

HHS

Summary of Changes for 2021-2022 Handbook

1. Housekeeping Updates
 - a. School and District Administration names
 - b. School Committee members
 - c. School Council Members
2. Formatting Changes Throughout – spacing, indenting, bold print, etc.
3. Page 2: Table of Contents
4. Page 15: Principal's Welcome
5. Page 17 & 18: Updated dates for 2021-22 school year
6. Page 19 & 20: Updated Bell Schedule
7. Page 20 through 32: Updated Academic Information
8. Page 72: Updated the Equal Education Opportunities Law

Student Handbook

2021 – 2022



Hanover High School

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Assistant Principal
Kelly A. Stukenborg

Special Education Director
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Curriculum Director
Matthew M. Plummer

DISTRICT ADMINISTRATION

Salmond School
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Superintendent
Mr. Matthew Ferron

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

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

Director of Student Services
Michael Oates

Director of Technology Operations
Thomas Nee

SCHOOL COMMITTEE

Chairperson
Leah Miller

Vice Chairperson
Ruth Lynch

Member
Ryan Hall ~~Libby Corbo~~

Member
~~Libby Corbo~~ John Geary

Member
Pete Miraglia ~~Ruth Lynch~~

SCHOOL COUNCIL

Chairpersons
Matthew Paquette
Patti Taylor

Faculty Members
Jan Curley
Shayle Emerson
Steven Rodday

Student Members
Fiona Hutchison, 2021
~~Shamus Ball~~ Emma Cannon, 2021
Cara Jenkins, 2022
Luke Hoyes, 2022

Community Member
Patricia Elkhill

Parent Members
Sandi Leito

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Hanover Public Schools Mission Statement

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

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

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

Hanover High School Mission Statement

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

Core Values and Beliefs

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

Learning Expectations

Academic

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

Social

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

Civic

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

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

Learning Expectations Matrix Assessment Assignments

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

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

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

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

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

Write **ARGUMENTS** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **(W.CCR.1)**

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

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

Write **INFORMATIVE/EXPLANATORY** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **(W.CCR.2)**

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

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

Write **NARRATIVES** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.CCR.3)

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

3. Academic Learning Expectation: The HHS graduate speaks effectively.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks (SL.CCR.4)

Levels of Achievement

Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Ideas and Content	Shares inaccurate or simplistic ideas and content. Lacks understanding of content.	Shares researched ideas and content. Demonstrates cursory understanding of content.	Shares accurate well-researched ideas and content. Demonstrates understanding of content.	Shares fresh, well-researched ideas and content. Demonstrates mastery of content.
Organization	Lacks organizational techniques, omitting either introductory statement, concluding statement, or logical progression of ideas. Speaks without relevance and purpose.	Uses some organizational techniques; omits either introductory statement, or concluding statement, with no logical progression of ideas. Speaks with minimal relevance and purpose.	Organizes adequate introductory and concluding statements, bookending logical progression of ideas. Speaks with relevance and purpose.	Organizes strong introductory and concluding statements, bookending logical progression of ideas. Speaks with pointed relevance and purpose.
Delivery	Uses none or few explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).	Uses some explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).	Uses a variety of explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).	Uses a wide variety of explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).
Ideas and Content	Shares inaccurate or simplistic ideas and content. Lacks understanding of content.	Shares researched ideas and content. Demonstrates cursory understanding of content.	Shares accurate well-researched ideas and content. Demonstrates understanding of content.	Shares fresh, well-researched ideas and content. Demonstrates mastery of content.

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

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

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

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

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

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

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

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

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

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

Principal's Welcome

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

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

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

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

Very truly yours,

Matthew Paquette
Principal

Parent Guide to Address Concerns

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

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

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

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

Important Dates

Grade Reporting Timelines

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

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

Early Release Days

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

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

Professional Development Days (No school for students)

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

Parent Teacher Conferences

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

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

Curriculum Night

▪ Thursday, September 30, 2021	▪ Evening 6:00-8:00 PM
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▪ ~~Thursday, September 30, 2021~~

8th Grade Open House

▪ Thursday, December 9, 2021	▪ Evening 6:00-8:00 PM
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▪ ~~Thursday, December 9, 2021~~

Final Exams

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

Graduation – Class of 2022

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

Required MCAS Tests

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

Anticipated SAT Dates

*Please check the website for deadlines (typically 1 month prior), register at www.collegeboard.org

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

Anticipated ACT Test Dates

*Please check the website for deadlines (typically 1 month prior), register at www.act.org

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

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

**Hanover High School
Bell Schedules**

Regular Day

Period 1	7:55 – 8:46	
Period 2	8:50 – 9:39	
Period 3	9:43 – 10:32	
Period 4	10:36 – 11:25	
Period 5	11:29 – 12:44	
	1st Lunch 11:29 – 11:54	(Class 11:54 – 12:44)
	2nd Lunch 11:54 – 12:19	(Class 11:29 – 11:54 and 12:19 – 12:44)
	3rd Lunch 12:19 – 12:44	(Class 11:29 – 12:19)
Period 6	12:48 – 1:37	
Period 7	1:41 – 2:30	

Early Release Day

Period 1	7:55 – 8:29	
Period 2	8:33 – 9:06	
Period 3	9:10 – 9:43	
Period 4	9:47 – 10:20	
Period 5	10:24 – 11:15	
	1st Lunch 10:24 – 10:41	(Class 10:41 – 11:15)
	2nd Lunch 10:41 – 10:58	(Class 10:24 – 10:41 and 10:58 – 11:15)
	3rd Lunch 10:58 – 11:15	(Class 10:24 – 10:58)
Period 6	11:19 – 11:52	
Period 7	11:56 – 12:30	

~~Hanover High School~~ ~~Bell Schedules~~

~~Regular Day~~

Period 1	7:55 — 8:46	
Period 2	8:50 — 9:39	
Period 3	9:43 — 10:32	
Period 4	10:36 — 11:25	
Period 5	11:29 — 12:44	
	1st Lunch 11:29 — 11:54	(Class 11:54 — 12:44)
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Period 3	9:10 — 9:43	
Period 4	9:47 — 10:20	
Period 5	10:24 — 11:15	
	1st Lunch 10:24 — 10:41	(Class 10:41 — 11:15)
	2nd Lunch 10:41 — 10:58	(Class 10:24 — 10:41 and 10:58 — 11:15)
	3rd Lunch 10:58 — 11:15	(Class 10:24 — 10:58)
Period 6	11:19 — 11:52	
Period 7	11:56 — 12:30	

Academic Information

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

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.

Techniques for appropriate citations are available at the HHS Library website:

<https://hhsmchugh.weebly.com/citing-sources--avoiding-plagiarism.html>

Consequences of any Violations of Academic Integrity

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

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

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

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

~~Consistent with Hanover High School's Core Values and Beliefs that the "Hanover High School community provides a competitive and challenging curriculum specific to individual educational needs, empowering students to succeed in the academic, social, and civic arenas" and the Hanover Public School System's belief in equity and excellence for all students, Hanover High School stresses academic rigor through challenging graduation requirements. Any appeals to this policy will be heard by the principal.¶~~

Academic InformationRigor

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

Graduation Requirements

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

Graduation Participation

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

~~All students are now required to earn 125 credits, perform 40 hours of community service, and earn a Competency Determination through participation in MCAS testing in order to graduate. In order to earn a Competency Determination, all students must score above a 240 on the English Language Arts and Math MCAS exams or successfully complete an Education Proficiency Plan (EPP) if their scores range between 220-238. In addition, all students must pass the Science MCAS with a score of 220 or better.~~

~~Community Service Graduation Requirement 40 Hours¶~~

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

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

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

Hanover High School Course of Study

Humanities Courses (45 credits)

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

STEM Courses (35 credits)

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

Physical Education/Wellness Electives (10 credits)

Other Electives (30 credits)

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

Total: 120 credits to graduate

Promotion Requirements

Grade 9 to Grade 10 – 30 credits

Grade 10 to Grade 11 – 60 credits

Grade 11 to Grade 12 – 90 credits

~~Humanities (45 credits)¶~~

- ~~• English – 20 credits (4 years)¶~~
 - ~~◦ Students may not take more than one English course per year until senior year. During senior year, students may take English 11 and The Senior Humanities Seminar as necessary to graduate.¶~~

- ~~History 15 credits (5 years)~~
- ~~o Must include two years of US History and one year of World History~~
- ~~World Language 10 credits~~

~~Sciences (45 credits)~~

- ~~Math 20 credits (4 years)~~
- ~~Science 15 credits (5 years)~~
- ~~o Must include biology as well as two additional lab sciences~~
- ~~Fine and Applied Arts 10 credits~~
- ~~o Art, Engineering, Business, and Music~~

~~Physical Education/Wellness 10 credits~~

~~Core Electives 25 Credits~~

- ~~Business, Technology, or any of the courses above except PE/Wellness, which is already required.~~

~~Seniors must pass the equivalent of five major subjects (25.0 credits) during their senior year as well as Physical Education (2.5 credits) in order to participate in graduation ceremonies.~~

~~Total: 125 Credits to Graduate~~

~~Promotion Requirements~~

- ~~Grade 9 to Grade 10 30 credits~~
- ~~Grade 10 to Grade 11 60 credits~~
- ~~Grade 11 to Grade 12 35 credits~~

~~For more detailed information regarding level change criteria in grades 9-12, course selection information for grade 9, and special education placement requirements, please see the Program of Studies available online and in the Guidance Department.~~

Community Service Graduation Requirement – 40 Hours

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

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

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

Course Levels

Advanced Placement (AP)

Advanced Placement courses involve a prescribed curriculum determined by the College Entrance Examination Board. The course work is considered college level preparation, carries additional weight in computing grade point average, offers the opportunity to earn college credit, and is designated to be rigorous and challenging. Students considering enrollment in an AP course should speak with their guidance counselor, the AP teacher, and their parents/guardians and consult each department course description for AP courses offered in each department before making any decisions. All AP courses require summer work prior to the start of the school year. Any student who enrolls in an AP course is required to take the AP exam in May of the school year. Students must pay for the AP exams before January 15. Financial assistance is available upon request.

Honors (H)

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

College Preparatory

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

Course Selection and Changes

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

Initial Course Selection for Grade Nine

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

Level Changes

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

Dual Enrollment

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

Assessment

School Accreditation

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

Massachusetts Four-Year State College and University Admission Requirements

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

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

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

NCAA Requirements

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

PSAT

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

Calculation of Final Grades

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

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

Grade Point Average and Class Rank Percentile

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

HHS GPA: Includes all leveled courses

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

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

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

- A student who earns an A- or higher in all courses will be designated as achieving High Honors.
- A student who earns a B- or higher in all courses will be designated as achieving Honors.

Weights for Final Grades, GPA, and Class Rank Percentile

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

Performance Reports

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

Final Exams

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

Make-up Work Due to Absence

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

Incomplete Work due to Medical Problems

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

Extended Absences – Tutoring

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

Test and Quiz Make up

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

one additional day to make up work.

Homework

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

Withdrawal from a Course

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

Summer School and Course Failure Options

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

Specialized Academic Programs

Special Education

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

Academic Strategies

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

Independent Study

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

Virtual High School

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

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

School to Work Program

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

~~Course Failure~~

~~Students who fail a course with below a 50 must repeat the course for credit. Students who fail a course but obtain at least a 50 may attend summer school or an approved tutorial equivalent in order to continue at the same level of instruction and receive credit. Please see "Additional Academic Information" for policies regarding summer school.~~

~~Course Changes and Withdrawal from a Course~~

~~Students must make requests for course changes over the summer or no later than two weeks after the beginning of school. Requests will be granted only if space is available. Students will not normally be allowed to drop a course after this two-week period. Any withdrawal from a course after term one will be indicated on the student's record by WF (if passing at the time of the withdrawal) or WF (if failing at the time of the withdrawal).~~

~~Calculation of Final Grades~~

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

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

~~Class Rank and Grade Point Average (GPA)~~

~~All students are calculated in class rank. Any course that is leveled will be factored in determining class rank. Class rank will be determined at the end of the junior year and at the middle and third quarter of the senior year. A weighted numerical equivalent is assigned to the final grade of every leveled course. Failing grades are also included. See the following grid. Class Rank is determined by the sum of the final GPA equivalents divided by the number of leveled/weighted courses. Transfer grades and credits from other high schools will not be included for the purposes of calculating GPA for academic scholarship. A minimum of two years attendance at Hanover High School is required to be considered for Valedictorian and/or Salutatorian and academic scholarship awards based upon GPA. Class rank will be listed in percentile, rather than individual numeric ranking on the official transcript. Any leveled course will be part of the GPA. In order to compile a GPA, the "Weights for Final Grades" chart will be used. This chart will be used for both GPA and Class Rank. GPA will be listed on transcripts as a 4.0 scale.~~

~~Weights for Final Grades, GPA and Class Rank Numeric~~

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

~~Additional Academic Information~~

~~Advanced Placement Courses~~

~~Students electing an Advanced Placement Course **MUST** take the AP Examination. Students not enrolled in an AP course may also take the exam. All students must pay for their AP Examination by November 15th. Financial assistance is~~

~~available upon request. Failure to pay this fee by the assigned time will result in the student being removed from the course and the student will be prohibited from taking the exam. All AP courses require summer work prior to the start of the school year. Students must sign a contract stating they will finish the summer work or be dropped from the course in September. This is done to encourage students to take their AP summer course work seriously. Students who withdraw after midterm will receive the appropriate grade.~~

~~Course Selections and Changes~~

- ~~The master schedule of courses for the high school is determined by student requests in the spring of each year. Staffing is assigned based on student requests. Courses should be chosen carefully by students who should seek the advice of faculty, the Humanities and STEM Directors, guidance counselors and parents/guardians.~~
- ~~Courses requested by a student are not guaranteed to be a part of the student's schedule. Whenever possible, students will be notified in advance when a requested course was not scheduled. Students should select several alternative electives to be certain to have a complete schedule.~~
- ~~At times adjustments are made to student schedules because of conflicts which result when two courses are offered at the exact same time and options are not available. When such a conflict arises, students and parents/guardians are consulted.~~
- ~~Student initiated course changes begin with the student's guidance counselor. Changes involving errors, conflicts or necessary revisions are handled first. Course changes must be made in the best interest of the student's academic schedule. Requests made to change teachers will not be honored without permission of the Principal.~~
- ~~Before any change is initiated in a student's schedule, the guidance counselor will initiate communication with the teacher, curriculum directors, and parent/guardian.~~
- ~~All parental initiated schedule changes should be in writing with stated reasons and rationale for such a course change. The deadline for all add/drops is the second Friday in September.~~

~~Dual Enrollment~~

~~As part of the Massachusetts Education Reform Act, juniors and seniors with a B average or better at the high school level may qualify to take college level courses (not offered at Hanover High School) at any State College for high school credit. Students will be awarded a minimum of 2.5 credits for each semester course successfully completed. The Hanover School System is not responsible for tuition or transportation. See your Guidance Counselor for more information.~~

~~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 28.05 (3c).~~

~~Final Exams~~

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

~~Graduation~~

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

~~Homework~~

~~Homework is integral to learning and is an extension of the classroom experience. A central goal of any academic endeavor is to develop and to foster independent learning, and homework provides much of that opportunity. Homework may be assigned to supplement or to reinforce classroom learning. As a general but not an absolute procedure, homework is assigned in every major subject on every school night. However, individual teachers determine, according to the course requirements, the type and the nature of the individual assignments as well as the quantity and value of each. Homework varies by subject and by task, including such activities as reading, problem solving, computing, formal and informal~~

~~writing, brainstorming, preparing reports, conducting research, analyzing, interviewing, reviewing, reflecting, and studying. Consequently, the amount of time allotted to homework must be determined by the nature of the assignment and may vary considerably according to the individual teacher's requirements. It is not unreasonable, however, for students in the most demanding courses to receive as much as one hour or more of homework per subject per night. Students are also accountable for the assigned work and are expected to meet established deadlines. Consequences for failure to complete the work or to meet the deadlines are established by individual classroom teachers and are made known at the time of the initial assignment. Absent students have the responsibility to find out what they have missed and to make up that homework.~~

~~Honor Roll Criteria~~

~~A student who earns an A or higher in all courses will be designated as achieving High Honors.~~

~~A student who earns a B or higher in all courses will be designated as achieving Honors.~~

~~Incomplete Work due to Medical Problems~~

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

~~Interim/Progress Reports~~

~~During each marking term, students will receive a conduct and effort evaluation based upon the work completed to date. Interim/Progress reports will only be available online via the parent portal. Teachers may issue individual progress reports at any time during the term.~~

~~Make-up Policy~~

~~Students normally have the number of days absent plus one day in order to make up work after an absence. Make-up and extra help sessions are available to students both before and after school in accordance with a teacher's posted office hours.~~

~~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.~~

~~Massachusetts Four Year College Admission Requirements~~

~~The following college preparatory courses must be taken and passed: English 4 years, Mathematics 4 years (Algebra 1 & 2, and Geometry or Trigonometry or comparable coursework), Science 3 years (3 lab sciences), Social Science 2 years (1 year of U.S. History), Foreign Language 2 courses (in a single language in high school), and Electives 2 years (from the above subjects or from the arts and humanities or computer science). The Minimum Admissions Standards for 4-year Massachusetts Public State College and Universities requires 4 years of Math and 3 Lab Science courses in addition to the other courses listed. The minimum GPA for any Massachusetts State College or University is 3.0. For those candidates who do not meet the minimum GPA, a sliding scale consisting of the GPA and SAT I scores can be used. Some students who do not meet minimum requirements may be accepted under a special admissions program. However, no applicant with a recalculated high school GPA below 2.0 may be admitted to a four-year state college or university. Attainment of minimum admission requirements does not guarantee acceptance. Students should consult with guidance for more detailed information.~~

~~NCAA Requirements~~

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

~~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. Any student who does not fully change and participate in physical education is prohibited from participating in any school sponsored/school run activity.~~

~~after school. This may include, but is not limited to: Sports Practices, Sports Games and all Extra and Co-Curricular Clubs and activities. This does not apply to those students who are excused due to medical reasons or have IEP or 504 accommodations.~~

~~Recommended Standards for Levelled Courses~~

~~If a student does not maintain the recommended minimum grade for a level one course, summer school may be recommended to help prepare the student for the next year's curriculum. If a student does not attend summer school, the student may be recommended for placement in a lower level curriculum. In any case, the guidance counselor should initiate a discussion with the director, parent and student to determine the most appropriate placement. Students enrolled in Honors courses are not permitted a summer school option to meet a recommended grade level in order to continue at the same level of instruction. Students who do not meet the recommended grade level may be placed in level one. Again, the guidance counselor should initiate a discussion with the director, parent and student to determine an appropriate placement. Students cannot repeat a course for credit if the course was taken, passed and credit issued. If a student and parent/guardian wish to maintain or change a level against the recommendation of the school, the parent/guardian may request a waiver form from the guidance counselor.~~

~~School Accreditation~~

~~Hanover High School is accredited by the New England Association of Schools and Colleges (NEASC). NEASC, one of six regional accrediting associations in the United States, conducts a comprehensive evaluation of member secondary schools once every ten years. Association accreditation expresses confidence in the secondary schools' ability to meet predetermined standards in instruction, curriculum, assessment, leadership and community resources. Inquiries regarding the status of a secondary school's accreditation by NEASC should be directed to the Principal or directly to NEASC at www.neasc.org.~~

~~Virtual High School~~

~~Students may earn up to 2.5 credits per semester or up to 5 credits per year in this innovative and challenging program. Students may enroll in more than 5 credits per year at the discretion of the Principal. Hanover High School students will have the opportunity to enroll in unique courses not traditionally available at Hanover High School, such as Pre-Veterinary Medicine or Entrepreneurship or Screenwriting. Virtual High School classes take place entirely over the Internet. Students may choose from a full catalog of semester-length courses, including honors, college, and standard courses. Year-long Advanced Placement courses are also available. Students will not be able to enroll in any Virtual High School course that is currently being taught at Hanover High School without the written permission of the Principal. VHIS students gain essential 21st century learning skills, such as information and media literacy practice, online collaboration, communication, and team building. The structure of VHIS courses requires productivity, initiative, and self-direction from students who will be entirely accountable and responsible for their own learning. Class sizes are limited to 25, and there is an emphasis on interaction between teachers and students. Activities are student-centered and discussion and group activities are a part of each VHIS course. Students will be scheduled to report to either the Library or the Engineering Design room to attend their VHIS class. Students will be chosen on a first come first served basis with preference given to seniors, juniors, sophomores, and finally freshmen in that order. VHIS classes are offered in a scheduled asynchronous mode. This means that classes follow a semester schedule and assignments are due at specified weekly intervals. However, students can complete their work at any time during the week, as long as work is posted by specified due dates. The Site coordinator will be available throughout the year for technical assistance, distribution of class materials, and biweekly progress reports which will be sent home. The VHIS course will count toward a student's GPA and Class Rank if the student is taking the course as part of their seven-period day. VHIS courses taken as an extra course beyond the seven-period day will not count toward the student's GPA and Class Rank. All VHIS courses count toward partial fulfillment of the graduation requirements described on page 8. Please log on to VHIS online at: www.gvhis.org to see the course offerings. For further information, please see your guidance counselor and request a registration form.~~

Activities and Clubs

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

Art Club

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

Chess Club

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

The Corporation

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

Debate Club

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

Diversity Club/GSA

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

Drama

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

Friendship Connection

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

Green Team

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

Jazz Band

Purpose - The Jazz Band is an extracurricular band that meets one evening a week. This activity will expose the students to a wide variety of music from jazz to rock. Students will also learn how to improvise solos. The Jazz Band will perform in concerts both in school and outside of school as opportunities arise. Please see the band director for more information. *Membership*: By consent of the advisor.

Prism Magazine

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

Math Team

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

National Honor Society

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

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

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

Newspaper

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

Robotics Club

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

SADD

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

Science Fair

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

Student Council

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

Yearbook

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

Athletic Information

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

Academic Eligibility

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

Athlete/Coach Relationships

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

Athletic Trainer and Training Room

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

Building and Facility Access

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

Care of Equipment

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

College/Career Guidance

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

Commitment

When trying out for a team and after being selected to be a member of a team, Hanover Schools' student-athletes are

expected to attend all practices and games of that team. Weekend practices vary by sport and should be expected. High School athletics demand much more commitment than a club or recreational activity. Students and parents should make themselves aware of the time commitment prior to trying out for the team.

Governing Body

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

Harassment Policy

See Harassment Policy.

Hazing

See Hazing Policy.

Insurance

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

Intent to Injure Rule

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

Locker Room And Facilities

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

Medical Exams/Parental Permission Forms

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

MIAA Bona Fide Team Member Rule

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

MIAA Chemical Health Rule: Alcohol, Tobacco, Drugs

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

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

Second and Subsequent Violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, penalties will be determined by the current or next season of participation. Any fractional part of an event will be dropped when calculating the 60% of the season. If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that student is

attending or issue a certificate of completion. If a student does not complete the program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 40% of the season.

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

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

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

Out-of-Season Sports Involvement

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

Parent/Coach Communication

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

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

Parents can expect the following communication from an athletic coach:

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

Participation

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

Playing Time

Perhaps the most emotional part of a student-athlete being involved with high school athletics centers around playing time. The student-athlete becomes involved in interscholastic athletics for the first time and finds that practices and expectations are much more intense and demanding. Factors such as practice attendance, attitude, commitment, and, of course, athletic skill enter into the decision. There are many decisions made on a regular basis by the coaching staff. It is the Coaches' responsibility to decide which athlete should start a contest, which should play what position, and how long each athlete should play. These coaching decisions, often difficult to make, are made only by the coaching staff and are approached very seriously after having observed the student-athlete in practice sessions, game-like situations, scrimmages, and, at times, games. At the Varsity level, we look for our teams to compete against opponents at the highest possible level of execution. This is the highest level of interscholastic competition, and players, coaches, parents, staff, and community want our Varsity Teams to be successful on the field of play. In order to accomplish this, there are instances when the most competitive, skilled team members will carry the major burden of the contest. However, teams cannot and will not be successful without dedicated substitutes and "role" players. These players have to be ready at all times to step forward and shoulder the burden when called upon. It is these student-athletes whose hard work in practice each day prepares the team for the upcoming contest. Success should not be measured only by wins and losses, but by the performance of our individual athletes. If they perform to the best of their abilities, they will be successful, no matter what the final score may be.

School Attendance and Tardiness

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

School/Family Vacations, Extended Absences

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

Security of Personal Belongings

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

Sportsmanship

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

Student Discipline Obligation

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

Team Captains

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

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

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

Team Rules and Regulations

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

Transportation

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

User Fees

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

Website

Attendance Information

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

Absences/Notes and Phone Calls

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

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

Absence from School – Daily

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

Absence from School – Planned

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

Absence from School – Chronic

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

Absence Due to Field Trips

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

Absence from Class

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

Attendance in School – Daily

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

Attendance Notification Program

If a parent/guardian fails to notify the school of an absence, students who are absent from school will receive an automated phone message informing parents/guardians of the student absence. Students who accumulate five or more unexcused absences, or who miss two or more periods unexcused in at least five days in a school year, will receive written

notification of such absences. Parents/guardians will be given the opportunity to meet with the Principal, or designee, to discuss an action plan for student attendance. Additional notifications may be sent as necessary.

Dismissal from School

Students are not permitted to leave school grounds at any time during the school day without a note from a parent/guardian and approval from the Main Office. Any dismissal due to illness must be issued by the school nurse and recorded on the dismissal sheet in the Main Office. Any student who is dismissed due to illness at any time during the school day cannot participate in co-curricular or extracurricular activities that day. The appropriate administrator must approve any other dismissals. All dismissal notes must be turned in to the Main Office before school begins and must include a telephone number where a parent/guardian can be reached during the day. If a contact number has been omitted and the parent/guardian cannot be reached, the student may not leave school. All students who are dismissed early must report to the Main Office and sign out before leaving the building. Failure to follow any aspect of the dismissal procedure will result in a consequence detailed in the *Code of Conduct*.

Tardy Procedure

Tardiness to School

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

Tardiness to Class

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

Truancy from Class

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

Truancy from School

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

Code of Conduct

Introduction

Students in the Hanover Public Schools are expected to treat all members of the school community with dignity and respect. The school community is defined as people who work or interact in the school. Students, teachers, administrators, guidance counselors, custodians, 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., graduation, graduation-related activities, school dances, prom, HHS athletic events at another school, drama competition in Boston, school dance outside Hanover, etc.), including school-sponsored trips and those times when school buses or other school-provided transportation is used. Students are reminded that a student's participation in co-curricular, athletic,

and special events is a privilege, not a right or an entitlement. A student's ability to participate in Senior Humanities field study days is at the discretion of the administration.

Administering the Code of Conduct

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

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

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

Student Expectations

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

Student Responsibilities

Every HHS student is responsible for: (1) attending school daily, being on time to all classes and completing all the work associated with those classes, (2) being aware of all school procedures and regulations detailed in the *Student 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. Seniors assigned office detentions or extended detentions must serve the consequences before participating in graduation exercises.

Student Rights

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

Students in Leadership Positions

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

Inappropriate Behaviors and Consequences

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. *Charged/Convicted of a Felony*

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

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

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

Social Probation

Alcohol and Drugs

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

Other Code of Conduct Incidents

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

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

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

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

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

Detentions

Teacher Detention (TD)

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

Office Detention (OD)

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

Extended Detention (ED)

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

- ED will run from 2:50 to 4:50 p.m.

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

General Information

Books

Students are obligated to pay for damaged or lost books.

Class Meetings

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

Corridor/Hall Passes

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

Daily Announcements

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

Dances

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

1. All dances must be approved in advance by the Administration. Dances generally will begin at 7:00 p.m. and end at 10:00 p.m.
2. Only dances sponsored by Hanover High School will be advertised in school.
3. All tickets will be sold in advance in the cafeteria during the week preceding the dance. Tickets will not be sold at the door. Students may purchase a maximum of two tickets. One of the tickets purchased must be used by the student who made the purchase; the other ticket must be used by that person's guest. If a ticket is lost or stolen, it must be reported to the main office. Students may not sell their ticket to another person. All tickets are numbered and the names of the person who purchased the ticket and their guest will be recorded. Any student who attempts to use a ticket they did not purchase from the school will not be admitted to the dance.
4. Dances will be held in the Gym. The rear entrance to Hanover High School is the only entrance that can be used. Entrance to any dance will not be permitted after 8:00 p.m. No student may leave the dance and regain entrance.
5. Suggestive dancing will not be allowed at any dance.
6. Glow sticks are not allowed.
7. Students may not bring any type of beverage into the dance.
8. All dances, including the semi-formal, are for Hanover High School students only. (Exception Prom: See Prom)
9. All school policies, procedures, and the *Code of Conduct* remain in effect including, but not limited to, the tobacco/smoking policy and the drug/alcohol policy.
10. All students must attend school on the day of the dance. If a dance is on a Saturday, students must attend school on the Friday prior to the dance.
11. All students attending a Hanover High School dance will be subject to a breathalyzer test as a condition of admittance to the dance. Students who are found to have consumed alcohol will be sent home with the parents/guardians (or appropriate authorities if parents/guardians are not available). Any student who is in possession of or found to have ingested alcohol or drugs before, during, or after the dance will be subject to the provisions of the Drug/Alcohol policy set forth in this handbook.

Dress Standard

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

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

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

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

Further, the following must be avoided:

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

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

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

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

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

Eighteen Year Olds

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

Electronic Devices

Unsupervised use of electronic devices is a large source of distraction for the learning environment and has the potential to create a distracted school environment. The use of any electronic device (cellphones, tablets, etc) is not permitted during the school day without the permission of an administrator or teacher. Teachers require students to place their phones in organized bins or pouches at the beginning of class or require phones to be turned off, placed in backpacks, and stored in a designated area of the classroom. Wireless earbuds and headphones also fall under these protocols and are prohibited in class unless part of an authorized assignment. There will be learning activities throughout the school year where teachers incorporate and supervise the use of electronic devices. Students not adhering to the expectations of the electronic device will be sent to the Main Office and referred to the Assistant Principal via an incident report. A first offense will result in 2 extended detentions and a parent/guardian notification. A second offense will result in additional extended detentions, and a parent/guardian pick up of the device. Beyond that, a student risks losing cell phone privileges for the year. Parents are reminded that if they have an emergency they can call the front office, and we will contact the student immediately.

Emergency School Closing

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

Health 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, or Police Department if the parent cannot be reached.

Insurance

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

Leaving School without Permission

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

Library

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

Lockers

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

Lunch

Students are expected to conduct themselves in an orderly fashion at all times during lunch. Students are responsible for clearing the area and returning all utensils and trays to their proper places. On occasion, the cafeteria supervisor may make a reasonable request and ask students to clean the table or floor in the proximity where they are sitting. Failure to follow the above expectations or a reasonable request may result in disciplinary consequences.

Parking/Driving - Students

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

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

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

Prom

The following regulations will govern student attendance at the Prom:

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

School Council

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

Security

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

Student Recognition

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

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

Telephone Use

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

Vandalism

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

Video Surveillance

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

Visitors

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

Vocational Programs

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

Voter Registration/Selective Service

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

Guidance and Counseling Information

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

Formal Reports

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

Performance Reports

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

Scheduling

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

Student Opportunities

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

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

Student Records

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

Summer School

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

Transfer of Records

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

Home Tutoring

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

Summer Tutoring

The student must:

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

The tutor must:

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

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

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

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

Policies, Procedures, and Laws

Access To Records by Non-Custodial Parents

As provided by M.G.L. c. 71, s. 34H and 603 CMR 23.07(5), any parent who does not have physical custody of their child (i.e. non-custodial parent) is eligible to obtain access to their children's student records *unless* the school or district has been given documentation that: (1) the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, (2) the parent has been denied visitation, (3) the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or (4) there is an order of a probate and family court judge which prohibits the distribution of student records to the parent. In order to obtain access, the non-custodial parent must submit a written request for the student record to the School Principal. Upon receipt of the request, the school must immediately notify the custodial parent by certified mail and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent access after 21 days, unless the custodial parent provides the Principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07. The school must delete the electronic and postal address and telephone number of the work or home locations of the custodial parent from student records provided to non-custodial parent. Such records must be marked to indicate that they shall not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c.71 34H, the school shall notify the non-custodial that it shall cease to provide access to the student record to the non-custodial parent.

Concussion Policy

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

I. Definitions

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

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

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

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

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

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

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

II. **Roles and Responsibilities**

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

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

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

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

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

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

III. **Training**

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

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

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

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

IV. Prerequisites for Student Participation in an Extracurricular Athletic Activity

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

1. Parent(s)/guardian(s) and the student must submit to the Athletic Director a certification that they have completed the training requirements described in Section III above. Once submitted, the certification is valid for one school year.
2. Parent(s)/guardian(s) and the student must submit to the Athletic Director documentation of an annual physical examination for the student providing medical clearance for the student to participate in the relevant Extracurricular Athletic Activity. Physical examinations must have occurred within the past 12 to 13 months. If the student's physical exam expires during the season of participation, the student must submit an updated exam in order to continue participating. The Athletic Director will forward all exam reports to the School Nurse, who shall maintain them as part of the student health record. The Athletic Director shall notify a student in the event his/her physical exam expires during the season of participation.
3. Prior to a student's participation in an Extracurricular Athletic Activity as noted in the definition above, the parent(s)/guardian(s) and student must provide to the Athletic Director a completed form for *Pre- Participation Head Injury/ Concussion Reporting For Extracurricular Activities* ("Pre-Participation Form") which shall include the following:
 - a. A comprehensive history with up-to-date information relative to concussion history; any history regarding head, face or cervical spine injury and/or any history of co-existent concussion injuries; and
 - b. Signatures of both the parent(s)/guardian(s) and student;
4. During the season of participation if a student sustains a head injury outside of the extracurricular activity, his/her parent(s)/guardian(s) is required to complete and submit *Department Report of Head Injury During Sports Season Form* to the Athletic Director.
5. The Athletic Director will forward to the coach the *Pre-Participation Forms* and all *Reports of Head Injury During Sports Season* for each student member of that coach's team. In addition, the Athletic Director will forward the *Pre-Participation Forms* indicating a history of head injury and all *Reports of Head Injury During Sports Season* to the school nurse, who will consult with the school physician and athletic staff regarding whether the student will be allowed to begin (or continue) to participate and if so, whether limitations may apply.
6. Prior to the start of the school year all students seeking to participate in an Extracurricular Athletic Activity shall be required to participate in Neurocognitive Baseline Testing.

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

V. Removal Due to Head Injury and Protocols for Reentry

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

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

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

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

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

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

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

VII. Additional Communication and Reporting

The Athletic Director shall disseminate to each coach copies of the completed *Pre-Participation Form* for each member of that coach's team or student group. The Athletic Director shall ensure that the nurse receives a copy and reviews any forms that indicate a history of head injury, with review by the school physician and certified athletic trainer if appropriate. The Athletic Director shall also ensure proper dissemination and review of any *Department Report of Head Injury During Sports Season Form*.

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

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

VIII. Maintenance of Records and Confidentiality

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

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

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

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

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

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

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 Medial Clearance and Authorization Form
 Department Report of Head Injury During Sports Season Form

Due Process For Disciplinary Matters

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

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

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

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

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

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

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

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

1. **Notice:** The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
 - a. the disciplinary offense;

- b. the basis for the charge;
- c. the potential consequences, including the potential length of the student's suspension;
- d. the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e. the date, time, and location of the hearing;
- f. the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

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

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

D. Procedures For Long-Term Suspension

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

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

- may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
- ii. the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the administrator's determination on appeal.

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

E. Exception For Emergency Removal

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

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

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

F. Appeal To The Superintendent

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

The following apply:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Discipline of Special Education Students

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

Short-Term Removals

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

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

Change in Placement/Manifestation Determination Meeting

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

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

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

If the Team determines that the behavior was not a manifestation of the student's disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the student must continue to receive those educational services that the Team determines are necessary to enable the student to continue to participate in the general education curriculum (although in a different setting determined by the Team) and to progress toward meeting the goals set out in the student's IEP. The Team also should consider whether it would be appropriate to conduct a functional behavioral assessment and to provide behavioral intervention services designed to address the conduct in question so that it does not recur.

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

1. Either:

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

Exceptions for Drugs Weapons and Serious Bodily Injury

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

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

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

Requesting A BSEA Hearing

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

Discipline of Students Suspected of Being Eligible for Special Education Services

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

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

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

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

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

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion. Any student who is suspended for more than ten (10) consecutive days (whether in or out of school) or expelled from school will have an opportunity to receive education services through the school-wide education service plan. If the student is determined to be eligible for an IEP, taking into consideration information from the district's evaluation and information provided by the parents, then the district must provide special education and related services.

Discipline of Students on Section 504 Accommodation Plan

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

- Was the misconduct the direct result of a failure to implement the student's Section 504 plan?

- Was the misconduct caused by, or did it have a direct and substantial relationship to, the student's disability?

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

Drug and Alcohol Policy

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

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

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

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

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

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

Attendance at activities sponsored by Hanover High School is a privilege, not a right. In order to maintain the privilege of attendance, students are expected to refrain from use of alcohol and/or drugs before and at school functions.

Students and parents should be aware that breathalyzer tests may be given at any dance or activity. When entering a school dance or other designated school sponsored events, all students will be subject to a breathalyzer test. If a student refuses to take a breathalyzer test or tests positive for alcohol, the student will not be permitted to attend the event. In addition, all school rules relating to the use and/or possession of alcohol will apply.

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

Drug Free School Zone Law

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

Educational Services in Home or in Hospital

Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting, must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons, and for a period of not less than fourteen (14) school days in any school year, the Principal (in coordination with the Director of Pupil Personnel Services) shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The Principal shall coordinate such services with the Director of Pupil Personnel Services for eligible students. Such educational services shall be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP. Tutoring forms are available from the Superintendent's Office from the Director of Pupil Personnel Services. The authorization should be the appropriate 11B Department of Elementary and Secondary

Education form and should be provided by a physician, including pediatricians or any other M.D., but will not be accepted from a Ph.D. or Ed.D. Students whose medical condition permits them to complete their course work with the assistance of the tutor will receive credit for the course. (See also Section on "Incomplete Work Because of Medical Problems".)

Family Educational Rights and Privacy Act

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

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

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

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

Harassment

Civil Rights

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

Sexual Harassment

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

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

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

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

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

The statement should list the following:

- An exact description of the behavior, including when and where it happened.
- A description of how the behavior made the complainant feel (i.e., embarrassed, humiliated, angry).
- The statement should contain a request that the behavior stop because it is sexual harassment and is against the law.
- The statement should be signed and dated by the complainant. The guidance counselor should deliver one copy of the letter to the alleged harasser. The counselor should then conduct a meeting with the alleged harasser to discuss and resolve the issue. A statement of resolution should be signed by the alleged harasser and the complainant. A copy of the statement and the resolution will be retained in the guidance counselor's office.
- If the behavior stops, nothing further will be said and no further action will be taken, and the statement and resolution (above) will be kept confidential.
- If the behavior does not stop, a formal investigation will be initiated by the Administration.

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

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

Student-to-Student Harassment

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

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

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

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

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

- Verbal, physical, or written harassment or abuse;
- Repeated remarks of a demeaning nature;

- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

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

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

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

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

Policy Prohibiting Bullying

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

Acts of bullying and cyber-bullying are prohibited:

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

A. Definitions:

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

Bullying is defined in M.G.L. c.71, s. 370, 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. 370 as bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-Bullying also includes:

1. The creation of a web page or blog in which the creator assumes the identity of another person.
2. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.

3. The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.

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

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

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

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

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

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

C. Reporting Obligations:

1. Reporting by Staff

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

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

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

3. Reporting to Parents/Guardians

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

4. Reporting to Local Law Enforcement

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

5. Reporting to Administrator of Another School District or School

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Hanover Public Schools is the first to be

informed of the bullying or retaliation, then the Superintendent of Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

D. Investigation:

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

1. Pre-Investigation

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

2. Written Statement of the Complaint

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

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

3. Interviews

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

4. Confidentiality

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

5. Determination

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

1. If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target(s) is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation: meet with parents and guardians to encourage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
2. transfer student's classroom or school;
3. limit or deny student access to a part, or area, of a school;
4. enhance adult supervision on school premises;
5. exclude from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
6. provide relevant educational activities for individual and groups of students with guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may help in providing such programs;

7. develop a Personalized Action Plan and directives for future conduct including providing the target(s) with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student;
8. arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power);
9. provide counseling (or other appropriate services) or referral to such services for the target(s) and/or the aggressor(s) and/or for appropriate family members of said students.

E. Closing the Complaint and Possible Follow-up:

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

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

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

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

Hazing Policy

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

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

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

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

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

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

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

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

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

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student 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 any time is considered to be part of the network and, thus, is subject to the terms of this Digital Technology Acceptable Use Policy (DTAUP).
 - 1.1.1. The network has been developed for educational purposes. It is intended to assist students and teachers by providing access to a wide range of information resources. The network also allows for efficient communication within the district, with parents, social service agencies, government agencies, businesses, et cetera.
 - 1.1.2. Incidental personal use of digital technology and the network may be permitted as long as it does not interfere with the educational mission of the Hanover Public Schools.
- 1.2. "User" refers to any staff member, administrator, student, community member or authorized guest who connects to the Hanover Public Schools' network, who uses digital technology belonging to the Hanover Public Schools or who accesses our network.
- 1.3. "Digital technology" is any device that creates, transmits, or accesses digital information, whether connected to the network or used in a stand-alone situation. "Digital information" or "digital media" is any data that is created, transmitted, or accessed by digital technology.
- 1.4. "Educational" refers to the process of teaching and learning that is tied to the curricula of the Hanover Public Schools and the Department of Elementary and Secondary Education's Curriculum Frameworks.

2. Staff and User Responsibilities

- 2.1. The Director of Technology will oversee access to the network and will establish processes for authorizing software installation, for the archiving of email and databases, for maintaining virus and spam protection, and for complying with the Children's Internet Protection Act (C.I.P.A.).
- 2.2. The building Principal will maintain signed user agreements for students and staff; he or she is responsible for enforcing the DTAUP on-site.
- 2.3. When using the Internet for class activities, teachers will preview and select materials appropriate to the students and relevant to the course objectives. Teachers will help students develop critical thinking skills (i.e. assessing the reliability of information found on the Internet) and provide guidelines and resources to

assist their students in focused research activities. While their students are on-line and under their supervision, staff must be actively vigilant of websites visited by students.

- 2.4. Any user who finds objectionable material on any digital device should inform an administrator immediately. This includes material that any user might locate by connecting to a website—whether intentionally or accidentally—or might find residing on a computer or the network.
- 2.5. No staff member may access the online grades or personal information of any student except for those students with whom he or she has a direct professional relationship at that time.
- 2.6. No staff member may access the online personal or professional information of another staff member except when the employee's direct supervisor accesses the information, or directs another member to access the information, in the process of fulfilling his or her professional responsibilities.
- 2.7. Accessing or attempting to access another user's account without permission is strictly prohibited. Users may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users on the network.
- 2.8. All passwords or other means of accessing computers, servers, software, or the network within the Hanover Public Schools is the property of the school district. Any misuse, dissemination, or destruction of these passwords is vandalism, and may be punished through internal disciplinary means and/or through the courts.
- 2.9. Any person who accesses the district from outside the network does so with the same restrictions and responsibilities as outlined in this document.
- 2.10. Any person who illegally accesses the Hanover Public Schools' network with intent to damage the network may be subject to criminal and/or civil prosecution as well as internal disciplinary action.
- 2.11. Any Hanover student, faculty member, administrator, or staff member who libels or slanders any other Hanover student, faculty member, administrator, or staff member using digital technology may be subject to internal discipline and/or punishment within the courts.

3. District Limitation of Liability

- 3.1. Hanover Public Schools makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through its network will be error-free or without defect.
- 3.2. The district will not be responsible for any damages users may suffer, including but not limited to, loss of data or interruptions of service, or personal physical, psychological, or monetary damages.
- 3.3. The district is not responsible for the accuracy or quality of the information obtained through or stored on the network.
- 3.4. The district will not be responsible for unauthorized financial obligations arising through the use of the network.

4. Due Process

- 4.1. While on the network, the user agrees to take full responsibility for his or her actions. The Hanover Public Schools will not be held liable for the actions of anyone connecting to the Internet through this network. Therefore, all users shall assume full liability—legal, financial, or otherwise—for their use of the network.
- 4.2. Violations of the DTAUP can carry serious consequences and could result in the immediate suspension of the user's privileges. Further disciplinary action may be taken by the administration and/or town, county, state, or federal authorities. Disciplinary actions will be tailored to meet specific concerns related to the violation. These disciplinary actions may include termination of employment or student suspension.
- 4.3. Any questions, suspicions, or allegations concerning adherence to the Digital Technology Acceptable Use Policy should be brought to the attention of the Director of Technology, building Principal, or the Superintendent of Schools.

5. Search and Seizure

- 5.1. The network and all devices (except those purchased personally by the user) attached to it are the property of the Hanover Public Schools; the storage systems of these devices are therefore subject to inspection by the administration at any time. District-owned computers, whether attached to the network or not, are subject to inspection by the administration at any time. System users should expect limited privacy regarding the contents of their files stored on the network.
- 5.2. An individual search will be conducted if there is suspicion that a user has violated the DTAUP or the law. The nature of the investigation will be in relation to the context of the nature of the alleged violation.

6. Acceptable Use of Hanover's Digital Technology

- 6.1. All students, faculty, and staff are encouraged to explore any and all digital technology offered by the Hanover Public Schools, whether through installed hardware and software or through approved network connections.
- 6.2. All students, faculty, and staff are encouraged to share the digital media that they create (along with production techniques) with all other members of the Hanover community. Please contact the Director of Technology for methods of dissemination.
- 6.3. In the "Web 2.0" world, social networking—the sharing of ideas, opinions, and media across networks (especially the Internet)—brings us all closer. Anyone who discovers interesting websites of educational

value is encouraged to contact his or her teacher, school Principal or the Director of Technology for posting these sites in the appropriate places.

7. Unacceptable Use of Digital Technology

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

8. Email

- 8.1. All email created or received by an employee of a governmental unit is a public record. According to Massachusetts General Laws:
"public records" shall mean all...documentary materials or data, regardless of physical form or characteristics, made or received by any officer or employee of any agency...to serve a public purpose (G.L. c. 4, § 7, cl. 26).
 - 8.1.1. Email is, therefore, a public record and it is subject to the requirements of the Public Records Law, G.L. c. 66. Any member of the public may request copies of email. Please note that even deleted messages are subject to disclosure because they are required to be backed up in our archives.
 - 8.1.2. Users should consider e-mail messages to be equivalent to letters sent on official letterhead and therefore should be written in a professional and courteous tone. As the AUP of the Springside School in Pennsylvania states, "tone is difficult to discern in electronic communication. Electronic communication is best used as a medium for disseminating factual information and should not be regarded as a replacement for face-to-face communication."
- 8.2. Faculty, staff, or students must not subscribe to mass electronic mailings (e.g., chain letters, "jokes of the day," "horoscopes," "trivia," et cetera). Mass mailings take up valuable network space that should be used for educational purposes. If a faculty member joins a professional (educational) listserv, it is requested that

he or she subscribe in digest format. Please, contact the listserv administrator or the Director of Technology for instructions on how to accomplish this.

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

9. Web Publishing

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

10. Personal Computers

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

11. Copyright Infringement

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

MCAS Testing Policy

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

Medication Policy

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

- A written, signed and dated request from the parent or guardian, with instructions for administering the medication from the student's 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 High School provides this notification to parents regarding curriculum which primarily involves human sexuality or human sexuality issues. This notification will allow parents or guardians, through written notification to the High School Principal to have the flexibility to exempt their children from any portion of our Health or other courses that deal with human sexuality or human sexuality issues. No child so exempted shall be penalized by reason of such exemption; other work will be assigned to comply with the time on learning requirement. Program instruction materials for these curriculums shall be made reasonably accessible to parents or guardians for review with an appointment with the Principal.

Tobacco and Smoking Policy

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

Transportation

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

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

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

"... any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report shall file it with the Superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of children and families, the office of student services or its equivalent in any school district, and the local school committee. Said Superintendent, police chief, and representative from the department of children and families, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment. A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act."

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

Synopsis Of Laws

Title VI of the Civil Rights Act of 1964

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

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

Title IX of the Education Amendments of 1972

Coordinators: Kelly Stukenborg, 1-781-878-5450

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: Daniel 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, 1-781-878-0786

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

McKinney-Vento Homeless Assistance Program

Homeless Education Liaison: Michael Oates, 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.

Special Education

Chapter 688 (transition planning)

Coordinator: Michael Oates, 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 and Hanover Police Department Memorandum of Understanding

I. Statement of Purpose

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

II. Designated School and Police Liaisons

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

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

III. Mandatory Reportable Incidents

School Reports to Police Department

- 1) The following shall be considered Mandatory Reportable Incidents:
 - a) possession, use, or distribution of alcohol by a student;
 - b) possession, use, or distribution of an inhalant or any controlled substance, as defined in G.L. c. 94C (excepting any possession of prescription medication possessed and administered in accordance with state law and school policy);
 - c) any incident in which any individual is reasonably believed to be distributing controlled substances or alcohol;
 - d) any incident involving the threat of assaultive behavior or intentional assaultive behavior and/or reckless behavior that results in personal injury;
 - e) possession of a weapon, as defined in the school handbook or under G.L. c.71 § 37H (a), which includes, but is not limited to, a gun or a knife, and ammunition or components thereof.
 - f) any incident involving stalking or harassment in violation of G.L. c. 265 § 43 and 43A, annoying phone calls, domestic abuse, dating violence, or a violation of G.L. c. 209A or 258E restraining order, and any students either protected by a restraining order;
 - g) any incident involving a child suffering physical or emotional injury resulting from abuse inflicted upon him or her which causes harm or the substantial risk of harm to the child's health or welfare, including sexual abuse or from neglect (in addition to a report filed with the Department of Children and Families);
 - h) any incident involving an actual or suspected hate crime or violation of civil rights, including but not limited to an assault or battery upon a person or damage to the real or personal property of a person with the intent to intimidate such person because of such person's race, color, national origin, sexual orientation, or disability in violation of G.L. c. 265 §§ 37 and 39, as well as any act of bodily injury or attempt to cause bodily injury against a person due to actual or perceived religion, national origin, gender, sexual orientation, gender identity, or disability in violation of 18 U.S.C. ~ 249;
 - i) any incident resulting in significant damage to municipal or private property;
 - j) any incident of intentional theft of municipal or private property;
 - k) any bomb threat, fire, threatened or attempted fire setting, threatened or attempted use of an explosive device or hoax device, as defined by G.L. c. 148 § 60. NOTE: The school shall also report "unauthorized ignition of any fires" to the local fire department under G.L. c. 148 § 2A;
 - l) any creation or possession of a document, whether computer or manually generated, handwritten or electronic (e.g., text) that identifies any individual targeted for violence or death;
 - m) any credible threat, direct or indirect, past or future, against a student, school personnel or other school employee;
 - n) any incident of "hazing" as defined by G.L. c. 269 § 17, involving any conduct or ritual or method of initiation into any school organization that endangers the physical or mental health of any student;
 - o) any sexual assault, including but not limited to rape, assault with intent to rape, indecent assault and battery, as well as any lewd and lascivious behavior, open and gross lewdness, indecent exposure, or incident of gender-based harassment, "sexting", "sextortion"(1) or possession or dissemination of sexually explicit photographs of a minor.;

- p) any incident of "bullying" or "cyberbullying" as defined by G.L. c. 71 § 370 where the school believes that the incident may have involved criminal conduct or involves any other reportable acts outlined in (a) through (n).
- 2) Mandatory Reportable Incidents will be immediately reported to the Hanover Police Department if such incident:
 - a) occurred on school property or within 1,000 foot radius of school property;
 - b) occurred at a school-sponsored function;
 - c) occurred in a school owned or contracted bus or other vehicle or at school bus stop; or
 - d) involved a student of the Hanover Public Schools.
- 3) The Designated Liaisons from the School may use their professional discretion to report any other incident or information that may affect the safety or well-being of students or staff members at the school.

Police Department Reports to the School

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

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

IV. Procedure Guidelines

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

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

A. Non-Reporting School Personnel:

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

B. Responsibilities of Reporting Official:

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

- Categorize the act as requiring a mandated or discretionary report
- Notify the Police Department whenever mandated
- Deliver to the Police Department pertinent physical evidence
- After consulting with the Police, notify parents of 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.

Matthew Ferron
Superintendent of Schools

Walter Sweeney
Chief of Police

MOU Language Updated: June 2015