

Elementary

Summary of Changes for 2019-20 Handbook

1. Housekeeping Updates
 - a. School Council Members
2. Formatting Changes Throughout – spacing, indenting, bold print, etc.
3. Page 3: Updated dates for 2019-20 school year.
4. Page 4: Bell Schedule
5. Page 5: Homework - changed from four nights per week to three nights per week.
6. Page 8: Updates to School Rules

Elementary Student Handbook

20182019-20192020



Cedar School

265 Cedar Street
Hanover, MA 02339
Telephone: 781-878-7228

Principal

Mr. Michael Oates

Assistant Principal, TBD

Center School

65 Silver Street
Hanover, MA 02339
Telephone: 781-826-2631

~~Sylvester School~~

~~495 Hanover Street
Hanover, MA 02339
Telephone: 781-826-3844~~

Principal

Mrs. Jane DeGrenier

Assistant Principal

Mr. Russ Wilson

Special Education
Administrator

Mrs. Donna
Hillary~~Ms. Stacey~~

~~Bartlett~~

Website: <http://www.hanoverschools.org>
DISTRICT ADMINISTRATION

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

Superintendent
Mr. Matthew Ferron

Director of Student Services
Mr. Keith Guyette

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

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

Director of Technology Operations
Mr. Bill Hartigan

SCHOOL COMMITTEE

Email: schoolcommittee@hanoverschools.org

Chairperson
Mrs. Leah Miller

Vice Chairperson
Mrs. Kimberly Mills-Booker

Members
Mrs. Ruth Lynch
Mrs. Elizabeth Corbo
Mr. John Geary

2017-2018 CEDAR SCHOOL COUNCIL MEMBERS

Co-Chairs
Michael Oates
~~Christine Rodday~~~~Erin McAvay~~

Faculty
~~Ashley Airenti~~
~~Nikki Simmons~~
~~Carol McGinnis~~~~Laura Chase~~

Parents
Michelle Pevarnek
Scott Hutchison

Community Members
Richard Hutchison

2017-2018 CENTER/SYLVESTER SCHOOL COUNCIL MEMBERS

Co-Chairs
Jane DeGrenier

John Galluzzo

Parents
 Thomas Coogan
 John Galluzzo
 Kate Dauphinais
~~Elizabeth- Noonan~~ ~~Christine Sherman~~

Russ Wilson
~~Jill Joy~~
~~Katherine Bartolotti~~
 Michelle Walsh
~~Alicia DiBara~~ ~~Jessica Brown~~

Faculty

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

**HANOVER PUBLIC SCHOOLS
MISSION STATEMENT**

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

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

PARENT GUIDE TO ADDRESS CONCERNS IN THE HANOVER SCHOOLS

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

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

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

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

20182019-2019-2020 IMPORTANT DATES

CURRICULUM NIGHTS

- ~~Monday~~Thursday, September ~~17~~19, ~~2018~~2019

PARENT CONFERENCES

CEDAR SCHOOL

- Tuesday, October ~~16~~29, 2019~~8~~ – Afternoon/Evening
- Tuesday, ~~October 23, 2018~~November 5, 2019 – Afternoon
- Tuesday, March 24~~6~~, 20~~20~~19 – Afternoon/Evening
- Tuesday, ~~April 2~~March 31, 20~~20~~19 – Afternoon
- Tuesday, ~~June 4~~May 26, 20~~20~~19 – Afternoon Only (Optional)

CENTER SCHOOL

- Tuesday, October 29, 2019 – Afternoon
- Tuesday, November 5, 2019 – Afternoon/Evening
- Tuesday, March 24, 2020 – Afternoon
- Tuesday, March 31, 2020 – Afternoon/Evening
- Tuesday, June 4, 2019 – Afternoon Only (Optional)
-

GRADE REPORTING TIMELINES

Term Ends	Report Cards available online
December 4, 2019 18	12 December 12 13 , 2019 18
17 March 17 18 , 2020 19	24 March 24 28 , 2019
20 June 18, 20 20 19	18 June 18 19 , 2019

- Report Cards are available via the parent portal online: <https://ma-hanover.myfollett.com/>~~7~~.
- These dates are subject to change based on school cancellations and unforeseen circumstances.

EARLY RELEASE DAYS (No school for students.)

Every Tuesday, except November 26~~9~~, 2019~~18~~
Wednesday, November 27~~4~~, 2019~~18~~ (No Lunch Served)

PROFESSIONAL DEVELOPMENT DAYS (No school for students.)

Tuesday, September 3~~4~~, 2018~~219~~
Tuesday, October 10~~9~~, 2019~~18~~
Tuesday, ~~November 6~~March 3, 20~~20~~18

REQUIRED MCAS TESTS

- ~~April 1~~ – May 24, 2019 March 30 - May 22, 2020 - ELA/Literacy & Mathematics – Grades 3 & 4
* The above dates are the state testing window. Please refer to your school website for specific testing dates.

ELEMENTARY SCHEDULES

K-4 SCHEDULES:

Grades 1-4 & Full Day Kindergarten: 8:30 a.m. to 3:00 p.m.

| Arrival: 8:~~15~~²⁰ to 8:30
Opening Bell: 8:30
Closing Bell: 3:00
Dismissal: 3:00 to 3:10

Half-Day Kindergarten: 8:30 a.m. to 11:30 a.m.

| Arrival: 8:~~15~~²⁰ to 8:30
Opening Bell: 8:30
Closing Bell: 11:30
Dismissal: 11:30 to 11:40

Early Release All Students K-4: 8:30 a.m. to 1:00 p.m.

| Arrival: 8:~~15~~²⁰ to 8:30
Opening Bell: 8:30
Closing Bell: 1:00
Dismissal: 1:00 to 1:10

PRESCHOOL SCHEDULES (CEDAR ONLY):

Morning Session: 8:45 a.m. to 11:15 a.m. (M, W, Th, F)

Arrival: 8:35 to 8:45
Opening Bell: 8:45
Closing Bell: 11:15
Dismissal: 11:15 to 11:25

Afternoon Session: 12:00 p.m. to 2:30 p.m. (M, W, Th, F)

Arrival: 11:50 to 12:00
Opening Bell: 12:00
Closing Bell: 2:30
Dismissal: 2:30 to 2:40

ACADEMIC INFORMATION

Curriculum

The Hanover Public Schools has curriculum in the core content areas that reflect the Common Core Standards for ELA and Mathematics as published by DESE in 2012. The Common Core articulates a vision of teaching and learning in each discipline, as well as content learning standards that outline the specifics of what Massachusetts' students are expected to know and be able to do at each grade level (K-12). Core materials and resources are carefully selected to complement curriculum implementation and assessment. Professional development includes a variety of activities including the important component of in-service time, which provides for professional growth of the staff in curriculum planning, implementation, assessment, and instructional improvement.

Extended Absences - Tutoring

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

Homework

Homework is an important component of education. Parents are responsible for making homework a family priority; providing a quiet, distraction-free, well-lit, well-supplied place to work, motivating children, and supporting them through the successful completion of all tasks. Reading, in either a shared or individual experience, should be part of every child's daily routine.

In addition to this daily reading, homework is provided to reinforce what is learned in school and to foster the development of personal responsibility for learning. Homework is assigned 3 ~~+~~ week nights with the suggested minutes per night as follows: Kindergarten (10-15) Grades 1 and 2 (15-30) and Grades 3 and 4 (30-40). Some long-range project assignments and independent study work may be assigned. It is the student's responsibility to ensure that homework is turned in on time and to check with teachers for homework assignments that were missed due to absence.

Promotion/Retention

Students will be promoted annually from one grade to another upon satisfactory completion of academics and other requirements. Students experiencing difficulties will be identified as soon as possible and the following procedure will be followed:

1. On-going communication among the Principal, teachers, and parents will occur.
2. Informal observations will be conducted by appropriate staff members, followed by conferences between participants for suggestions as to how to help the child.
3. When appropriate, preliminary assessment of the child's progress will be reported to the parents in March and the possibility of non-promotion will be discussed.
4. If there is a possibility that a student is failing to complete the requirements and that the student is likely to be retained, the school will make its recommendation known to the parents by June 1.

Reading

Our comprehensive reading program is designed to teach students how to read, develop independence, and create a stimulating environment, which encourages them to read. We utilize a broad range of activities and events to accomplish our goals. Children are encouraged to always have a book in their desks for pleasure reading. Teachers are encouraged to read aloud to their classes each day. Throughout the year guest readers and read aloud activities are featured.

At home, time should be set aside each day for reading. Children will learn to love reading and will become better readers if reading aloud is conducted at home. Reading aloud is most beneficial when a good book is selected, time is set aside each day, and if what is read is discussed. It is a very special and enjoyable way to spend time together! Activities such as visiting the library, sharing magazines and newspapers, and giving books for gifts help to increase the desire to read.

Special Education Services

Before a student is referred for Special Education Services, a variety of practices and supports must be tried, and the results of the attempted strategies must be documented as part of the student record and the evaluation information available for review before a child is referred for evaluation. A child may be referred by a teacher, parent, counselor, or Principal for an evaluation to determine eligibility for special education. If it is determined that the child will be evaluated, the evaluation must be sufficiently comprehensive to identify all the child's special education and related services needs. Assessments regarding the suspected disability, educational status and progress in the general curriculum, and the results of school and state tests will be part of the evaluation. In general, any assessments in any areas necessary to determine eligibility, to reveal how the disability impacts

educational progress, and in order to assemble information needed to develop an appropriate Individual Education Program will be included.

An Individualized Education Program (IEP) Team will collect and examine all relevant information and will make a judgment on whether the student is making effective progress in the general education program, whether the lack of progress is a result of the disability, and whether the student requires specially designed instruction in order to make progress. The Team may find a student eligible for special education services or may make a finding of no eligibility. If a student is found eligible for special education services, an IEP will be developed to address the unique needs of the student with a disability. The IEP will form the basis for the placement. If the student does not have a disability, does not show a lack of progress, does show a lack of progress but it is not due to a disability, or does not require special education then the Team will make a finding of no eligibility. As a matter of good educational practice, the Team will discuss the appropriate next steps to ensure that any identified problems or concerns are addressed. Processes are in compliance with the Federal Individuals with Disabilities Education Act (IDEA), the MA Chapter 766 regulations, and the MA Education Reform Act.

Specialists

Students are also provided instruction in some, if not all, of the following areas: art, music, PE/Wellness and Information Technology. These specialist classes provide students with a variety of experiences that enhance their education and help students develop skills and talents that will benefit them throughout their lives.

ART

The art curriculum provides an introduction to many media and a development of expression through these media. Students have many opportunities to use a variety of materials and techniques as they learn to appreciate and create art in its many forms. Student artwork is often framed and displayed in the schools.

MUSIC

Vocal music provides an added method of self-expression and an appreciation for the cultural heritage of the country. The program is developmental in nature and provides a broad experience with music theory, rhythm, song, instruments, and dance. Chorus is part of the grade 4 musical program.

WELLNESS

Wellness education promotes gross and fine motor skill development; includes coordination and social interaction activities. The DESE health standards are also addressed at each grade as part of the wellness program.

INFORMATION TECHNOLOGY

Information Technology is combination of library and computer instruction.

Standards Based Report Cards

Students in K-4 receive a standards based report card at the end of each term. The standards listed describe what a student should know and be able to do at each grade level in all subject areas. The report cards have been designed to give parents more and better information about how their child(ren).

Marking System

Mark	Performance Level
4	Student performance is advanced for the standard for the reporting period
3	Student performance meets the standard for the reporting period
2	Student performance is approaching expectations for the reporting period
1	Student performance does not meet criteria for the standard for the reporting period. Student learning is facilitated.
*	Standard Modified

Student Assessment

Individual student assessment is an ongoing part of the total educational process. A variety of evaluative tools and techniques are utilized.

Students in grades K-4 receive report cards three times per year. In addition to the academic areas, students are assessed in effort, conduct, habits, and attitudes. If a student is experiencing difficulties during any marking period, the parents will be contacted as soon as possible. Individual Writing Portfolios, containing samples from each grade level, provide a continuous record of progress. Two to three times per year, students are assessed using benchmark tools to measure their reading and math progress.

Student Placement

The process of assigning students to a particular class is one, which involves many factors before an ultimate decision is made by the Principal. In addition to receiving input from the teachers and other school personnel, parents are welcome to share information, which may be relevant to their children's placement needs. Parent Information Sheets are not used to request specific teachers. They are sent home during the spring and should be returned to the office. Placement letters will be mailed home for students entering grades Kindergarten through Grade 4 on or before August 15.

ATTENDANCE INFORMATION

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

ABSENCES/NOTES AND CALLS

It is important that a student acquires the habit of regular attendance. Parents/guardians are encouraged to promote good attendance and to refrain from making plans, which will interrupt the educational process. When parents request assignments for absentees, they understand that this work will not replace a full day of teacher classroom instruction. A large percentage of elementary instruction consists of oral work and classroom participation.

When a student is absent, parents should call the school's main office number and leave a message. If a parent or student has any questions or concerns regarding any attendance issues, they should speak to the Assistant Principal. For absences of five (5) days or more, students must bring a doctor's note upon return. Upon receipt of acceptable documentation, the school may excuse lateness, absences and dismissals for the following reasons: medical/dental appointment, funeral, legal appointment, religious holiday, and at the discretion of the Principal/Assistant Principal. All other absences are considered unexcused.

ATTENDANCE NOTIFICATION PROGRAM

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

DISMISSAL FROM SCHOOL

Emergencies and other unforeseen circumstances may require early dismissal. If parents wish to pick children up from school, they are requested to notify the school in writing. Parents who pick up their children during the school day or prior to regular dismissal are required to sign the student out in the office. Dismissals for medical, dental, legal appointments, religious holidays, or to attend a funeral are excused dismissals from school. All other dismissals are unexcused.

TARDY PROCEDURE

Tardiness to School

Students arriving after the opening bell stated under school hours (See Elementary Schedules on pg. 5) are considered tardy and must report directly to the main office. Students who are tardy to school are recorded as "excused tardy," or "unexcused tardy" and this appears on the daily attendance report. For a tardy to be "excused", the student must have had a medical/dental appointment, legal appointment, or a funeral and provide acceptable documentation. Parent notes will only excuse a tardy due to a funeral.

Students who accumulate four (4) or more tardies in any one term will receive written notification from school administration. Tardies for medical, dental, legal appointments, or to attend a funeral are excused tardies. All other tardies are unexcused.

CODE OF CONDUCT

INTRODUCTION

A positive school atmosphere is necessary to provide an effective educational program for each child. A good school climate is the result of the administrators, teachers, students, and parents working together.

SCHOOL RULES

In the classroom students are expected to:

- ~~Be Safe (Make safe choices)~~ Speak in an acceptable manner
- ~~Move in a careful way~~
- calm, quiet body, stay in personal space)
- Be Respectful (Be a kind friend, follow adult directions, take care of school property, and use appropriate school language)
- Be Responsible (be prepared to learn and respond to and complete tasks)
- ~~Follow directions~~
- ~~Respect the property of the school, teachers, and others~~

In general, students are expected to behave in a way that promotes learning and does not interfere with teaching and learning. Teachers and students in each classroom set up rules and consequences that promote an optimum learning situation for all. Students reported for misconduct will speak with the Principal. Parents will be notified when it is deemed necessary.

In the halls students are expected to:

- Be Safe (Walk and face forward, stay in personal space, and keep their hands to their sides)
- Be Respectful (Smile, quiet wave, and voices off) ~~Remember that classes are in session~~
- Be Responsible (Stay to the right, walk in a line, stay with class, and walk directly to destination)
- ~~Walk quietly and to the right~~
- ~~Go directly to their destinations~~
- ~~Respect the property of the school, teachers, and others~~

In general, students should be quiet, careful, and courteous in the halls. They should be considerate of classes that are in session and try not to disturb teachers and students who are working.

On the playground students are expected to:

- Be Safe (Play gently, take care of their body, take care of equipment, and play gently) Play carefully, and in a manner that will not cause harm to self or others
- Be Respectful (Include others, follow adult directions, be a kind friend, and stay in your personal space)
- Be Responsible (Take care of equipment and belongings, dress for the weather, follow the group plan, and report unsafe behavior)
- ~~Use the rules of the games~~
- ~~Follow directions~~
- ~~Walk to their class line when the bell is rung or other signal is given~~
- ~~Respect the property of the school, teachers, and others~~

In general, students are expected to abide by the rules of the playground, to cooperate with the teachers on duty (who will be identified to the students), and to be considerate. Students who do not follow the rules may be required to meet with the Principal and an appropriate consequence will be determined.

In the cafeteria students are expected to:

- Be Safe (eat own food, stay in their personal space, use walking feet, and stay in seats)
- Be Respectful (use proper table manners, include others, take care of school property, follow adult directions, and use quiet voices)
- Be Responsible (Line up quietly, take lunch ordered, throw away trash, and take their personal belongings)
- ~~Pass through the serving area in a quiet, orderly manner~~
- ~~Remain seated at their assigned tables~~
- ~~Talk in an acceptable manner~~
- ~~Respect the property of the school, teachers, and others~~
- ~~Clear tables and place trash in the proper receptacles before leaving~~
- ~~Listen carefully and line up quietly when the bell is rung or other signal given for dismissal from the cafeteria~~

In general, students are expected to abide by the rules of the cafeteria. Students who do not follow the rules may be required to meet with the Principal and an appropriate consequence will be determined.

On the bus students are expected to:

- Be Safe (Stay in seat, maintain a calm, quiet body, and walking feet)
- Be Respectful (Quiet voices, be a kind friend, follow bus driver's directions, take care of the bus, and use appropriate language)
- Be Responsible (Keep food in backpack and report unsafe behavior)
- ~~Wait for the bus in an orderly manner~~

- ~~Board and depart the bus only after it has fully stopped~~
- ~~Cross in front of the bus~~
- ~~Be quiet and orderly~~
- ~~Sit at all times; never stand or place arms, legs, bags in the aisle or out of the window~~
- ~~Respect the bus and belongings of other students; never throw things or cause a disturbance~~
- ~~Follow directions of the bus driver, including the assignment of seats~~
- ~~No food may be eaten on the bus~~

In general, students should remember that the bus is an extension of the school. The same rules of good behavior, consideration, respect, and cooperation are always in effect. Students reported for misconduct on a bus may lose the privilege of riding on the bus for a period of time to be decided by the Principal.

DISCIPLINE

All individuals involved in the schools must share the responsibility for creating and supporting a positive school environment. The responsibility for discipline, therefore, lies with all of us – parents, teachers, Principals, and students. School rules have been carefully developed with reasonable consequences if rules are not followed. Parents will be notified by the Principal when a consequence is given for office managed behavior. Flagrant verbal or physical opposition to authority and/or other students, habitual bad conduct or improper language, willful destruction/damage/defacement of school property, possession of harmful materials, and behavior which interferes with the orderly processes of the school may, at the discretion of the Principal, result in after-school detention or suspension. Parents will be contacted and must arrange for transportation for all after school sessions. All policies stated here are consistent with the Student Code of Discipline.

GENERAL INFORMATION

BIRTHDAY/SPECIAL OCCASION BOOKS

Our Birthday/Special Occasion Book program is an excellent way to celebrate the world of books. Adding a book to the library is a wonderful way to acknowledge a birthday, holiday, special event, thank you, or in memory of someone special. For a small donation parents can give a book to the school library in the name of a child, teacher, or other special person. A bookplate on the inside cover will contain the name of the person honored, the date and the occasion. A note to the honoree will acknowledge your donation and thoughtfulness. Birthday Book forms are sent home in the beginning of the school year. For more information, contact your school library.

BUS TRANSPORTATION

Bus transportation is available for all students. Each student is assigned to one bus, which services his/her, residence. A request for a change of assignment may be made in writing to the Principal. The bus transportation request form is available at www.hanoverschools.org. This request may be made for either a previously designated stop on the assigned route or a bus on another specified route within the same district. If approved, a new bus assignment would replace the bus stop or the bus assignment on the route for the residence. **Students may not ride a different bus.** Students riding their own buses who want to get off at a different stop may with a permission slip signed by a parent/guardian and authorized by the school office.

BOOKS

Students are obligated to pay for damaged or lost books.

CHANGE OF ADDRESS/INFORMATION

Any change of address and/or telephone numbers should be provided to the school office in writing. Whenever a change in address or telephone number occurs, it is the parent's responsibility to update new emergency contact information in the family portal. Parents who do not have access to a computer may contact the school office and we will make the changes for you. When moving from the school district, parents must notify the school office in writing and complete a record release form. Please note that Hanover Public School policy does not permit non-residents of Hanover to attend Hanover Public Schools.

CONFERENCES

A close relationship between home and school is necessary for the educational development of children. Parents are encouraged to communicate with their children's teachers. Parents and teachers may request conferences at any time. Conferences are scheduled three times per year for the purpose of reviewing student progress. Additional conferences with any member of the staff may be requested by contacting the staff member directly.

DRESS STANDARD

We take pride in the appearance of our students. The dress of our students in many ways reflects the sense of purpose and quality of our school. Cedar & Center/Sylvester Schools students are expected to use good taste and common sense in selecting their attire. Student's dress may not disrupt the learning environment for students or teachers. Specific dress code regulations:

- Any attire that might provoke or offend others, is in bad taste (such as sexual innuendo), shows general disrespect, and/or promotes alcohol, tobacco or drugs are not allowed.
 - Shirts, tops and all dresses may not expose the midriff, navel, shoulders and back or. Example – tank tops, tube tops and spaghetti straps are not permitted.
 - The length of shorts, skirts and dresses, skorts, etc., must be no shorter than the length of the longest fingertip with the arms fully extended by the side.
 - Pants and shorts must be worn in such a way as not to reveal undergarments or expose skin normally covered by undergarments. Undergarments may not be worn as outer clothing.
 - Accessories which could reasonably be considered detrimental to student health and safety are not permitted.
 - Head coverings (hats, visors, hoods, bandannas) are not to be worn in the school during the school day. Exceptions to this policy may be made if head coverings are required for religious reasons.
 - Appropriate footwear must be worn.
- Violations of the dress code will be dealt with as follows:
- A call home to the parent/guardian will be made requesting that appropriate clothing be brought to the school for the student.

ELEVATOR (Center School Only)

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

ELECTRONIC DEVICES

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

EMERGENCY SCHOOL CLOSING

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

FIELD TRIPS

All field trips are planned as part of the curriculum and are intended to enhance educational opportunities for students. The Principal approves all field trips. Students are required to return a signed parental permission slip prior to participating in any school field trip. When on field trips, all school rules and expectations are expected and enforced. All chaperones for field trips must have a current CORI completed by the Hanover Public Schools.

FIRE DRILL/EVACUATION DRILL/STAY PUT DRILL

Each classroom and common area has a Fire Drill/Building Evacuation plan. When the alarm sounds all students and staff are required to exit the building in a quiet, orderly manner and to proceed to a designated area.

HEALTH CLINIC

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

The nurse shall not assume responsibility for the transportation of students. It is the parents' responsibility to transport their ill child. The parent should arrange for transportation of their child if they are unable to do so themselves. Children who require emergency transport shall be transported by the Fire Department EMT's or Police Department if the parent cannot be reached.

HEALTH REQUIREMENTS

Physical examinations are required for all students who transfer to the Hanover Public Schools. The Hanover School Department's policy states that physical examinations are required prior to entering Kindergarten. In addition, 4th grade students must have a physical examination during the school year, and a copy must be on file in the health office.

State law requires immunizations. All students must be up to date with immunizations. Please refer to the following schedule for immunization requirements:

- Polio – Three or more doses are required for entry into preschool. Four doses required for entry into kindergarten, unless the 3rd dose is given on or after the 4th birthday, and > 6 months following the previous dose, in which case only 3 doses are needed. Administer the final dose in the series on or after the 4th birthday and > 6 months following the previous dose. If 4 doses are administered before age 4 years, a 5th dose is recommended at age 4 - 6 years
- Varicella – One dose required for entry into preschool. Two doses required for kindergarten-grade 4, unless they have a reliable history of chickenpox.
- Hepatitis B – three doses of Hepatitis B vaccine prior to entry into preschool.
- Tetanus/Diphtheria/Pertussis – Four doses are required for entry into preschool. Five doses are required for entry into kindergarten, unless a fourth dose was administered after the fourth birthday in which case, only 4 doses are required. A TD booster is required 5 years following the last dose
- Measles/Mumps/Rubella – One dose is required for entry into preschool. Two doses of MMR vaccine are required kindergarten-grade 4.
- Hib – Required for entry into preschool. The number of doses required is determined by the vaccine product and age the series began.

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

LUNCH

Lunch is available to all students for a nominal cost. Orders for lunch are placed each morning. Students may also bring their lunch to school. All students may purchase milk. Applications and regulations pertaining to free and reduced-price lunches are available in September and available on-line throughout the school year. The option of prepaying for lunches is available through MySchoolBucks pay system. See the school website for details. Students who forget their lunch money may borrow from the cafeteria and repay the next day. All students are encouraged to bring a healthy snack each day. Parents are referred to the Hanover Public Schools Life Threatening Allergies policy posted on www.hanoverschools.org

SCHOOL CANCELLATION CONTINGENCY PLAN

Every family should arrange a contingency plan with their children in the event that school is cancelled after the children arrive. The details of your plan may be placed on a form, which you will receive at the beginning of the school year. Classroom teachers will keep copies of your contingency plans and remind students of your instructions if an emergency closing of school occurs.

SECURITY

Visitors to the school are required to check into the office as posted. If they do not do so, they will be considered trespassers. The office is to be immediately notified of trespassers. The police will be called to the school. The school will be closed to regular day functions at 3:00 p.m. with the exception of the afterschool program and extracurricular activities. Students remaining in the building after 3:00 p.m. must be accompanied by a staff member. Groups desiring to use the school at night must complete a "Building Use" form and forward it to the Main Office. Clearance must be received from the Principal for use of the building.

STUDENT COUNCIL

Students in grades 3 or 4 will be selected to serve on Student Council to discuss and decide important school-wide issues. Student Council members are held to behavioral and academic standards. They may be removed for any violation of school policy, school rules, or at the discretion of the administration.

TELEPHONE USE

Students who need to use a phone should ask for permission from the teacher to go to the office at a time that is not disruptive to the class. If parents need to contact their student in an emergency, the parent should contact the office. The office will contact the student immediately. The student can call the parent from the office phone. Cell phones are to be turned off and out of sight during the school day.

TOYS/ELECTRONICS DEVICES

Students are asked to keep all toys, including electronic devices, at home unless requested by a teacher to be brought in to school for a specific project.

VANDALISM

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

VIDEO SURVEILLANCE

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

VOLUNTEERS

Parents often volunteer at school as classroom helpers, room parents, library assistants, or field trip chaperones. All volunteers must have an up to date CORI done with the Hanover Public Schools in order to volunteer at any school event. Volunteers should also sign in before starting their tasks and wear a volunteer identification badge while in the school.

GUIDANCE AND COUNSELING SUPPORT INFORMATION

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

SCHOOL PSYCHOLOGIST/COUNSELORS

The psychologist and/or counselor are available to all students and parents. Both are a wonderful resource if you need to talk to someone about school or home concerns. Contact the school office at your elementary school to speak with the school psychologist/counselor at anytime. If the psychologist and/or counselor are unavailable when you call, please leave a message with the office and they will return your call as soon as reasonably possible.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by sending written notice to the Superintendent of Schools.

- The right to access the student's education records. Parents or eligible students should submit a request for access to the school Principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the Principal on an annual basis. Information about these procedures can be obtained from the school Principal.
- The right to request amendment of the student's education records. Parents or eligible students should direct requests to the Principal, clearly identifying the part of the record they wish to have amended and why.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Hanover Public Schools and who need access to a record in order to fulfill their duties. The Hanover Public Schools also disclose student records without parent/eligible student consent to officials of

other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request form such school officials.

- In addition, the Hanover Public Schools has a practice of releasing directory information without consent. Directory information consists of the following: the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors, and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to school Principal. Absent receipt of a written objection by October 15 of each school year, the directory information will be released without further notice or consent.
- As required by federal law, the Hanover Public Schools routinely releases the name, address, and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the school Principal. Absent receipt of a written objection from the parent or eligible student by October 15 of each school year, this information will be released without further notice or consent.

You have the right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC.

TRANSFER OF RECORDS

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

POLICIES, PROCEDURES AND LAWS

ACCESS TO RECORDS BY NON-CUSTODIAL PARENTS

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

DUE PROCESS FOR DISCIPLINARY MATTERS

CONDUCT NOT COVERED BY M.G.L. C. 71, §§ 37H and 37H1/2

A. Classroom-Based Expectations.

Matters concerning classroom standards or requirements may be appealed to the Assistant Principal and then to the Principal.

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

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

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

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found at pages 15-16.

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

Except in the case of an Emergency Removal as provided on pages 16, prior to imposing a short-term out-of-school suspension **(10 days or less in a school year) an administrator will** provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

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

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

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

D. Procedures For Long-Term Suspension

Except in the case of an Emergency Removal provided on page 16, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

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

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

E. Exception For Emergency Removal

Notwithstanding the provisions for short- or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

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

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

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

F. Appeal To The Superintendent

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

The following apply:

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

The decision of the Superintendent constitutes the final decision of the school district.

CONDUCT COVERED BY M.G.L. C. 71, § 37H **(CONTROLLED SUBSTANCES, DANGEROUS WEAPONS & ASSAULT ON EDUCATIONAL STAFF)**

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

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

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

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

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

CONDUCT COVERED BY M.G.L. C. 71, § 37H1/2 **(FELONY COMPLAINTS & CONVICTIONS)**

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

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

- hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.
2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal or headmaster of a school in which the student is enrolled may expel said student if such Principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal; or headmaster, including recommending and alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.
 3. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

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

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

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

Short-term removals

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

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

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

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

2. If the conduct in question was the direct result of the district's failure to implement the IEP.

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

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

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

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

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

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

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

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

DISCIPLINE OF STUDENTS SUSPECTED OF BEING ELIGIBLE FOR SPECIAL EDUCATION SERVICES.

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

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

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

1. The parent of the child has not allowed an evaluation of the child or has refused services under IDEA or

2. The child has been evaluated and determined to not be eligible for an IEP.

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

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

DISCIPLINE OF STUDENTS ON SECTION 504 ACCOMMODATION PLANS

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

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

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

DRUG AND ALCOHOL POLICY

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

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

DRUG FREE SCHOOL ZONE LAW

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

EDUCATIONAL SERVICES IN HOME OR IN HOSPITAL

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

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

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

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

HARASSMENT

Civil Rights

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

Sexual Harassment

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

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

- Unwelcome sexual advances - whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct; gossip regarding one’s sex life; comments on an individual’s body; comments about an individual’s sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons, including inappropriate usage of computers/internet;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one’s sexual experiences;
- Discussion of one’s sexual activities; and,
- Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered harassment.)

- Sexual harassment is described by the victim. It may result from words or conduct that offend, stigmatize or demean a student on the basis of sex. The individual's feelings and reactions determine whether behavior such as that described above is inappropriate and that sexual harassment has taken place.

SUGGESTED PROCEDURE - The following is a suggested procedure that can be modified for the resolution of individual cases:

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

The statement should list the following:

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

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

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

STUDENT-TO-STUDENT HARASSMENT

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

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

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

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

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

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

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

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

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

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

POLICY PROHIBITING BULLYING

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

Acts of bullying and cyber-bullying are prohibited:

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

A. Definitions:

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

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

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

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

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

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

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

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

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

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

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

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

C. Reporting Obligations:

1. Reporting by Staff

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

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

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

3. Reporting to Parents/Guardians

Upon determining that bullying or retaliation has occurred, the Principal, Assistant Principal, or designee will promptly notify the parents or guardians of the target(s) and the student aggressor(s) of this. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. If the alleged target(s) and alleged aggressor(s) attend different schools, the Principal receiving the report shall

inform the Principal of the other student's school, who shall notify the student's parents of the report and procedures. All notices to parents will be consistent with the state regulations at 603 CMR 49.00.

4. Reporting to Local Law Enforcement

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

5. Reporting to Administrator of Another School District or School

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

D. Investigation:

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

1. Pre-Investigation

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

2. Written Statement of the Complaint

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

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

3. Interviews

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

4. Confidentiality

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

5. Determination

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

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

E. Closing the Complaint and Possible Follow-up:

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

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

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

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

STUDENT LANGUAGE FOR BULLYING AND RETALIATION

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

A. Definitions.

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

- physical or emotional harm to the targeted student or damage to his/her property;
- placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- a hostile environment at school for the targeted student;
- infringement on the rights of the targeted student at school; or

- material and substantial disruption to the educational process or the orderly operation of the school.

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

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

Hostile Environment is a circumstance in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education. The targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on academic and other school activities.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. It involves a student “getting back at” another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

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

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

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

C. How to Report Bullying.

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

D. Addressing Concerns Regarding Bullying.

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

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

Disciplinary action for staff who has committed an act of bullying or retaliation shall be in accordance with expectations and standards appropriate to their roles and responsibilities. All discipline is subject to applicable procedural requirements.

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

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

E. Closing a Complaint Regarding Bullying

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

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

HAZING POLICY

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

CH. 269, s.17 HAZING, ORGANIZING OR PARTICIPATING; HAZING DEFINED

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

CH. 269, S.18. DUTY TO REPORT HAZING

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

CH. 269, S.19. ISSUANCE TO STUDENTS AND STUDENT GROUPS

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

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

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

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution’s policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate

regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

DIGITAL TECHNOLOGY ACCEPTABLE USE POLICY

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

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

1. Definition and Purpose

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

2. Staff and User Responsibilities

- 2.1. The Director of Technology will oversee access to the network and will establish processes for authorizing software installation, for the archiving of e-mail and databases, for maintaining virus and spam protection, and for complying with the Children's Internet Protection Act (C.I.P.A.).
- 2.2. The building Principal will maintain signed user agreements for students and staff; he or she is responsible for enforcing the DTAUP on-site.
- 2.3. When using the Internet for class activities, teachers will preview and select materials appropriate to the students and relevant to the course objectives. Teachers will help students develop critical thinking skills (i.e. assessing the reliability of information found on the Internet) and provide guidelines and resources to assist their students in focused research activities. While their students are on-line and under their supervision, staff must be actively vigilant of websites visited by students.
- 2.4. Any user who finds objectionable material on any digital device should inform an administrator immediately. This includes material that any user might locate by connecting to a website—whether intentionally or accidentally—or might find residing on a computer or the network.
- 2.5. No staff member may access the on-line grades or personal information of any student except for those students with whom he or she has a direct professional relationship at that time.
- 2.6. No staff member may access the on-line personal or professional information of another staff member except when the employee's direct supervisor accesses the information, or directs another member to access the information, in the process of fulfilling his or her professional responsibilities.

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

- 6.3. In the "Web 2.0" world, social networking—the sharing of ideas, opinions, and media across networks (especially the Internet)—brings us all closer. Anyone who discovers interesting websites of educational value is encouraged to contact his or her teacher, school Principal or the Director of Technology for posting these sites in the appropriate places.

7. **Unacceptable Use of Digital Technology**

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

8. E-mail

- 8.1. All e-mail created or received by an employee of a governmental unit is a public record. According to Massachusetts General Laws:
"public records" shall mean all...documentary materials or data, regardless of physical form or characteristics, made or received by any officer or employee of any agency...to serve a public purpose (G.L. c. 4, § 7, cl. 26).
 - 8.1.1. E-mail is, therefore, a public record and it is subject to the requirements of the Public Records Law, G.L. c. 66. Any member of the public may request copies of e-mail. Please note that even deleted messages are subject to disclosure because they are required to be backed up in our archives.
 - 8.1.2. Users should consider e-mail messages to be equivalent to letters sent on official letterhead and therefore should be written in a professional and courteous tone. As the AUP of the Springside School in Pennsylvania states, "tone is difficult to discern in electronic communication. Electronic communication is best used as a medium for disseminating factual information and should not be regarded as a replacement for face-to-face communication."
- 8.2. Faculty, staff, or students must not subscribe to mass electronic mailings (e.g., chain letters, "jokes of the day," "horoscopes," "trivia," et cetera). Mass mailings take up valuable network space that should be used for educational purposes. If a faculty member joins a professional (educational) listserv, it is requested that he or she subscribe in digest format. Please, contact the listserv administrator or the Director of Technology for instructions on how to accomplish this.
- 8.3. The Director of Technology or the Systems Engineer monitors the network to ensure proper network operations. Principals, department heads, or supervisors may request detailed reports indicating e-mail and Internet usage.
- 8.4. Students are not allowed to access non-school e-mail accounts, including chat and instant messaging. In the event that students are given e-mail accounts through the Hanover Public Schools, all e-mail rules stated in this DTAUP apply.
- 8.5. Email accounts issued by Hanover Public Schools may not be used to bully, harass, or threaten any individual or organization; accounts will not be used to send chain letters, viruses, or hoaxes to other students, faculty, or individuals;
- 8.6. Student email accounts are filtered for language and content; any email that contains inappropriate language or content will not be delivered and appropriate disciplinary action will be taken. Disciplinary actions will be tailored to meet specific concerns related to the violation.

9. Web Publishing

- 9.1. The Hanover Public Schools websites are designed to provide a portal to enable communication among teachers, students, staff, administration, and the community. Material posted on the district's websites or web portal must reflect the high educational standards of the Hanover Public Schools.
- 9.2. To help to protect the safety of our students and the accuracy and security of district information, the guidelines and procedures listed below must be followed:
 - 9.2.1. No student's personal information such as home address or telephone number may be posted on the Hanover Public Schools' websites. Students must have signed permission from their parent/guardian granting permission to post the student's work and or picture. The use of a student's name, picture, or demographic information on the website of an employee of Hanover Public Schools is prohibited, except with the permission of the Superintendent of Schools and the parent/guardian of the student.
 - 9.2.2. Material posted on district websites must have prior approval of the Principal. All links from a school's website to sites outside of the Hanover Public Schools network must be approved by the Principal or his/her designee. At all times, there must be a good faith effort to verify the authenticity of material posted on the district's websites.
 - 9.2.3. Photographs and images must be used in accordance with district policy.
 - 9.2.4. Logos or trademarks used must have written permission from the person or organization that owns the logo or trademark. The Hanover Public Schools' name or copyrighted logos must not be used on a personal web page without permission of the Superintendent.

- 9.2.5. The creator of any district web page is responsible for ensuring that the information contained therein is of the highest editorial standards (spelling, punctuation, grammar, style, et cetera). The information should be factually accurate and current. If errors are observed, the Director of Technology, Principal, or designated school webmaster should be contacted to make the necessary corrections.
- 9.3. All teacher and staff professional websites must reflect the high educational standards of the Hanover Public Schools. There may be no links from a teacher's or staff member's professional website to his or her personal website or to other websites of a non-educational nature except with permission from the building Principal, the Director of Technology, or the Superintendent of Schools.
10. **Personal Computers**
 - 10.1. Faculty, staff, and student personal computers may be configured for Hanover Public Schools' network with approval from the Director of Technology.
 - 10.2. Personal computers are not the property of Hanover Public Schools and will not be serviced by the Technology Department.
 - 10.3. Personal computers must have up-to-date virus protection software in order to be placed on the district's network.
11. **Copyright Infringement**
 - 11.1. Existing copyright law will govern the use of material accessed through the network. The user—any student, faculty member, administrator, staff member, or guest—will not infringe upon the copyright of works found on the Internet or within the network.
 - 11.2. As has been stated earlier, all copyrighted material used on any of the district's web pages must have the expressed written permission of the person or organization that owns the copyright.

MEDICATION POLICY

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

- A written, signed and dated request from the parent or guardian, with instructions for administering the medication from the student's doctor (form available at Health Office).
- A written note from a parent is needed for the student to receive over-the-counter medication.
- The medication in the original pharmacy container.

TOBACCO AND SMOKING POLICY

The Education Reform Act of 1993 prohibits the use of any tobacco products within the school buildings, on school grounds, or on school buses. Possession of tobacco in any form including, but not limited to, chewing tobacco/snuff and e-cigarettes on school property or at any school function will result in disciplinary consequences. The use of chewing tobacco and snuff is also prohibited. All students are prohibited from the possession of any tobacco products on school grounds or a school-sponsored activity and offenders will be subject to the consequences detailed above.

WRITTEN REPORTS REGARDING POSSESSION OF A DANGEROUS WEAPON AND TRANSFER OF RECORDS

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

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

SYNOPSIS OF FEDERAL CIVIL RIGHTS LAWS AND DISTRICT COORDINATOR INFORMATION PUBLIC SCHOOLS

SYNOPSIS OF LAWS

Title VI of the Civil Rights Act of 1964

Coordinator: Thomas Raab 1-781-878-0786

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

Title IX of the Education Amendments of 1972

**Coordinators: ~~Hanover High School Assistant Principal~~ Kelly Stukenborg 1-781-878-5450
Anna Hughes 1-781-878-1122**

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

Section 504 of the Rehabilitation Act of 1973

Coordinator: Jane DeGrenier 1-781-826-2631

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

Americans with Disabilities Act of 1990

Coordinator: Thomas Raab 1-781-878-0786

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

EQUAL EDUCATIONAL OPPORTUNITIES LAWS

Equal Educational Opportunities Act of 1974

Coordinator: Daniel Birolini 1-781-871-1122

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

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

Coordinator: Michael Oates 1-781-878-7228

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

McKinney-Vento Homeless Assistance Program
Homeless Liaison: Keith Guyette 1-781-878-0786

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

SPECIAL EDUCATION

Chapter 688 (transition planning)
Coordinator: Keith Guyette 1-781-878-0786

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

Hanover Public Schools - Hanover Police Department Memorandum of Understanding

I. Statement of Purpose

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

II. Designated School and Police Liaisons

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

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

III. Mandatory Reportable Incidents

SCHOOL REPORTS TO POLICE DEPARTMENT

(1) The following shall be considered Mandatory Reportable Incidents:

- (a) possession, use, or distribution of alcohol by a student;
- (b) possession, use, or distribution of an inhalant or any controlled substance, as defined in G.L. c. 94C (excepting any possession of prescription medication possessed and administered in accordance with state law and school policy);
- (c) any incident in which any individual is reasonably believed to be distributing controlled substances or alcohol;
- (d) any incident involving the threat of assaultive behavior or intentional

assaultive behavior and/or reckless behavior that results in personal injury;

(e) possession of a weapon, as defined in the school handbook or under G.L. c. 71 § 37H (a), which includes, but is not limited to, a gun or a knife, and ammunition or components thereof.

(f) any incident involving stalking or harassment in violation of G.L. c. 265 § 43 and 43A, annoying phone calls, domestic abuse, dating violence, or a violation of G.L. c. 209A or 258E restraining order, and any students either protected by a restraining order;

(g) any incident involving a child suffering physical or emotional injury resulting from abuse inflicted upon him or her which causes harm or the substantial risk of harm to the child's health or welfare, including sexual abuse or from neglect (in addition to a report filed with the Department of Children and Families);

(h) any incident involving an actual or suspected hate crime or violation of civil rights, including but not limited to an assault or battery upon a person or damage to the real or personal property of a person with the intent to intimidate such person because of such person's race, color, national origin, sexual orientation, or disability in violation of G.L. c. 265 §§ 37 and 39, as well as any act of bodily injury or attempt to cause bodily injury against a person due to actual or perceived religion, national origin, gender, sexual orientation, gender identity, or disability in violation of 18 U.S.C. ~ 249;

(i) any incident resulting in significant damage to municipal or private property;

(j) any incident of intentional theft of municipal or private property;

(k) any bomb threat, fire, threatened or attempted fire setting, threatened or attempted use of an explosive device or hoax device, as defined by G.L. c. 148 § 60. NOTE: The school shall also report "unauthorized ignition of any fires" to the local fire department under G.L. c. 148 § 2A;

(l) any creation or possession of a document, whether computer or manually generated, handwritten or electronic (*e.g., text*) that identifies any individual targeted for violence or death;

(m) any credible threat, direct or indirect, past or future, against a student, school personnel or other school employee;

(n) any incident of "hazing" as defined by G.L. c. 269 § 17, involving any conduct or ritual or method of initiation into any school organization that endangers the physical or mental health of any student;

(o) any sexual assault, including but not limited to rape, assault with intent to rape, indecent assault and battery, as well as any lewd and lascivious behavior, open and gross lewdness, indecent exposure, or incident of gender-based harassment, "sexting", "sextortion"(1) or possession or dissemination of sexually explicit photographs of a minor.

(p) any incident of "bullying" or "cyber-bullying" as defined by G.L. c. 71 § 370 where the school believes that the incident may have involved criminal conduct or involves any other reportable acts outlined in (a) through (n).

(2) Mandatory Reportable Incidents will be immediately reported to the Hanover Police Department if such incident:

(a) occurred on school property or within 1,000 foot radius of school property;

(b) occurred at a school-sponsored function;

(c) occurred in a school owned or contracted bus or other vehicle or at school

bus stop; or

(d) involved a student of the Hanover Public Schools.

(3) The Designated Liaisons from the School may use their professional discretion to report any other incident or information that may affect the safety or well-being of students or staff members at the school.
POLICE DEPARTMENT REPORTS TO THE SCHOOL

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

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

IV. Procedure Guidelines

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

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

A. Non-Reporting School Personnel:

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

B. Responsibilities of Reporting Official:

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

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

C. Responsibilities of the Police Department

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

D. Collaboration

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

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

MOU Language Updated: June 2015