

SECTION I
INSTRUCTION

IA	EDUCATIONAL GOALS AND OBJECTIVES
IAA	REVIEW OF EDUCATIONAL PROGRAM
IB	ACADEMIC FREEDOM
IC/ICA	SCHOOL YEAR/SCHOOL CALENDAR
IG	CURRICULUM ADOPTION
IHAM	HEALTH EDUCATION
IHAM-1	PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION
IHAMA	TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO
IHB	SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
IHBD	COMPENSATORY EDUCATION
IHBF	HOMEBOUND INSTRUCTION
IHBG	HOME SCHOOLING
IHBH	ALTERNATIVE SCHOOL PROGRAMS
IHCA	SUMMER SCHOOLS
IHD	CONTINUING EDUCATION
IIB	CLASS SIZE
IJ	INSTRUCTIONAL MATERIALS
IJ-R	RECONSIDERATION OF INSTRUCTIONAL RESOURCES
IJF	PHYSICAL EDUCATION AND ATHLETIC EQUIPMENT
IJJ	TEXTBOOK SELECTION AND ADOPTION
IJK	SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

IJL	SELECTION POLICY FOR THE HANOVER SCHOOLS LIBRARY MEDIA CENTERS
IJL-R	PROCEDURES FOR RECONSIDERATION OF LIBRARY MATERIALS
IJL-E	HANOVER MIDDLE SCHOOL COMPUTER CURRICULUM - 2004
IJND	COMPUTER AND INTERNET USE POLICY
IJNDB	INTERNET ACCEPTABLE USE POLICY
IJNDC	SCHOOL AND DISTRICT WEB PAGES
IJNDC-R	WEB SITE GUIDELINES AND PROCEDURES FOR APPROVAL
IJOA	FIELD TRIPS
IJOB	COMMUNITY RESOURCE PERSONS/SPEAKERS
IJOC	VISITORS AND VOLUNTEERS
IKAB	STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS
IKB	HOMEWORK
IKE	PROMOTION AND RETENTION
IKEA	PARENTAL NOTIFICATION OF STUDENT PLACEMENT
IL	EVALUATION OF INSTRUCTIONAL PROGRAMS
ILBA	DISTRICT PROGRAM ASSESSMENTS
ILBA-E	DISTRICT PROGRAM ASSESSMENTS
IMB	TEACHING ABOUT CONTROVERSIAL ISSUES/ CONTROVERSIAL SPEAKERS
IMD	SCHOOL CEREMONIES AND OBSERVANCES
IMG	SERVICE ANIMAL POLICY

EDUCATIONAL GOALS AND OBJECTIVES

The Philosophy Statement adopted by the Hanover School Committee serves as the foundation for the goals and objectives of the educational program of the Hanover Schools and is consistent with the educational goals of the Massachusetts Common Core of Learning.

SUMMARY OF EDUCATIONAL GOALS:

- A. To provide a rigorous, challenging pre-K-12 curriculum that emphasizes a mastery of traditional academic subject areas and encourages each student to strive for academic success.
- B. The establishment of specific educational performance goals for every student, reflecting high educational standards, and the mechanism for monitoring progress toward those goals and for holding educators accountable for their achievement.

The Superintendent will annually identify to the School Committee specific goals and objectives for the Hanover Schools and will report on progress made toward achieving them.

There are primarily three functions involved in carrying out the instructional program:

- Operating Function
- Coordinating and Developing Function
- Evaluating and Assessment Function

The operating function involves classroom instruction and building program management. The coordinating and developing function includes monitoring activities (curriculum development), in-service education, and special services. The evaluation and assessment function involves data collection and synthesis and establishing future direction.

LEGAL REFS.: 603 CMR 26:00

CROSS REF.: AD, Educational Philosophy
ADA, School District Goals and Objectives

REVIEW OF EDUCATIONAL PROGRAM

The educational program shall be subject to continuous review, and periodic reports shall be issued to the Hanover School Committee. Appropriate means for review of the educational program shall be established and maintained by the Superintendent of Schools.

Each year the School Committee shall select those programs which it wishes to review during the ensuing year. It shall be the goal of the School Committee to review the entire educational program.

ACADEMIC FREEDOM

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth in the Constitutions of the United States and the State.

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval by May 1st of each year. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Education:

1. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
2. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

LEGAL REFS.: M.G.L. 4:7; 15:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
Board of Education Regulations for School Year and School Day, effective 9/1/75
Board of Education, Student Learning Time Regulations
603 CMR 27.00, Adopted 12/20/94

CURRICULUM ADOPTION

An educational program, sequentially developed, will be provided to serve the expectations of the community.

The organization of the curriculum is the responsibility of the Superintendent and should be consistent with the goals and objectives of the Hanover School Committee. The Superintendent shall transmit annually to each member of the School Committee an outline of the instructional and co-curricular activities, both required and elective, to be offered in the Hanover Schools including Continuing Education Programs, Program of Studies for secondary schools, curriculum overviews for elementary and middle schools, and inter-scholastic, intramural and co-curricular programs.

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise, and gathering input from parents and community.

The Committee expects its faculty and administration to regularly evaluate the education program and to provide notification of recommended modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program. No course of study can be added or dropped from the school's educational program.

LEGAL REF.: M.G.L. 69:1E
 603 CMR 26:05

HEALTH EDUCATION

Good health depends upon continuous life-long attention to scientific advances and the acquisition of new knowledge.

The School Committee believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education.

The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committee will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the system's health education program.

LEGAL REF.: M.G.L. 71:1

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A, the Hanover School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

REF.: Department of Education

TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

In accordance with state and federal law, the District shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs in grades K-12.

The drug and alcohol education program shall address the legal, social, and health consequences of drug and alcohol use. It shall include special instruction as to the effects upon the human system; the emotional, psychological and social dangers of such use with emphasis on nonuse by school age children and the illegal aspects of such use. The program also shall include information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of each individual to the dangers of drugs, alcohol, and tobacco.

To create an awareness of the total drug problem-prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national and international levels.

To relate the use of drugs and alcohol to physical, mental, social and emotional practices.

To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.

To understand the personal, social and economic problems causing the misuse of drugs and alcohol.

To develop an interest in preventing illegal use of drugs in the community.

The curriculum, instructional materials and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

Opiate misuse among student athletes is of particular concern because of the incidence of physical injury and access to prescription pain medication. Therefore, in addition to providing drug prevention education to all students, the district shall provide additional educational materials to students participating in an extracurricular athletic activity in accordance with Massachusetts General Law. Information on the dangers of opiate use and misuse shall be distributed in written form prior to the commencement of their athletic seasons.

This policy shall be posted on the district website and filed with the Massachusetts Department of Elementary and Secondary Education in a manner and form prescribed by the Department.

LEGAL REFS.: M.G.L. 71:1
 M.G.L. Title XII, Ch. 71 Sect. 96
 M.G.L. Title XVI, Ch. 111, Sect. 222(a)

**SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS AND DISABILITIES)**

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive, the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
 7/1/81
 603 CMR 28:00 inclusive

**COMPENSATORY EDUCATION
(Title 1)**

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for District students. By adoption of this policy, the School Committee ensures equivalence in the provision of curriculum materials and supplies.

HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to those students who are unable to attend classes due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of Pupil Services.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers are assigned to homebound instruction by the Director of Pupil Services with the approval of the Superintendent.

HOME SCHOOLING

The Hanover School Committee will grant permission for home education in accordance with the rights and responsibilities given to parents under Massachusetts and federal law. This policy for home education reflects the intention of the Hanover School Committee to assist the child's parent(s) or guardian(s) to develop an educational program that is appropriate and educationally sound. However, the United States Supreme Court, other federal courts and Massachusetts courts have held that the right of parents to home education is not absolute and that a school committee has the responsibility and the right to approve, modify, or disapprove said home instruction program. The state Board of Education further states that, until a home education plan is approved by vote of a school committee, a child is required to attend the Hanover Schools or other already approved educational program. The Hanover School Committee will consider approval of a request for a home education program upon the recommendation of the Superintendent and provided that the requirements of the Committee for approval of such a program have been followed. See Procedures for Application and Requirements.

A student being educated in a home-based program within the District may have access to public school extracurricular activities upon approval of the Superintendent.

Families who subscribe to a Home Education Program will not receive a diploma from the Hanover Schools.

ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The School Committee will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment.

LEGAL REFS.: M.G.L. 71:37I; 71:37J
 Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the
 Acts of 1974, Regarding Magnet School Facilities and Magnet Educational
 Programs, adopted 2/25/75

SUMMER SCHOOLS

The school system may conduct summer sessions as a supplement to the instruction offered during the school year, or as determined by Individual Education Plans.

To attend a remedial summer school, students must have the approval of their classroom and/or special subject teachers.

LEGAL REF.: M.G.L. 71:28

CONTINUING EDUCATION

The Continuing Education Program shall operate under the jurisdiction of the Hanover School Committee and in compliance with state statutes governing finance, staffing and operation.

The program of studies shall reflect the interests and needs of the community. The programs will be conducted in facilities under the jurisdiction of the Hanover School Committee. The School Committee shall be notified of the program of studies, support staff appointments, and fee schedule. Course enrollments may be limited with preference given to Hanover residents. All monies received in payment for tuition or other fees and all expenditures for operation shall be maintained as regulated by local and state laws. This program is self-funded.

The Director of Continuing Education shall be appointed by and responsible to the Superintendent of Schools, or to his/her delegate, and shall have responsibility for program, staff, maintenance of necessary state reports for financial reimbursement, and other operational duties as the Superintendent may direct.

CLASS SIZE

The Hanover School Committee recognizes the direct link between the smallest possible class sizes and students' academic success and shall strive to keep class sizes at the smallest level possible given available resources and the need to accommodate varying ability levels and learning styles. Maintaining teacher-to-pupil ratios at levels consistent with the standards set below shall be a budgetary priority of the Hanover Schools. Instruction, insofar as possible, shall be scheduled in such a manner that the size of every group under a single instructor is desirable at the limits stated below:

Type of Instruction	Average Class Size
1. Kindergarten	20
2. Grades 1-2	20
3. Grades 3-4	23
4. Grades 5-8	24
5. Grades 9-12	25

Situations in which teacher-to-pupil ratios exceed these levels shall be brought to the immediate attention of the Superintendent of Schools by the relevant school Principal, along with that Principal's specific recommendations for action.

The above policy shall not preclude large group instruction when deemed an appropriate part of the regular program of instruction.

INSTRUCTIONAL MATERIALS

The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school system. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, physical disabilities or sexual preference.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

LEGAL REFS.: M.G.L. 71:48; 71:49; 71:50

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

PHYSICAL EDUCATION AND ATHLETIC EQUIPMENT

Equipment for the athletic program shall be selected by the Director of Athletics in collaboration with the coaching staff subject to the approval of the Superintendent of Schools.

Equipment for the physical education and athletic program shall be loaned to students. Students shall be held responsible for the loss of such equipment or for damage beyond normal wear. The Director of Athletics shall maintain an inventory of physical education and athletic equipment and a record of loans, and shall hold students accountable for missing or damaged equipment.

TEXTBOOK SELECTION AND ADOPTION

Responsibility for the review and selection of textbooks to be purchased shall rest with the Principal of each school. The Principal shall establish a curriculum council to assist in the process to determine the textbooks that best meet the curriculum guidelines of the District. The review committee should include teachers who will use the texts and other staff members as found desirable. Students and parents shall be encouraged to serve.

Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook support materials shall be chosen:

- To advance the educational objectives of the school system and particular objectives of the course program;
- To contribute toward continuity, integration, and articulation of the curriculum; and
- To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care shall be taken in their selection as to content.

Although many points must be examined, the School Committee directs the staff to be mindful of the following considerations:

- The needs of all learners must be provided for.
- Attention should be given to gender roles depicted in the materials.
- The textbook and textbook support materials should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.
- If the textbook deals with problems and issues of our times, it should present and encourage examination of varied points of view.
- Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.

LEGAL REFS.: 71:48; 30B:7; 71:50
603 CMR 26:05

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The School Committee recognizes that knowledge is changing and expanding and that it may be necessary to use various types of supplementary materials in addition to the basic and fundamental textbooks.

For the purpose of this policy, supplementary materials shall be defined as any instructional materials other than textbooks including, but not limited to, books, periodicals, newspapers, pictures, diagrams, maps, charts, slides, filmstrips, films, records, audiotapes, and suitable technological applications which relate directly to the adopted curriculum.

The School Committee believes that teachers and administrators should have a large role in selection and recommendation of supplementary materials. Teachers are encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these aids remains within the limits of the budget.

LEGAL REF.: 603 CMR 26:05

SELECTION AND ADOPTION POLICY FOR LIBRARY MATERIALS

As the academic hub of the Hanover Schools, the Library Media Centers, in partnership with one another and other community institutions, are dedicated to:

- Maintain qualified professional and support staff,
- Foster intellectual curiosity,
- Nurture a love of reading and literature,
- Teach information literacy strategies and techniques to promote efficient, effective use of information,
- Align with the Massachusetts Curriculum Frameworks,
- Promote and encourage an understanding of the Library Media Center's role as an integral part of the schools' curricula,
- Promote intellectual freedom.

Objectives of Selection

To assure that the school library media program is an integral part of the educational program of the school, the following selection objectives are adopted:

- Provide materials to enrich and support the Massachusetts Curriculum Frameworks, the Hanover curriculum, and the personal needs of its users, taking into consideration their varied interests, levels of maturity, abilities, and learning styles.
- Provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- Provide information to enable students to make intelligent judgments in their daily lives.
- Provide materials which realistically represent our diverse society and reflect the contributions made by groups and individuals of our American civic culture.
- Provide materials that align with the goals of public schools as articulated in Massachusetts General Laws and Regulations, including 603 CMR 26.05.
- Place principle above personal opinion, and reason above prejudice, in the selection of materials of the highest quality in order to assure a comprehensive library collection appropriate for the users of the Library Media Center.

Responsibility for Selection

The Hanover School Committee has ultimate authority and responsibility for the policy of the school district. The responsibility for the selection of library materials is delegated to the licensed librarian or licensed teacher assigned to operate the library, subject to the approval of the building Principal.

In selecting materials for library media collection, the licensed school library personnel will evaluate the existing collection; examine the Massachusetts Curriculum Frameworks and Hanover Curriculum Guides; assess curricula needs; assess the needs of students and staff, being mindful of the age ranges and varying developmental levels of the student population served by the library; examine materials and consult reputable, professionally prepared selection aids.

Criteria for Selection:

- **Purpose** - Does the text have a clear and direct relationship to instructional objectives and the curriculum?
- **Treatment** - Is the text clear, comprehensible, skillful, well-organized, unbiased, and developmentally appropriate?
- **Currency** - Is the text the most updated version, as well as relevant to educational goals and student needs?
- **Reliability** - Is the information presented in the text accurate and authentic?
- **Quality** - Is the writing and/or production of the material high quality?
- **Technical production** - Is the audio/visual clarity of the material well-crafted?
- **Construction** - Is the physical text durable, manageable, and attractive for student use?
- **Special features** - Are the illustrations, photographs, maps, charts, graphs, etc. useful?
- **Possible uses** - Could the text and/or materials benefit multiple types of audiences: Individual, small group, large group instruction, in-depth study, or professional?

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students and parent(s)/guardian(s) will also be encouraged to make suggestions. The licensed library personnel are responsible for initial selection recommendations and will recommend materials to be included in the school library, subject to approval by the building Principal.

Gift materials will be judged by licensed library personnel using criteria listed in this section above. Licensed library personnel with approval from the Principal will either accept or reject the gifted materials.

Procedures for Maintenance of the Library Media Collection (Weeding)

Selection is an ongoing process which includes the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value (weeding of the collection). The responsibility for determining which materials are to be withdrawn rests with the licensed school library personnel and the building Principal. The licensed school library personnel shall notify the building Principal of recommended materials to be withdrawn and the proposed plan for disposal of such items.

Procedures for Reconsideration of Materials

Sometimes requests for reconsideration of materials will be made, despite the quality of the selection process. The Hanover School Committee supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States.

1. Requests for reconsideration of materials may be made by Hanover Public School employees, students, members of administration, or the parent/guardian of a student.
2. Requesting parties shall complete the form "Request for Reconsideration of Instructional Materials." Such forms can be found on the library website for each school building.
3. Once a completed form is submitted, the building Principal and the Superintendent shall be notified.
4. Until determined otherwise challenged materials shall remain in the catalog and on the shelf, and be available to be checked out, subject to Opt-out restrictions.
5. Within five (5) working days of receipt of the completed form, the building Principal requests a review of the challenged material by a review committee. The Superintendent is notified that a review is being done. The review committee is appointed by the building Principal, who shall make best efforts to include a licensed school library personnel from another Hanover school other than the one where the challenge was filed, the Principal or their designee, two teachers from the school, a librarian from a local public library, and one parent/guardian volunteer from the sitting School Council not involved in the challenge. Unavailability of one of the categories of review, committee members shall not invalidate the review process.
6. The review committee takes the following steps after receiving the challenged materials:
 - a) Reads, views, or listens to the material in its entirety.
 - b) Checks general acceptance of the material by reading reviews and consulting recommended lists.
 - c) Determines the extent to which the material supports the curriculum.
 - d) Determines whether the grounds for the review request are supported.
 - e) Completes the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Material," judging the material for its strength and value as a whole and not in part.
 - f) Develops a written recommendation, which shall be presented to the School Committee at the next open session within 14 days from the date marked on "Request for Reconsideration of Instructional Materials." The School Committee by majority vote shall decide to retain, withdraw or add the materials. The decision of the School Committee shall be final.

If multiple titles are submitted for reconsideration by a complainant or multiple complainants, they will be handled following this process one at a time, in an order determined by the Principal.

If the decision of the School Committee is that the questioned instructional resource be retained, the district will not convene a Review Committee relative to the same complaint for a period of

three years, however, the three-year period may be waived by the building Principal if a substantially different point of view is advanced.

If an individual or a group undertakes action to keep material from the shelves by checking it out and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If the material is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be assessed to the party responsible for checking out the material.

Parent/Guardian Opt-Out Procedure for Library Materials, K-12

While the Hanover Schools Library Media Centers strive to provide developmentally appropriate, educational, and enriching resources for all students, parent(s)/guardian(s) may exercise their rights to restrict library materials checked out by their children in grades K-12. To restrict certain titles from circulation to their children, parent(s)/guardian(s) must complete the *School Library Materials Opt-out Form*. This allows parent(s)/guardian(s) to select specific library titles they do not want their child to check out, or to bar their student from checking out any materials. Each school's administration will maintain a file of "opt-outs." It is the responsibility of the parent/guardian to complete, modify, and/or update the opt-out form for their child.

COMPUTER AND INTERNET USE POLICY

The Hanover Schools recognize the educational value of the Internet when used properly. Access to the Internet is a privilege and requires that the user be responsible for his or her behavior and communications over those networks. This policy and guidelines for Internet use will be distributed to all faculty, staff and students.

The Hanover Schools shall provide access for employees and students to electronic information, services and networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development and research of an educational nature. The system/network established, will also be used to increase communication, enhance productivity and assist staff. The Technology Director, at the discretion of the Superintendent, shall implement, monitor and evaluate the school department's computer system/network for instructional and administrative purposes.

The Technology Director, at the discretion of the Superintendent, shall develop and implement administrative regulations, procedures, and user agreements, consistent with the established purposes of the Hanover Schools. Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures. All parents and students will be required to read the guidelines and sign the contract.

INTERNET ACCEPTABLE USE POLICY

The Hanover Schools believe the Internet offers valuable, diverse and unique resources to both teachers and students. The goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

The Internet is an electronic highway connecting thousands of computers all over the world. It provides access to:

- Electronic mail communication (email)
- Public domain software and shareware of all types
- Discussion groups on thousands of diverse topics
- University library catalogs, the Library of Congress, government documents, and thousands of databases and websites

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of network relies upon the proper conduct of end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general, these require efficient, ethical, and legal utilization of the network resources. If a student user or faculty member violates any of the provisions, his or her access will be suspended.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Hanover Schools has taken precautions to restrict access to controversial information. Every network available for student access within the school system will be filtered. Hanover Schools currently employs the CyberNOT™ List for filtering. The CyberNOT™ Block List is a listing of researched Internet sites containing inappropriate online material. There are twelve categories in the CyberNOT™ List, from which families and organizations select according to the level of Internet filtering necessary.

As you select any or all of the CyberNOT™ List categories, you can tailor filtering levels to meet the needs of each Internet user. The use of Internet filtering in no way modifies each user's personal responsibility to use the Internet in a responsible manner as outlined in this document.

Internet -Terms and Conditions

1. Acceptable Use- the purpose of using the Internet to support research and education by providing access to unique resources and the opportunity for collaborative work. Transmission of any material in violation of school policy or any U.S. or state regulation is prohibited. This includes, but is not limited to:
 - a. Do not use a computer to harm, malign, or insult other students or teachers.
 - b. Do not damage or alter the computer or network in any way.
 - c. Do not interfere with the operation of the network by installing illegal software, shareware, or freeware.
 - d. Do not enter or use "CHAT ROOMS".
 - e. Do not establish or use a personal Web Site.
 - f. Do not violate civil, criminal, or copyright laws.
 - g. Do not view, send or display pornographic, threatening or offensive messages or pictures.
 - h. Do not view or download recipes for organic, chemical, or mechanical or explosive devices.
 - i. Do not share your password with another person.

- j. Do not waste limited resources such as disk space or printing capacity.
 - k. Do not trespass in another's folder, work, or files.
 - l. Do not notify an adult immediately if, by accident, you encounter materials that violate the rules of appropriate use.
 - m. Be prepared to be held accountable for your actions. Violations will be handled through loss of privileges, detention, and/or suspension depending on the offense.
2. Privilege- The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of privileges. The system administrators will deem what is inappropriate use. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of Hanover Public Schools may request the system administrators to deny, revoke, or suspend student access.
3. Network Etiquette-You are expected to abide by the generally accepted rules of network etiquette. They include (but are not limited to) the following:
- a. Be polite. Do not get abusive in your messages to others.
 - b. Use appropriate language.
 - c. Do not reveal your personal address or phone numbers of student colleagues.
 - d. Electronic mail (email) is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the authorities.
 - e. Do not use the network in such a way that you would disrupt the use of the network by other users.
4. Hanover Schools- Has no responsibility for the accuracy or quality of information obtained through the Internet. Use of any information obtained through the Internet is at your own risk.
5. Security- Security on any computer system is a high priority. If you feel you can identify a security problem, notify a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission. Any user identified as a security risk will be denied access.
6. Vandalism- Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user. This includes, but is not limited to, the uploading or creation of computer viruses, attempts at gaining unauthorized access, or changing on-line materials without permission. In addition, individuals will be held responsible for damage to hardware or software caused by irresponsible actions.
7. School Disciplinary Action- Any violation of this Internet policy will result in access privileges being revoked and school disciplinary and/or appropriate legal action may be taken.
8. Plagiarism- Using another person's works, research or ideas. Whether found in print or through technology, without the credits deserved. Consequences of plagiarism include, but not limited to:
- a. The student will receive a "0" for the work. Repeated offenses could result in failure for the course that term.
 - b. The administration will be notified
 - c. The parent will be notified by the teacher
 - d. Detention and/or suspension will be issued-depending on the offense

Hanover Schools firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure inappropriate material that is inconsistent with the educational goals of the system.

The Hanover Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Hanover Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

SCHOOL AND DISTRICT WEB PAGES

The Hanover Schools realizes the limitless potential for information and communication provided by the World Wide Web. The availability of this communication vehicle provides an opportunity for students and staff to access and contribute to the world of information related to curriculum, instruction, school, District, and school community related activities. Therefore, the Hanover Schools will use the Internet as an effective, efficient and timely source of information, method of communication and vehicle for resource collection. In order to take advantage of the opportunities the Internet provides, the Committee authorizes the creation of school and/or District web sites on the Internet.

Only those web sites maintained in accordance with Committee policy and established procedures shall be recognized as official representations of the District or individual schools. All information on a school or District web site must accurately reflect the mission, goals, policies, program, and activities of the school and District. The web sites must have a purpose that falls within at least one of three categories:

1. Support of curriculum and instruction – intended to provide links to Internet resources for students, parents and staff in the District.
2. Public information – intended to communicate information about the schools and District to students, staff, parents, community, and the world at large.
3. District technology support – intended to provide and respond to instructional and administrative technology needs of students and staff.

The Superintendent shall designate an individual(s) to be responsible to maintaining the official District web site and monitoring all District web site activity.

As with any instructional materials or publication used by or representing the school or District, the Superintendent is ultimately responsible for accuracy and appropriateness of the information made available at the web site. Concern about the content of any site(s) created by students or staff should be directed to the building Principal or to the Superintendent's office when related to the District web site.

Web sites developed under contract for the Hanover Schools or within the scope of employment by Hanover Schools employees are the property of the Hanover School District.

Due to the dynamic nature of the World Wide Web, this policy is to be reviewed and updated on an annual basis or more frequently if required.

WEB SITE GUIDELINES AND PROCEDURES FOR APPROVAL

Unlike the Internet itself, schools and the District can control the type of information placed on web sites. Documents created for the web and linked to District web sites shall meet the criteria for use as public information or an instructional resource. The following considerations should be considered when determining the information to include on a school or District web site: Copyright/trademark issues; applicability to the curriculum or communication goals of the school or District; privacy issues; and related School Committee policies. Links to other web sites should be carefully selected based on the above issues.

Defined Purpose

A web site must have a clearly defined purpose that is published on the web site. Included in the purpose, the target audience must be specified and defined; however, all web site users are reminded that their audience includes the worldwide community.

Content Standards

All subject matter on web sites should relate to curriculum, instruction, school-authorized activities, general information supporting student safety, growth, and learning, or public information of interest to others. Therefore, neither staff nor students may publish on the District server personal sites or sites for individuals or organizations not directly affiliated with the District. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Parent groups, partnerships, and municipal or educational cooperatives are considered affiliates of the District. No confidential information is to be published on or linked to a web site.

Quality Standards

All web site work must be free of spelling and grammatical errors. Documents may not contain objectionable material or link directly to objectionable materials. Objectionable material is addressed in more detail in the School Committee policy for instructional material selection and reconsideration. Authors and publishers are reminded that a web site is a virtual doorway to your school. A site and a school will be judged on its ease for the user, the design, and the content. It is strongly recommended that a school form a building committee of interested individuals including staff, administrators, parents, students, and community members for the development of the web site. Thoughtful consideration should go into decisions regarding purpose, usefulness, and appearance of each item on the web site. As much as possible, publishers are encouraged to include student pictures and work. As the District represents itself to the world through this medium, assurances should be provided that students are the focus of the Hanover School District. Written student and parent consent must be secured for publication of student work.

Consistence Standards

Each existing school or department web site shall have a link to the District web site once the District web site is online. For consistency, all school District web sites must contain certain elements:

- At the bottom of each page there must be a link to the home page (to be defined by the school or District home site once online).
- At the bottom of the web site, there must be an indication of the date of the last update to that site and the name or initials of the person(s) responsible for site update. It shall be that person's responsibility to keep the web site current. Repeated failure to do so may result in revocation of approval. It is strongly recommended that a building set up a system of checks and balances for the web site (for example: all incoming e-mail is blind copied to the Principal or department head).
- All web sites must display the name and approved logo of the Hanover School District.
- All web sites must be given names that clearly identify them.
- Links to student e-mail accounts are not allowed.
- Student directory data is prohibited from publication, except for the first name and grade level of a student in relation to a photo or work.
- Web sites may not contain links to other web sites not yet completed. If additional sites are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said site(s) may not be made until the final page is actually in place.
- All web sites must include: the author or publisher's name; the publisher or school's e-mail address; appropriate copyright citations.
- Authors must exhibit care when creating web sites with extensive background, large graphics, applets, animation, and audio or video clips. Such files require extensive download time, are frustrating for modem users, and slow down file servers.

FIELD TRIPS

The School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Committee to encourage field trips as part of and directly related to the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the Administration and reviewed and approved by the School Committee.

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the Principal and that all overnight trips have the prior approval of appropriate Administrative level.

Educational Experiences

Field trips should be designed and planned as one of an array of multiple and varied opportunities for student to gain and apply knowledge and understanding of content, concepts, and skills. Field trips should be educational, academic experiences which

1. directly relate to the curriculum standards being taught
2. enhance learning
3. motivate and engage learners
4. enrich the curriculum
5. extend the learning
6. offer a source of facts and new learning materials not immediately available in the classroom or school.

Safe and Valuable Experiences

In addition to the obligation to plan educationally sound field trips, is the serious obligation to ensure that all field trips are safe, secure, and viable learning experiences. Field trips should be designed and planned to:

7. generally begin and end within the limits of the times that the children who are participating would be in session in school.
8. ensure safety
9. avoid potential risks
10. include a well-planned schedule of events.
11. meet the learning needs, development levels, and learning profiles of students
12. include accommodations and/or modifications for those in need

The Hanover School Committee encourages the use of education field trips under such rules and regulations as the Superintendent of Schools may establish and revise from time to time. Field trips shall not be planned that are recreational, loosely connected to the curriculum, with too little time focused on educational experiences, or of a personal nature.

Policy Revised October 19, 2006

COMMUNITY RESOURCE PERSONS/SPEAKERS

The School Committee encourages the enrichment of curriculum and the widening of educational horizons by inviting persons from outside the school with special knowledge, talents or career information to meet with students.

The time given by the resource person and the limitations imposed by the necessity to schedule the regular program of studies must be considered when arranging for such visits. Prior approval for each such visit or program must be given by the building Principal.

Any faculty member may, subject to the approval of the Principal, invite speakers to address his/her class on subject which are within the framework of his/her curriculum and which are not prohibited by law.

VISITORS AND VOLUNTEERS

Visitors

All visitors should sign in at the office when they arrive in the building and sign out when leaving the building. All visitors are required to wear a badge while in the building. Badges can be picked up and dropped off next to the sign-in notebook in the office. Volunteers should help us meet our goals by assisting us with flexible groups and learning experiences that demand more hands to accomplish; offering reduced adult to student ratios at times when another adult is needed to facilitate learning; supporting our efforts to offer more opportunities to individual students to practice skills, develop concepts, or extend the learning.

Volunteers

All volunteers will sign in when they arrive in the building. All volunteers are required to wear a badge while in the school. It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators.

All volunteers must comply with CORI requirements.

CROSS REF.: ADDA, CORI Requirements

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

The School Committee recognizes the school's obligation to give consistent and regular reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents/guardians. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued midterm at all schools following an evaluation by the appropriate teacher, teachers, or other professional personnel.

At the high school and middle school, parents/guardians will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or show marked or sudden deterioration.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents, and the Superintendent or designee, who will submit the proposal to the School Committee for consideration and approval.

All progress reports for all schools and subjects will follow the same format to include grades for all tests, quizzes, projects, homework assignments given for that term, and including any missing assignments.

HOMEWORK

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class.

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student.

Homework is a learning activity which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others.

The information for any homework assignment should be clear and specific so that the student can complete the assignment.

Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

There are many other learning activities in the life of a student besides homework. Such things as participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered by teachers when planning consistent assignments. Homework is not to be used as a form of punishment under any circumstances.

PROMOTION AND RETENTION

Placement, promotion or retention decisions shall be made in the best interests of the students after a careful evaluation by the Principal, classroom teacher and other specialists on all factors relating to the advantages and disadvantages of alternatives.

In retaining or promoting a student, the school will consider the student's academic achievement and needs. In addition, the student's age, his/her social and emotional maturity and needs, attendance and the input of the student's parents will be weighed. At the secondary level, credit guidelines for retention, promotion and graduation will be spelled out in the School Handbook, based on this policy.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

PARENTAL NOTIFICATION OF STUDENT PLACEMENT

The Hanover School Committee believes in consistent methods of communication regarding student placement. Recognizing that student placement is an important and complex process and that time and attention to details are critical and with the goal of coordinating the release of placement information, all schools will notify parents in mid-August. This provides the time and opportunity to ensure that the placements best meet students' needs, that parental input which is part of the process can be reviewed again before placements are finalized, that teacher assignments are finalized to a better degree than if released at an earlier date, that, to the best of the Schools' abilities, all students receive the name of a teacher(s), and that the need for changes in student placement are minimal.

EVALUATION OF INSTRUCTIONAL PROGRAMS

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must be approved in advance by the School Committee.
5. Teacher and parent evaluation of student behavior.
6. State Department of Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent.

DISTRICT PROGRAM ASSESSMENTS

A District program of testing for assessment/evaluation shall be coordinated throughout the school district by the appropriate administrator who shall be responsible for scheduling, disseminating, and collecting tests and for reporting and interpreting all group test results.

Measurements of educational achievement shall be prepared so that data is consistent for comparison purposes within the School District from year to year and with other school districts to the extent required by rules of the State Board of Education. All students in the tested grades will participate in the Massachusetts Comprehensive Assessment System (MCAS).

DISTRICT PROGRAM ASSESSMENTS

INTEGRATED LEARNING OUTCOMES ASSESSMENT PLAN Roles and Responsibilities

DISTRICT

- Identify general Integrated Learning Outcomes
- Provide parameters, standards, models, prototypes
- Provide staff development training and technical assistance
- Encourage the use of multiple indicators
- Monitor accountability
- Report District progress using a qualitative and quantitative format
- Educate the District community about the Integrated Learning Outcomes and their measurement
- Review the process and recommend change
- Facilitate articulation between levels

SCHOOL

- Define or make clear what the general Massachusetts Public Schools Integrated Learning Outcomes mean at the school site
- Educate the school community about the Integrated Learning Outcomes and their assessments
- Assess the Integrated Learning Outcomes by developing instruments and procedures or select from the District's "offerings" or other sources
- Bring about the internalization of the Integrated Learning Outcomes by the school community
- Report individual student progress
- Report school progress
- Provide opportunities for parents to be involved in ILO assessment
- Collect a variety of evidence, both qualitative and quantitative, regarding the Integrated Learning Outcomes
- Provide meaningful articulation between levels utilizing assessment information
- Review assessment progress and recommend appropriate changes

CURRICULUM EVALUATION PROCESS STEERING COMMITTEE

- Develop District assessment reporting format
- Monitor assessment process
- Encourage accountability
- Encourage the use of multiple assessment indicators
- Develop and maintain a curriculum review process that emphasizes the Integrated Learning Outcomes and incorporates an honors subject area expertise and knowledge
- Review the assessment process and recommend changes

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.

2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents and two faculty members.
3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals outside the Schools

No permission will be granted non-school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the Committee's policy on community use of school facilities.

No permission will be granted outsiders for distribution of literature on controversial issues to students in general or to class groups.

SCHOOL CEREMONIES AND OBSERVANCES

The United States Constitution and the Constitution of the State of Massachusetts and related court rulings clearly establish the concept of "church and state separation" and the "preclusion of sectarian instruction in public schools."

In order to help staff members abide by the spirit and letter of the law, and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established:

The observance of religious holidays is not the responsibility of the public schools.

While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

Music programs given at times close to religious holidays should not use religious aspect of these holidays as the underlying motive or theme. Although religious music is appropriate in the schools to the extent that it is sung or presented for musical rather than religious content, its use should not violate the secular nature of the school. Pageants, plays, recitals, and other literary or dramatic activities should not be used to convey religious messages. While the holidays represent a valid source of ideas for meaningful school art experiences, teachers should avoid assigning or encouraging art work that promotes religious aspects of such holidays. If, however, individual students choose to use a religious personage, event, or symbol as the vehicle for an artistic expression, they should be allowed to take this action.

The above statements should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction will be permitted in the schools since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society.

LEGAL REF.: 603 CMR 26:05

SERVICE ANIMAL POLICY

Pursuant to the Americans with Disabilities Act and federal regulations at 28 CFR Part 35, the Hanover Public Schools will generally permit the use of service animals in all facilities and programs except as described herein.

Definitions:

“Service animal” means any dog that is individually trained to work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual or other mental disability. The work that is performed by a service animal must be directly related to the handler’s disability and may include, but is not limited to, assisting an individual with navigation, pulling a wheelchair, assisting an individual during a seizure, alerting individuals with impaired hearing to intruders or sounds, alerting individuals to the presence of allergens, retrieving items, providing physical support and assistance with balance and stability. Provision of emotional support, well-being, comfort or companionship does not constitute work or tasks for the purposes of this policy or the ADA, however, trained miniature horses may be permissible as service animals under certain conditions.

Use of Service Animals by Students, Staff and Visitors:

Student requests for service animal accommodations, including requests to have a service animal accompany a student in classrooms will be assessed through the 504 Team or IEP Team procedures. These Teams will determine whether or not the student requires the accommodation of a service animal in order to receive a free and appropriate public education. Questions about the use of service animals for students can be directed to the Director of Pupil Personnel Services.

Employee requests for a disability accommodation, including requests to have a service animal at work will be handled through the district’s employee accommodation procedures consistent with the Americans with Disabilities Act and school district policy. Employees may contact the Director of Pupil Personnel Services with any questions regarding the use of service animals.

Visitors who require the assistance of a service animal are welcome in all areas of Hanover Public Schools, subject to the limitations below. Any questions regarding the use of service animals by visitors to the school may be directed to the Superintendent of Schools or the building principal.

Hanover Public Schools shall not be responsible for the care and/or supervision of a service animal.

Limitations for Use of Service Animals:

Hanover Public Schools may request that a person remove a service animal from the premises under the following circumstances:

1. The animal is out of control and the animal's handler does not take effective action to control it;
2. The animal is not housebroken.

A handler must control their animal by using a leash, harness or other tether unless the individual’s disability prevents them from using such devices. If this is the case, the handler must exert control over the animal through voice commands, signals or other effective means.

A service animal may also be excluded if the use of the service animal poses a direct threat to the health and safety of others in the school building. To determine whether or not the service animal poses a direct threat, schools must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk;

the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

If the service animal is excluded from the premises, the school will allow the individual to participate in the activity without the service animal on the premises.

Grievance and Appeals:

Any person who disagrees with a decision denying or removing a service animal may appeal the decision using the grievance process for Section 504 matters. Students with 504 Plans or IEPs may also use the appeals process through the state Bureau of Special Education Appeals.