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EDUCATIONAL GOALS AND OBJECTIVES

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

SUMMARY OF EDUCATIONAL GOALS:

- A. To provide a rigorous, challenging pre-K-12 curriculum that emphasizes a mastery of traditional academic subject areas and encourages each student to “soar and succeed without limits.”
- B. The establishment of specific educational performance goals for every student, reflecting high educational standards, and the mechanism for monitoring progress toward those goals and for holding educators accountable for their achievement.

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

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

The Operating Function involves classroom instruction and building program management. The Coordinating and Developing Function includes monitoring activities, curriculum development, professional development and student services. The Evaluation and Assessment Function involves data collection and synthesis and establishing future direction.

LEGAL REFS.: 603 CMR 26:00

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

School Committee Policy voted June 28, 2006

SOURCE: Hanover

ACADEMIC FREEDOM

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

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

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

School Committee Policy voted June 28, 2006

SOURCE: Hanover/MASC

SCHOOL YEAR/SCHOOL CALENDAR

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

1. The School Committee shall schedule a school year which includes at least 185 school days for each school in the District.
2. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
3. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

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

SOURCE: MASC April 2019

LEGAL REFS.: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
603 CMR 27.00

SCHOOL DAY

The length of the school day is established in the collective bargaining agreements with the various school unions. The specific opening and closing times of the schools will be recommended by the Superintendent and set by the Committee.

The Superintendent is authorized to make minor changes in opening and closing times to simplify transportation scheduling; however, major changes in schedules will be subject to Committee approval.

Parents and guardians will be informed of the opening and closing times set by the Committee. To help ensure the safety of all children, parents/guardians will also be notified that students will not be admitted into the school building until the time established by the school principal.

SOURCE: MASC April 2019

LEGAL REFS.: M.G.L. 15:1G; 69:1G; 71:59
603 CMR 27.00

ORGANIZATION OF INSTRUCTION

The District offers a diversified educational program compatible with the needs of the community and state standards.

The organizational plan is designed to facilitate the philosophy of educating every student, each to their fullest potential.

The Elementary level includes two schools. One with Pre-Kindergarten, Kindergarten, and grade one and the other elementary grades two, three and four. The Middle School consists of grades five, six, seven and eight. The High School consists of a school with grades nine, ten, eleven, and twelve.

Special education services are integrated across each grade level in all schools.

The organization is designed to meet the standards established by the Department of Elementary and Secondary Education's Curriculum Frameworks, by Time and Learning regulations, and in order to serve the needs of all students.

CROSS REFS: IC/ICA School Year / School Calendar

LEGAL REFS: 603 CMR 27.00

SOURCE: MASC April 2019

CURRICULUM DEVELOPMENT

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

The Committee expects the faculty and administration to regularly evaluate the education program and to recommend modifications of practice, changes in curriculum content, and the addition or deletion of courses to the instructional program.

SOURCE: MASC April 2019

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

STUDENT SERVICES PROGRAMS

The Student Services staff will work in cooperation with District building staff and administration to coordinate and supervise the implementation of curriculum, the instructional program, and support services to meet the needs of all students.

The Director of Student Services shall be responsible for all services for students who are not eligible for special education assistance; such as psychological services, homebound and hospital teaching and such other programs as may be assigned.

SOURCE: MASC April 2019

CROSS REF.: ACE, Nondiscrimination on the Basis of Disability

CURRICULUM ADOPTION

The School Committee will rely on the professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school district.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes. No course of study can be added or dropped from the school's educational program without approval of the School Committee.

SOURCE: MASC April 2019

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E

HEALTH EDUCATION

Healthy students are better learners, and academic achievement bears a lifetime of benefits for health.

School-based health education helps students acquire functional health knowledge, practice skills, and strengthen attitudes and beliefs needed to adopt and maintain healthy behaviors throughout their lives.

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

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

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

Health Education provides students with the knowledge and skills necessary to practice healthy behaviors and teaches students how to recognize the influence of responsible decision-making on quality of life. By providing effective health education programming, schools can help students develop health literacy skills so they are able to access information, resources, and services in order to promote healthy lifestyles

Health Education includes environmental, physical, social, emotional, intellectual, and spiritual health, as well as sexual and reproductive health.

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

SOURCE: Hanover

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

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

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

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

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

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

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

REF: Department of Education

SOURCE: Hanover

TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

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

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

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

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

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

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

To understand the personal, social and economic problems causing the misuse alcohol and other drugs.
To develop an interest in preventing illegal use of drugs in the community.

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

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

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

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

**HEALTH EDUCATION
(Exemption Procedure)**

Exemption will be granted from a specific portion of health education curriculum upon the student's parent/guardian.

A request for exemption must be submitted in writing to the Principal and teacher within ten days of instruction in that portion of the curriculum for which the exemption is requested.

The Principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.

The Principal will inform the parent/guardian of disposition of the request within a reasonable number of school days of receipt of the request.

SOURCE: MASC

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

INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (PROGRAMS FOR CHILDREN WITH DISABILITIES)

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

The requirements of law and regulation will be followed in the identification of children with disabilities, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three to twenty-two who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with disabilities can be educated in the general education setting if they are provided accommodations, modifications and specially designed instruction. These children should also be given the opportunity to participate in the school district's non-academic and extracurricular activities.

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

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

The Committee will secure properly trained personnel to work with the children with disabilities. The Committee will make every effort to obtain financial assistance to offset the cost of accommodations, modifications and special education programs.

SOURCE: MASC April 2019

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq.
 603 CMR 28:00 inclusive

PROGRAMS FOR STUDENTS WITH DISABILITIES

In keeping with the intention of the state of Massachusetts to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

LEGAL REF.: Rehabilitation Act of 1973, Section 504

SOURCE: MASC

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents'/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Director of Student Services or designee and/or Principal.
2. The Director of Student Services or designee shall contact the parent(s)/guardian for initial scheduling conversation within five (5) days of receipt of the parents'/guardian's request.
3. When a parent/guardian requests an observation of a special needs student or program, the Director of Student Services or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.
4. The Director of Student Services or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that they are not to interfere with the educational environment of the classroom. If their presence presents a problem, they will be asked to leave. This notice is particularly important, since the presence of parents/guardians can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit their report of the observation in advance of any follow-up Individualized Education Program meeting.
10. The observer will be informed that they are there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. They are not there to evaluate a teacher's ability to perform their contractual job duties.
11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.

12. A school administrator, or designee, also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s)/guardian prior to any follow-up Individualized Education Program-meeting.

LEGAL REF.: MGL 71B:3
Massachusetts Department of Elementary and Secondary Education Technical Assistance Advisory SPED 2009-2 dated January 8, 2009

CROSS REF.: KI, Visitors to Schools

SOURCE: MASC

ADOPTED: September 2009

NOTE: The following quotes from the DESE Advisory are important points of understanding to the implementation of this policy.

“School districts and parents/guardians have reported that, typically, observations are between one and four hours. While useful as a general rule, the Department recommends that district policies and practices specify that the duration and extent of observations will be determined on an individual basis. Districts should avoid rigid adherence to defined time limits regardless of the student's needs and settings to be observed. The complexities of the child's needs, as well as the program or programs to be observed, should determine what the observation will entail and what amount of time is needed to complete it. Discussion between school staff and the parent/guardian or designee is a good starting point for resolving the issue.”

“The observation law states that districts may not condition or restrict program observations except when necessary to protect:

- the safety of children in the program during the observation;
- the integrity of the program during the observation;
- and children in the program from disclosure by an observer of confidential or personally identifiable information they may obtain while observing the program.”

**COMPENSATORY EDUCATION
(Title 1)**

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

School Committee Policy voted June 28, 2006

SOURCE: Hanover/MASC

ENGLISH LEARNER EDUCATION

The District shall provide suitable research-based language instructional programs for all identified English learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education (DESE) regulations and guidance.

The District shall identify students whose dominant language may not be English through

- home language surveys that identify a primary home language is other than English
- observations
- intake assessments
- recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to DESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by DESE to comply with federal law.

SOURCE: MASC April 2019

LEGAL REFS.: Elementary and Secondary Education Act, as amended
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

HOMEBOUND INSTRUCTION

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

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

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

School Committee Policy voted June 28, 2006

HOME SCHOOLING

The Massachusetts General Law requires the School Committee to determine that a Home-Schooling program meet with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for their child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the District, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents/guardian to teach the children,
3. The textbooks, workbooks and other instructional aides to be used by the children and the lesson plans and teaching manuals to be used by the parents/guardian.

SOURCE: MASC

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324
(1987)

REMOTE LEARNING

In the event of a district-specific emergency requiring the use of remote learning, the superintendent of schools may declare such emergency and shall, as soon as possible, obtain the approval of the school committee. The remote learning plan below will be applicable in cases of disease, weather emergencies, destruction or damage to schools rendering them inaccessible, or other extraordinary circumstances, including emergencies declared by government officials, the school committee, or the superintendent.

When it becomes necessary for the school district to provide support to students who are unable to attend classes or access appropriate services due to an extended closure, the superintendent shall establish a plan and procedures to ensure that such services are provided. The provision of educational services may include the use of technology and devices, and strategies designed to support student learning away from school.

The remote learning plan will, to the extent possible:

- Ensure the safety of all students and faculty in coordination with appropriate local and state departments and agencies;
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Utilize the most effective tools and resources available for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services and share resources as needed;
- Provide resources and services equitably to meet the needs and circumstances of all students;
- Identify remedial strategies necessary after the emergency to advance student achievement (i.e. after-school, extended day, summer school, and contingency scheduling to cancel vacations.);
- Gather information both during and after the period of emergency regarding the most effective means of remote learning to implement as appropriate.

In developing a remote learning plan, the superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the school committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.

- Consult with administrators and principals to ensure the continuing education of students at all levels, including:
 - use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
 - equitable access to appropriate content for all students;
 - specific accommodations for students at high risk, including clients of special education, students with disabilities, English learners, students at economic disadvantage, homeless students, students in foster care and students of military families.
- Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared in advance in anticipation of an emergency.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Consult with bargaining units to determine if modifications to collective bargaining agreements need to be established for the period of the emergency.
- Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary.

LEGAL REFS.: 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)
 15 U.S.C. §§ 6501–6506 Children’s Online Privacy Protection Act (COPPA)

CROSS REFS.: EBCD – Emergency Closings
 IGA – Curriculum Development
 IGB – Support Services Programs
 IHBEA – English Learner Education
 IJND – Access to Digital Resources
 IJNDB – Empowered Digital Use
 IJNDC – Internet Publication
 IJNDD – Policy on Social Media
 IHBEA – English Language Learners
 JB – Equal Educational Opportunities
 JBB – Educational Equity

SOURCE: MASC – May 2020

REMOTE LEARNING ADDENDUM

Issues to consider when developing remote learning plans:

- Which of these issues requires policy or policy changes?
- What are the policy implications and what should school committees delegate to the superintendent for operating protocols?
- Do we learn anything from earlier experiences in emergencies?
- What can we learn from our current services to students who are unable to attend school because of illness or other disability or for disciplinary reasons?

Specific items to consider in developing a plan:

- When is remote learning appropriate?
- Designating a remote learning point person
- Reviewing the various models for remote learning
- Equity – how to ensure that students have access to tools to learn remotely.
- Internal vs. external resources.
- Collective bargaining implications
- Responsibilities of remote educators
 - Evaluating remote educators and programs
 - Who may observe remote instruction
 - Teacher professional development to incorporate various elements of remote learning
 - Common planning time
- Identifying cost implications and approving spending
- Special constituencies:
 - Special education students
 - English Language Learners
 - Physically challenged students
 - Homeless students
 - Students in foster care
 - Students of military families
 - Pregnant and parenting students
- Facilitating collaboration/removing barriers to collaboration.
- Protecting privacy rights of students and parents
 - FERPA (Federal Educational Rights and Privacy Act and COPPA (Children's On Line Privacy Protection Act)
 - What privacy protections do vendors and districts/schools have in place.
- Health and nutrition issues that may impact student wellness and/or privacy
- Internet security for students and faculty.
- Protecting educators and others who identify threats to student wellbeing via remote learning.
- Engaging district partners including companies, consultants, media (i.e., public television).

- Impact on decisions to retain or grant professional status educators.
- Academic implications (testing, grading, educator accountability, curriculum adaptations)
- Parental rights (opting in or opting out)
- Data gathered remotely or on-line (who gathers, aggregates, or analyzes).

SOURCE: MASC – May 2020

SUMMER SCHOOLS

The school system will conduct Extended School Year (ESY), as a supplement to the instruction offered during the school year. To attend Extended School Year (ESY), a student's services must be identified on Individualized Education Programs (IEP).

Students at all instructional levels may attend approved summer schools for remedial, enrichment, or make-up purposes. Credit towards graduation requirements may be granted to high school students in line with regulations of the School District.

All these programs are subject to funding.

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

School Committee Policy voted June 28, 2006

SOURCE: Hanover

CLASS SIZE

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

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

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

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

School Committee Policy voted June 28, 2006

SOURCE: Hanover

INSTRUCTIONAL MATERIALS

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

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

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

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 30B:7; 71:48; 71:49; 71:50
BESE regulations 603 CMR 26.00

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

TEXTBOOK AND SUPPLEMENTARY MATERIALS: SELECTION AND ADOPTION

Responsibility for the review and selection of textbooks and supplemental materials to be purchased shall rest with the Principal of each school. The Principal shall establish a team to assist in the process to determine the textbooks that best meet the curriculum guidelines of the District. The term textbook may refer to digital resources.

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

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

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

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

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

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

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

School Committee Policy voted June 28, 2006

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

The School Committee, though it is ultimately responsible for all curriculum and instructional materials, recognizes the need and right of students to have free access to many different types of instructional materials. It also recognizes the right of the professional staff to select materials supportive of the school system's educational philosophy and goals. Criticism of instructional materials used in the schools may be expected from time to time.

Requests for reconsideration of materials may be made by Hanover Public School employees, students, members of administration, or the parent or guardian of a student. The Committee will not permit any individual or group to exercise censorship over instructional materials but recognizes that at times a reevaluation of certain material may be desirable.

In such instances:

1. If a parent/guardian requests that his/her own child not engage in certain instructional materials, the teacher and/or school administrator should resolve the situation, perhaps by arranging for alternative material which would meet essentially the same instructional purpose. This does not apply, however, to basic program texts and materials that the Committee has adopted.
2. If Step 1 is not satisfactory for the parent/guardian, they can complete the form "Request for Reconsideration of Instructional Materials" which is available in the Principal's office.
3. Within five (5) working days of receipt of the completed form, the building principal requests a review of the challenged material by a Review Committee. The Superintendent is notified that a review is being done. The Review Committee is appointed by the building principal, who shall make their best efforts to include the principal or their designee, three teachers and a one parent volunteer from the sitting School Council.
4. The review committee takes the following steps after receiving the challenged materials:
 - a) Reads, views, or listens to the material in its entirety.
 - b) Determines the extent to which the material supports the curriculum.
 - c) Determines whether the grounds for the review request are supported.
 - d) Completes the appropriate documentation judging the material for its strength and value as a whole and not in part. This documentation must include the review committee's recommendation on whether to continue to use the instructional materials or not moving forward.

e) The Review Committee shall present their recommendation to the School Committee in open session within 14 days from the date marked on “Request for Reconsideration of Instructional Materials.” The School Committee by majority vote shall decide to retain, withdraw, or add the materials. The decision of the School Committee shall be final. If multiple materials are submitted for reconsideration by a complainant or multiple complainants, they will be handled following this process one at a time, in an order determined by the principal.

If the decision of the School Committee is that the questioned instructional materials be retained, the district will not convene a Review Committee relative to the same complaint for a period of three years, however, the three-year period may be waived by the building principal if a substantially different point of view is advanced.

LEGAL REFS.: M.G.L. 76:5

CROSS REFS.: IJ, Instructional Materials
IJJ, Selection and Adoption of Textbooks
IJL, Selection and Adoption of Library Books and Materials

SELECTION AND ADOPTION POLICY FOR LIBRARY MATERIALS

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

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

Objectives of Selection

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

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

Responsibility for Selection

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

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

Criteria for Selection:

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

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students and parents are encouraged to make suggestions to their licensed library personnel or building principal. The licensed library personnel are responsible for initial selection recommendations and will recommend materials to be included in the school library, subject to approval by the building principal.

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

Procedures for Maintenance of the Library Media Collection (Weeding)

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

PROCEDURE FOR RECONSIDERATION OF MATERIALS

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

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

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

If the decision of the School Committee is that the questioned instructional resource be retained, the district will not convene a Review Committee relative to the same complaint for a period of three years, however, the three-year period may be waived by the building principal if a substantially different point of view is advanced.

If an individual or a group undertakes action to keep material from the shelves by checking it out and

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

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

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

ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Empowered Digital Use

All students and faculty must agree to and sign an Empowered Digital Use form prior to the student or staff member being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

SOURCE: MASC

LEGAL REFS: 47 USC § 254

Adopted: August 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

INTERNET ACCEPTABLE USE POLICY

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

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

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

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

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

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

Internet -Terms and Conditions

1. Acceptable Use- the purpose of using the Internet to support research and education by providing access to unique resources and the opportunity for collaborative work. Transmission of any material in violation of school policy or any U.S. or state regulation is prohibited. This includes, but is not limited to:
 - a. Do not use a computer to harm, malign, or insult other students or teachers.
 - b. Do not damage or alter the computer or network in any way.

- c. Do not interfere with the operation of the network by installing illegal software, shareware, or freeware.
 - d. Do not enter or use "CHAT ROOMS".
 - e. Do not establish or use a personal Web Site.
 - f. Do not violate civil, criminal, or copyright laws.
 - g. Do not view, send or display pornographic, threatening or offensive messages or pictures.
 - h. Do not view or download recipes for organic, chemical, or mechanical or explosive devices.
 - i. Do not share your password with another person.
 - j. Do not waste limited resources such as disk space or printing capacity.
 - k. Do not trespass in another's folder, work, or files.
 - l. Do not notify an adult immediately if, by accident, you encounter materials that violate the rules of appropriate use.
 - m. Be prepared to be held accountable for your actions. Violations will be handled through loss of privileges, detention, and/or suspension depending on the offense.
2. Privilege- The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of privileges. The system administrators will deem what is inappropriate use. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of Hanover Public Schools may request the system administrators to deny, revoke, or suspend student access.
3. Network Etiquette-You are expected to abide by the generally accepted rules of network etiquette. They include (but are not limited to) the following:
- a. Be polite. Do not get abusive in your messages to others.
 - b. Use appropriate language.
 - c. Do not reveal your personal address or phone numbers of student colleagues.
 - d. Electronic mail (email) is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the authorities.
 - e. Do not use the network in such a way that you would disrupt the use of the network by other users.
4. Hanover Schools- Has no responsibility for the accuracy or quality of information obtained through the Internet. Use of any information obtained through the Internet is at your own risk.
5. Security- Security on any computer system is a high priority. If you feel you can identify a security problem, notify a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission. Any user identified as a security risk will be denied access.
6. Vandalism- Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user. This includes, but is not limited to, the uploading or creation of computer viruses, attempts at gaining unauthorized access, or changing on- line materials without permission. In addition, individuals will be held responsible for damage to hardware or software caused by irresponsible actions.

WEB SITE GUIDELINES AND PROCEDURES FOR APPROVAL

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

Defined Purpose

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

Content Standards

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

Quality Standards

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

Consistence Standards

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

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

School Committee Policy voted June 28, 2006

SOURCE: Hanover

POLICY ON SOCIAL MEDIA

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- 1) Improper fraternization with students using social media or other electronic means.
 - a. Teachers may not friend or follow current students on social media.
 - b. All electronic contacts with students should be through the district's computer and telephone system, except emergency situations.
 - c. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator as a member. Access to the page will remain with the coach or faculty advisor.
 - d. All contact and messages by coaches and faculty advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator.
 - e. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
 - f. Inappropriate contact via phone or electronic device is prohibited.
- 2) Inappropriateness of posting items with sexual content
- 3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- 4) Examples of inappropriate behavior from other districts, as behavior to avoid
- 5) Monitoring and penalties for improper use of district computers and technology
- 6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

SOURCE: MASC October 2016

FIELD TRIPS

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

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

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

Educational Experiences

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

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

Safe and Valuable Experiences

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

1. generally begin and end within the limits of the times that the children who are participating would be in session in school.
2. ensure safety
3. avoid potential risks
4. include a well-planned schedule of events.
5. meet the learning needs, development levels, and learning profiles of students
6. include accommodations and/or modifications for those in need

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

Policy Revised October 19, 2006

SOURCE: Hanover

COMMUNITY RESOURCE PERSONS/ SPEAKERS

Community resources are those individuals or groups who are invited into the schools to present supplementary information and ideas to the classroom course of study. These experiences afford students the opportunity to benefit from community viewpoints. Care should be taken in selecting these speakers so that they are individuals who respect diversity in thinking and varying views and who are not attempting to inappropriately influence points of view. Prior approval for each such visit or program must be given by the building Principal.

CROSS REF.: ADDA, Background Checks

SOURCE: MASC October 2016

SCHOOL VOLUNTEERS

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

CROSS REF.: ADDA, Background Checks

SOURCE: MASC

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

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

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

In addition to the periodic reports, parents/guardians will be notified when a student's performance warrants attention.

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

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

SOURCE: MASC October 2016

PROMOTION AND RETENTION OF STUDENTS

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

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

SOURCE: MASC

GRADUATION REQUIREMENTS

In order to graduate from Hanover High School, a student must have earned at least 120 credits and complied with all state accountability requirements.

Other requirements may be determined by the school administration in relation to the program, otherwise the additional credits needed for a graduation may be selected from among elective courses. For the total number of credits required please see the high school program of studies or student handbook.

Credit for Foreign Study: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in Hanover High School.

SOURCE: MASC October 2016

EVALUATION OF INSTRUCTIONAL PROGRAMS

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

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

Elements of this evaluation process may include:

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

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

School Committee Policy voted June 28, 2006

SOURCE: Hanover/MASC

STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if they are at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardian; or
8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such program.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent/guardian may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents/guardians with access to surveys within a reasonable time before administration or distribution.

The School District will notify parents/guardians of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents/guardians annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents/guardians shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents/guardians or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
CROSS REF.: JRA, Student Records
SOURCE: MASC February 2018

TEACHING ACTIVITIES/PRESENTATIONS

It is the desire of the School Committee that the best available strategies for bringing about learning be utilized in the District's schools. The instructional staff shall be expected to keep abreast of new and promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the District's schools.

An educational climate shall be established which shall be conducive to rational thought, inquiry, and respect for the dignity of the individual. This educational climate will assist students in learning how to think rather than what to think and shall provide students the opportunity to identify, express, and defend their opinions without penalty or fear of reprisal or ridicule.

Nothing in this policy shall limit a parent/guardian's right to file a complaint to challenge the use of teaching activity or presentation.

SOURCE: MASC

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

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

Teacher-Planned Classroom Discussions

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

Student-Initiated Forums on Controversial Issues

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

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

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

Requests from Groups or Individuals outside the Schools

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

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

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The principal will determine the appropriate bulletin board for such notice.

SOURCE: Hanover

SCHOOL CEREMONIES AND OBSERVANCES

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

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

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

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

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

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

LEGAL REF.: 603 CMR 26:05

School Committee Policy voted June 28, 2006

SOURCE: Hanover/MASC

SERVICE ANIMAL POLICY

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

Definitions:

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

Use of Service Animals by Students, Staff and Visitors:

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

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

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

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

Limitations for Use of Service Animals:

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

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

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

A service animal may also be excluded if the use of the service animal poses a direct threat to the health and safety of others in the school building. To determine whether or not the service animal poses a direct threat, schools must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

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

Grievance and Appeals:

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

Approved April 6, 2011

SOURCE: Hanover

ANIMALS IN SCHOOL

No animal shall be brought to school without prior permission of the building Principal.

The School District is committed to providing a high-quality educational program to all students in a safe and healthy environment.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have their health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the School District.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs,* cats, wolf-hybrids, ferrets, etc.) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent of Schools.

Service Animals (Guide or Assistance Dogs)

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student’s parent or guardian, as well as the animal’s owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or their designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2016

THERAPY/EMOTIONAL SUPPORT DOGS IN SCHOOLS

The Hanover Public Schools supports the use of Therapy/Emotional Support Dogs in the school setting. Research has shown that Therapy/Emotional Support Dogs support psychological and academic growth while increasing social skills and self-esteem in children and adolescents.

Therapy/Emotional Support Dogs have been trained to provide emotional support which positively impacts reading skills, emotional functioning and communication skills. In addition, the use of Therapy/Emotional Support Dogs may decrease anxiety, improve self-esteem and increase overall academic achievement in students.

Therapy/Emotional Support Dogs are not categorized as service animals. Therapy/Emotional Support Dogs work with students identified by the district. A Therapy/Emotional Support Dog has been through training and is registered with the handler to provide support to identified activities and interactions within the school. The handler is with the dog at all times and assumes full responsibility for the dog's care, behavior and assessment of ability to interact with students.

Therapy/Emotional Support Dogs are family owned pets with the demonstrated temperament and obedience skills to make social/ emotional support visits. Although a Therapy/Emotional Support Dog is a valued companion serving an important purpose, it is not considered a service animal under the law and therefore is not mandated to serve as a service animal in the Hanover Public Schools. However, as outlined in this policy, there are situations in which a therapy/ emotional support dog may be permitted into the school.

Specific permission will be obtained through a formal process from the superintendent in conjunction with the school principal in order for a Therapy/Emotional Support Dog to enter a Hanover Public School building and to interact with Hanover Public School students or staff. This formal process may include documentation from a medical or mental health professional and/or as part of the 504 plan. Seeking permission applies to any member of school community: students, teachers, administrators, and other staff.

The therapy dog owner must provide written proof of training and endorsement as a handler of said animal by a Therapy/Emotional Support Dog organization, a current certificate of insurance of the owner, proof of all vaccinations required by Massachusetts Law signed by a practicing veterinarian, and copies of identification tags for the therapy dog.

Therapy dogs must be leashed at all times and the endorsed handler must be holding the leash at all times.

Exclusion or Removal from School District Property: A Therapy/Emotional Support Dog may be excluded from school district property if a school administrator determines that the dog poses a threat to the health or safety of students and staff and/or detracts from educational programs of the school. The handler shall immediately remove his/her therapy dog from school property when instructed to do so by a school administrator.

LEGAL REFS.: ADA (2010) and US Code of Federal Regulations: USC 35.136 & 36.302

Approved on 1/23/2019

SOURCE: Hanover