the public schools. This policy applies to both educational and employment opportunities. Hanover is committed to maintaining an educational atmosphere in which each and every student can pursue scholastic achievement and personal fulfillment. Sexual harassment is a destructive behavior that interferes with the educational process and will not be tolerated. Sexual harassment is a violation of an individual's right to privacy and personal dignity. Students who engage in sexual harassment violate school policy. Students violating this policy will be subject to the consequences as outlined in the *Code of Conduct*. The purpose of this policy is to define sexual harassment, establish appropriate standards of conduct and set guidelines for recognizing and dealing with sexual harassment. A gender equity committee made up of three (3) members of the staff will oversee, monitor and be involved in the resolution of violations of this policy when required.

*Definition* – Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature, when such conduct unreasonably interferes with school performance or creates an intimidating, hostile, offensive, or uncomfortable educational environment. Sexual harassment may include, but not be limited to:

- Unwelcome sexual advances – whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct; gossip regarding one's sex life; comments on an individual's body; comments about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons, including inappropriate usage of computers/internet;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences;
- Discussion of one's sexual activities; and,
- Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered harassment.)
- Sexual harassment is described by the victim. It may result from words or conduct that offend, stigmatize or demean a student on the basis of sex. The individual's feelings and reactions determine whether behavior such as that described above is inappropriate and that sexual harassment has taken place.

*Suggested Procedure* – The following is a suggested procedure that can be modified for the resolution of individual cases:

- Any individual subjected to sexual harassment may, if he or she chooses, confront the alleged harasser verbally or in letter in order to resolve the complaint on an informal level.
- If the issue is unresolved, the individual should seek help from a staff member in resolving the harassment issue.
- If the individual does not want to deal directly with the alleged harasser, or if the matter has not been resolved informally, the individual and/or the individual's advocate should immediately report the conduct to a guidance counselor, a member of the gender equity committee, or the Principal. Every report of sexual harassment must be taken seriously. It must be responded to immediately. In appropriate circumstances, the guidance counselor or Principal may choose to sit down with the alleged harasser and the complainant together to work out a resolution.
- Staff or students who observe conduct which violates this policy are to report the conduct to their Principal or guidance counselor.
- If the individual does not desire to meet with the alleged harasser, the complainant is to meet with a guidance counselor and write a statement describing the incident. The guidance counselor should assist the individual in drafting a statement.

*The statement should list the following:*

- An exact description of the behavior, including when and where it happened.
- A description of how the behavior made the complainant feel (i.e., embarrassed, humiliated, angry).
- The statement should contain a request that the behavior stop because it is sexual harassment and is against the law.

- The statement should be signed and dated by the complainant. The guidance counselor should deliver one copy of the letter to the alleged harasser. The counselor should then conduct a meeting with the alleged harasser to discuss and resolve the issue. A statement of resolution should be signed by the alleged harasser and the complainant. A copy of the statement and the resolution will be retained in the guidance counselor's office.
- If the behavior stops, nothing further will be said and no further action will be taken, and the statement and resolution (above) will be kept confidential.
- If the behavior does not stop, a formal investigation will be initiated by the Administration.

In the case of serious harassment, i.e., physical harassment, repeated incidents of sexual harassment or other cases requiring a formal investigation, the following shall be implemented (retaliation in any form for the filing of a complaint or reporting of sexual harassment is prohibited and will result in serious disciplinary action):

- Have a supportive staff member, advocate or member of the gender equity committee present with the complainant at all discussions regarding the case.
- Keep the investigation group as small as possible to protect the rights of both parties and to ensure confidentiality.
- Complete the investigation promptly. If the complaint is not supported, that decision will be carefully explained to the complainant and alleged harasser. If the complaint is supported, such action as is necessary shall be taken to admonish the alleged harasser, alleviate the complainant's concerns and prevent further harassment.
- Appropriate disciplinary sanctions shall be imposed.
- If a student believes that he/she is harassed by an adult in school, the student should immediately report the incident to the School Administration.
- If the conduct involves a violation of law, the matter will immediately be reported to the Principal.

#### Student-to-Student Harassment

Harassment of students by other students will not be tolerated in the Hanover Public Schools. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities. Even conduct that takes place outside of school may be considered a violation of this policy if it causes a substantial disruption to the educational environment or creates a hostile environment for the victim or otherwise infringes on the rights of the victim at school.

Harassment prohibited by the District includes, but is not limited to, harassment based on race, sex, creed, color, national origin, sexual orientation, gender identity, religion, marital status, or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension.

Harassment means conduct of a verbal or physical nature that is designed to embarrass distress, agitate, disturb, or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical, or written harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

Such conduct is prohibited, whether it takes place in person or in written format, or by another means including using electronic devices such as cell phones, computers, etc.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building and/or his/her designee will be responsible for handling all complaints by students alleging harassment. administrators will notify parents and/or guardians promptly when a pre-investigation or investigation will occur.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

#### Policy Prohibiting Bullying

The Hanover Public Schools is committed to maintaining a school environment where students are free from bullying,

cyber-bullying, retaliation and the effects thereof. The school district recognizes that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

Acts of bullying and cyber-bullying are prohibited:

1. on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and;
2. at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target(s), infringes on the rights of the target(s) at school or materially and substantially disrupts the education process or the orderly operation of a school. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

#### A. Definitions:

Aggressor(s) is a student or a school staff member including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyber-bullying, or retaliation of a student.

Bullying is defined in M.G.L. c.71, s. 37O, is the repeated use by one or more students or by a school staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target(s) that:

1. causes physical or emotional harm to the target(s) or damage to the target's property
2. places the target(s) in reasonable fear of harm to himself or of damage to his property
3. creates a hostile environment at school for the target(s)
4. infringes on the rights of the target(s) at school
5. materially and substantially disrupts the education process or the orderly operation of a school

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-Bullying is defined in M.G.L. c.71, s. 37O as bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-Bullying also includes:

1. The creation of a web page or blog in which the creator assumes the identity of another person.
2. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.
3. The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-Bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment is defined in M.G.L. c. 71, s. 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Target(s) is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

## B. Bullying And Retaliation are Prohibited & Will Lead to Discipline:

Hanover Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, and short-term or long-term suspensions as determined by the school administration, subject to applicable procedural requirements. Disciplinary action for staff who has committed an act of bullying or retaliation shall be in accordance with expectations and standards appropriate to their roles and responsibilities. All discipline is subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

## C. Reporting Obligations:

### 1. Reporting by Staff

A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the Principal, Assistant Principal, or designee.

### 2. Reporting by Students, Parents/Guardians, and Others

The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal, Assistant Principal, or designee. An individual may make an anonymous report of bullying or retaliation; however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

### 3. Reporting to Parents/Guardians

Upon determining that bullying or retaliation has occurred, the Principal, Assistant Principal, or designee will promptly notify the parents or guardians of the target(s) and the student aggressor(s) of this. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. If the alleged target(s) and alleged aggressor(s) attend different schools, the Principal receiving the report shall inform the Principal of the other student's school, who shall notify the student's parents of the report and procedures. All notices to parents will be consistent with the state regulations at 603 CMR 49.00.

### 4. Reporting to Local Law Enforcement

Subject to state regulations, at any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the Principal, Assistant Principal, or designee has a reasonable basis to believe that the incident may involve criminal conduct, the Principal, Assistant Principal, or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

### 5. Reporting to Administrator of Another School District or School

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Hanover Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

## D. Investigation:

The Principal, Assistant Principal, or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

### 1. Pre-Investigation

Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target(s) and/or protect the alleged target(s) from further potential incidents of concern. A reasonable effort will be made to contact the target(s) parents or guardians. In taking any such action, however, the rights of both the alleged target(s) and alleged aggressor(s) must be considered.

### 2. Written Statement of the Complaint

The Principal, Assistant Principal, or designee will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: (1) what specifically happened, (2) who committed the alleged acts, (3) who was present or may have information about the events, (4) when the events occurred (date, time of day), and (5) where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

### 3. Interviews

Once the allegations of the complainant are established, the Principal, Assistant Principal, or designee will gather other evidence, which often involves interviews of the alleged aggressor(s) and/or other witnesses. If appropriate, the Principal, Assistant Principal, or designee should remind the alleged aggressor(s) and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

### 4. Confidentiality

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

### 5. Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "*reasonable person*" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924 F.2d 872 (9th Cir. 1991).

1. If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target(s) is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation: meet with parents and guardians to encourage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
2. transfer student's classroom or school;
3. limit or deny student access to a part, or area, of a school;
4. enhance adult supervision on school premises;
5. exclude from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
6. provide relevant educational activities for individual and groups of students with guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may helpful in providing such programs;
7. develop a Personalized Action Plan and directives for future conduct including providing the target(s) with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student;
8. arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power);

9. provide counseling (or other appropriate services) or referral to such services for the target(s) and/or the aggressor(s) and/or for appropriate family members of said students.

#### E. Closing the Complaint and Possible Follow-up:

The Principal, Assistant Principal, or designee will promptly provide notice to the parent/guardian of a target(s) and a student aggressor(s) about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents or guardians—unless it involves a “stay away” or other directive that the target(s) must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the Principal, Assistant Principal, or designee will contact the target(s) to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

Any parent wishing to file a claim/concern or seeking assistance outside of the school district may do so with the MA Department of Elementary and Secondary Education Problem Resolution System (PRS). Information about the PRS can be found at <http://www.doe.mass.edu/pqa> or individuals may send emails to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or may call 781-338-3700. In addition, the Superintendent's office has hard copies of information about the PRS.

#### Hazing Policy

The Hanover School Committee prohibits the practice of “hazing” in the public schools. Hazing may result in suspension from school. School administrators are expected to report occurrences to proper authorities.

#### CH. 269, s.17 Hazing, Organizing or Participating; Hazing Defined

‘Whoever is the principle organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars (\$3,000) or by imprisonment in a house of correction for not more than one (1) year, or both such fine and imprisonment. The term “hazing” as used in this section and in s.18 shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

#### CH. 269, S.18. Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in s.17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars (\$1,000).

#### CH. 269, S.19. Issuance to Students and Student Groups

Section 19. Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.



Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the Student Manual or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

#### Digital Technology Acceptable Use Policy

The Hanover Public Schools encourages the use of digital technology for completing educational assignments and professional responsibilities. The primary purpose of providing digital technology within the district is to support the educational goals and objectives of Hanover Public Schools. It is expected that all digital technology users will respect the rights of others, and will act in a way that reflects proper ethical and legal standards at all times.

The following Digital Technology Acceptable Use Policy applies to all faculty, staff, students, community members and guests who use the district's digital technology or who access our network. Any violation of the terms spelled out below may result in loss of access to district digital technology and/or disciplinary/legal action.

#### 1. Definition and Purpose

- 1.1. Hanover Public Schools provides access to its data network and Internet portal (the "network") for employees, students and authorized guests. This network includes all hardware used to deliver and receive data, as well as all software instrumental in viewing and working with data over the network. Any computer—whether purchased by the district or owned by an individual—that is connected to our network at any time is considered to be part of the network and, thus, is subject to the terms of this Digital Technology Acceptable Use Policy (DTAUP).
  - 1.1.1. The network has been developed for educational purposes. It is intended to assist students and teachers by providing access to a wide range of information resources. The network also allows for efficient communication within the district, with parents, social service agencies, government agencies, businesses, et cetera.
  - 1.1.2. Incidental personal use of digital technology and the network may be permitted as long as it does not interfere with the educational mission of the Hanover Public Schools.
- 1.2. "User" refers to any staff member, administrator, student, community member or authorized guest who connects to the Hanover Public Schools' network, who uses digital technology belonging to the Hanover Public Schools or who accesses our network.
- 1.3. "Digital technology" is any device that creates, transmits, or accesses digital information, whether connected to the network or used in a stand-alone situation. "Digital information" or "digital media" is any data that is created, transmitted, or accessed by digital technology.
- 1.4. "Educational" refers to the process of teaching and learning that is tied to the curricula of the Hanover Public Schools and the Department of Elementary and Secondary Education's Curriculum Frameworks.

#### 2. Staff and User Responsibilities

- 2.1. The Director of Technology will oversee access to the network and will establish processes for authorizing software installation, for the archiving of email and databases, for maintaining virus and spam protection, and for complying with the Children's Internet Protection Act (C.I.P.A.).
- 2.2. The building Principal will maintain signed user agreements for students and staff; he or she is responsible for enforcing the DTAUP on-site.
- 2.3. When using the Internet for class activities, teachers will preview and select materials appropriate to the students and relevant to the course objectives. Teachers will help students develop critical thinking skills (i.e. assessing the reliability of information found on the Internet) and provide guidelines and resources to assist their students in focused research activities. While their students are on-line and under their supervision, staff must be actively vigilant of websites visited by students.
- 2.4. Any user who finds objectionable material on any digital device should inform an administrator immediately. This includes material that any user might locate by connecting to a website—whether intentionally or accidentally—or might find residing on a computer or the network.

- 2.5. No staff member may access the online grades or personal information of any student except for those students with whom he or she has a direct professional relationship at that time.
  - 2.6. No staff member may access the online personal or professional information of another staff member except when the employee's direct supervisor accesses the information, or directs another member to access the information, in the process of fulfilling his or her professional responsibilities.
  - 2.7. Accessing or attempting to access another user's account without permission is strictly prohibited. Users may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users on the network.
  - 2.8. All passwords or other means of accessing computers, servers, software, or the network within the Hanover Public Schools is the property of the school district. Any misuse, dissemination, or destruction of these passwords is vandalism, and may be punished through internal disciplinary means and/or through the courts.
  - 2.9. Any person who accesses the district from outside the network does so with the same restrictions and responsibilities as outlined in this document.
  - 2.10. Any person who illegally accesses the Hanover Public Schools' network with intent to damage the network may be subject to criminal and/or civil prosecution as well as internal disciplinary action.
  - 2.11. Any Hanover student, faculty member, administrator, or staff member who libels or slanders any other Hanover student, faculty member, administrator, or staff member using digital technology may be subject to internal discipline and/or punishment within the courts.
3. District Limitation of Liability
    - 3.1. Hanover Public Schools makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through its network will be error-free or without defect.
    - 3.2. The district will not be responsible for any damages users may suffer, including but not limited to, loss of data or interruptions of service, or personal physical, psychological, or monetary damages.
    - 3.3. The district is not responsible for the accuracy or quality of the information obtained through or stored on the network.
    - 3.4. The district will not be responsible for unauthorized financial obligations arising through the use of the network.
4. Due Process
    - 4.1. While on the network, the user agrees to take full responsibility for his or her actions. The Hanover Public Schools will not be held liable for the actions of anyone connecting to the Internet through this network. Therefore, all users shall assume full liability—legal, financial, or otherwise—for their use of the network.
    - 4.2. Violations of the DTAUP can carry serious consequences and could result in the immediate suspension of the user's privileges. Further disciplinary action may be taken by the administration and/or town, county, state, or federal authorities. Disciplinary actions will be tailored to meet specific concerns related to the violation. These disciplinary actions may include termination of employment or student suspension.
    - 4.3. Any questions, suspicions, or allegations concerning adherence to the Digital Technology Acceptable Use Policy should be brought to the attention of the Director of Technology, building Principal, or the Superintendent of Schools.
5. Search and Seizure
    - 5.1. The network and all devices (except those purchased personally by the user) attached to it are the property of the Hanover Public Schools; the storage systems of these devices are therefore subject to inspection by the administration at any time. District-owned computers, whether attached to the network or not, are subject to inspection by the administration at any time. System users should expect limited privacy regarding the contents of their files stored on the network.
    - 5.2. An individual search will be conducted if there is suspicion that a user has violated the DTAUP or the law. The nature of the investigation will be in relation to the context of the nature of the alleged violation.
6. Acceptable Use of Hanover's Digital Technology
    - 6.1. All students, faculty, and staff are encouraged to explore any and all digital technology offered by the Hanover Public Schools, whether through installed hardware and software or through approved network connections.
    - 6.2. All students, faculty, and staff are encouraged to share the digital media that they create (along with production techniques) with all other members of the Hanover community. Please contact the Director of Technology for methods of dissemination.
    - 6.3. In the "Web 2.0" world, social networking—the sharing of ideas, opinions, and media across networks (especially the Internet)—brings us all closer. Anyone who discovers interesting websites of educational value is encouraged to contact his or her teacher, school Principal or the Director of Technology for posting these sites in the appropriate places.

## 7. Unacceptable Use of Digital Technology

- 7.1. No member of the faculty, the staff, or the student body will use Hanover Public Schools' digital technology to defame, slander, or libel any person.
- 7.2. Cyberbullying, which is the repeated use by one or more students or by a school staff member of an electronic expression including the transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but not limited to, electronic mail, internet communications, instant messages or facsimile communications, creation of web pages or blogs in which the creator assumes the identity of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution of communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons), alone or in combination with any written or verbal expressions or physical acts or gestures, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of the school. See Massachusetts General Laws, Chapter 71. Section 370.
- 7.3. He or she will not engage in any illegal activities or use the technology for purposes other than as intended in an educational setting.
- 7.4. When faculty, staff, students or guests of the Hanover Public Schools use the network they become an extension of the Hanover Public Schools and are expected to follow the guidelines of this policy. Inappropriate use will not be allowed.
- 7.5. The user will not:
  - use obscene, mean-spirited, pornographic, profane, inflammatory, racist, threatening, or disrespectful language;
  - engage in prejudicial or discriminatory attacks, sexual harassment, or other forms of online bullying;
  - post false or defamatory information about a person or organization, or post information that could cause damage, panic, or disruption. This includes, but is not limited to, the posting of broadcast messages or any other actions that cause congestion of the network or interfere with the work of others;
  - install unauthorized software or download unauthorized software from a remote location or copy software that belongs to the Hanover Public Schools without expressed permission of the Director of Technology;
  - attempt to go beyond his or her authorized access (hack), make deliberate attempts to disrupt system performance, destroy data (by spreading computer viruses or by any other means), or engage in other illegal activities;
  - access blocked or prohibited websites through proxy servers that remove identifying information about the user for the purpose of anonymity;
  - access non-educational gaming sites;
  - disseminate passwords, codes, access telephone numbers, or account numbers to unauthorized persons;
  - change the configuration of a computer or network without administrative permission;
  - use the network to access material that is profane or pornographic or that advocates illegal acts, violence, or discrimination towards other people (e.g., hate literature);
  - use the network for lobbying or advertising or for passing on information of a purely personal interest;
  - damage or vandalize computers, computer systems, or networks either through physical alteration or through the introduction of malicious digital agents, such as viruses;
  - trespass in other's folders, work or files, or use another's password.

## 8. Email

- 8.1. All email created or received by an employee of a governmental unit is a public record. According to Massachusetts General Laws:

"public records" shall mean all...documentary materials or data, regardless of physical form or characteristics, made or received by any officer or employee of any agency...to serve a public purpose (G.L. c. 4, § 7, cl. 26).

  - 8.1.1. Email is, therefore, a public record and it is subject to the requirements of the Public Records Law, G.L. c. 66. Any member of the public may request copies of email. Please note that even deleted messages are subject to disclosure because they are required to be backed up in our archives.
  - 8.1.2. Users should consider e-mail messages to be equivalent to letters sent on official letterhead and therefore should be written in a professional and courteous tone. As the AUP of the Springside School in Pennsylvania states, "tone is difficult to discern in electronic communication. Electronic communication is best used as a medium for disseminating factual information and should not be regarded as a replacement for face-to-face communication."
- 8.2. Faculty, staff, or students must not subscribe to mass electronic mailings (e.g., chain letters, "jokes of the day," "horoscopes," "trivia," et cetera). Mass mailings take up valuable network space that should be used for

educational purposes. If a faculty member joins a professional (educational) listserv, it is requested that he or she subscribe in digest format. Please, contact the listserv administrator or the Director of Technology for instructions on how to accomplish this.

- 8.3. The Director of Technology or the Systems Engineer monitors the network to ensure proper network operations. Principals, department heads, or supervisors may request detailed reports indicating e-mail and Internet usage.
- 8.4. Students are not allowed to access non-school email accounts, including chat and instant messaging. In the event that students are given email accounts through the Hanover Public Schools, all email rules stated in this DTAUP apply.
- 8.5. Email accounts issued by Hanover Public Schools may not be used to bully, harass, or threaten any individual or organization; accounts will not be used to send chain letters, viruses, or hoaxes to other students, faculty, or individuals;
- 8.6. Student email accounts are filtered for language and content; any email that contains inappropriate language or content will not be delivered and appropriate disciplinary action will be taken. Disciplinary actions will be tailored to meet specific concerns related to the violation.

## 9. Web Publishing

- 9.1. The Hanover Public Schools websites are designed to provide a portal to enable communication among teachers, students, staff, administration, and the community. Material posted on the district's websites or web portal must reflect the high educational standards of the Hanover Public Schools.
- 9.2. To help to protect the safety of our students and the accuracy and security of district information, the guidelines and procedures listed below must be followed:
  - 9.2.1. No student's personal information such as home address or telephone number may be posted on the Hanover Public Schools' websites. Students must have signed permission from their parent/guardian granting permission to post the student's work and or picture. The use of a student's name, picture, or demographic information on the website of an employee of Hanover Public Schools is prohibited, except with the permission of the Superintendent of Schools and the parent/guardian of the student.
  - 9.2.2. Material posted on district websites must have prior approval of the Principal. All links from a school's website to sites outside of the Hanover Public Schools network must be approved by the Principal or his/her designee. At all times, there must be a good faith effort to verify the authenticity of material posted on the district's websites.
  - 9.2.3. Photographs and images must be used in accordance with district policy.
  - 9.2.4. Logos or trademarks used must have written permission from the person or organization that owns the logo or trademark. The Hanover Public Schools' name or copyrighted logos must not be used on a personal web page without permission of the Superintendent.
  - 9.2.5. The creator of any district web page is responsible for ensuring that the information contained therein is of the highest editorial standards (spelling, punctuation, grammar, style, et cetera). The information should be factually accurate and current. If errors are observed, the Director of Technology, Principal, or designated school webmaster should be contacted to make the necessary corrections.
- 9.3. All teacher and staff professional websites must reflect the high educational standards of the Hanover Public Schools. There may be no links from a teacher's or staff member's professional website to his or her personal website or to other websites of a non-educational nature except with permission from the building Principal, the Director of Technology, or the Superintendent of Schools.

## 10. Personal Computers

- 10.1. Faculty, staff, and student personal computers may be configured for Hanover Public Schools' network with approval from the Director of Technology.
- 10.2. Personal computers are not the property of Hanover Public Schools and will not be serviced by the Technology Department.
- 10.3. Personal computers must have up-to-date virus protection software in order to be placed on the district's network.

## 11. Copyright Infringement

- 11.1. Existing copyright law will govern the use of material accessed through the network. The user—any student, faculty member, administrator, staff member, or guest—will not infringe upon the copyright of works found on the Internet or within the network.
- 11.2. As has been stated earlier, all copyrighted material used on any of the district's web pages must have the expressed written permission of the person or organization that owns the copyright.

The ELA and Math MCAS tests are required of all sophomore students. All students must also pass a science MCAS exam. This will be administered during their freshman year. Students who transfer to HHS in grades 11 or 12 and have not passed the English, math, or science MCAS tests will be tested at the next scheduled session. Students who transfer to HHS in grades 10, 11, or 12 and have not passed a science MCAS test will be required to pass one before graduation.

#### Medication Policy

Students are not allowed to carry any medication (prescribed or over-the-counter) on their person with the exception of inhalers and EpiPens (written permission from their physician and permission from the nurse is required.) All other medications must be kept in the nurse's office. If the nurse is to administer medication in school, the parents must supply the following:

- A written, signed and dated request from the parent or guardian, with instructions for administering the medication from the student's licensed health care provider (form available at Health Office). Form must be signed by both the parent/guardian and the prescribing licensed health care provider
- A written note from a parent is needed for the student to receive over-the-counter medication.
- The medication in the original pharmacy container.

#### Searches

Student lockers remain the property of the school and are subject to search at any time. The student's person, belongings and/or automobile are subject to reasonable search if there is reasonable basis for believing that the search will produce evidence of a violation of school rules or the law. Refusal to allow such a search will result in disciplinary action and possible police intervention.

#### Sexual Education Policy

In accordance with Massachusetts Law Chapter 71, Section 32A, an act relative to Human Sexuality Education, Hanover High School provides this notification to parents regarding curriculum which primarily involves human sexuality or human sexuality issues. This notification will allow parents or guardians, through written notification to the High School Principal to have the flexibility to exempt their children from any portion of our Health or other courses that deal with human sexuality or human sexuality issues. No child so exempted shall be penalized by reason of such exemption; other work will be assigned to comply with the time on learning requirement. Program instruction materials for these curriculums shall be made reasonably accessible to parents or guardians for review with an appointment with the Principal.

#### Tobacco and Smoking Policy

The Education Reform Act of 1993 prohibits the use of any tobacco products within the school buildings, on school grounds, or on school buses. Possession of tobacco in any form including, but not limited to, chewing tobacco/snuff and e-cigarettes on school property or at any school function will result in disciplinary consequences. First offense for smoking inside or outside of the building or the possession of any tobacco products is two (2) days OSS. Subsequent offenses will result in one (1) additional OSS. A student in possession of a lit or unlit cigarette is in violation of the smoking policy. When smoke is observed coming from a closed lavatory stall or any other area, all persons in the area at that time are considered to be smoking until the administrator determines otherwise. The use of chewing tobacco and snuff is also prohibited. All students are prohibited from the possession of any tobacco products on school grounds or a school-sponsored activity and offenders will be subject to the consequences detailed above.

#### Transportation

The Hanover School Committee has adopted the following policy. Students may be detained after regular school hours for the following reasons: to work with the teacher, for co-curricular activities or for disciplinary reasons. In all three cases, transportation from school to home is the sole responsibility of the parent. Public telephones are available in the school so that students can call their parents to make suitable arrangements for transportation when unexpectedly detained at school. In the case of a student being detained for disciplinary reasons, such detention shall be on the day the infraction occurs and, therefore, notification to the parent by the school department in advance is not possible. Parents likewise will not be given advance notice should a student choose to remain after school for co-curricular activities or to work with a teacher as this is voluntary. The school department shall not be liable or responsible for any child who is so detained after he/she has been released from school.

#### Written Reports Regarding Possession of a Dangerous Weapon and Transfer of Records

Mass. Gen. Laws, c. 71, § 37L provides the following:

"... any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report shall file it with the Superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of children and families, the office of student services or its equivalent in any school district, and the local school committee. Said Superintendent, police chief, and representative from the department of children and families, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the

student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment. A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act."

## Synopsis of Federal Civil Rights Laws and District Coordinator Information for Hanover Public Schools

### Synopsis Of Laws

#### Title VI of the Civil Rights Act of 1964

Coordinator: Thomas Raab, 1-781-878-0786

Statute prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in program or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

#### Title IX of the Education Amendments of 1972

781-878-5450

Coordinator: Kelly Stukenborg, 1-

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have grievance procedures through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment. (M.G.L. Ch. 151B, S3A)

#### Section 504 of the Rehabilitation Act of 1973

826-2631

Coordinator: Jane DeGrenier, 1-781-

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature of severity of the person's handicap. (34 CF104.33)

#### Americans with Disabilities Act of 1990

878-0786

Coordinator: Thomas Raab, 1-781-

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee or employees designated pursuant to this paragraph." (34 CFR 35.107(a))

### Equal Educational Opportunities Laws

#### Equal Educational Opportunities Act of 1974

1122

Coordinator: Daniel Birolini, 1-781-871-

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC S1203(f))

Mass. General Laws CH.76, S5 (also known as Chapter 622)  
0786

Coordinator: Michael Oates, 1-781-878-

This state law provides that "no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, or sexual orientation.

McKinney-Vento Homeless Assistance Program  
0786

Homeless Education Liaison: Michael Oates, 1-781-878-

McKinney-Vento is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools. It was reauthorized as Title X, Part C, of the No Child Left Behind Act in January 2002.

### Special Education

Chapter 688 (transition planning)  
Oates, 1-781-878-0786

Coordinator: Michael

School districts file a Chapter 688 referral for students with severe disabilities who will need continued services and supports after their eligibility for special education ceases. School districts must make Chapter 688 referrals at least 2 years before the student is expected to graduate from school or turn 22 years of age. This allows time to determine the student's eligibility for adult services and for agencies to include the anticipated cost of services for the student in its budget request that it submits to the state legislature each year.

## Hanover Public Schools and Hanover Police Department Memorandum of Understanding

### I. Statement of Purpose

The Hanover Public Schools and the Hanover Police Department agree that student violence and substance abuse are national and societal problems reaching into our community. To maximize the effectiveness of our efforts to achieve a violence-free and drug-free community, we recognize that the coordination and cooperation of the community as a whole are essential. Therefore, the Chief of Police, with the support of the Hanover Board of Selectmen, and the Superintendent of Schools with the support of the Hanover School Committee, pledge to follow the agreed-upon procedures for communicating incidents of verbal and physical assault, intimidation, bullying, threats, harassment, hate crimes, sex crimes, possession of weapons and arrests or charges filed related to the use, possession and/or distribution of drugs and alcohol.

### II. Designated School and Police Liaisons

In order to facilitate effective communication between school administrators and police personnel, individuals holding the following positions are designated as liaisons:

Hanover Public Schools liaisons shall include each school's Principal and Assistant Principal (or other contact designated by the Principal). Hanover Police Department liaisons shall include the School Resource Officer, the School Attendance Officer, the Executive Officer of the Police Department, and/or the Chief of Police. The Chief of Police and Superintendent of Schools are the Lead Liaisons and when there is any question as to how to interpret this MOU or whether a sharing of information is necessary, they must be consulted.

### III. Mandatory Reportable Incidents

#### School Reports to Police Department

- 1) The following shall be considered Mandatory Reportable Incidents:
  - a) possession, use, or distribution of alcohol by a student;
  - b) possession, use, or distribution of an inhalant or any controlled substance, as defined in G.L. c. 94C (excepting any possession of prescription medication possessed and administered in accordance with state law and school policy);
  - c) any incident in which any individual is reasonably believed to be distributing controlled substances or alcohol;
  - d) any incident involving the threat of assaultive behavior or intentional assaultive behavior and/or reckless behavior that results in personal injury;
  - e) possession of a weapon, as defined in the school handbook or under G.L. c.71 § 37H (a), which includes, but is not limited to, a gun or a knife, and ammunition or components thereof.

- f) any incident involving stalking or harassment in violation of G.L. c. 265 § 43 and 43A, annoying phone calls, domestic abuse, dating violence, or a violation of G.L. c. 209A or 258E restraining order, and any students either protected by a restraining order;
  - g) any incident involving a child suffering physical or emotional injury resulting from abuse inflicted upon him or her which causes harm or the substantial risk of harm to the child's health or welfare, including sexual abuse or from neglect (in addition to a report filed with the Department of Children and Families);
  - h) any incident involving an actual or suspected hate crime or violation of civil rights, including but not limited to an assault or battery upon a person or damage to the real or personal property of a person with the intent to intimidate such person because of such person's race, color, national origin, sexual orientation, or disability in violation of G.L. c. 265 §§ 37 and 39, as well as any act of bodily injury or attempt to cause bodily injury against a person due to actual or perceived religion, national origin, gender, sexual orientation, gender identity, or disability in violation of 18 U.S.C. ~ 249;
  - i) any incident resulting in significant damage to municipal or private property;
  - j) any incident of intentional theft of municipal or private property;
  - k) any bomb threat, fire, threatened or attempted fire setting, threatened or attempted use of an explosive device or hoax device, as defined by G.L. c. 148 § 60. NOTE: The school shall also report "unauthorized ignition of any fires" to the local fire department under G.L. c. 148 § 2A;
  - l) any creation or possession of a document, whether computer or manually generated, handwritten or electronic (e.g., text ) that identifies any individual targeted for violence or death;
  - m) any credible threat, direct or indirect, past or future, against a student, school personnel or other school employee;
  - n) any incident of "hazing" as defined by G.L. c. 269 § 17, involving any conduct or ritual or method of initiation into any school organization that endangers the physical or mental health of any student;
  - o) any sexual assault, including but not limited to rape, assault with intent to rape, indecent assault and battery, as well as any lewd and lascivious behavior, open and gross lewdness, indecent exposure, or incident of gender-based harassment, "sexting", "sextortion"(1) or possession or dissemination of sexually explicit photographs of a minor.;
  - p) any incident of "bullying" or "cyberbullying" as defined by G.L. c. 71 § 370 where the school believes that the incident may have involved criminal conduct or involves any other reportable acts outlined in (a) through (n).
- 2) Mandatory Reportable Incidents will be immediately reported to the Hanover Police Department if such incident:
    - a) occurred on school property or within 1,000 foot radius of school property;
    - b) occurred at a school-sponsored function;
    - c) occurred in a school owned or contracted bus or other vehicle or at school bus stop; or
    - d) involved a student of the Hanover Public Schools.
  - 3) The Designated Liaisons from the School may use their professional discretion to report any other incident or information that may affect the safety or well-being of students or staff members at the school.

#### Police Department Reports to the School

The appropriate Police Department Designated Liaison will inform the appropriate School Designated Liaison, subject to applicable statutes and regulations governing confidentiality, of:

- 1) any arrest of a student or the filing of a criminal or delinquency complaint application against any student of the Hanover Public Schools; and
- 2) any occurrence involving a student of the Hanover Public Schools, if the
  - a) activity poses a serious (present or future) threat to the safety of the student, other students, faculty, or administrative personnel;
  - b) making of such report would facilitate supportive intervention by school personnel on behalf of the student; or
  - c) activity involves actual or possible truancy.

#### IV. Procedure Guidelines

This Memorandum of Understanding is established between the Hanover Public Schools and the Hanover Police Department regarding the establishment of a protocol for the reporting and coordination of response to incidents of violence or other illegal activity within Hanover Public Schools. The Hanover Public Schools and the Hanover Police Department agree to coordinate their response to violence or other illegal activity by students and non-students which occur on school premises or at school-sponsored or school-related events. Through collaboration the two departments can ensure safe and secure schools and community environments designed to maximize effective teaching and learning. This agreement is subject to periodic review and amendment by agreement of the parties.



In order to maintain a safe environment in its schools, the School Department reserves the right to search all school property for contraband or controlled substances in accordance with state laws.

A. Non-Reporting School Personnel:

A teacher or other school employee with knowledge or facts pertinent to the reportable act shall make a report on the incident and shall deliver such a report and any physical evidence to the school's Reporting Official.

B. Responsibilities of Reporting Official:

Once the Reporting Official has been made aware of the incident, it is his/her responsibility to:

- Categorize the act as requiring a mandated or discretionary report
- Notify the Police Department whenever mandated
- Deliver to the Police Department pertinent physical evidence
- After consulting with the Police, notify parents of the mandatory act.
- When appropriate, notify parents of any act in which a discretionary response does not result in the notification of police.

C. Responsibilities of the Police Department

The responding Officer shall receive reports from the Reporting Official. The Officer shall investigate such cases and, where appropriate, refer such cases to the District Attorney's office for prosecution.

D. Collaboration

The Hanover Public Schools and the Hanover Police Department shall establish and conduct regularly scheduled meetings to discuss, monitor and track events occurring within the Hanover Public Schools facilities or in connection with school officials, as well as serious or habitual offenders. The parties may invite other officials to participate as appropriate.

To the extent permitted by law, the parties shall share information regarding student offenders. The parties agree that any information shared during these meetings shall be confidential and subject to privacy restrictions established by law.

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Matthew Ferron  
Superintendent of Schools

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Walter Sweeney  
Chief of Police

Joel Barrett  
Security Liaison

MOU Language Updated: June 2021

