

## **Hanover Middle School**

### **Summary of Changes for 2017-18 Handbook**

1. Housekeeping Updates
  - a. School Council Members
  - b. Table of Contents
2. Formatting Changes Throughout – spacing, indenting, bold print, etc.
3. Pgs. 2-5: Updated dates for 2017-18 school year.
4. Pg. 16: Updated definition of “drug related paraphernalia” in Group D-3 to include “vape pens.”

# Student Handbook

**2017-2018**

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## **Hanover Middle School**

45 Whiting Street  
Hanover, MA 02339  
Telephone: 781-871-1122  
<http://www.hanoverschools.org>

### **Principal**

Mr. Daniel Birolini

### **Assistant Principal**

Mr. Stephen Kapulka

### **Assistant Principal**

Mrs. Anna Hughes

### **Special Education**

#### **Administrator**

Mr. Bernard J. McNamara

## DISTRICT ADMINISTRATION

Salmond School  
188 Broadway  
Hanover, MA 02339  
Telephone: 781-878-0786

**Superintendent**  
Mr. Matthew Ferron

**Assistant Superintendent**  
Mrs. Deborah St. Ives

**Business Manager**  
Dr. Thomas Raab

**Director of Student Services**  
Mrs. Joan Woodward

**STEM Director**  
Mr. Matthew Plummer

**Humanities Director**  
Dr. Sheila Walsh

**Director of Technology Operations**  
Mr. Bill Hartigan

## SCHOOL COMMITTEE

Email: [schoolcommittee@hanoverschools.org](mailto:schoolcommittee@hanoverschools.org)

**Chairperson**  
Mr. John Geary

**Vice Chairperson**  
Mrs. Ruth Lynch

**Members**  
Mrs. Kimberly Mills-Booker  
Mrs. Elizabeth Corbo  
Mrs. Leah Miller

## 2016-2017 SCHOOL COUNCIL MEMBERS

### Co-Chairs

[Daniel Birolini](#)

[Heather Patch](#)

### Faculty

Martha Stamper

Joan Edgar

Stephanie Murphy

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**Deleted:** Adam Colantuoni

**Deleted:** Sandi Leitao

### Parents

Linda Buckley

[Kerriane Lynch](#)

[Kerry Benjamin](#)

**Deleted:** Sandi Leitao

**Deleted:** Karen Taft

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**“The mission of the Hanover Public Schools  
is to guide each and every student to thrive in a global society.”**

**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 Middle School Mission Statement**

The mission of the Hanover Middle School is to establish a safe learning environment that fosters respect, responsibility, perseverance, and support for all learners.

**21<sup>st</sup> Century Learning Expectations**

Academic

- The HMS student reads actively and critically.
- The HMS student writes effectively to construct and convey meaning.
- The HMS student listens attentively and speaks effectively.
- The HMS student creatively applies concepts to interpret information, to solve problems, and to justify solutions.
- The HMS student respects and honors school policies.

Social

- The HMS student practices personal wellness.
- The HMS student acts responsibly and works ethically.

Civic

- The HMS student is an active citizen who demonstrates an understanding of civic responsibility and worldwide current events.

## PRINCIPAL'S WELCOME

On behalf of the Administration, Faculty and Staff of the Hanover Middle School, I am excited to welcome you to the 2017-2018 school year. The Mission of HMS is to establish a safe learning environment that fosters respect, responsibility, perseverance, and support for all learners. This mission sets the foundation for student academic, social, and emotional growth and success.

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Hanover Middle School is a community where all stakeholders strive for and expect excellence. In the 2017-2018 school year we are going to continue on with these high expectations and work everyday to grow to meet and exceed these expectations. As a school community, we have an understanding of grit and rigor and can correlate their meanings to success and opportunity.

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As a Hanover Middle School student, the expectation is that you are respectful and responsible while challenging yourself to make the most of your middle school experience. You come to school each day to expand your academic and social toolbox. Enjoying your middle school years is an absolute priority but that enjoyment goes hand-in-hand with responsibility and hard work. Our goal each and every day is to improve ourselves.

It is with great enthusiasm that I look forward to the upcoming school year. Please know that I have an open door policy and welcome any and all questions, concerns, and feedback.

Sincerely,

Dan Birolini

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## PARENT GUIDE TO ADDRESS CONCERNS IN THE HANOVER SCHOOLS

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. Hanover Schools seeks 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, (i.e., 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 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, test, 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 Middle School concerns may also be directed to the Director of the Office of Family and Community Engagement
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 Needs**
  - The parent should first try to address a concern with the appropriate Contact Person regarding provision of services and IEP
  - If the concern is not resolved at this level, the parent may then contact the SPED Chair at his/her child's school
  - If the concern remains unresolved, the parent may bring the matter to the attention of the Principal
  - If the concern continues to remain unresolved, the parent may bring the matter to the attention of the Director of Student Services

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## 2017-2018 IMPORTANT DATES

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### CURRICULUM NIGHTS

- Monday, September 18, 2017 – Grades 5 and 6 – 6:30 to 8:30 p.m.
- Tuesday, September 19, 2017 – Grades 7 and 8 – 6:30 to 8:30 p.m.

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### PARENT CONFERENCES

- Thursday, November 2, 2017 – Evening
- Friday, November 3, 2017 – Afternoon
- Tuesday, November 7, 2017 - Afternoon
- Thursday, March 1, 2018 – Evening
- Friday, March 2, 2018 – Afternoon
- Tuesday, March 6, 2018 - Afternoon

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### GRADE REPORTING TIMELINES

Midterm	Progress Reports available online	Term Ends	Report Cards available online
October 19, 2017	October 26, 2017	December 5, 2017	December 12, 2017
January 26, 2018	February 1, 2018	March 16, 2018	March 23, 2018
May 7, 2018	May 13, 2018	June 19, 2018	June 19, 2018

- Report Cards are available via the parent portal online: <https://ma-hanover.myfollett.com/>.
- Progress Reports are issued at mid-term via the parent portal. Teachers may issue individual progress reports at other times during the term.
- These dates are subject to change based on school cancellations and unforeseen circumstances.

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### EARLY RELEASE DAYS

Tuesday, September 12, 2017	Tuesday, January 9, 2018
Tuesday, October 3, 2017	Tuesday, February 6, 2018
Friday, November 3, 2017 (Conferences)	Friday, March 2, 2017 (Conferences)
Tuesday, November 7, 2017 (Conferences)	Tuesday, March 6, 2018 (Conferences)
Wednesday, November 22, 2017	Tuesday, April 3, 2018
Tuesday, December 5, 2017	Tuesday, May 1, 2018
	Tuesday, June 5, 2018

### PROFESSIONAL DEVELOPMENT DAYS (No school for students.)

- Tuesday, September 5, 2017
- Tuesday, October 10, 2017
- Tuesday, January 16, 2018

### REQUIRED MCAS TESTS

- TBD – Science, Technology/Engineering – Grades 5 and 8
- TBD – ELA/Literacy & Mathematics – Grades 5-8

\* The above dates are the state testing window. Please refer to your school website for specific testing dates.

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## **HMS BELL SCHEDULES**

### **Full Day Schedule: 7:30 a.m. to 2:15 p.m.**

Homeroom	7:30 – 7:43 (attendance and announcements)
Period 1	7:45 – 8:35
Period 2	8:37 – 9:27
Period 3	9:29 – 10:19
Period 4	10:21 – 11:11
	Grade 5: 10:21 – 11:11 Class
	Grade 6: 10:21 – 10:56 Class
	Grade 7: 10:21 – 10:46 Lunch
	Grade 8: 10:21 – 11:11 Class
Period 5	10:49 – 12:03
	Grade 5: 11:13 – 11:55 Recess/Lunch
	Grade 6: 10:58 – 11:39 Lunch/Recess
	Grade 7: 10:49 – 11:39 Class
	Grade 8: 11:13 – 12:03 Class
Period 6	11:41 – 12:47
	Grade 5: 11:57 – 12:47 Class
	Grade 6: 11:41 – 12:31 Class
	Grade 7: 11:41 – 12:31 Class
	Grade 8: 12:05 – 12:30 Lunch
Period 7	12:33 – 1:39
	Grade 5: 12:49 – 1:39
	Grade 6: 12:33 – 1:23
	Grade 7: 12:33 – 1:23
	Grade 8: 12:33 – 1:23
Period 8	1:25 – 2:15
	Grade 5: 1:40 – 2:15
	Grade 6: 1:25 – 2:15
	Grade 7: 1:25 – 2:15
	Grade 8: 1:25 – 2:15

### **Early Release Schedule: 7:30 a.m. to 12:15 p.m.**

Homeroom	7:30 – 7:43 (attendance and announcements)
Period 1	7:45 – 8:24
Period 2	8:26 – 9:05
Period 3	9:07 – 9:46
Period 4	9:48 – 10:27
Period 5	10:30 – 11:35
	Lunch 1: 10:29 – 10:50 (Class 10:53 – 11:35)
	Lunch 2: 10:53 – 11:13 (Class 10:29 – 10:52 and 11:15 – 11:35)
	Lunch 3: 11:15 – 11:35 (Class 10:30 – 11:13)
Period 6	11:37 – 12:15

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## ACADEMIC INFORMATION

### 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:

1. Copying another student's test paper or any other school assignment.
2. 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.
3. Collaborating with another student during a test or assignment without teacher consent.
4. Knowingly using, giving, buying, selling, stealing, transporting or soliciting, in whole or in part, the contents or answers of a test or other assignment.
5. Substituting for another student or permitting another student to substitute for one's self to take a test or complete an assignment.
6. 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:

1. Quoting or paraphrasing another person's words, ideas, opinions, designs or theories without appropriate citations.
2. Using any facts, statistics, graphs, or drawings that are not common knowledge without appropriate citations.
3. Submitting another person's work (borrowed, bought, or downloaded) as your own.
4. Submitting a paper you have received a grade for in another class.
5. 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:

1. Give yourself plenty of time to do research.
2. Put in quotations everything that comes directly from the source when taking notes.
3. 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.
4. Check with the librarian or your teacher.
5. If in doubt, cite your source.

### 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 middle school career will result in a zero for the assignment. Students will be assigned a minimum of one office detention up to two extended detentions.

**The second incident** at anytime during a student's middle 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 be suspended out of school for up to 5 days and will lose any leadership positions for the remainder of the school year. Students will be subject to social probation.

**The third incident** and all subsequent incidents during a student's middle school career will result in a zero for the current term. Students will be suspended out of school for three days and will lose any leadership positions for the remainder of the school year. Students will be subject to social probation.

### ACADEMIC RIGOR

We believe it is important that students have a challenging academic program within a caring and supportive environment. The Hanover Middle School, which contains grades five through eight, is designed around the philosophy of teams to create small communities of learners within the school. In grades five and six, the teams are smaller with two and three-teacher teams. In grades seven and eight, the teams contain five teachers. The purpose of teams is to create that caring and supportive environment within our large school. It is also important that students at this stage develop an understanding of their own learning style and that they learn study strategies that will help them meet their educational goals. Teachers work with students to help with this process as well as develop organizational skills that are important for current and future academic success.

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### **Teacher Teams**

The team approach enables teachers to concentrate their collective attention to the individual needs of a specific group of students. All students are assigned to a team of teachers who provide academic instruction in the following areas:

- Grades 5 & 6- Subjects: ELA, math, social studies, science and academic support
- Grades 7 & 8- Subjects: ELA, math, social studies, science, academic support and world language

### **Specialists**

Students are also provided instruction in some, if not all, of the following areas: art, band, chorus, music, computers, digital literacy, wellness (health and physical education), and technology engineering. These specialist classes provide students with a variety of experiences that enhance their education and help students develop skills and talents that will benefit them throughout their lives.

### **Math Placement**

At Hanover Middle School we offer two Math courses: 7<sup>th</sup> Grade Accelerated Math and 7<sup>th</sup> Grade Math. Accelerated Math is a fast paced course that covers all of the 7<sup>th</sup> Grade Math curriculum as well as 10 – 12 additional topics included in the 8<sup>th</sup> Grade curriculum.

### **Seventh Grade Math Placement**

6<sup>th</sup> Grade students will be take the Iowa Algebra Aptitude Test and a 6<sup>th</sup> Grade Basic Math Skills test in the Spring of their 6<sup>th</sup> grade year. These scores will be combined with their final average in Math to determine their 7<sup>th</sup> Grade Math placement.

To be eligible for placement in 7<sup>th</sup> Accelerated Math, Sixth Grade students will need to earn at least a combined score of 255 pts. on all three measures described above.

### **Eighth Grade Math Placement**

To remain in Accelerated Math in Grade 8, students should have at least a B- or higher as a final average in Accelerated Math 7. Students with an A average in 7<sup>th</sup> Grade Math will be considered for Accelerated Math 8. Consideration will be based on class average, skills test, and the Orleans-Hanna Assessments.

### **Initial Course Selection for Grade 9**

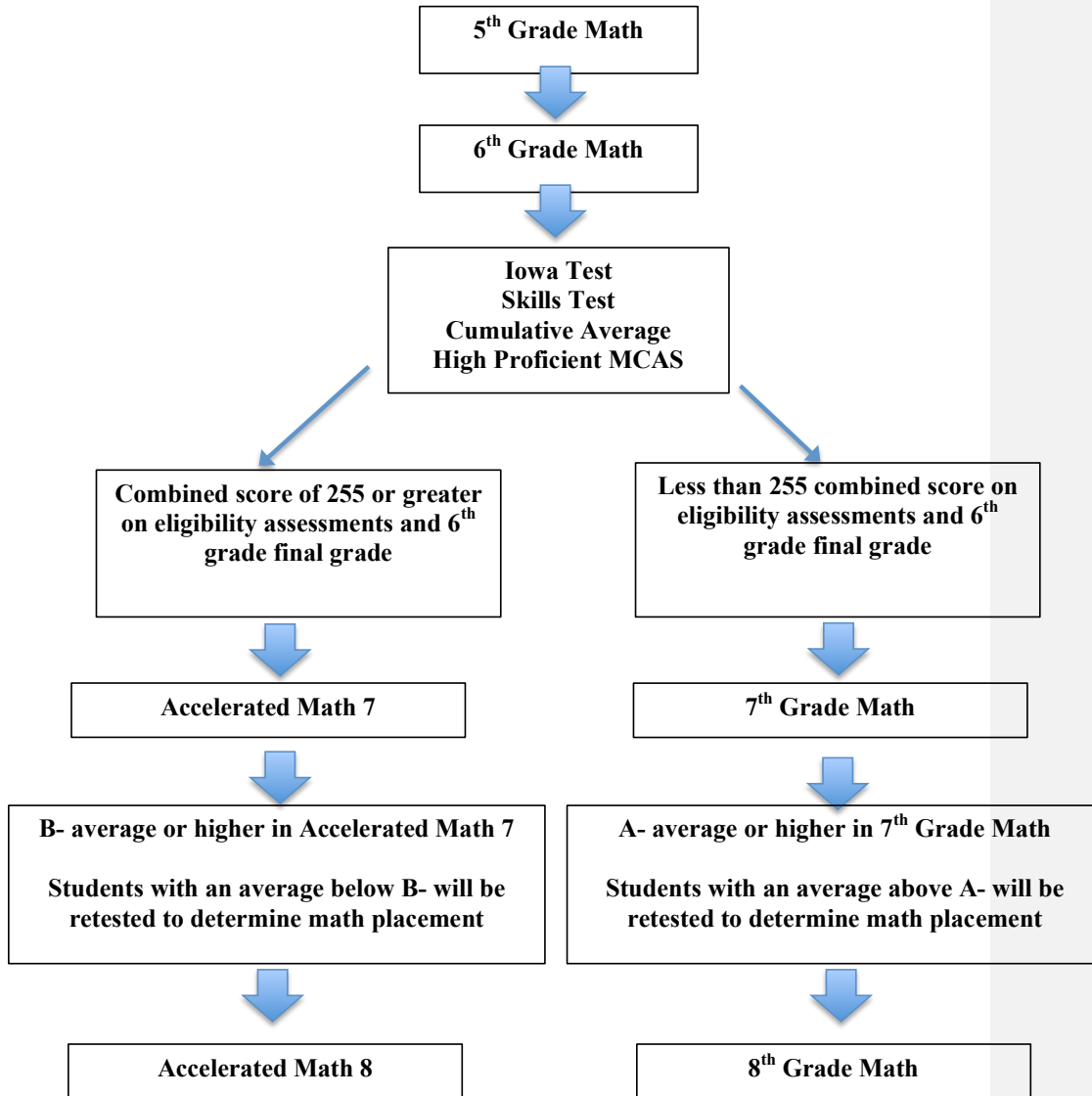
Eighth grade teacher recommendations for high school courses will be based on grades, standardized testing, state and local assessment, and additional teacher observations.

It is recommended that incoming Grade 9 students demonstrate above average grades in Accelerated Math 8 to be recommended for geometry.

It is recommended that incoming Grade 9 students who demonstrate average or above average achievement in Grade 8 world languages should select Spanish or French 2 level 1. Students who have not demonstrated average achievement should consider French or Spanish 1 level 1. Students and parent(s) and/or guardian should discuss this language selection with a guidance counselor before choosing it.

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## HMS Math Pathways



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### Marking System

Grade	Numeric Equivalent	Additional Information
A+	97-100	Work of superior quality
A	93-96	
A-	90-92	
B+	87-89	Work of good quality
B	83-86	
B-	80-82	
C+	77-79	Work of average quality
C	73-76	
C-	70-72	
D+	67-69	Work of below average quality
D	63-66	
D-	60-62	
F	59 and below	Work of unsatisfactory quality, not acceptable for credit
M		Medically Excused
I		Incomplete

### Specialist Grading

Grade	Additional Information
4	Work and/or performance of an exceptional quality. Exceeds expectations for grade level
3	Work and/or performance is proficient and meets overall expectations for the grade level
2	Work and/or performance needs improvement to meet standard
1	Work and/or performance is of an unsatisfactory level

### Failure and Retention

Failure from any subject is defined as having a cumulative average of less than 60. The administration will facilitate a mid-year retention meeting with the families of students who are not making effective progress and/or failing two or more core academic subjects to develop an academic support plan. At the end of the school year, the student's progress will be reevaluated by guidance and administration. The principal is the final authority in determining retention or recommending summer school.

## **ADDITIONAL ACADEMIC INFORMATION**

### Extra Help

Students should recognize that everyone needs extra help sometimes. This help may be provided during recess (Grades 5 & 6), academic support, or after school. Teachers are available Monday through Friday, for 30 minutes, after the close of school. However, students should arrange with teachers at least 24 hours in advance and properly communicate this arrangement to their parent / guardian. Extra help with the teacher can help students perform better and gain confidence in a difficult class or subject.

### 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).

### Homework

Homework refers to an assignment or project to be prepared during a period of supervised study in class or outside of class or which requires individual work at home. Homework is a learning activity that should increase in complexity and duration with the maturity of the pupil. 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 types of homework assigned and the time required to complete it should vary as students proceed through the grades. As a general guideline, the average amount of time spent doing homework should be approximately

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ten minutes, multiplied by the child's grade level. For example, a fifth grader will have approximately 50 minutes a night. These averages may vary on a night-to-night basis, particularly at the secondary level and with long-term assignments. Additional outside reading is also strongly encouraged. The information for any homework assignment should be clear and specific so that the pupil can complete the assignment. Students, teachers, and parent(s) and/or guardian are encouraged to work together to make the homework experience productive and meaningful.

#### **Homework Guidelines**

Working together, students, teachers, and parent(s) and/or guardian can make homework a useful and enriching part of instruction. The following suggestions are intended to help students, teachers, and parent(s) and/or guardian identify their respective roles and responsibilities regarding homework.

##### **Students**

1. Understand what the assignments are and when they are due.
2. Read and listen to assignments carefully and then ask questions when your understanding of instructions, assignments, or deadlines is not clear.
3. Organize time and other resources in order to complete the assignments on time.
4. Give homework your best effort before asking your parent(s) and/or guardian for help.
5. Do outside reading in addition to assigned homework.

##### **Teachers**

1. Assign homework with a purpose: Assignments should require students to either practice what is being learned in the classroom or serve as a preparation or extension of new content.
2. Provide clear instructions regarding when and what is expected of the student.
3. Make assignments available for students on a web page or through other available technologies.
4. If you teach as part of a team or within a department, coordinate with other teachers to ensure that students do not get an unrealistic amount of assignments on a given night.
5. Evaluate and return homework in a timely manner with appropriate feedback.
6. Recognize students who consistently and correctly complete homework and seek to improve the study habits of those who do not complete assignments.
7. Provide an extension to students who are celebrating religious holidays.
8. Be aware of individual learning needs when assigning homework and modify if necessary.

##### **Parent(s) and/or Guardian**

1. Ask your child what he/she has for homework each night.
2. Provide an environment that is conducive to uninterrupted study time.
3. Teach independence by encouraging your child to complete assignments without help. A parent(s) and/or guardian's role in homework is as a facilitator, not a problem solver.
4. Stop your child from working on homework if it appears to be taking an unrealistic amount of time and so note it on the assignment.
5. Ask your child's teacher if you have questions or concerns about the type and amount of homework being assigned.
6. Read with your child and encourage him/her to read for pleasure in addition to homework.

#### **Homework Policy When Absent**

Students are expected to obtain all assignments missed during an absence and work with his/her teacher(s) to determine an acceptable arrangement for timely completion. It is recommended that the student obtain two phone numbers and/or email addresses of classmates at the start of the school year (per class) to obtain assignments when absent. Many teachers have a webpage, which may list daily/weekly homework assignments, and may be accessed through the school/district website.

For absences longer than three days, parent(s) and/or guardian(s) should contact the student's guidance counselor. The guidance counselor will work with the teacher(s), on behalf of the student, to establish a timeline and plan to complete assignments.

Homework for unscheduled (non-school) vacations will not be issued to the student or parent prior to the vacation. All assignments missed must be completed within the established guidelines for absences as stated above.

#### **Honor Roll Criteria**

**8<sup>th</sup> Grade:** A student who earns an A- or higher in all core academic subjects will be designated as achieving High Honors.

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**7<sup>th</sup> and 8<sup>th</sup> Grade:** A student who earns a B- or higher in all core academic subjects will be designated as achieving Honors.

#### **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.

#### **Interim/Progress Reports**

Standard progress reports are issued at mid-term according to the schedule. Progress reports will be disseminated to the students and homes will be called using the Connect-Ed phone system to notify parent(s) and/or guardian(s). Parents of 7<sup>th</sup> and 8<sup>th</sup> grade students can utilize the parent portal of the Aspen system to see progress reports and to continuously monitor their student's progress. Directions for parent access to this system will be sent home in September. Paper progress reports do not need to be returned to the school. The parent may request individual progress reports at any time by emailing their child's teacher.

#### **Make-up Schedule**

Students normally have the number of days absent plus one day in order to make up work after an absence. Teachers are available most days after school for make-up work. Teachers will generally be available until 3:00 on these days. Students should arrange any make-ups with teachers at least 24 hours in advance and properly communicate this arrangement to their parent / guardian.

#### **Make-up: Test and Quiz**

Teachers are available after school for 30 minutes after the students' dismissal time. 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 of number of days they had been absent plus one additional day to make up work.

#### **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. If the assignments are subsequently made up, then the grade can be amended from a failing grade to the earned grade. The Principal has the discretion to extend time for make-up.

#### **Physical Education Attendance**

All students are required to attend and participate in physical education classes unless excused by a doctor, the Principal, the Assistant Principal, the nurse, or a physical education instructor. All students in physical education class will wear proper dress: t-shirt - gym shorts or sweatpants/sweatshirts and sneakers. Extended absences from physical education classes require a physician's certificate. All excused absences (medical/sickness or family situations) can be made up after school. All unexcused absences (skipping class, behavior problems or leaving class without permission) may not be made up. All students are expected to handle the physical education equipment with care and respect. If Physical Education equipment is damaged or broken the student will be billed for that piece of equipment.

#### **Wellness**

Wellness is an integration of Health and Physical Education. The Middle School Wellness curriculum is based on the Massachusetts Comprehensive Health Curriculum Frameworks and is accessible on the HMS website under "Program of Studies" and under the "Teacher Homepages" of the Wellness teachers. The overall goal of the course is to continue efforts begun in earlier grades to promote the health and well being of our students, and to help them make wise and informed decisions during their teen-age years and beyond. Students in each grade will participate in lessons in teambuilding, fitness, and a variety of sports and activities. In addition, each grade will have a wellness theme. Below is a sample of the topics addressed:

- GRADE 5 - Intro to Comprehensive School Health Education: including goal-setting and decision-making, safety, disease prevention, body systems, and *growth and development (puberty introduction)*
- GRADE 6 - The World Around Us: Safety, Community, and Environment including first aid, smoking, and violence prevention
- GRADE 7 - Personal Wellness: including body systems, *puberty review and update*, nutrition and physical activity, and alcohol
- GRADE 8 - Respectful Relationships: including character, depression and suicide, drug abuse prevention, and *reproduction/sexuality unit*

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Wellness teachers will communicate with parents about these and other lessons through a variety of methods which may include: Middle School Wellness website, periodic emails, parent information nights, and use of Aspen. Questions or concerns about the Wellness program or curriculum should be directed to the Wellness teachers.

MA General Law, Chapter 71: Section 32A and Hanover School Committee Policy (IHAM-1) provide parents/guardians the flexibility to exempt their child from any portion of curriculum which primarily involves human sexual education or human sexuality issues through written notification to the school principal.

The lessons to which this applies are listed in italics above. Any exempted student would be provided with an alternative assignment and would not be penalized.

## **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 CALLS**

In order to be marked present, a student must be in school until 11:00 a.m. Any student dismissed before 11 a.m. or tardy after 11:00 a.m. will be marked absent for that day. For early release days, students must arrive in school before the beginning of period three 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.

When a student is absent, parents should call the school's main number (781-871-1122, option 4) 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, legal appointment, 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 Middle School Main Office (781-871-1122, option 4) 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 Middle 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 must meet with their parents and the administration to develop an attendance plan going forward. Students will be issued a written warning at the 10 and 15 day mark for full 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. 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.

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### **ATTENDANCE IN SCHOOL – DAILY**

Daily attendance is taken in homeroom. A student who fails to report to homeroom is marked absent for the day. A student who is late to school is expected to report to the office.

### **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 may leave the building during school hours only with permission from the nurse or administration. 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 anytime during the school day cannot participate in co-curricular or extra-curricular activities that day. If a student wishes to be excused for reasons other than illness, he/she must bring a note to the Main Office at the start of the school day, signed by the parent/guardian, giving the date, reason for dismissal, and the parent/guardian must come in and sign the student out. Only authorized individuals will be allowed to dismiss students.

If a student has a doctor or dental appointment, the student should be sent to school first since most appointments are not until after 8:00 A.M. The student will be dismissed from school for the appointment and will return to school after the appointment. Being dismissed in this manner, the student is neither tardy nor absent, and the student is in class as much as possible. 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 homeroom by 7:40 a.m. Any student who arrives to school after 7:40 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. The student will be given a pass to either homeroom or scheduled class depending on the time of arrival. 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, 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 who accumulate three tardies per term will receive a tardy letter. Students will receive an office detention for every four tardies and a Saturday detention for five tardies in one term. If tardiness continues, the Hanover Police and Hingham District Court may be requested to intervene.

#### **Tardiness to Class**

Students tardy to class are expected to produce a pass from the previous teacher. Failure to produce a pass may result in the assignment of a teacher after-school session. If tardiness to class becomes a chronic issue, the teacher will contact the parent and may make a referral for administrative intervention.

### **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 office detention up to 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 an in-school suspension. Parents will be notified by mail.

**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 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,

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administrators, guidance counselors, custodians, secretaries, 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., school dances, athletic events at another school, enrichment activities, after school program, 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.

#### **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 HMS 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 HMS 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 HMS 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 Handbook*, (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.

#### **STUDENT RIGHTS**

Every HMS 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, and (7) to expect encouragement to participate in clubs, recreational events and other such related activities.

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## **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 trimester basis, an OD will be assigned for the 4<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. *Inappropriate Behavior in School or on a Bus* – Any disruptive behavior that warrants intervention.
5. *Inappropriate Attire* – Refer to the Dress Standards.
6. *Failure to Attend Office Detention* – 2 additional OD(s) will be assigned.
7. *Failure to Follow School Procedures* – Students who fail to follow policies and procedures as outlined in the student handbook may be subject to OD(s).

### **GROUP B** – Inappropriate behavior resulting in *up to 3 consecutive days of Extended Detention (ED) or In-School Suspension*

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 = one In School Suspension.
2. *Excessive Tardiness to School* – On a trimester basis, a Saturday Detention 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.
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, In School Suspension, 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. *Violation of Classroom or School Safety policies or procedures*
12. *Bullying and/or Cyberbullying*
13. *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.
14. *Vandalism* – Any willful damage to or destruction of school property or property of others.

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15. *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, bongos, vape pens, clips, poppers 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 ↵

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Conduct Covered by M.G.L. c. 71, § 37H (relevant portion reprinted on pages 30-31)

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 31-32)

4. *Charged/Convicted of a Felony*

**OUT-OF-SCHOOL SUSPENSION (OSS) & 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.

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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**

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 middle 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.

#### **Office Detention (OD)**

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 when a student is referred to the office. A copy of the Incident Form will be returned to the teacher and the guidance counselor with the administrative consequence noted. 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 2:20 p.m. to 3:00 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 2:20 to 5:00 p.m.
- Students assigned to ED must bring assignments or appropriate reading material.

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- 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.

#### In-School Suspension (ISS)

ISSs are also assigned for serious infractions of the *Code of Conduct*. Students assigned to ISSs must serve the ISS within three school days of the disciplinary meeting with the Assistant Principal.

- ISS will take place during the academic school day and hours
- Students assigned to ISS must bring assignments and appropriate reading material
- Students are expected to complete any work assigned for the day during ISS
- Students will eat lunch in ISS
- Students absent on the day an ISS is assigned must serve the ISS on the next school day.
- Parents will be notified in writing for every assigned ISS. The correspondence will detail the *Code of Conduct* infraction

## **GENERAL INFORMATION**

### **BAND AND CHORUS**

Students enrolled in 6th, 7th and 8th grade band or chorus are expected to be enrolled for the entire school year.

Consideration for students enrolled in 5th grade band will be at the end of each term. Parents should send their request in writing to the guidance department and band director or choral leader no later than two weeks before the end of the academic term.

### **BOOKS**

Students are obligated to pay for damaged or lost books.

### **BUS CONDUCT**

School buses are considered an extension of school. Therefore, all school rules apply to bus behavior. Students are to approach the bus in an orderly fashion and only when it is completely stopped. There is no pushing or shoving while getting on or off the bus. There will be no smoking, throwing of objects, objectionable language, harassment, and/or disorderly conduct of any kind on the bus. Students will follow the rules and directions of the bus driver including the assignment of seats. Students are expected to ride their designated bus to and from school. They may not ride a different bus without permission from an administrator. Students riding their own buses who want to get off at a different stop may with a permission slip signed by a parent/guardian. The bus driver will inform the school administration of any complaint or infraction of the bus rules.

### **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.

### **DRESS STANDARD**

We take pride in the appearance of our students. The dress of our students in many ways reflects the sense of purpose and quality of our school. Hanover Middle School students are expected to use good taste and common

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sense in selecting their attire. Student's dress may not disrupt the learning environment for students or teachers. Specific dress code regulations:

- Any attire that might provoke or offend others, is in bad taste (such as sexual innuendo), shows general disrespect, and/or promotes alcohol, tobacco or drugs are not allowed.
- Shirts, tops and all dresses may not expose the midriff, navel, shoulders and back or show any cleavage. Example – tank tops, tube tops and spaghetti straps are not permitted.
- The length of shorts, skirts and dresses, skorts, etc., must be no shorter than the length of the longest fingertip with the arms fully extended by the side.
- Pants and shorts must be worn in such a way as not to reveal undergarments or expose skin normally covered by undergarments. Undergarments may not be worn as outer clothing.
- Accessories which could reasonably be considered detrimental to student health and safety are not permitted.
- Head coverings (hats, visors, hoods, bandannas) are not to be worn in the school during the school day.
- Appropriate footwear must be worn.

Violations of the dress code will be dealt with as follows:

- An adult will speak with the student and ask them to rectify the inappropriate dress or contact the main office.
- If the student does not or is not able to change the dress in question, he/she will be brought to the main office to speak with an administrator.
- Students who repeatedly violate appropriate attire expectations will be considered insubordinate and consequences will be administered.

NOTE – Although a student with offensive clothing may have inadvertently been allowed to attend one or more classes, this does not mean a student cannot be referred for a dress code violation later in the day.

### **ELECTRONIC DEVICES**

Unsupervised use of electronic devices is a large source of distraction for the learning environment and has the potential to create a hostile school environment. The use of any electronic device (cell phones, tablets, iPods, etc.) is not permitted during the school day without the permission of an administrator or teacher. There will be learning activities throughout the school year where teachers incorporate and supervise the use of electronic devices. Electronic devices must be turned off when entering the school in the morning and placed in students' backpacks. No electronic devices can either be visible or be heard during the day. Parents are reminded that if they have an emergency they can call the front office, and we will contact the student immediately. Students not adhering to the electronic devices expectations will be referred to the Assistant Principal via an incident report and appropriate consequences will be administered. If the offense occurs a second time, the parent may be required to pick up the device in the office.

### **ELEVATOR**

The elevator is available for student use with a physician's note indicating the reason and the length of time elevator use will be required. Only one other person may accompany the student to assist in carrying books and belongings. Any student using the elevator without permission will be subject to disciplinary action.

### **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.

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### **HEALTH CLINIC**

- 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 Fire Department EMT's or Police Department if the parent cannot be reached.

### **HEALTH REQUIREMENTS**

Physical examinations are required for all students who transfer to Hanover Middle School. It is the Hanover School Department's policy that all 6th grade students have a physical examination during the school year, and a copy must be on file in the health office.

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State law requires immunizations. All students must be up to date with immunizations. All students entering 7th grade must have the following:

- Polio - four doses of Polio vaccine, unless an all IVP or OVP has been administered after the fourth birthday, then only three doses are required
- Varicella – one dose if the child receives the dose before turning 13; two doses if the child receives the first dose after turning 13; or a physician has certified history of Chicken Pox
- Hepatitis B – three doses of Hepatitis B vaccine
- Tetanus/Diphtheria/Pertussis-five doses are required, unless a fourth dose was administered after the fourth birthday in which case, only 4 doses are required. A TD booster is required 5 years following the last dose
- Measles/Mumps/Rubella –two doses of MMR vaccine

State-mandated screenings for scoliosis, vision, hearing, blood pressure, height, and weight are required by the Department of Public Health. The school nurse schedules these screenings for the appropriate grades.

#### **LIBRARY**

The library at the Hanover Middle School is open from 7:30 A.M. to 2:30 P.M. It has a diverse collection of print and non-print materials appropriate for middle school students. The collection of over 11,000 items includes DVDs, videotapes, recordings, newspapers, periodical magazines, reference materials, as well as, classic literature, contemporary fiction and non-fiction books. The library also has computers available for student use with high-speed Internet.

Students may borrow books from the library with the privilege of renewal and must pay for lost or damaged books. While in the library, students must maintain a quiet atmosphere. There is no eating, drinking, or horseplay allowed in the library at any time. Students are only allowed in the library outside of the scheduled hours under the supervision of an HMS staff member.

#### **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. All food and drinks should be consumed in the cafeteria. Failure to follow the above expectations or a reasonable request may result in disciplinary consequences.

#### **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 3:00 p.m. with the exception of the Extended Day Program and extracurricular activities. Students remaining in the building after 3:00 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 Middle School Main Office. Clearance must be received from the Principal for use of the building.

#### **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. Cell phones are to be turned off and out of sight during the school day.

#### **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.

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### **VIDEO SURVEILLANCE**

Hanover Middle School utilizes 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.

## **GUIDANCE AND COUNSELING INFORMATION**

Guidance Counselors are available to assist students, parent(s)/guardian(s), teachers and administrators with academic and social/emotional concerns. Parents should contact the guidance office to coordinate teacher conferences to discuss any school or home issues that might affect learning. Counselors will assist with transitioning students to and from the middle school. Counselors are available to students upon request and whenever necessary to assist with any type of difficulties. Counselors are specifically trained to assist students and parent(s)/guardian(s) with many types of challenges. Please schedule an appointment with your child's counselor through the guidance secretary.

### **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.

### **PARENT REQUESTED MEETINGS**

On occasion, parent(s) and/or guardian may feel a need to meet with individual teachers or a team of teachers. To schedule a meeting, contact the teacher or guidance counselor. Meetings are typically held before school, during planning time or after school. Usually, it takes two days to schedule a meeting.

### **PERFORMANCE REPORTS**

Report cards are issued every 12 weeks to inform the parents of the progress, attendance, conduct, and effort of appointment please) are encouraged throughout the school year. Parent conferences are held twice a year at the end of the first and second terms. 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.

### **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.

### **TUTORING**

#### **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.

## **POLICIES, PROCEDURES AND LAWS**

### **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

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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"). Affirmation of an Interim Policy was provided to the Department of Public Health on school letterhead in January 2012, with affirmation of the Final Policy to be provided by March 1, 2012. Review and affirmation of the Policy will again be provided no later than September 30, 2013, and bi-annually thereafter.

### **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 cheer leading and marching band. Thus, any reference to Extracurricular Athletic Activities in this policy includes the Hanover Middle 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

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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 On-line 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>

The training materials are available at Hanover High School's athletic department website ([www.hanoverschools.org/highschool/athletics/index.html](http://www.hanoverschools.org/highschool/athletics/index.html)), and hard copies are available upon request in the main office.

A student seeking to participate in an Extracurricular Athletic Activity and his/her parent(s)/guardian(s) will be invited to an evening meeting in the Fall where training will be conducted in a large group setting. A student will be ineligible to participate unless the student and a parent(s)/guardian(s) attend the large group training or complete the training online and submit documentation verifying their completion of the training on an annual basis to the Athletic Director.

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#### **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

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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**

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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. Pre-requisites 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 Handbook.

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.

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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 found at pages 29.

#### **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 as provided on pages 30, 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 (provided on page 30) 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:

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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.

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:

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- 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.

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.

#### **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 expel a student who has been determined by the Principal to have violated either paragraph (a) or (b).

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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

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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.

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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

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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 PLANS**

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 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 Middle 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, 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 Middle 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

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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.

#### **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 Student 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 Student 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 Student 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 requires 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.

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## 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.

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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 in person or in written format, or by another mean 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.

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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

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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 cyber-bullying, 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**

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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

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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.

#### **STUDENT LANGUAGE FOR BULLYING AND RETALIATION**

Hanover Public Middle and High School is committed to maintaining a school environment where students are free from bullying, including cyber-bullying, and the effects of such conduct.

##### **A. Definitions.**

**Bullying** is conduct that is repeated by one or more students or by a school staff member and targets a student, causing one or more of the following:

- physical or emotional harm to the targeted student or damage to his/her property;
- placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- a hostile environment at school for the targeted student;
- infringement on the rights of the targeted student at school; or
- material and substantial disruption to the educational process or the orderly operation of the school.

Bullying generally involves “picking on” a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

**Cyber-bullying** is bullying through use of cell phones, computers or other technology and may include conduct such as sending derogatory, harassing, or threatening email messages, instant messages, text messages, or blogs; creating websites or blogs that make fun of, humiliate, or intimidate others; and posting or sending embarrassing or inappropriate pictures or images of others. It may also include creating a website, blog, or posting by which the creator/author impersonates another person.

**Hostile Environment** is a circumstance 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. The targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on academic and other school activities.

**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. It involves a student “getting back at” another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

##### **B. Acts of Bullying (including Cyberbullying) and Retaliation are Prohibited.**

The Hanover Public Schools prohibit bullying (including cyber bullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any property next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs (whether on or off school grounds);
- through use any school computers, internet connection or other school based technology;
- at a location or during activities that are not school-related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes

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on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

**C. How to Report Bullying.**

Students who believe they are targets of bullying or retaliation, or who know about bullying conduct should report the conduct to the Principal, assistant Principal or designee. Students may also report the conduct to a teacher, guidance counselor, or other school staff member, who will in turn report the incident to the Principal.

**D. Addressing Concerns Regarding Bullying.**

The Principal or his/her designee will be responsible for taking steps to investigate and otherwise address reports of bullying and retaliation. Students who engage in bullying will be subject to discipline by the Principal or Assistant Principal, subject to any procedural requirements. In making disciplinary decisions, the Principal/Assistant Principal will consider both the need for accountability and the importance of teaching appropriate behavior. The range of disciplinary action that may be taken includes, but is not limited to:

- verbal warning;
- written warning;
- reprimand;
- detention; or
- short-term or long-term suspension.

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.

In addition to taking disciplinary action, the Principal/Designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

Nothing in this policy is intended to prevent school staff and/or School Committee (if applicable) from addressing and taking disciplinary action against a student for conduct that does not meet the definition of bullying/cyberbullying or retaliation, as defined above, but that is nevertheless inappropriate for the school environment.

**E. Closing a Complaint Regarding Bullying**

In the event school staff determines that bullying or retaliation (as defined in this policy) has taken place, the Principal or designee will, in addition to taking disciplinary action:

1. Notify the parent or guardian of the student aggressor.
2. Inform parents of the targeted student of the steps that have been taken to prevent further acts of bullying or retaliation to the extent consistent with applicable legal restrictions.
3. Notify local law enforcement if s/he believes that criminal charges against the aggressor may be pursued.

**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**

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Section 19. Each institution of secondary education and each public and private institution of post secondary 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 post secondary 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 post secondary 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 handbook 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 anytime is consider to be part of the network and, thus, is subject to the terms of this 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.

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- 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 e-mail 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 on-line 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 on-line 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

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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 on-line bullying;

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- 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. E-mail

- 8.1. All e-mail 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. E-mail 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 e-mail. 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 e-mail accounts, including chat and instant messaging. In the event that students are given e-mail accounts through the Hanover Public Schools, all e-mail 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;

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- 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.

#### **MEDICATION POLICY**

Students are not allowed to carry any medication (prescribed or over-the-counter) on their person with the exception of inhalers and Epi-Pens (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:

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- A written, signed and dated request from the parent or guardian, with instructions for administering the medication from the student's doctor (form available at Health Office).
- 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 Middle 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 Middle 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, parent/guardian will be given 24 hours notice. 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."

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## SYNOPSIS OF FEDERAL CIVIL RIGHTS LAWS AND DISTRICT COORDINATOR INFORMATION 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**

**Coordinators:** Hugh Galligan 1-781-878-5450

Anna Hughes 1-781-878-1122

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**

**Coordinator:** Jane DeGrenier 1-781-826-2631

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**

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

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**

**Coordinator:** Dan Birolini 1-781-871-1122

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)**

**Coordinator:** Michael Oates 1-781-878-7228

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.

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#### **McKinney-Vento Homeless Assistance Program**

**Homeless Liaison: Joan Woodward 1-781-878-0786**

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.

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## **SPECIAL EDUCATION**

#### **Chapter 688 (transition planning)**

**Coordinator: Joan Woodward 1-781-878-0786**

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 - 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

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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 "cyber-bullying" 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.

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## 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 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.

MOU Language Updated: June 2015

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