HANOVER PUBLIC SCHOOLS
EMPLOYEE HANDBOOK
GENERAL INFORMATION FOR THE SCHOOL YEAR
2015-2016

This handbook is divided into two sections; the first section, General pertains to all employees. Section two, **Teaching and Learning** contains information for all members of the instructional staff including administrators, teachers, counselors, tutors, etc. All employees must review those sections of this handbook that are pertinent to the role they serve.

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GENERAL INFORMATION

ABSENCES – STAFF

All teachers, administrators, office staff, and paraprofessional staff will report any absences from work. Please contact Jennifer Buckley, the Substitute Coordinator, at 781-974-6774 either between 8:00 - 9:00 p.m. the night before or by 6:00 a.m. on the morning of your absence. You may also email her at subcaller2@hanoverschools.org within the same timeframe.

ABSENCE OF PUPILS

Questionable absences should be referred to the principal's office. The principal or his/her designee has the responsibility of verifying student absences.

Students who are absent from school because of a communicable disease (including chicken pox, measles, mumps, scarlet fever, streptococcal sore throat, poliomyelitis, whooping cough, and others) must secure a certificate from a school physician or a family doctor before returning to school.

BLOOD BORNE PATHOGENS

All staff members will be given a Universal Precautions Kit to be kept readily available containing gloves, gauze pads, etc. to be used in case of emergency. Employees must wear gloves when handling blood or any bodily fluids.

BULLYING (See APPENDIX H for full Bullying Prevention and Intervention Plan)

The Hanover Public Schools is committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects (retaliation) thereof. Acts of bullying and cyber-bullying are prohibited:

i. 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

ii. 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 who engages in bullying, cyber-bullying, or retaliation

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

i. causes physical or emotional harm to the target(s) or damage to the target's property
ii. places the target(s) in reasonable fear of harm to himself or of damage to his property
iii. creates a hostile environment at school for the target(s)
iv. infringes on the rights of the target(s) at school

v. 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** is 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:

i. the creation of a web page or blog in which the creator assumes the identity of another person

ii. 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

iii. 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.

CHANGE OF NAME OR ADDRESS

If you change your name, address or telephone number, please notify the HR Office, **781-878-0786**, as soon as possible. All forms are available at http://www.hanoverschools.org/formsdocuments.htm

CHILD ABUSE: MANDATED REPORTERS

All staff are required to report suspected cases of child abuse. **Chapter 119: Section 51A** is reprinted in **APPENDIX E** and a detailed definition of an abused child is given in The Guide for Mandated Reporters **(see APPENDIX F).** Teachers and other staff should report suspicion of child abuse orally to the building principal. The principal will report the incident to the Superintendent and to the Department of Children and Families. A written report, on the appropriate form (51A), shall be filed with the Department of Children and Families within 48 hours of the initial call.

CONSIDERATION FOR THE OBSERVANCE OF RELIGIOUS HOLIDAYS

Out of respect for diversity and the need to be sensitive to the religious practices of our students, every effort should be made to avoid scheduling important school activities on major religious holidays. In the event this is not possible, a student must be given a reasonable method to compensate for missed opportunities and reasonable time to complete missed assignments.

C.O.R.I. and FINGERPRINTING REQUIREMENTS

Effective July 1, 2013, all school employees are now required to submit fingerprints for a state and national criminal records check. Under the new law, all newly hired school employees are required to submit their fingerprints for state and national criminal history background checks prior to beginning active employment. All employees hired prior to July 1, 2013 are required to submit their fingerprints in a phased in approach over the next year. In order to ensure you are able to make an appointment in a timely fashion, (fingerprinting centers are limited and this law applies to ALL Massachusetts school employees) we recommend you have your fingerprints processed this summer. Fingerprinting is a one-time process, unlike CORI's, which we will continue to process every three years. (**See APPENDIX M for Details on fingerprinting centers and Hanover Code Numbers)**

DIGITAL TECHNOLOGY ACCEPTABLE USE POLICY

All personnel of the Hanover Public Schools have access to local and district computer networks. All school personnel who access district technology resources must comply with the Hanover Public Schools Digital Technology Acceptable Use Policy. All personnel should read and have an understanding of the Digital Technology Acceptable Use Policy for Computers, Networks, Communications, Mobile Devices and the Internet. The policy, in its entirety, is found in **APPENDIX G** of this document. All **passwords** must be kept confidential and changed frequently. Never leave your password in an unsecured location (a desk drawer or under your keyboard).

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

Mass. General Law Ch. 71, Section 37Q1/2 requires a District Curriculum Accommodation Plan (DCAP) to ensure that all efforts have been made to meet students' diverse learning needs in the general education environment. The Hanover Public School System's DCAP is a systematic plan designed to avoid unnecessary referrals to special education. The purpose of the DCAP is to provide students with a continuum of support services and programs, enabling them to make effective progress in the regular education classroom. See **APPENDIX O** for the full plan document.

DRUG-FREE WORKPLACE

In accordance with the Drug Free Work Place Act of 1988, the Town of Hanover has established a Drug-Free Workplace Policy, which effects all employees. (See **APPENDIX N** for complete policy)

1. Any employee engaging in the unlawful manufacture, distribution, possession or use of a controlled substance in the workplace is barred from the work site. Furthermore, any unlawful manufacture, distribution, possession or use of a controlled substance in the workplace will subject the employee to disciplinary measures up to and including the termination of employment.
2. The town has established a Drug-Free awareness program for the benefit of its employees. All employees should be aware of this program and should feel free to discuss it with their supervisors.
3. Every employee is required to, as a condition of the employment: (a) abide by the terms of this statement; (b) notify the town of any criminal drug statute conviction for a violation occuring in

the workplace no later than five days after such a conviction; (c) make a good faith effort to maintain a drug-free workplace.

EMPLOYEE ASSISTANCE PROGRAM (EAP)

The Town of Hanover provides a confidential and free of charge Employee Assistance Program (EAP) for all employees and their immediate family members. To access this service, employees need only to call the MIIA Employee Assistance Program at 1-800-451-1834**.** All communications are confidential. Additional information about the EAP is available through the Office of Human Resources at Town Hall. You can also visit their website at www.theeap.com for additional information.

EMPLOYEE BENEFITS

For questions regarding benefits, please make an appointment with, Thomas Raab, Business Manager traab@hanoverschools.org.

ETHICS REFORM LAW

The ethics reform law imposes mandatory education and training requirements on public employees including specific training regarding conflict of interest. Please see **APPENDIX I.**

All public employees must do the following:

- Review the summary of the Conflict of Interest Law – Click here for the Summary. Every public employee must be provided with a summary of the law within 30 days of becoming such an employee, and annually thereafter.
- Complete and return the Acknowledgement of Receipt form found at the end of the summary document. The signed form should be give to your immediate supervisor within ten (10) days of receiving the summary. At the beginning of each school year all current employees will be required to review the summary as part of the review of this Employee Handbook. By signing the acknowledgement form included with the Employee Handbook, you are acknowledging review of the Conflict of Interest Law summary. All Acknowledgement of Receipt forms must be submitted to your building principal or immediate supervisor by September 30, 2012.
- At the time of hiring and then every two years thereafter, each public employee must participate in online training. Click here for Training. When training is completed, the employee must print the certificate of completion and present it to their immediate supervisor for inclusion in their personnel file. Each employee must complete the online training program, and provide a certificate of completion to their immediate supervisor, within 30 days of the date on which they commence employment.

EQUIPMENT

No equipment may be taken from a building without written permission from the school principal. No chairs, stands, or other property may be loaned to individuals or groups without permission of the Superintendent.

HAZING POLICY

The Hanover School Committee prohibits the practice of "hazing" in the public schools. Hazing may result in suspension/expulsion. School Administrators are expected to report occurrences to proper authorities. (Please see **APPENDIX J** for complete policy)

LICENSURE

It is the responsibility of all professional staff to hold a license in the field they teach. For help with licensure information please visit the following link:
http://www.doe.mass.edu/Educators/e_license.html?section=k12

NON-DISCRIMINATION

All students and staff are to be treated equally without regard to sex, race, religion, national origin, disability, gender identity or sexual orientation, as required by Title IX, Section 504, and Chapter 622 regulations. Teachers should avoid using instructional materials which depict stereotypically sexist or racially biased situations. Teachers are expected to compensate for any bias which they may encounter in their classrooms.

The following grievance procedures have been established for employees who wish to register complaints concerning their civil rights:

Level One: An employee who has a complaint shall meet with his/her immediate supervisor or building principal within fifteen (15) school days of the event giving rise to the complaint or within fifteen (15) school days of the time when the employee should have reasonably known of its occurrence. The employee shall state the nature of the grievance and the remedies sought. The supervisor/principal shall investigate and submit a resolution of the issue to the grievant within fifteen (15) school days.

Level Two: If the grievant is not satisfied with the disposition of the grievance at Level One, or if no decision has been rendered within fifteen (15) school days, said grievant may file, within fifteen (15) school days, a formal complaint, in writing, to the **Dr. Thomas Raab, Business Manager, as the Civil Rights Coordinator.** The written complaint shall include the nature of the grievance, the names of involved parties or witnesses and remedies sought. The Assistant Superintendent will fully investigate the complaint and submit a report of the findings, within fifteen (15) days of the filing of the grievance. The report shall include a decision relative to resolution and be disseminated to the claimant, other parties named in the grievance, the Superintendent of Schools and the School Committee.

Level Three: If the grievant is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within fifteen (15) school days, said grievant may file, within fifteen (15) school days, an appeal, in writing, to the Superintendent of Schools. The appeal to the Superintendent shall contain the details of the grievance, the decision rendered at Level Two and remedies sought. Within fifteen (15) school days of receipt of the appeal, the Superintendent will render a decision, in writing, as to the disposition of the appeal.

Level Four: If the grievant is not satisfied with the disposition of the grievance at Level Three, or if no decision has been rendered within fifteen (15) school days, said grievant may file, within fifteen (15) school days, an appeal, in writing, to the Hanover School Committee. The written appeal shall set forth the details of the grievance, the decision rendered at Level Three and remedies sought. Within thirty (30) days of submission of the written appeal, the School Committee will meet with the grievant in an effort to settle the grievance.

PAYROLL

School department employees should direct payroll inquiries to Betsy Low, 781-878-0786 x14:

Changes in withholdings (W-4 or M-4)
Employment verification

Direct deposit
403(b)/TSA initiation or change

PHYSICAL RESTRAINT

The Hanover Public Schools comply with the provisions of 603 CMR Sec 46.00 dealing with restraint of students in the public schools.

- Do not use physical restraint when non-physical interventions can be used.
- Do not use physical restraint as a means of punishment.
- Do not use physical restraint as a response to property destruction, school disruption, refusal to comply, or verbal threats.

Physical restraint should only be used as a last resort! Some staff members have received in-depth specialized training including: Prevention Techniques, De-escalation Strategies, and Proper Restraint Techniques. Know who they are and they can help. All applications of physical restraint must be reported verbally to the school administration immediately. A completed Physical Restraint Report Form (available in the school office) must be submitted to the principal no later than the next wchool working day. The principal will verbally inform the student's parent/guardian of such restraint as soon as possible, and by written report postmarked no later than three school working days following the use of such restraint.

RETIREMENT/MTRS

Teachers and other professional staff enrolled in the Massachusetts Teachers Retirement System should contact Dr. Thomas Raab, Business Manager, 781-878-0786 x10, when they have inquiries regarding:

- Retirement timelines and processing
- Buy-back of substitute time

SALARY PAYMENTS

Teachers' salary payments shall be made throughout the school year in 21 or 26 substantially equal payments. Teachers who work only a part of the year and also choose the 26-payment plan will receive the proportionate amount of the summer pay earned. The salary pay date schedule is included in **APPENDIX B (currently under construction)**.

Personnel wishing to change from a 21 to a 26-pay schedule or vice versa must notify the Payroll Department in writing by May 1 of the preceding school year.

Personnel on hourly or weekly schedules will be paid on weekly Thursdays.
Pay periods for daily substitutes, permanent day substitutes, long- term substitutes and paraprofessionals are also included in **APPENDIX B (currently under construction)**.

SCHOOL SAFETY DRILLS

Every student in all schools shall be advised of the school safety drill procedure and shall take part in an evacuation drill within three days after entering school. The head of the fire department, or person designated by him, shall visit each school at least four times each year for the purpose of conducting evacuation drills and questioning the teachers and supervisors. These drills shall be conducted without advance warning to the school personnel other than the person in charge of the school at the time. A dated log of all evacuation drills and lockdown drills will be kept in the school office. After regular exit routes are well known, it is essential to block one of the regular exits now and then so that alternate routes may be found and used calmly.

SEXUAL HARASSMENT

All persons associated with the Hanover Schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. The grievance officers for 2014-2015 will be Mr. Hugh Galligan, Assistant Principal, Hanover High School, 781-878-5450 and Mrs. Anna Hughs, Assistant Principal, Hanover Middle School, 781-871-1122. The policy will be updated to reflect the same. (See entire Policy in **APPENDIX L**)

SMOKE-FREE SCHOOL POLICY

The Educational Reform Law and School Committee policy prohibit the use of any tobacco products within the school buildings, school facilities, or on the school grounds or school buses by any individual including school personnel. The School Committee Policy GBED reads, "Smoking or the use of tobacco within school buildings, the school facilities or on school property or buses by any individual, including school personnel, is prohibited. Staff members who violate this policy will be referred to their immediate supervisor." Any violation of this policy by staff shall be referred to the appropriate supervisor.

STAFF CONDUCT

All staff members of the Hanover Schools are expected to perform their duties with integrity and high standards. All staff is expected to treat students and colleagues with respect and dignity and carry out their assigned duties with the physical, emotional, and intellectual well-being of the students in mind. (Please see entire policy regarding staff conduct in **APPENDIX K**)

STUDENT HANDBOOKS

Each year, parents and/or students shall sign a form contained within the Student Handbook stating they have read the Student Handbook.

STUDENT SAFETY

Teachers and other staff members are reminded that a primary concern is the continuous well-being and safety of children in our charge. In today's litigious times, caution must be applied to guard against potential personal liability. All staff members should observe, but not be limited to the following:

1. Be on time for your assignments and duties. This is a fundamental expectation.
2. **Never leave pupils unattended**. Teachers must be in the classroom or greeting students at the door upon entrance.
3. Provide alert supervision at all times.
4. Report immediately to the building principal any dangerous or potentially dangerous conditions. Follow up verbal reports in writing.

SERVICE AND REPAIR REQUESTS

All requests for repair or service on equipment or facilities must be made to the school principal's office. The employee or the principal may initiate a SchoolDude Request.
http://www.hanoverschools.org/helprequest/

TAX-SHELTERED ANNUITIES/403(b)

The 403b Plan is a valuable retirement savings option available through Hanover Public Schools. 403(b) Plan Information link below provides a brief explanation of the provisions, policies, and rules that govern the 403(b) Plan.
http://www.tsacg.com/individual/plan-sponsor/massachusetts/town-of-hanover-school-department/

WORKERS COMPENSATION INSURANCE

The town provides coverage to all employees who are injured during the course of employment. Injured parties must report each accident to the building principal and school nurse. In addition, employees from the custodial and maintenance staff must report all work-related injuries to either Tom Slattery or John Barker within a twenty-four hour period and all treatments for previous injuries must be approved by the insurance company prior to the appointment, in order to be covered by the town. An accident report must be sent to the Administration Building within twenty-four hours of the accident to the attention of the Business Manager. The Business Manager should also be called in order to anticipate the report and expedite prompt filing with the State. In the case of debilitating injury, the school principal must send the report to the Business Manager within twenty-four hours.

TEACHING and LEARNING

504 ACCOMMODATION PLANS

Each school has one or more building administrators who are designated as 504 Compliance Officers. At the beginning of the school year, the Compliance Officer will provide each classroom teacher with a copy of the 504 Accommodation Plan for any student in their class for whom there is a current plan. During the school year, if a teacher or other member of the professional staff identifies a student who may be eligible for accommodations, a referral form (available in the main office) should be completed and submitted to the building principal or a 504 compliance officer in the building. Questions that cannot be answered at the building level should be addressed to the **District 504 Coordinator, Jane DeGrenier, 781-826-2631.**

EXEMPTION FROM ACTIVITIES DUE TO RELIGIOUS OR OTHER BELIEFS

Upon parental request, a principal may exempt a child from participation in certain school activities due to conflict with religious or personal beliefs. The principal will notify teachers when an exemption request has been approved.

HOMELESS STUDENTS

Students living in a shelter, motel, vehicle, campground, on the street, in an abandoned building or trailer or doubled-up with friends or relatives are deemed homeless by the Department of Education. These students have the right to immediately enroll in school, choose to stay in their old school even if they are living in a different district, get transportation to and from school, automatically qualify for free lunch and receive the same services as all other students. If you believe one of your students is homeless or is a ward of the state, contact the District Homeless Student Liaison, Beverly Shea, 781-878-0786.

OPENING EXERCISE

The daily salute to the flag shall be part of the opening exercises in all schools.
Public Law 829: "...that the pledge of allegiance to the flag, 'I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible with liberty and justice for all,' be rendered by standing with the right hand over the heart."

Opening exercises may also include patriotic poems and songs. They shall include a moment of silence:

General Laws of Massachusetts, Chapter 71
"At the commencement of the first class of each day in all grades in all public schools, the teacher in charge of the room in which each such class is held shall announce that a period of silence not to exceed one minute in duration, shall be observed for personal thoughts and during any such period silence shall be maintained and no activities engaged in."

PROFESSIONAL ACTIVITIES PROCEDURE

Any staff member wishing to attend a professional conference will submit a Hanover Public Schools Professional Development Activity and Absence Form to the principal for approval. Upon approval from the principal, the individual school will generate a purchase order and send both to Deborah St. Ives, Assistant Superintendent, at Salmond School 781-878-0786 x17.

Staff requesting reimbursement for personal expenses must submit original receipts with a previously approved purchase order.

SPECIAL EDUCATION SERVICES

Students are identified as having disabilities by the Special Education Evaluation TEAM. Eligible students receive special education and/or support services in the least restrictive environment to ensure access to the general education curriculum. These services are delineated on each student's Individualized Education Plan. A copy of the most recent IEP shall be kept in the student's cumulative record. Staff are responsible for knowing its content. Staff are responsible for referring students for an evaluation when they have reason to believe that a student may have a disability which would prevent access to the curriculum. Parents also have the right to request an evaluation. All referrals must be made through the building Student Intervention Team (SIT). All students have the civil right to access the curriculum regardless of their age, race sender, religion or sexual orientation or disability or national origin under Title IX section 504 and Chapter 622 regulations.

TESTS AND OTHER MATERIALS PLACED IN THE STUDENT'S RECORD

All tests and test records and other materials placed in the students' folders should be filed carefully, and should not be discarded except with the principal's approval. During the time a student is enrolled in a school, the principal and his/her designee will periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and his/her parent are notified in writing and are given an opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record (cumulative folder).

TRANSLATION OF WRITTEN MATERIALS

To assure equal access to information disseminated in the school district, all written materials including forms, notices, handbooks, and applications, will be made available in the native language of families for whom the first language is not English. If you have a short notice or memo that needs to be translated, you should use one of the on-line translators or the built-in translators in Microsoft Word. If more extensive translation is required, contact the Office of Pupil Personnel Services at 781-878-0786 x24.

TUITION REIMBURSEMENT

All members of Unit A of the Hanover Teachers Association are entitled to apply for tuition reimbursement for courses awarding graduate credits. Courses must be taken at an accredited college or university. Requests for reimbursement must be submitted on the form for this purpose which is available in all school offices and on the Hanover Public Schools website under Human Resources – Forms and Documents. The submission deadlines are: Sept. 1 (Fall Course) Jan. 1 (Spring Course) and May 1 (Summer Course).

APPENDIX A

(2015-2016 School Calendar)

DRAFT 4.0

2015 – 2016 Hanover Public Schools Calendar

Updated 8/24/2015

SEPTEMBER '15						20 days
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1 - First Day for Staff
2 - First Day for Students Gr. 1-12
2 & 3 - Kindergarten Orientation
4 - Kindergarten First Day
7 - Labor Day

Early Release Days
- 8, 15, 22, 29 - Elementary

OCTOBER '15						21 days
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 - Columbus Day

Early Release Days
- 6 - All Schools
- 30 – HHS
- 13, 20, 27 - Elementary

NOVEMBER '15						18 days
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6 – HHS Term 1 Ends
11 - Veteran's Day
26 & 27 - Thanksgiving Break

Early Release Days
- 3 - All Schools
- 10 - HMS
- 10 & 17- Elementary
- 19 - HHS
- 25 - All Schools
  *No Lunch Served

DECEMBER '15						17 days
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2 - HMS & Elementary Term 1 Ends
24-31 - Holiday Break

Early Release Days
- 1 - All Schools
- 15 - HHS
- 8, 15, 22 - Elementary

JANUARY '16						18 days
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

1 - New Years Break
18 - Martin Luther King, Jr. Day
19 - District-wide PD,
No School for Students
22 – HHS Term 2 Ends

Early Release Days
- 5 - All Schools
- 12 & 26 - Elementary

FEBRUARY '16						16 days
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

15-19 - Winter Break

Early Release Days
- 2 - All Schools
- 9, 23 - Elementary

MARCH '16						21 days
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1- District-wide PD,
No School for Students
15 - HMS & Elementary Term 2 Ends
25 - Good Friday

Early Release Days
- 10 – HHS
- 15 & 22 - HMS
- 8, 15, 22, 29 – Elementary

APRIL '16						16 days
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 – HHS Term 3 Ends
18-22 - Spring Break

Early Release Days
- 5 – HMS
- 8 – HHS
- 5, 12 & 26 - Elementary

MAY '16						21 days
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

30 - Memorial Day

Early Release Days
- 3 - All Schools (HTA Day)
- 13 - HHS
- 10, 17, 24, 31 - Elementary

JUNE '16						*17 days
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 - Graduation of the Class of 2016
16 - HMS & Elementary Term 3 Ends
16 – HHS Term 4 Ends
23 - Tentative Last Day of School
***(Includes 5 Snow Days)**

Early Release Days
- 7 - All Schools
- 14 - Elementary

No School

Staff PD – No school for students

Early Release All Schools

School Committee Meeting Dates

Graduation Day & Tentative Last Day

Important Dates

Parent Teacher Conferences

Please check with each school for available conference times

High School	November 19	Afternoon/Evening
	March 10	Afternoon/Evening
Middle School	November 3	Afternoon
	November 5	Evening
	November 10	Afternoon
	March 15	Afternoon
	March 17	Evening
	March 22	Afternoon
Cedar	October 20	Afternoon/Evening
	October 27	Afternoon
	March 29	Afternoon/Evening
	April 5	Afternoon
	May 31	Afternoon (Optional)
Center/Sylvester	October 20	Afternoon/Evening
	October 27	Afternoon
	March 29	Afternoon/Evening
	April 5	Afternoon
	May 31	Afternoon (Optional)

Open House Dates (Curriculum Nights)

Cedar School	September 17
Center School	September 17
Sylvester School	September 17
Middle School	September 21 (Gr. 5 & 6)
Middle School	September 24 (Gr. 7 & 8)
High School	October 1

Academic Term Ending Dates

High School

November 6 January 22 April 1 June 16

Grades K-8

December 2 March 15 June 16

Professional Development Days

District-wide full days (all schools)	January 19, March 1
District-wide half days (all schools)	October 6, November 3, November 25, December 1, January 5, February 2, May 3, June 7
High School	October 30, November 19, December 15, March 10, April 8, May 13
Middle School	November 10, March 15, March 22, April 5
Elementary schools half days	Every Tuesday (except 11/24)

MCAS 2016 Testing Dates*

Subject Areas	*Grades*	*Dates*
ELA Composition	10	March 22
ELA Reading Comprehension	10	March 23 – 24
Mathematics	10	May 17 – 18
Science, Technology/Engineering	5 & 8	May 10 – 24
High School STE	9-12	June 1 – 2

PARCC 2016 Testing Dates (Tentative)*

Grades 3-8, 9 & 11

- April 25 – June 6 ELA/Literacy & Mathematics

**Please see school websites for specific testing dates*

School Information

District Administration	**781-878-0786**
Matthew Ferron	Superintendent of Schools
Deborah St. Ives	Assistant Superintendent of Schools
Thomas R. Raab, Ed. D.	Business Manager
TBD	Student Services Director
Lynn Petrowski	Director of Food Services
Kelly Lawrence	Director of Family and Community Engagement (FACE)
Matthew Plummer	Director of STEM 7-12
Sheila Walsh, Ph.D.	Director of Humanities 7-12
Hanover High School	**781-878-5450**
Matthew Paquette	Principal
Hugh T. Galligan	Assistant Principal
Scott Hutchison	Athletic Director
Rosalind Davis	Nurse (781-982-3064)
Full Day	Hours: 7:25 AM – 2:16 PM
Early Release Day	Hours: 7:25 AM – 12:10 PM
Hanover Middle School	**781-871-1122**
Daniel Birolini	Principal
Stephen Kapulka	Assistant Principal
Anna Hughes	Assistant Principal
BJ McNamara	Special Education Administrator
Joelle Casey	Nurse (781-982-6076)
Full Day	Hours: 7:45AM – 2:15PM
Early Release	Hours: 7:45AM – 12:15PM
Cedar School	**781-878-7228**
Michael Oates	Principal
Joel Barrett	Assistant Principal
Maura Dowling	Nurse (781-982-4037)
Center School	**781-826-2631**
Sylvester School	**781-826-3844**
Jane DeGrenier	Principal
Russ Wilson	Assistant Principal
Carol Krall	Nurse, Center (781-829-2234)
Maureen Shea	Nurse, Sylvester (781-829-2235)

Elementary School Hours

Grades 1-4, Full Day Kindergarten

- 8:30 AM – 3:00 PM (M, W, TH, F)
- 8:30 AM – 1:00 PM (Tuesdays)

Half-Day Kindergarten

- 8:30 AM – 11:30AM (M, W, TH, F)
- 8:30 AM – 1:00 PM (Tuesdays)

AM Pre-Kindergarten

- 8:45 AM – 11:15AM (M, W, TH, F)

PM Pre-Kindergarten

- 12:00 PM – 2:30 PM (M, W, TH, F)

School Committee

Members

John Geary, Chairperson
Ruth Lynch, Vice Chairperson
Kim Booker
Michael Phillips
Libby Corbo

Meeting Dates - *Unless otherwise posted*

September 16	December 9	March 9	May 25
September 30	January 6	March 23	June 8
October 14	January 20	April 6	June 22
October 28	February 3	April 27	
November 18	February 24	May 11	

APPENDIX B

(2015-2016 Payroll Schedule)
(under construction)

APPENDIX C

(2015-2016 Payroll Schedule Memo)
(under construction)

APPENDIX D

(SYNOPSIS OF FEDERAL CIVIL RIGHTS LAWS AND DISTRICT COORDINATOR INFORMATION)

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

SYNOPSIS OF LAWS

Title I of the Elementary and Secondary Education Act of 1965
Coordinator: Thomas Raab 1-781-878-0786

Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services simply because they receive special education services. Also, school districts must ensure that Title I funds are not being misused (e.g. referring a limited English proficient student to a Title I program in order to meet the student's language needs rather that providing and ESL program/class).

Title VI of the Civil Rights Act of 1964
Coordinator: Thomas Raab 1-781-878-0786

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

Title IX of the Education Amendments of 1972
Coordinators: Hugh Galligan 1-781-878-5450
Anna Hughes 1-781-878-1122

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

Section 504 of the Rehabilitation Act of 1973
Coordinator: Jane DeGrenier 1-781-826-2631

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

Americans with Disabilities Act of 1990
Coordinator: Thomas Raab 1-781-878-0786

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

EQUAL EDUCATIONAL OPPORTUNITIES LAWS

Equal Educational Opportunities Act of 1974
Coordinator: 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: Joan Woodward 1-781-878-0786

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

SPECIAL EDUCATION

Chapter 688 (transition planning)
Coordinator: Joan Woodward 1-781-878-0786

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

APPENDIX E

(Section 51A Mandated Reporter Law)

PART I. ADMINISTRATION OF THE GOVERNMENT

TITLE XVII. PUBLIC WELFARE

CHAPTER 119. PROTECTION AND CARE OF CHILDREN, AND PROCEEDINGS AGAINST THEM

PROTECTION OF CHILDREN

Chapter 119: Section 51A. Injured children; reports

[Text of section effective until July 8, 2008. For text effective July 8, 2008, see below.]

Section 51A. Any physician, medical intern, hospital personnel engaged in the examination, care or treatment of persons, medical examiner, psychologist, emergency medical technician, dentist, nurse, chiropractor, podiatrist, optometrist, osteopath, public or private school teacher, educational administrator, guidance or family counselor, day care worker or any person paid to care for or work with a child in any public or private facility, or home or program funded by the commonwealth or licensed pursuant to the provisions of chapter twenty-eight A, which provides day care or residential services to children or which provides the services of child care resource and referral agencies, voucher management agencies, family day care systems and child care food programs, probation officer, clerk/magistrate of the district courts, parole officer, social worker, foster parent, firefighter or policeman, licensor of the office of child care services or any successor agency, school attendance officer, allied mental health and human services professional as licensed pursuant to the provisions of section one hundred and sixty-five of chapter one hundred and twelve, drug and alcoholism counselor, psychiatrist, and clinical social worker, priest, rabbi, clergy member, ordained or licensed minister, leader of any church or religious body, accredited Christian Science practitioner, person performing official duties on behalf of a church or religious body that are recognized as the duties of a priest, rabbi, clergy, ordained or licensed minister, leader of any church or religious body, or accredited Christian Science practitioner, or person employed by a church or religious body to supervise, educate, coach, train or counsel a child on a regular basis, who, in his professional capacity shall have reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the department by oral communication and by making a written report within forty-eight hours after such oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, he shall immediately either notify the department or notify the person in charge of such institution, school or facility, or that person's designated agent, whereupon such person in charge or his said agent shall then become responsible to make the report in the manner required by this section. Any such hospital personnel preparing such report may take or cause to be taken,

photographs of the areas of trauma visible on a child who is the subject of such report without the consent of the child's parents or guardians. All such photographs or copies thereof shall be sent to the department together with such report. Any such person so required to make such oral and written reports who fails to do so shall be punished by a fine of not more than one thousand dollars. Any person who knowingly files a report of child abuse that is frivolous shall be punished by a fine of not more than one thousand dollars.

Said reports shall contain the names and addresses of the child and his parents or other person responsible for his care, if known; the child's age; the child's sex; the nature and extent of the child's injuries, abuse, maltreatment, or neglect, including any evidence of prior injuries, abuse, maltreatment, or neglect; the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment or neglect; whatever action, if any, was taken to treat, shelter, or otherwise assist the child; the name of the person or persons making such report; and any other information which the person reporting believes might be helpful in establishing the cause of the injuries; the identity of the person or persons responsible therefore; and such other information as shall be required by the department.

Any person required to report under this section who has reasonable cause to believe that a child has died as a result of any of the conditions listed in said paragraph shall report said death to the department and to the district attorney for the county in which such death occurred and to the medical examiners as required by section six of chapter thirty-eight. Any such person who fails to make such a report shall be punished by a fine of not more than one thousand dollars.

In addition to those persons required to report pursuant to this section, any other person may make such a report if any such person has reasonable cause to believe that a child is suffering from or has died as a result of such abuse or neglect. No person so required to report shall be liable in any civil or criminal action by reason of such report. No other person making such report shall be liable in any civil or criminal action by reason of such report if it was made in good faith; provided, however, that such person did not perpetrate or inflict said abuse or cause said neglect. Any person making such report who, in the determination of the department or the district attorney may have perpetrated or inflicted said abuse or cause said neglect, may be liable in a civil or criminal action.

No employer of those persons required to report pursuant to this section shall discharge, or in any manner discriminate or retaliate against, any person who in good faith makes such a report, testifies or is about to testify in any proceeding involving child abuse or neglect. Any such employer who discharges, discriminates or retaliates against such a person shall be liable to such person for treble damages, costs and attorney's fees.

Within sixty days of the receipt of a report by the department from any person required to report, the department shall notify such person, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child, and the social services that the department intends to provide to the child or his family.

Any privilege established by sections one hundred and thirty-five A and one hundred and thirty-five B of chapter one hundred and twelve or by sections 20A and 20B of chapter two hundred and thirty-three, relating to confidential communications shall not prohibit the filing of a report pursuant to the provisions of this section or the provisions of section twenty-four.

Notwithstanding section 20A of chapter 233, a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner shall report all cases of abuse under this section, but need not report information solely gained in a confession or similarly confidential communication in other religious faiths. Nothing in the general laws shall modify or limit the duty of a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner to report a reasonable cause that a child is being injured as set forth in this section when the priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner is acting in some other capacity that would otherwise make him a reporter.

Chapter 119: Section 51A. Reporting of suspected abuse or neglect; mandated reporters; collection of physical evidence; penalties; content of reports; liability; privileged communication

[Text of section as amended by 2008, 176, Sec. 95 effective July 8, 2008. For text effective until July 8, 2008, see above.]

Section 51A. (a) A mandated reporter who, in his professional capacity, has reasonable cause to believe that a child is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse; (ii) neglect, including malnutrition; or (iii) physical dependence upon an addictive drug at birth, shall immediately communicate with the department orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect.

If a mandated reporter is a member of the staff of a medical or other public or private institution, school or facility, the mandated reporter may instead notify the person or designated agent in charge of such institution, school or facility who shall become responsible for notifying the department in the manner required by this section.

A mandated reporter may, in addition to filing a report under this section, contact local law enforcement authorities or the child advocate about the suspected abuse or neglect.

(b) For the purpose of reporting under this section, hospital personnel may have photographs taken of the areas of trauma visible on the child without the consent of the child's parents or guardians. These photographs or copies thereof shall be sent to the department with the report.

If hospital personnel collect physical evidence of abuse or neglect of the child, the local district attorney, local law enforcement authorities, and the department shall be immediately notified. The physical evidence shall be processed immediately so that the department may make an informed determination within the time limits in section 51B. If there is a delay in processing, the department shall seek a waiver under subsection (d) of section 51B.

[Subsection (c) effective until July 1, 2010, 2008. For text effective July 8, 2008, see below.]

(c) Notwithstanding subsection (g), whoever violates this section shall be punished by a fine of not more than $1,000. Whoever knowingly and willfully files a frivolous report of abuse or neglect under this section shall be punished by a fine of not more than $1000.

[Subsection (c) as amended by 2008, 176, Sec. 96 effective July 1, 2010. See 2008, 176, Sec. 139. For text effective until July 1, 2010, see above.]

(c) Notwithstanding subsection (g), whoever violates this section shall be punished by a fine of not more than $1,000. Whoever knowingly and willfully files a frivolous report of child abuse or neglect under this section shall be punished by: (i) a fine of not more than $2,000 for the first offense; (ii) imprisonment in a house of correction for not more than 6 months and a fine of not more than $2,000 for the second offense; and (iii) imprisonment in a house of correction for not more than 21/2 years and a fine of not more than $2,000 for the third and subsequent offenses.

Any mandated reporter who has knowledge of child abuse or neglect that resulted in serious bodily injury to or death of a child and willfully fails to report such abuse or neglect shall be punished by a fine of up to $5,000 or imprisonment in the house of correction for not more than 21/2 years or by both such fine and imprisonment; and, upon a guilty finding or a continuance without a finding, the court shall notify any appropriate professional licensing authority of the mandated reporter's violation of this paragraph.

(d) A report filed under this section shall contain: (i) the names and addresses of the child and the child's parents or other person responsible for the child's care, if known; (ii) the child's age; (iii) the child's sex; (iv) the nature and extent of the child's injuries, abuse, maltreatment or neglect, including any evidence of prior injuries, abuse, maltreatment or neglect; (v) the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment or neglect; (vi) whatever action, if any, was taken to treat, shelter or otherwise assist the child; (vii) the name of the person or persons making the report; (viii) any other information that the person reporting believes might be helpful in establishing the cause of the injuries; (ix) the identity of the person or persons responsible for the neglect or injuries; and (x) other information required by the department.

(e) A mandated reporter who has reasonable cause to believe that a child has died as a result of any of the conditions listed in subsection (a) shall report the death to the district

attorney for the county in which the death occurred and the office of the chief medical examiner as required by clause (16) of section 3 of chapter 38. Any person who fails to file a report under this subsection shall be punished by a fine of not more than $1,000.

(f) Any person may file a report under this section if that person has reasonable cause to believe that a child is suffering from or has died as a result of abuse or neglect.

(g) No mandated reporter shall be liable in any civil or criminal action for filing a report under this section or for contacting local law enforcement authorities or the child advocate, if the report or contact was made in good faith, was not frivolous, and the reporter did not cause the abuse or neglect. No other person filing a report under this section shall be liable in any civil or criminal action by reason of the report if it was made in good faith and if that person did not perpetrate or inflict the reported abuse or cause the reported neglect. Any person filing a report under this section may be liable in a civil or criminal action if the department or a district attorney determines that the person filing the report may have perpetrated or inflicted the abuse or caused the neglect.

(h) No employer shall discharge, discriminate or retaliate against a mandated reporter who, in good faith, files a report under this section, testifies or is about to testify in any proceeding involving child abuse or neglect. Any employer who discharges, discriminates or retaliates against that mandated reporter shall be liable to the mandated reporter for treble damages, costs and attorney's fees.

(i) Within 30 days of receiving a report from a mandated reporter, the department shall notify the mandated reporter, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child and the services that the department intends to provide to the child or the child's family.

(j) Any privilege relating to confidential communications, established by sections 135 to 135B, inclusive, of chapter 112 or by sections 20A and 20B of chapter 233, shall not prohibit the filing of a report under this section or a care and protection petition under section 24, except that a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner need not report information solely gained in a confession or similarly confidential communication in other religious faiths. Nothing in the general laws shall modify or limit the duty of a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner to report suspected child abuse or neglect under this section when the priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner is acting in some other capacity that would otherwise make him a mandated reporter.

[Subsection (k) added by 2008, 176, Sec. 97 effective January 1, 2010. See 2008, 176, Sec. 138.]

(k) A mandated reporter who is professionally licensed by the commonwealth shall complete training to recognize and report suspected child abuse or neglect.

APPENDIX F

(Mandated Reporters Guide)

Child Abuse and Neglect Reporting

a mandated reporter's guide

INTRODUCTION

Under Massachusetts law, the Department of Children and Families (DCF) is the state agency that receives all reports of suspected abuse and/or neglect of children under the age of 18. State law requires professionals whose work brings them in contact with children to notify DCF if they suspect that a child is being abused and/or neglected. DCF depends on reports from professionals and other concerned individuals to learn about children who may need protection, more than 75,000 reports are received on behalf of children each year. The Department is responsible for protecting children from abuse and/or neglect. DCF seeks to ensure that each child has a safe, nurturing, permanent home. The Department also provides a range of services to support and strengthen families with children at risk of abuse and/or neglect.

Who is a mandated reporter?

- Massachusetts law defines the following professionals as mandated reporters: Physicians, medical interns, hospital personnel engaged in the examination, care or treatment of persons, medical examiners;
- Emergency medical technicians, dentists, nurses, chiropractors, podiatrists, optometrists, osteopaths;
- Public or private school teachers, educational administrators, guidance or family counselors;
- Early education, preschool, child care or after school program staff, including any person paid to care for, or work with, a child in any public or private facility, home or program funded or licensed by the Commonwealth, which provides child care or residential services. This includes child care resource and referral agencies, as well as voucher management agencies, family child care and child care food programs;
- Child care licensors, such as staff from the Department of Early Education and Care;
- Social workers, foster parents, probation officers, clerks magistrate of the district courts, and parole officers;
- Firefighters and police officers;
- School attendance officers, allied mental health and licensed human services professionals;
- Psychiatrists, psychologists and clinical social workers, drug and alcoholism counselors;
- Clergy members, including ordained or licensed leaders of any church or religious body, persons performing official duties on behalf of a church or religious body, or persons employed by a religious body to supervise, educate, coach, train or counsel a child on a regular basis; and
- The Child Advocate.

As a mandated reporter, what are my responsibilities?

Massachusetts law requires mandated reporters to immediately make an oral or written report to DCF when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse and/or neglect.

In addition to filing with the Department a mandated reporter may notify local law enforcement or the Office of the Child Advocate of any suspected abuse and/or neglect. You should report any physical or emotional injury resulting from abuse; any indication of neglect, including malnutrition; any instance in which a child is determined to be physically dependent upon an addictive drug at birth; any suspicion of child sexual exploitation or human trafficking; or death as a result of abuse and/or neglect. In addition, you must report a death as a result of abuse and/or neglect to the local District Attorney and to the Office of the Chief Medical Examiner. Mandated Reporters who are staff members of medical or other public or private institutions, schools or facilities, must either notify the Department directly or notify the person in charge of the institution, school or facility, or his/her designee, who then becomes responsible for filing the report. Should the person in charge/ designee advise against filing, the staff member retains the right to contact DCF directly and to notify the local police or the Office of the Child Advocate. (Ch. 119, § 51A) Under the law, mandated reporters are protected from liability in any civil or criminal action and from any discriminatory or retaliatory actions by an employer. The written report must be submitted to DCF within 48 hours after the oral report has been made.

Any profession defined by law as a mandated reporter, is required to assist in a 51B investigation or initial assessment, even if they are not the filer of the 51A report. Mandated reporters who are licensed by the Commonwealth are required to complete training to recognize and report suspected child abuse and/or neglect.

What if I fail to report?

Any mandated reporter who fails to make required oral and written reports can be punished by a fine of up to $1,000. Any mandated reporter who willfully fails to report child abuse and/or neglect that resulted in serious bodily injury or death can be punished by a fine of up to $5,000 and up to 2½ years in jail, and be reported to the person's professional licensing authority.

All mandated reporters who knowingly and willfully file a frivolous report of child abuse and/or neglect can be punished by a fine of up to $2,000 for the first offense, up to 6 months in jail for a second offense, and up to 2½ years in jail for a third offense.

How do I make a report of suspected child abuse and/or neglect? When must I file?

When you suspect that a child is being abused and/or neglected, you should immediately telephone the DCF Area Office serving the child's residence and ask for the Screening Unit. You will find a directory of the DCF Area Offices at the end of this Guide and on the DCF web site. Offices are staffed between 9 am and 5 pm weekdays. To make a report at any other time, including after 5 pm and on weekends and holidays, please call the **Child-At-Risk Hotline at 800-792-5200.**

As a mandated reporter you are also required by law to mail or fax a written report to the Department within 48 hours after making the oral report. The form for filing this report can be obtained from your local DCF Area Office or from the DCF website: **www.mass.gov/dcf**

Your report should include:

- Your name, address and telephone number;
- All identifying information you have about the child and parent or other caretaker, if known;
- The nature and extent of the suspected abuse and/or neglect, including any evidence or knowledge of prior injury, abuse, maltreatment, or neglect;
- The identity of the person you believe is responsible for the abuse and/or neglect;
- The circumstances under which you first became aware of the child's injuries, abuse, maltreatment or neglect;
- What action, if any, has been taken thus far to treat, shelter, or otherwise assist the child;
- Any other information you believe might be helpful in establishing the cause of the injury and/or person responsible;
- Any information that could be helpful to DCF staff in making safe contact with an adult victim in situations of domestic violence (e.g., work schedules, place of employment, daily routines); and
- Any other information you believe would be helpful in ensuring the child's safety and/or supporting the family to address the abuse and/or neglect concerns.

Hospital personnel should take photographs of any trauma that is visible on the child and mail or deliver the photographs to DCF with the written report.

If you work in a hospital and collect physical evidence of abuse and/or neglect of a child, you must immediately notify the local District Attorney, local law enforcement authorities and the Department. We recommend that you inform the family that you have referred them to DCF for help, but do not do so if you think it would increase the risk to the child.

How does DCF define abuse and neglect?

Under the Department of Children and Families regulations (110 CMR, section 2.00):

Abuse means: The non-accidental commission of any act by a caretaker upon a child under age 18 which causes, or creates a substantial risk of, physical or emotional injury; or an act by a caretaker involving a child that constitutes a sexual offense under the laws of the Commonwealth; or any sexual contact between a caretaker and a child under the care of that individual. This definition is not dependent upon location (i.e., abuse can occur while the child is in an out-of-home or in-home setting).

Neglect means: Failure by a caretaker, either deliberately or through negligence or inability, to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care; provided, however, that such inability is not due solely to inadequate economic resources or solely to the existence of a handicapping condition. This definition is not dependent upon location (i.e., neglect can occur while the child is in an out-of-home or in-home setting).

Physical Injury means: Death; or fracture of a bone, a subdural hematoma, burns, impairment of any organ, and any other such nontrivial injury; or soft tissue swelling or skin bruising, depending upon such factors as the child's age, circumstances under which the injury occurred and the number and location of bruises; or addiction to a drug or drugs at birth; or failure to thrive.

Emotional Injury means: An impairment to or disorder of the intellectual or psychological capacity of a child as evidenced by observable and substantial reduction in the child's ability to function within a normal range of performance and behavior.

Who is a caretaker?

A "caretaker" can be a child's parent, step-parent, guardian, or any household member entrusted with the responsibility for a child's health or welfare. In addition, any other person entrusted with the responsibility for a child's health or welfare, both in and out of the child's home, regardless of age, is considered a caretaker. Examples may include: relatives from outside the home, teachers or staff in a school setting, workers at an early education, child care or afterschool program, a babysitter, foster parents, staff at a group care facility, or persons charged with caring for children in any other comparable setting.

When should a report involving domestic violence be filed?

Domestic violence is defined as a pattern of coercive controlling behaviors that one person exercises over another in an intimate relationship. Not every situation involving domestic violence merits intervention by DCF. Mandated reporters are encouraged to carefully review each family's situation and to identify any specific impact on the child(ren) when considering whether or not to file a 51A report with DCF. In some cases a report may actually create additional risks for the caretaker and the children. If possible, discuss the filing of a report with the caretaker first and address the potential need for safety planning. A report is more likely necessary if the following higher risk circumstances are current concerns:

- The alleged perpetrator threatened to kill the caretaker, children or self and the caretaker fears for their safety;
- The alleged perpetrator physically injured the child in an incident where the caretaker was the target;
- The alleged perpetrator coerced the child to participate in or witness the abuse of a caretaker;
- The alleged perpetrator used or threatened to use a weapon, and the caretaker believes that the perpetrator intended or has the ability to cause harm.

For more information on this topic please refer to the DCF Brochure, Promising Approaches: Working with Families, Child Welfare and Domestic Violence. This brochure is available on the DCF website and from your local DCF Area Office.

What happens when DCF receives a report of child abuse and/or neglect?

When DCF receives a report of abuse and/or neglect, called a "51A report," from either a mandated reporter or another concerned citizen, DCF is required to evaluate the allegations and determine the safety of the children. During DCF's response process, all mandated reporters are required to answer the Department's questions and provide information to assist in determining whether a child is being abused and/or neglected and in assessing the child's safety in the household.

Here are the steps in the Child Protective Services (CPS) process:

1. The report is screened. The purpose of the screening process is to gather sufficient information to determine whether the allegation meets the Department's criteria for suspected abuse and/or neglect, whether there is immediate danger to the safety of a child, whether DCF involvement is warranted and how best to target the Department's initial response. The Department begins its screening process immediately upon receipt of a report. During the screening process DCF obtains information from the person filing the report and also contacts professionals involved with the family, such as doctors or teachers who may be able to provide information about the child's condition. DCF may also contact the family if appropriate.

2. If the report is "Screened-In", it is assigned either for a Child Protective Services (CPS) Investigation or Assessment Response:
   - CPS Investigation Response: Generally, cases of sexual or serious physical abuse, or severe neglect will be assigned to the CPS Investigation Response. The severity of the situation will dictate whether it requires an emergency or non-emergency investigation. The primary purpose of the Investigation Response is to determine the current safety and the potential risk to the reported child, the validity of an allegation, identification of person(s) responsible and whether DCF intervention is necessary.
   - CPS Assessment Response (Initial Assessment): Generally, moderate or lower risk allegations, are assigned to the CPS Assessment Response. The primary purpose of the Assessment Response is to determine if DCF involvement is necessary and to engage and support families. This response involves a review of the reported allegations, assessing safety and risk of the child, identifying family strengths and determining what, if any, supports and services are needed.

3. A determination is made as to whether there is a basis to the allegation, whether the child can safely remain at home and whether the family would benefit from continued DCF involvement. If DCF involvement continues, a Comprehensive Assessment and Service Plan are developed with the family.

Some families come to the attention of the Department outside the 51A process: Children Requiring Assistance (CRA) cases referred by the Juvenile Court, cases referred by the Probate and Family Court, babies surrendered under the Safe Haven Act, and voluntary requests for services by a parent/family. These cases are generally referred directly for a Comprehensive Assessment.

What are the timeframes for completing a Screening, and/or an Investigation or Assessment?

- **Screening:** Begins immediately for all reports. For an emergency response it is completed within two hours. For a non-emergency response, screening may take up to three business days as appropriate.
- **Emergency Investigation:** Must begin within two hours and be completed within five business days of the report.
- **Non-Emergency Investigation:** Must begin within two business days and be completed within 15 business days of the report.
- **Assessment (Initial):** Must begin within two business days and be completed within 15 business days of the report.
- **Comprehensive Assessment:** May take up to 45 business days.

Will I be informed about the DCF determination?

If you are the mandated reporter who filed the report, you will receive a copy of the decision letter that is sent to the parents or caretaker. In that letter you will be informed of the Department's response, the determination and whether DCF is opening a case for continued DCF involvement.

Does DCF tell the family who made the 51A report?

DCF regulations do not allow the Department to disclose the name of a reporter unless ordered by a court or required by statute such as when the Department is required to provide the 51A report to the District Attorney or other law enforcement (CMR 12.00 etseq).

Referrals to the District Attorney

If the Department determines that a child has been sexually abused or sexually exploited, has been a victim of human trafficking, has suffered serious physical abuse and/or injury, or has died as a result of abuse and/or neglect, DCF must notify local law enforcement as well as the District Attorney, who have the authority to file criminal charges.

DCF Area Office Directory

Western region

- Greenfield 413-775-5000
- Holyoke 413-493-2600
- Springfield 413-452-3200
- Robert Van Wart Center/ East Springfield 413-205-0500
- Worcester, East & West 508-929-2000
- Whitinsville 508-929-1000
- Leominster 978-353-3600
- Pittsfield 413-236-1800

Northern Region

- Lowell 978-275-6800
- Framingham 508-424-0100
- Haverhill 978-469-8800
- Lawrence 978-557-2500
- Cambridge/Somerville 617-520-8700
- Malden 781-388-7100
- Cape Ann, Salem 978-825-3800
- Lynn 781-477-1600

Southern Region

- Brockton 508-894-3700
- Arlington 781-641-8500
- Coastal, South Weymouth 781-682-0800
- Cape Cod & Islands 508-760-0200
- Plymouth 508-732-6200
- Fall River 508-235-9800
- New Bedford 508-910-1000
- Brockton 508-894-3700
- Taunton/Attleboro 508-821-7000

Boston Region

- Dimock Street, Roxbury 617-989-2800
- Hyde Park 617-363-5000
- Harbor, Chelsea 617-660-3400
- Park Street, Dorchester 617-822-4700

- **Child Protection Information:** For more information about reporting child abuse and/or neglect: www.mass.gov/dcf for general information or to find a DCF Area Office
- **Child-At-Risk-Hotline: 800-792-5200**
- **DCF Ombudsman: 617-748-2444** (9 a.m. – 5 pm, weekdays) for inquiries about DCF programs, policies or service delivery.

APPENDIX G

(Digital Technology Acceptable Use Policy)

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 or expulsion.

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 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.

APPENDIX H

(Hanover Bullying Prevention and Intervention Plan)

HANOVER PUBLIC SCHOOLS

BULLYING PREVENTION

&

INTERVENTION PLAN

Approved by the Hanover School Committee on December 20, 2010

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INTRODUCTION

As required by **M.G.L. c. 71 § 370**, the district's bullying prevention and intervention plan was written by a large group of stakeholders (The Safe Schools Planning Team) (SSPT) who were charged with developing the Hanover Public Schools' *Bullying Intervention and Prevention Plan.* A team of twenty-six (26) administrators, professional staff, support staff, middle and high school students, school council members, school committee members, police representative, and special interest groups (i.e., Parent Advisory Council, Hanover Safe, and Respectful Schools) met on the following dates: September 20, 2010; October 4, & 25, 2010; November 15, 2010; and December 6, 2010; from 4:00 P.M. – 6:30 P.M.

The SSPT members were subdivided into seven smaller sub groups comprised of four to five members. Each group was led by a principal and/or central office administrator who acted as the group facilitator. Utilizing the Massachusetts Department of Elementary and Secondary Education's model *Bullying Prevention and Intervention Plan* as a guide, sub groups were charged with writing various plan components. The timeline for the development of the plan was the following:

- September 20th – Vision Statement developed and group assignments discussed
- October 4, 25, & November 15th – Teams complete their component of the plan
- November 16th – Plan components reviewed and put into a draft document
- November 17th – Draft document for the district's Bullying Intervention and Prevention Plan completed and presented to School Committee
- November 22 – December 5th - Draft document posted on website for public comment period
- December 6, 2010 – Final meeting of the SSPT to edit draft based on feedback
- December 20, 2010 – Plan submitted to the School Committee for final approval
- Prior to December 31, 2010, plan submitted to Department of Elementary & Secondary Education

SECTION 1 - HANOVER PUBLIC SCHOOLS - STATEMENT PROHIBITING BULLYING, CYBER-BULLYING, & RETALIATION

Hanover Public Schools is committed to maintaining a school environment where all students are free from bullying, cyber-bullying, and retaliation. To that end, Hanover Public Schools has developed the following district belief statement:

Hanover Public Schools is committed to providing a community where all members are valued and respected. Bullying, cyber-bullying, harassment, and retaliation are not tolerated. We work proactively with our students, staff, families, law enforcement agencies, and the community to provide a safe and supportive learning environment.

SECTION 2 – HANOVER PUBLIC SCHOOLS- POLICY PROHIBITING BULLYING

The Hanover Public Schools is committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects (retaliation) thereof. Acts of bullying and cyber-bullying are prohibited:

i. 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

ii. 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 who engages in bullying, cyber-bullying, or retaliation

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

- **i.** causes physical or emotional harm to the target(s) or damage to the target's property
- **ii.** places the target(s) in reasonable fear of harm to himself or of damage to his property
- **iii.** creates a hostile environment at school for the target(s)
- **iv.** infringes on the rights of the target(s) at school
- **v.** 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** is 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:

- **i.** the creation of a web page or blog in which the creator assumes the identity of another person
- **ii.** 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

iii. 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, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, 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 aggressor(s) of this. 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.

4. Reporting to Local Law Enforcement

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)**.

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:

i. hold parent conferences;

ii. transfer student's classroom or school;

iii. limit or deny student access to a part, or area, of a school;

iv. enhance adult supervision on school premises;

v. exclude from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;

vi. 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

vii. personalized action plan and directives for future conduct, to include; providing the target(s) with a process for reporting any concerns about future conduct immediately because it is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student

viii. arranging 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)

ix. 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 an 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.

SECTION 3 - PROCEDURES FOR REPORTING

A. *Staff*

A 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, will immediately report any instance of bullying or retaliation he/she has witnessed or become aware of to the principal, assistant principal, or designee.

As part of its staff reporting procedures, Hanover Public Schools has developed a district-wide *"Staff Behavior Incident Report"* form (Addendum A) which is provided electronically to staff. Staff members are encouraged to make electronic written reports of bullying using this incident report form. However, if a verbal referral is made by a staff member, a form will be completed by the building administrator. All K-12 bullying and retaliation incidents will be tracked through this electronic reporting procedure.

B. *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. Students, parents, guardians, and others may report a suspected incident of bullying and/or retaliation in the following ways:

i. verbally to an administrator or his/her designee
ii. in writing on the district's "Bullying /Retaliation Incident Report" form
iii. electronically using the "Bullying /Retaliation Incident Report" form

C. *Anonymous Reporting*

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.

Anonymous reporting can occur in the following manner: (1) students, parents /guardians or others may leave a voice or telephone message after school hours in the general mailbox or on the principal's extension, (2) students, parents/guardians or others can leave a written unsigned note in an unmarked box designated in an identified location in each school in the school office, or (3) students, parents/guardians or community can complete an anonymous reporting form (on district website) or write a letter and send it in anonymously to the attention of the principal.

D. *District Collaboration with the Police Department*

The Hanover Police Department has provided support to Hanover Public School by assisting the administrators, staff, students and parents with any questions that may arise in the area of the new bullying law. Before the first day of each school year, the Superintendent of Schools or designee will communicate with the chief of police or designee about relevant aspects of the Hanover Public Schools' Bullying Prevention and Intervention Plan, such as methods for the principals to notify the Police Department of conduct relating to bullying/retaliation as described in this plan and for any procedures available for informal communication.

HANOVER PUBLIC SCHOOLS
STAFF BEHAVIOR INCIDENT REPORT

Cedar Elementary **Middle School**
Sylvester Elementary **High School**
Center Elementary

Student Name: _____ Staff Reporter: _____

Grade: _____ Incident Date: _____

Time: _____ Location: _____

Incident Description: [Including names of people involved (target(s), aggressor(s)), witnesses, what occurred, and what each person did and said, including specific words used.]

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Interventions prior to Referral:

Warning	Missed Recess	Gr. Level Team Meeting
Conference w/ Student	Guidance Consult	Phone Call/Email Home
Change class seating	Special Ed Consult	Parent Conference
Change work group	Administrative Consult	Teacher Detention

Other: _____

_____

Received by: _____ Date: _____

X2 Input by: _____ Date: _____

HANOVER PUBLIC SCHOOLS
BULLYING /RETALIATION INCIDENT REPORT

Cedar Elementary **Middle School**
Sylvester Elementary **High School**
Center Elementary

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1. Name of Reporter/Person Filing the Report: _____

   (Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor(s) solely on the basis of an anonymous report.)

2. Check whether you are the: Target(s) of the behavior Reporter (not the target(s))
3. Check whether you are a: Student Parent Other (specify)_____
4. Your contact information/telephone number:_____

---

5. Information about the Incident:

Name of Target(s) (of behavior):_____

Name of Aggressor(s) (Person who engaged in the behavior):_____

Date(s) of Incident(s):_____

Time When Incident(s) Occurred:_____

Location of Incident(s) (Be as specific as possible):_____

---

6. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other

Name: _____ Student Staff Other

---

7. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

_____

_____

Office Use Only:

Received by: _____ Date: _____

X2 Input by: _____ Date: _____

SECTION 4 - PROCEDURES TO RESTORE SAFETY FOR A TARGET(S) OF BULLYING AND/OR RETALIATION

This list has been compiled by Hanover Public School administrators and educators as examples of steps that may be considered and used by administrators and staff to provide and restore a sense of safety for the target(s) of bullying and/or retaliation.

- **i.** provide for increased supervision from staff in common areas (halls, cafeteria before/after school)
- **ii.** provide target(s) with contact people in school (nurse, guidance, adjustment counselor. special education liaison, requested teacher, administrator, other safe adult) for immediate reporting
- **iii.** contact parents and inform them of plans so they can reinforce the plan at home
- **iv.** provide counseling or other services in house to target(s)/aggressor(s)
- **v.** change schedule of the aggressor(s) so classes/lunch do not overlap
- **vi.** impose social probation on the aggressor(s)
- **vii.** have aggressor(s) eat lunch in office or guidance
- **viii.** restricted pass list for aggressor(s)
- **ix.** restricted access to parts of building for aggressor(s)
- **x.** earlier dismissal from class for aggressor(s)
- **xi.** suspension of aggressor(s)
- **xii.** report to police
- **xiii.** provide aggressor(s) with contact people to report to if they are feeling anxious or if they believe they are about to, or have behaved inappropriately
- **xiv.** reconvene team if the target(s) or aggressor(s) is on an IEP
- **xv.** increase supervision and awareness in areas that the target(s) identified as problematic
- **xvi.** provide options to target(s) such as class changes, lunch schedule changes, etc.
- **xvii.** meet with the aggressor's teachers
- **xviii.** meet with target's teachers
- **xix.** periodic check-ins by guidance, nurse, etc. with target(s) and/or aggressor(s)

xx. implement plan to lift restrictions on the aggressor(s) and return to normal school activity when appropriate

xxi. provide referrals for outside counseling to target(s)/aggressor(s)

xxii. coordinate with established outside counseling of target(s)/aggressor(s)

SECTION 5 - RESOURCES AND PROFESSIONAL DEVELOPMENT

A. *Hanover Public Schools - District*

Each year all mandated reporters will receive training to increase their understanding of the complexities and issues related to bully, cyber-bullying, and retaliation. In addition, focused training may be provided to specific professional staff (i.e., special educators, speech/language therapists, school adjustment counselors, guidance counselors, nurses, and school psychologists) that may be called on to provide counseling and/or referral to other services for target(s), aggressor(s) and/or their families.

B. *Current Elementary Resources*

At the elementary schools the following resources are currently available:

- **i.** resources for early interventions and intensive services include
- **ii.** a therapist working with outreach students (3 and 4 year olds) in the areas of speech, language occupational therapy, and physical therapy
- **iii.** school psychologist has libraries of books for students and parents to access
- **iv.** PK, K and 1 programs designed to improve pragmatics and social thinking include, but are not limited to the following:

    - **a.** Let's Be Social - Language-Based Social Skills for Preschool At-Risk Children
    - **b.** Second Step Violence Prevention Curriculum PK-K (Ages 4-6)
    - **c.** Social Skills Lessons and Activities for Grades PK-K

C. *Current Middle School Resources*

At the Middle School the following resources are currently available:

- **i.** school adjustment counselors implement Second Step curriculum in Grades 5-8
- **ii.** 1:1 and small group counseling are available
- **iii.** small group counseling is available as needed
- **iv.** referrals to appropriate clinicians/services in the community are made to families as needed
- **v.** consultation with the school adjustment counselors and the grade level teaching teams is regularly scheduled

D. *Current High School Resources*

At the high school the following resources are being used:

- **i.** guidance counselors and/or the school adjustment counselor run social skills groups as needed or as dictated by the student's IEP
- **ii.** peer facilitators have been trained to address various social skills needs

E. *Hanover Public Schools Counseling Services*

The High School is currently staffed with guidance counselors, an adjustment counselor, and one school psychologist. The Hanover Middle School staff includes adjustment counselors and a school psychologist. One adjustment counselor oversees students with social, emotional, and/or executive functioning concerns. The other adjustment counselors concentrate on the general population. Each elementary school has a school psychologist who also provides counseling services to students.

F. *Hanover Public Schools - Intervention Strategies*

The High School provides several early intervention strategies, the first being a peer facilitator group, consisting of approximately thirty-five to forty upper classmen and trained mentors to help special needs' students develop appropriate social skills. In addition, there are periodic proactive meetings on issues such as Internet safety. High School also has a Staff Intervention Team (SIT) that is comprised of guidance counselors, the nurse and the assistant principal. This team meets weekly to proactively review referrals from staff. The Hanover Middle School counselors provide instruction using "Second Step," a violence prevention curriculum, to all sixth, seventh, and eighth grade students. Fifth grade teachers provide instruction using "Second Step" during academic support. All homeroom teachers use one or more periods per month to provide anti-bullying strategies. In addition, counselors conduct lunch and social groups and if necessary, individual counseling. The Hanover Middle School also provides an "Assistant Principal's Breakfast," in which students are rewarded for appropriate and positive contributions to the school climate. Additionally, a new program has been instituted as a positive reward for students who demonstrate the following: responsibility, respect, citizenship, empathy, and honesty. Students are recognized for their positive efforts/behavior with a ticket that entitles them to participate in a monthly special activity. There are numerous activities throughout the school year to increase school spirit that include, but are not limited to, sports days, Harvest Fest, Harvest Jam, Turkey Trot, Spirit Day, Math Fair, Performance Troupe, and the School Council sponsored events.

Both elementary schools provide direct instruction in the classroom using "Responsive Classroom." In addition, the elementary schools utilize Responsive Classroom proactive strategies for positive behavior and school meetings to embed positive social values. In addition, all schools in the district develop student plans that include, if necessary, a functional behavioral analysis. Typically these behavioral health are developed through the collaboration with the administrators, adjustment counselors and teachers on an as needed basis. Finally, all schools provide counseling services for students who exhibit bullying behaviors. These services occur within the regular school day in small group settings or on an individual basis as needed. Professional staff (i.e. counselors) typically will lead these groups.

G. *District Training*

Hanover Public Schools has developed the following professional development plan for future consideration as part of the district's ongoing training for all staff. This plan is contingent on funding and time.

Focus Area	Content	Process	Timeline	Cost
Strategies to prevent bullying	School-wide Behavior Plan K-4 through RTI model	Training in RTI All Teaching Staff	Annually beginning Sept. 2011	TBD
	Administrator meets with students to explain expectations	Varies with each building	Annually in September	No cost
	Steps to Respect (K-4) Second Step (5-8)	Teachers/Counselors present curriculum to grades K-8	2011-2012 Implementation	TBD
Strategies to prevent bullying	Olweus Bullying Prevention Program 9-12	Principal/Counselors to research in 2010-2011	Implement in 2011-2012	TBD
	Massachusetts Aggression Reduction Center (MARC) Bullying and Cyber-bullying Prevention Plan for Professional Development	Train-the-trainer (two options) Professional Staff Support Staff	Fall 2011	Free

Focus Area	Content	Process	Timeline	Cost
	PATHS Providing Alternative Thinking Strategies (K-6)	Research possibility of PATHS and Principals decide whether or not to adopt the program.	Spring 2012	$799
Strategies for interventions to stop bullying	Massachusetts Aggression Reduction Center (MARC) Bullying and Cyber-bullying Prevention Plan for Professional Development	Train-the-trainer (two options) Professional Staff Support Staff	Fall 2011	Free
	Olweus Bullying Prevention Program 9-12	Principal/Counselors to research in 2010-2011	Implement in 2011-2012	TBD
Information on aggressor(s), target(s) and witness relationships	Massachusetts Aggression Reduction Center (MARC) Bullying and Cyber-bullying Prevention Plan for Professional Development	Train-the-trainer (two options) Professional Staff Support Staff	Fall 2011	Free
Research findings on bullying	MARC	Train-the-trainer (two options)		
	North River Collaborative (NRC) "How the Bullying Legislation Impacts Students with Special Needs and Other Vulnerable Populations"	Coordinator of Pupil Personnel and Principals to train school-wide staff.	Fall 2011	No cost

Focus Area	Content	Process	Timeline	Cost
Information on nature of cyber-bullying	dynamic, interactive, up-to-date e-Safety curriculum	Process: Make staff aware that these resources are available on the internet.	Ongoing	Varies
	Plymouth County District Attorney's Office			
	National Crime Prevention Council www.ncpc.org			
	Cyber-bullying Research Center www.cyberbullying.us			
Information on nature of cyber-bullying (cont.)	www.pewinternet.org Nonprofit research center that examines the social impact of the internet	Process: Make staff aware that these resources are available on the internet.	Ongoing	Varies
	Massachusetts Aggression Reduction Center (MARC)	Train-the-trainer (two options)		
Internet safety issues related to cyber-bullying	Plymouth County District Attorney's Office www.ncpc.org National Crime Prevention Council	Process: Make staff aware that these resources are available on the internet.		

SECTION 6 - COLLABORATION WITH FAMILIES

A. *Parent Notification*

Hanover Public Schools has developed a plan for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development may include, but is not limited to the following areas:

i. developmentally appropriate strategies to prevent bullying incidents
ii. developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents information regarding the complex interaction and power differential that can take place between and among an aggressor(s), target(s) and witnesses to the bullying
iii. research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment
iv. information on the incidence and nature of cyber-bullying
v. internet safety issues as they relate to cyber-bullying

In the fall of each year, annual notification will be sent to parents and students on the bullying policy and reporting procedures. At this time, parents will also receive notice of district curriculum, programs and/or other parent resources on the topics of bullying, cyber-bullying or retaliation. Schools will also distribute either electronically, via the website, or in hard copy bullying brochures and other related information at curriculum nights, open houses and other parent attended events.

B. *Parent Resources*

The following is a list of examples of typical resources that may be provided to parents by the district:

i. bullying brochure
ii. electronic monthly brochures with tips on bullying (cyber, text, social networking, student to student, bystander role, bullying and special education)
iii. parent presentations on bullying and cyber-bullying
iv. district website as a vehicle for communicating with parents and as a resource for parents to get educational information, forms, reporting procedures, etc.

SAMPLE BROCHURE

Principles and Guidelines

1. The Internet counts.
If it's illegal in person, it's illegal online. Just because you know you're joking, doesn't mean they will.
2. Yes, adults see what you're doing.
If you don't want your parents, boss, teachers to see it, then don't put it online. Kids think "private" profiles are really private, but they are absolutely not. Even a "private" profile can be read and copied.
3. Don't let your emotions rule your typing.
If you're upset or mad, log off for a while. Never respond to a message or a posting if you are upset or mad. It may be tempting to take revenge, but don't give in to that temptation!
4. Posing as someone else online could result in criminal charges.
Posting a fake profile by using someone else's name, photo, or identifying information (no matter what the content of that fake profile); using someone else's name or username or password; using a very similar screen name, plus that person's real name (posing as that person online using their information) can easily result in your being charged with identity theft, which is a serious crime.
5. If someone bullies you online ...
Never respond. Save the message. Tell an adult. If physical threats or violence are part of the message, tell the police.
6. Your personal information can be used to bully or harass you.
Personal information means any information that can be used to identify you: your name, photo, phone number, address, town, the name of a team you play on, etc. Undercover online police have successfully tracked down kids based only on their first names and athletic team names.
7. Online friends are strangers, no matter how long you've "known" them.
It's easy to pose as someone else online. No matter how many years you've corresponded with people online, they are strangers. They may not feel like strangers, but you don't really know them. Never agree to meet them or call them. Tell your parents if they want to meet you. As with most things ... prevention is easier than reaction. Just talking about these issues will help your child a lot.

(Excerpt from Social Networking Guide For Parents by Massachusetts Aggression Reduction Center/MARC Bridgewater State College, www.bridgew.edu/MARC)

where U·n·I ted can make a difference

Resources

www.bridgew.edu/marc

www.safeyouth.org

www.kidshealth.org

www.stopbullynow.hrsa.gov

www.familyinternet.about.com

www.pacerkidsagainstbullying.org

Books? Dvds?

Hanover Public Schools
District/Administration
188 Broadway
Hanover, MA 02339
Tel 781-878-0786
Fax 781-871-3374
www.hanoverschools.org

Hanover United

Hanover School District

Bullying

What it is

and

What to do

Hanover United

where U·n·I ted can make a difference

The Hanover Public Schools is committed to providing a community where all members are valued and respected. Bullying, cyberbullying, harassment, and retaliation is not tolerated. We work proactively with our students, staff, families, law enforcement agencies, and the community to provide a safe and supportive learning environment.

www.hanoverschools.org

Bullying: What It Is and What To Do

Bullying (M.G.L. C. 71, s. 37O)

...the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, 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 a school.

CyberBullying

... bullying through the use of technology or any electronic communication, which shall include, but shall 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 shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or; (ii) 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 in clauses (i) to (v), inclusive, of the definition of bullying.

Retaliation

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.

Reporting

In a gentle manner, ask your child for details. Ask when the bullying happened, where it happened, if he or she remembers exactly what was said and done, and in exactly what order, and if anyone else (adult or child) was present.

It's important not to interrogate your child as if you don't believe him/her; rather, ask your child gently for these details. If your child wants to know why you are asking ("Don't you believe me?"), explain that you can help him or her best by knowing exactly what happened.

Where did this happen?
Has it happened before?
Is it always the same?
When did this happen?
What happened first, then next, then after that?
Was anyone else there?
Did any kids or adults see this?
How did they react?

Take the specific data you get to your child's teacher and the assistant principal or principal of your school. It's very important that you have, and give, specific details. The more specific you can be about exactly what happened, where, when, any witnesses, any previous occurrences, the better the school will be able to keep the incident from recurring.

(Excerpt from When Your Child Is Being Bullied – A Guide For Parents by Massachusetts Aggression Reduction Center/MARC Bridgewater State College, www.bridgew.edu/MARC)

Where to go

http://www.hanoverschools.org/bullying/

Incident Form

http://www.hanoverschools.org/bullying/pdf/
HPS Bullying and Retaliation Incident Report.pdf

Helping your child cope

•Support your child by telling him or her that this is not his fault, and that he or she did nothing wrong.

•Gently emphasize that above all, your child should not retaliate or attempt to fight or hit the bully.

•Role-play ignoring the bully or walking away.

•With your child, make a list of the adults in school that he or she can go to for help, such as counselors or administrators.

•Give your child some relief. Arrange for him or her to see friends on the weekends, and plan fun activities with the family.

The more your child knows about bullying, the less he or she will be blindsided by this event.

Go online, and explore sites with your child. Discuss them and become experts yourselves.

(Excerpt from When Your Child Is Being Bullied – A Guide For Parents by Massachusetts Aggression Reduction Center/MARC Bridgewater State College, www.bridgew.edu/MARC)

SECTION 7 – RELATIONSHIP TO OTHER LAWS - SUCH AS HARASSMENT

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex religion, national origin, or sexual orientation. Nothing in the Hanover Public Schools Bullying and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in any legally protected category under local, state, federal law, or school district policies. In addition, nothing in the Hanover Public Schools Bullying and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under **M.G.L. c. 71, §§ 37H or 37H ½**

Bullying may occur in tandem with behavior that is criminal in nature. Any action discovered and determined to be criminal harassment, threats, stalking, assault, assault and battery, hazing, annoying telephone calls, identified fraud, disturbance of school assembly, or other violation of criminal law is subject to prosecution under applicable Massachusetts General Laws.

The protections provided under this Plan are afforded to all students regardless of their legal status.

APPENDIX I

(Conflict of Interest - Ethics Law)

TOWN OF HANOVER
550 HANOVER STREET
HANOVER, MASSACHUSETTS 02339

Town Clerk

TO: All Employees

FROM: Catherine Harder-Bernier, Town Clerk
Ann Lee, Executive Assistant

DATE: June 11, 2014

SUBJECT: Mandatory Education and Training Requirements with regard to the Conflict of Interest Law and Ethics Program

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The Town is mandated to provide to all new employees, and annually to all other existing employees, the attached summary of the Conflict of Interest Law. The acknowledgement of receipt (at the end of the Summary) should be signed and returned to the Town Clerk's office.

In addition, you are required to take the Online Training Ethics Program. A new municipal online training program is available at www.mass.gov/ethics. Once you have completed the training program print your completion certificate and submit to the Town Clerk's office, please retain a copy for your records.

To electronically save your completion certificate, you must convert it to a .pdf and then save it to your computer or network. You can also print and scan the completion certificate or save it to your computer as a screenshot. Either way, the completion certificate can then be emailed to the Town Clerk at catherine.harderbernier@hanover-ma.gov as an attachment.

Every two years, all current state, county and municipal employees must complete the online training program prepared by the Ethics Commission. New public employees must complete this training within 30 days of beginning public service, and every two years thereafter. The conflict of interest law, Chapter 268A of the General Laws, applies to all municipal employees, whether elected or appointed, full-time or part-time, paid or unpaid.

Attachment: Summary of the Conflict of Interest Law for Municipal Employees, Revised May 10, 2013.

The Official Website of the State Ethics Commission

State Ethics Commission

Home > Education & Training Resources > Mandatory Conflict Law Education Requirements > State Employees Summary

Summary of the Conflict of Interest Law for State Employees

This summary of the conflict of interest law, General Laws chapter 268A, is intended to help state employees understand how that law applies to them. This summary is not a substitute for legal advice, nor does it mention every aspect of the law that may apply in a particular situation. State employees can obtain free confidential advice about the conflict of interest law from the Commission's Legal Division. State agency counsel may also provide advice.

The conflict of interest law seeks to prevent conflicts between private interests and public duties, foster integrity in public service, and promote the public's trust and confidence in that service by placing restrictions on what state employees may do on the job, after hours, and after leaving public service, as described below. The sections referenced below are sections of G.L. c. 268A.

When the Commission determines that the conflict of interest law has been violated, it can impose a civil penalty of up to $10,000 ($25,000 for bribery cases) for each violation. In addition, the Commission can order the violator to repay any economic advantage he gained by the violation, and to make restitution to injured third parties. Violations of the conflict of interest law can also be prosecuted criminally.

I. Are you a state employee for conflict of interest law purposes?

You do not have to be a full-time, paid state employee to be considered a state employee for conflict of interest purposes. Anyone performing services for a state agency or holding a state position, whether paid or unpaid, including full- and part-time state employees, elected officials, volunteers, and consultants, is a state employee under the conflict of interest law. An employee of a private firm can also be a state employee, if the private firm has a contract with the state and the employee is a "key employee" under the contract, meaning the state has specifically contracted for her services. The law also covers private parties who engage in impermissible dealings with state employees, such as offering bribes or illegal gifts.

II. Applying for State Employment. (See Section 6B)

State agencies reviewing employment applications are required to request, and applicants for state employment are required to disclose, information about applicants' family members who are already employed by the state. Every applicant for state employment must disclose, in writing, the names of any state employee who is related to the applicant as spouse, parent, child, sibling, or the spouse of the applicant's parent, child, or sibling.

III. On-the-job restrictions.

(a) Bribes. Asking for and taking bribes is prohibited. (See Section 2)

A bribe is anything of value corruptly received by a state employee in exchange for the employee being influenced in his official actions. Giving, offering, receiving, or asking for a bribe is illegal.

Bribes are more serious than illegal gifts because they involve corrupt intent. In other words, the state employee intends to sell his office by agreeing to do or not do some official act, and the giver intends to influence him to do so. Bribes of any value are illegal.

(b) Gifts and gratuities. Asking for or accepting a gift because of your official position, or because of something you can do or have done in your official position, is prohibited. (See Sections 3, 23(b)(2), and 26)

State employees may not accept gifts and gratuities valued at $50 or more given to influence their official actions or because of their official position. Accepting a gift intended to reward past official action or to bring about future official action is illegal, as is giving such gifts. Accepting a gift given to you because of the state position you hold is also illegal. Meals, entertainment event tickets, golf, gift baskets, and payment of travel expenses can all be illegal gifts if given in connection with official

action or position, as can anything worth $50 or more. A number of smaller gifts together worth $50 or more may also violate these sections.

Example of violation : A highway inspector allows a pavement contractor to buy him lunch every day during a two-month road repaving project.

Example of violation : An industry association provides a free day's social outing, including a barbecue lunch, golf, a cocktail hour, and a clam bake, to a group of legislators.

Regulatory exemptions . There are situations in which a state employee's receipt of a gift does not present a genuine risk of a conflict of interest, and may in fact advance the public interest. The Commission has created exemptions permitting giving and receiving gifts in these situations. One commonly used exemption permits state employees to accept payment of travel-related expenses when doing so advances a public purpose and a written disclosure is made. Another commonly used exemption permits state employees to accept payment of costs involved in attendance at educational and training programs. Other exemptions are listed on the Commission's website.

Example where there is no violation : A non-profit concerned with preventing domestic violence offers to pay the travel expenses of an assistant district attorney to a conference on prosecuting domestic violence cases. The attorney fills out a disclosure form and obtains prior approval from his appointing authority.

Example where there is no violation . A professional engineers' association offers a continuing education seminar of substantial value and waives the registration and materials fees for state employees who are engineers. The state engineers must make a disclosure only if the sponsoring entities have official business before them during the six months before and after the seminar.

(c) Misuse of position. Using your official position to get something you are not entitled to, or to get someone else something they are not entitled to, is prohibited. Causing someone else to do these things is also prohibited. (See Sections 23(b)(2) and 26)

A state employee may not use her official position to get something worth $50 or more that would not be properly available to other similarly situated individuals. Similarly, a state employee may not use her official position to get something worth $50 or more for someone else that would not be properly available to other similarly situated individuals. Causing someone else to do these things is also prohibited.

Example of violation : A state employee writes a novel on work time, using her office computer, and directing her secretary to proofread the draft.

Example of violation : The commissioner of a state agency directs subordinates to drive her wife to and from the grocery store.

Example of violation : An assistant attorney general avoids a speeding ticket by asking the police officer who stops him, "Do you know who I am?" and showing his state I.D.

(d) Self-dealing and nepotism. Participating as a state employee in a matter in which you, your immediate family, your business organization, or your future employer has a financial interest is prohibited. (See Section 6)

A state employee may not participate in any particular matter in which he or a member of his immediate family (parents, children, siblings, spouse, and spouse's parents, children, and siblings) has a financial interest. He also may not participate in any particular matter in which a prospective employer, or a business organization of which he is a director, officer, trustee, or employee has a financial interest. Participation includes discussing as well as voting on a matter, and delegating a matter to someone else.

A financial interest may create a conflict of interest whether it is large or small, and positive or negative. In other words, it does not matter if a lot of money is involved or only a little. It also does not matter if you are putting money into your pocket or taking it out. If you, your immediate family, your business, or your employer have or has a financial interest in a matter, you may not participate. The financial interest must be direct and immediate or reasonably foreseeable to create a conflict. Financial interests which are remote, speculative or not sufficiently identifiable do not create conflicts.

Neither general legislation nor home rule legislation are "particular matters" for purposes of the conflict of interest law. A state employee can participate in general legislation and home rule legislation even if she has a financial interest in such legislation, but state legislators and constitutional officers must file a disclosure if the matter will substantially affect their financial interests, and any state employee must file a disclosure if a reasonable person would think that the employee could be improperly influenced.

Example of violation : The chief administrative officer of a state agency, who has a balance of 900 hours in accumulated sick leave, proposes a plan by which the agency will pay employees for accumulated sick leave.

Example of violation : An employee of the Massachusetts Cultural Council is also the director of a non-profit corporation dedicated to increasing art in public spaces. The non-profit applies to the Council for a grant, and the employee participates in rating the applications received for that grant.

Example of violation : A state employee promotes his son to a position under his supervision.

Example where there is no violation : Proposed legislation under consideration by the State Senate will amend the General Laws with respect to insurance coverage of ocean front property. A State Senator owns ocean front property in Cape Cod. The Senator can discuss and vote on the legislation because it is general legislation, but must file a disclosure because the legislation will substantially affect her financial interest.

A state employee whose duties do not require her to participate in a particular matter may comply with the law by simply not participating in the particular matter in which she has a financial interest. She need not give a reason for not participating.

An appointed state employee may also comply with the law by filing a written disclosure about the financial interest with his appointing authority, and seeking permission to participate notwithstanding the conflict. If a state employee's duties would require him to participate in a matter in which he has a financial interest, this is the procedure he should use. The appointing authority may grant written permission to participate if she determines that the financial interest in question is not so substantial that it is likely to affect the integrity of the employee's services to the state. Otherwise, the appointing authority will assign the matter to someone else, or do it herself. Participating without disclosing the financial interest is a violation. Elected employees cannot use the disclosure procedure because they have no appointing authority.

Regulatory exemptions . The Commission has created exemptions permitting state employees to participate in particular matters notwithstanding the presence of a financial interest in certain very specific situations when permitting them to do so advances a public purpose. A person serving as a member of a state board pursuant to a legal requirement that the board have members with a specified affiliation may participate fully in determinations of general policy by the board, even if the entity with which he is affiliated has a financial interest in the matter. A state elected official may participate in a particular matter that involves a determination of general policy where her financial interest in the matter is shared with a substantial segment of the public, as defined in the Commission's regulation. Other exemptions are listed on the Commission's website.

Example where there is no violation: A state licensing board is required by its enabling legislation to have members with various specified affiliations, including members licensed by the board, and members involved in providing training required for licensure. Board members wish to participate in board discussions about imposing a continuing education requirement on licensees. Compliance with the proposed requirement will cost every licensee several hundred dollars per year. Board members who are licensees and who provide training required for licensure may participate in the determination of the continuing education requirement notwithstanding their financial interests in that matter, because it is a determination of general policy.

(e) False claims. Presenting a false claim to your employer for a payment or benefit is prohibited, and causing someone else to do so is also prohibited. (See Sections 23(b)(4) and 26)

A state employee may not present a false or fraudulent claim to his employer for any payment or benefit worth $50 or more, or cause another person to do so.

Example of violation : A state agency manager directs his secretary to fill out time sheets to show him as present at work on days when he was skiing.

(f) Appearance of conflict. Acting in a manner that would make a reasonable person think you can be improperly influenced is prohibited. (See Section 23(b)(3))

A state employee may not act in a manner that would cause a reasonable person to think that she would show favor toward someone, or that she can be improperly influenced. Section 23(b)(3) requires a state employee to consider whether her relationships and affiliations could prevent her from acting fairly and objectively when she performs her duties for the state. If she cannot be fair and objective because of a relationship or affiliation, she should not perform her duties. However, a state employee, whether elected or appointed, can avoid violating this provision by making a public disclosure of the facts. An appointed employee must make the disclosure in writing to his appointing official.

Example where there is no violation : A state agency employee is engaged to be married to the owner of a business. The business owner submits a response to a request for proposals from the agency. A reasonable person could conclude that the employee might favor her fiance's response. The employee files a written disclosure with her appointing authority explaining her relationship with her fiance prior to the meeting at which responses to the RFP will be considered. There is no violation of Section 23(b)(3).

Example where there is no violation : The State House of Representatives is considering legislation which will create a general law that sets a maximum limit on insurance premiums paid by obstetricians. A State Representative is married to an obstetrician who will be affected by the proposed legislation. The Representative can participate in the matter but files a disclosure of his wife's interest to eliminate any appearance of a conflict. There is no violation.

(g) Confidential information. Improperly disclosing or personally using confidential information obtained through your job is prohibited. (See Section 23(c))

State employees may not improperly disclose confidential information, or make personal use of non-public information they acquired in the course of their official duties to further their personal interests.

IV. After-hours restrictions.

(a) Taking a second paid job that conflicts with the duties of your state job is prohibited. (See Section 23(b)(1))

A state employee may not accept other paid employment if the responsibilities of the second job are incompatible with his or her state job.

Example : A state police trooper may not work as a paid private security guard in the area where he serves because the demands of his private employment would conflict with his duties as a trooper.

Example : A State Senator may not take a second position counseling clients on how to receive favorable consideration in the Massachusetts Senate.

(b) Divided loyalties. Receiving pay from anyone other than the state to work on a matter involving the state is prohibited. Acting as agent or attorney for anyone other than the state in a matter involving the state is also prohibited whether or not you are paid. (See Section 4)

Because the Commonwealth is entitled to the undivided loyalty of its employees, a state employee may not be paid by other people and organizations in relation to a matter in which the state has an interest. In addition, a state employee may not act on behalf of other people and organizations or act as an attorney for other people and organizations if the state has an interest in a matter. Acting as agent includes contacting the state in person, by phone, or in writing; acting as a liaison; providing documents to the state; and serving as spokesman.

A state employee may always represent his own personal interests, even before his own state agency or board, on the same terms and conditions that would apply to other similarly situated members of the public.

Section 4 applies differently to State Senators and State Representatives than it does to other state employees, because they must frequently act on behalf of their constituents. Section 4 allows State Senators and State Representatives to perform constituent services, but prohibits them from appearing personally before state agencies for compensation other than their legislative salaries except on ministerial matters such as filing tax returns, permit and license applications, and incorporation papers, and in state court proceedings and quasi-judicial agency proceedings.

Example of violation : A state employee makes inquiries to another state agency about an investigation that the second state agency is conducting of his wife.

Example of violation : A state advisory commission member participates in matters at his agency that affect one of his private clients, and is compensated by the client for his work on its behalf.

Example where there is no violation : A State Senator is contacted by a constituent who has applied for benefits to a state agency, has not received a timely determination by the agency, and cannot get his calls to the agency returned. The Senator may call the agency on the constituent's behalf to inquire about the matter. The Senator's aide may also call the agency on the constituent's behalf to inquire about the matter without violating Section 4.

While many state employees earn their livelihood in state jobs, some state employees volunteer their time to the state or receive small stipends. Others may serve in a part-time state position which permits them to have other personal or private employment during normal working hours. In recognition of the need not to unduly restrict the ability of volunteers and part-time employees to earn a living, the law is less restrictive for these "special" state employees than for other state employees.

If a state position is a "special" state position, an employee holding that position may be paid by others, act on behalf of others, and act as attorney for others with respect to matters before state agencies other than his own, provided that he has not officially participated in the matter, and the matter is not now, and has not within the past year been, under his official responsibility, and is not pending before his own state agency.

Example : A part-time investigator for a state agency may work on her own time privately for a party litigating a case with a different state agency, provided that she has not participated in or had responsibility for the litigated matter in her state position.

(c) Inside track. Being paid by the state, directly or indirectly, under some second arrangement in addition to your job is prohibited, unless an exemption applies. (See Section 7)

A state employee generally may not have a financial interest in a state contract, including a second state job. A state employee is also generally prohibited from having an indirect financial interest in a contract that the state has with someone else. This provision is intended to prevent state employees from having an "inside track" to further financial opportunities.

Example of violation : A paid state employee accepts paid employment with a second state agency.

Example of violation : A paid state employee buys a surplus computer from his agency.

Example of violation : A state employee wants to work for a non-profit that receives funding under a contract with the state. Unless she can satisfy the requirements of an exemption under Section 7, she cannot take the job.

There are numerous exemptions. Some exemptions apply only to special state employees. Specific exemptions may cover State Senators and State Representatives, teaching and related activities in state facilities, serving as an uncompensated volunteer in a second state position, providing services to state agency clients, and other specific situations. Please call the Ethics Commission's Legal Division for advice about a specific situation.

V. After you leave state employment. (See Section 5)

(a) Forever ban. After you leave your state job, you may never work for anyone other than the state on a matter that you worked on as a state employee.

If you participated in a matter as a state employee, you cannot ever be paid to work on that same matter for anyone other than the state, nor may you act for someone else, whether paid or not. The purpose of this restriction is to bar former employees from selling to private interests their familiarity with the facts of particular matters that are of continuing concern to the state. The restriction does not prohibit former state employees from using the expertise acquired in government service in their subsequent private activities.

Example of violation : A former state employee works for a contractor under a contract that she helped to draft and oversee for the state.

(b) One year cooling-off period. For one year after you leave your state job you may not participate in any matter over which you had official responsibility during your last two years of public service.

Former state employees are barred for one year after they leave state employment from personally appearing before any agency of the state in connection with matters that were under their authority in their prior state positions during the two years before they left.

Example : A state employee negotiates a three-year contract with a company. The manager who supervised the employee, and had official responsibility for the contract but did not participate in negotiating it, leaves her job to work for the company to which the contract was awarded. The former manager may not call or write the state in connection with the company's work on the contract for one year after leaving the state.

A former state employee who participated as such in general legislation on expanded gaming and related matters may not become an officer or employee of, or acquire a financial interest in, an applicant for a gaming license, or a gaming licensee, for one year after his public employment ceases.

(c) Partners. Your partners will be subject to restrictions while you serve as a state employee and after your state service ends.

Partners of state employees and former state employees are also subject to restrictions under the conflict of interest law. If a state employee participated in a matter, or if he has official responsibility for a matter, then his partner may not act on behalf of anyone other than the state or provide services as an attorney to anyone but the state in relation to the matter.

Example : An architect serves on the state Architectural Access Board, and is responsible for every matter that comes before the Board. While he serves, his partners may not submit architectural plans for any clients seeking a variance from the Board.

Example : A former state agency general counsel joins a law firm as a partner. Her new partners cannot represent any private clients in connection with matters she litigated for the state for one year after her job with the state ended.

Example : A professional engineer formerly employed by a state agency joins an engineering firm organized as a partnership. His new partners cannot appear before his former agency in connection with matters that he worked on for the state for one year after his job with the state ended.

(d) Legislative and executive agents. For one year after you leave your state job you may not act as a legislative or executive agent before your former agency.

Example of violation : The chief of staff of a State Senator leaves his position. Three months later, he contacts his successor to lobby on behalf of a client.

* * * * *

This summary is not intended to be legal advice and, because it is a summary, it does not mention every provision of the conflict law that may apply in a particular situation. You can find further information about how the law applies in many situations elsewhere on this website. You can also contact the Commission's Legal Division via this website, by telephone, or by letter.

Version 7: Revised May 10, 2013

* *

ACKNOWLEDGMENT OF RECEIPT

I, _____ , an employee at _____ , hereby acknowledge that I received
(first and last name) ***(name of state agency)***

a copy of the summary of the conflict of interest law for state employees, revised May 10, 2013, on _____ .
(date)

State employees should complete the acknowledgment of receipt and return it to the individual who provided them with a copy of the summary. Alternatively, state employees may send an e-mail acknowledging receipt of the summary to the individual who provided them with a copy of it.

Elected State Officials should complete the acknowledgment of receipt and return it to the State Ethics Commission. Alternatively, elected state officials may send an email acknowledging receipt of the summary to the State Ethics Commission, attn: Marisa Donelan, at mdonelan@eth.state.ma.us.

APPENDIX J

(Hazing Policy)

HAZING POLICY

The Hanover School Committee prohibits the practice of "hazing" in the public schools. Hazing may result in suspension/expulsion. 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 or simply intimidating another student to do something which they would not normally do. 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.

APPENDIX K

(Staff Conduct Policy)

STAFF CONDUCT AND DUTIES

All staff members of the Hanover Schools are expected to perform their duties with integrity and high standards. All staff is expected to treat students and colleagues with respect and dignity and carry out their assigned duties with the physical, emotional, and intellectual well-being of the students in mind.

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the School Committee, and the regulations designed to implement them.

All staff shall refrain from associating with students at any time in a manner which is improper or gives the appearance of impropriety, including any situation which could be considered sexually suggestive or involve controlled substances such as tobacco, alcohol or drugs.

All staff are expected to honor regulations relating to confidentiality of student records and other information.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Committee and their implementing regulations and school rules in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. All staff are expected to ensure that students are adequately supervised at all times, and that this responsibility not be delegated. All staff shall report to the Principal situations that may pose a threat to the health or safety of those in his/her charge.
6. Teachers shall be expected to perform such reasonable in and out of class or supervisory assignments as deemed necessary by the principal or superintendent.
7. Teachers are expected to attend faculty meetings, professional activities, orientations, and in-service programs as deemed appropriate by the principals or Superintendent.

LEGAL REFS.: M.G.L. 71:37H; 264:11; 264:14

APPENDIX L

(Sexual Harassment Policy)

SEXUAL HARASSMENT

All persons associated with the Hanover Schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Hanover School Committee takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.

2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officers: (Martha Zuther, Assistant Principal, Hanover Middle School, 781-871-1122 and Thomas Raab, Principal, Hanover High School, 781-878-5450)]

The committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

Complaint Procedure:

1. Any member of the school community who believes that he/she has been subjected to sexual harassment will report the incident (s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.

2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:

a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.

b. The grievance officer will then attempt to meet with the charged party in order to obtain his/her response to the complaint.

c. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.

d. On the basis of the grievance officer's perception of the situation he/she may:

- Attempt to resolve the matter informally through reconciliation.

- Report the incident and transfer the record to the Superintendent or his/her designee, and so notify the parties by certified mail.

3. After reviewing the record made by the grievance officer, the Superintendent may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.

4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45

Federal Regulation 74676 issued by EEO Commission

Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)

Board of Education 603 CMR 26:00

APPENDIX M

(Fingerprinting Memo and Information)

Hanover Public Schools
188 Broadway
Hanover, MA 02339

Telephone *(781) 878-0786*
Facsimile *(781) 871-3374*

Matthew A. Ferron
Superintendent of Schools

To: Hanover Public School Employees
From: Betsy Low, Human Resources
Subject: Fingerprinting Requirements for Public School Employees

Overview

Effective July 1, 2013, all school employees are now required to submit fingerprints for a state and national criminal records check. Under the new law, all newly hired school employees are required to submit their fingerprints for state and national criminal history background checks prior to beginning active employment. Fingerprinting is a one-time process, unlike CORI's, which we will continue to process every three years.

The Vendor

The vendor selected to process school employee fingerprints in the state of Massachusetts is Morpho Trust USA. They operate IdentoGo Centers throughout the state of Massachusetts. Please refer to their website http://www.identogo.com/FP/Massachusetts.aspx for center locations, directions and additional information.

Registration Process

There are two ways to register. You can register on-line at the IdentoGo website http://www.identogo.com/FP/Massachusetts.aspx or you can call 866-349-8130 to set up an appointment. You must make an actual appointment to be fingerprinted. **IdentoGo does not allow walk-in appointments.**

Prior to registering, please review the materials provided under the Massachusetts: Forms and Links section on the IdentoGo website. This is where you can find a list of acceptable forms of identification (everyone must bring one valid current form of ID to their fingerprinting session), the Registration Guide for the ESE fingerprinting process and other important information.

The registration process takes about 5 minutes and most of the information requested is of a personal nature, however, there is specific school district information that is required and that information is provided below:

Agency/Sector: Pre-K-12th Grade Education (ESE)

Provider ID:

Location	Code
Cedar Elementary	01220004
Center Elementary	01220005
Sylvester	01220015
Hanover Middle	01220305
Hanover High	01220505
Hanover	01220000 (Districtwide/Salmond employees)

Applicant Employer Information: Hanover Public Schools
188 Broadway
Hanover, MA 02339
781-878-0786

Employer Contact name: Betsy Low
Human Resources

When you complete your registration, you will receive a confirmation number. You must bring your confirmation number and a verifiable and unexpired form of ID (as listed on the website) to your appointment.

Fees

Each individual is responsible for the cost of their fingerprinting. There is a fee of $35.00 for non-licensed employees and a $55.00 fee for DESE licensed professionals (including those with pending applications/licenses). Payment can be made on-line with a credit card at the time of your registration or you can pay with a personal check at your IdentoGo center.

Substitutes

Under the new law, substitutes are school employees so they must adhere to the new fingerprinting guidelines. Substitutes may, however, provide up to 10 district Provided ID codes on their registration. In order to do this, you will need to contact each district and ask for their code so you can process all of them at the same time. This will help control the cost and time associated with the process for those substitutes working in more than one district. Like all other employees, if a substitute teacher is licensed, the fee is $55.00 and if they are not licensed, the fee is $35.00.

Fingerprinting session

It only takes about 5 minutes to be fingerprinted. Please make sure you bring your confirmation number and a valid ID. When your fingerprints have been processed, you will receive a SAFIS Fingerprinting Receipt which looks like a credit card slip. Submit a copy of this receipt to Human Resources, Salmond School within five days following your visit. This is our confirmation that your fingerprints have been processed.

If you have additional questions, please contact Human Resources at 781-878-0786 x14.

APPENDIX N

(Drug Free Workplace Policy)

File: GBEC

DRUG-FREE WORKPLACE POLICY

The School District will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.

2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free work-place; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.

3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.

4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.

6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.

7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

LEGAL REFS.: The Drug-Free Workplace Act of 1988

CROSS REFS.: JICH, Drug and Alcohol Use by Students

APPENDIX O

(District Curriculum Accommodation Plan)

HANOVER PUBLIC SCHOOL SYSTEM
Hanover, MASSACHUSETTS

District Curriculum Accommodation Plan

2013

Revised 9/10/13

Hanover Public School System
District Curriculum Accommodation Plan
2013

Mass. General Law Ch. 71, Section 37Q1/2 requires a District Curriculum Accommodation Plan (DCAP) to ensure that all efforts have been made to meet students' diverse learning needs in the general education environment. The Hanover Public School System's DCAP is a systematic plan designed to avoid unnecessary referrals to special education. The purpose of the DCAP is to provide students with a continuum of support services and programs, enabling them to make effective progress in the regular education classroom.

To ensure that all children reach their potential and make progress in the regular education program, the district will:

1. provide all students with direct and systematic instruction in reading
2. offer curriculum and instruction that is differentiated through a variety of accommodations such as flexible grouping, modified scheduling, adjusting the level of time and support, and using a variety of materials and instructional supports
3. offer support services for students that assist them with managing their behavior, resolving conflicts, and making responsible decisions
4. maximize the use of technology to improve student performance
5. support collaborative planning with individual students, team members, families, and relevant agencies
6. ensure that all students are instructed by highly qualified teachers
7. assess students regularly in order to design and implement proactive and targeted interventions. Students will be assessed in a variety of ways to demonstrate their understanding and proficiency in the regular curriculum.
8. provide teachers and support staff with professional development programs on how to use data to inform and improve instruction, differentiated instruction, inclusion strategies, and effective teaching practices in reading and mathematics
9. provide all new teachers and administrators with a formal mentoring program
10. involve families, peers and the community in the design and implementation of educational services for all children

To enact the DCAP, the district will use the following:

- School Improvement Plans
- District curriculum guides and materials
- Professional development plans
- Title I services
- High School and Middle School Program of Studies

Curriculum and Instruction

- *Early Childhood Program*
- *Tiered approach to Literacy*
- *RTI for Reading*
- *Academic Support Services*
- *504 Accommodation Plans*
- *Wilson Reading*
- *Special Education Services*
- *Title I Reading and Math Support*
- *Pre-Referral Process*
- *Read Naturally*
- *Second Step Program, grades 5-8*
- *Symphony Math*
- *Remedial and Support Services*
- *High School and Middle School MCAS Tutorial Program*
- *Technology Integration*
- *Assistive Technology*

Elementary Schools
2011-2013
Elementary Curriculum Accommodation Plan

Program and structure characteristics supporting curriculum accommodation for regular education students:

- Child find program
- Pre-school program
- District-wide kindergarten screening
- Differentiated instruction philosophy
- Curriculum and instructional strategies that address varied learning styles
- Three-tiered model of instruction
- K-4 assessment instruments to monitor students' progress, assess achievement and inform instruction: MCAS, Progress Monitoring, Kindergarten screening tools, DRA2, DIBELS Next, common assessments in ELA and math, ELA District Writing Benchmarks, Math Benchmarks, and teacher administered assessments
- Library/media specialist: consultation with teachers regarding resources, support for enrichment/research, and district services for students
- Title I services in reading and math in Title I schools
- Professional development program that focuses upon the school's plan for improving student performance and achievement
- Assistive technology when needed
- Mentoring program for all new professional staff members

Personnel resources providing specific consultation/support/intervention in the regular education setting:

- Reading Specialists and Title I teachers consult with classroom teachers and administrators on curriculum modification, screening and informal assessment, also provide direct services to groups or individual students to support differentiated instruction
- Math Coach : teacher consultation for curriculum modification, screening and informal assessment, direct services to groups or individual students to support differentiated instruction
- OT/PT specialists: teacher consultation, informal screening, classroom observation of students
- Adjustment counselors: teacher consultation re: behavior modifications, parent/family consultation, direct service to students (individual or group sessions), teacher training and support, file manager
- School psychologist: teacher consultation, referrals
- Nurses: consultation to staff, communication and consultation with parents, direct service to individual students
- Instructional Support Team (IST): Appointed faculty members meet with teachers to discuss classroom related issues; develop recommendations/modifications for the teacher to implement
- Principal: educational leader of the building, implementing and modeling the district and school's mission and goals, supervising and evaluating staff and oversight of the school's accommodation plan
- K-12 504 plan coordinator and building-based 504 plan coordinators overseeing implementation of 504 plans for students

ACCOMMODATIONS, MODIFICATIONS, AND INTERVENTIONS THAT MAY BE PROVIDED FOR REGULAR EDUCATION STUDENTS

ELEMENTARY LEVEL

Curriculum/Instruction/Assessment Strategies
Provide multi-modal presentations of materials
Utilize differentiated instruction and assignments
Develop alternate assessments
Repeat or re-teach concepts
Offer peer teachers/group activities
Model content area reading strategies
Provide individual help in the classroom
Include study skills strategies
Utilize "Dipstick" strategies
Utilize transition cues
Develop teacher-student contracts
Incorporate incentives/rewards
Utilize technology/computer assisted instruction
Provide challenge projects
Include performance-based assessment practices
Provide compacted curriculum
Offer oral/untimed testing
Utilize multiple intelligence/learning style approaches
Model use of graphic organizers
Develop integrated curriculum projects
Utilize direct instruction

Behavioral Intervention Strategies
Arrange seating accommodations
Develop student-teacher contracts
Develop behavioral plans
Include positive reinforcement/incentives/rewards
Utilize charts and graphs to monitor expectations
Adjust classroom management strategies
Facilitate parent training/support/communication
Consult with adjustment counselor

Organizational Strategies
Develop flexible/modified schedule
Utilize flexible grouping
Utilize contract learning
Explore placement change
Utilize team teaching
Implement a progress reporting system
Explore cooperative teaching

Intervention/Remedial/Challenge
Provide test taking strategies and practice
Utilize miscue analysis/prescriptive teaching
Develop study skills strategies
Establish a peer tutoring system
Explore tutoring resources
Consult with mentor teachers
Provide after school help
Develop homework clubs
Develop learning labs
Establish academic support centers
Offer supplementary reading programs
Offer supplementary math programs
Explore leveling within a subject
Utilize buddy reader system

Center Sylvester and Cedar Elementary Schools
Curriculum Accommodation Plan

Program and structure characteristics supporting curriculum accommodation for regular education students:

- Curriculum and instructional activities that address varied learning styles
- Balanced Literacy model
- Differentiated instruction philosophy
- Three-tiered Model of Instruction
- Co-curricular and contest activities related to academic areas
- Data teams and data coaches
- Professional development program for staff members that focuses upon the school's plan for improving student performance and achievement
- Assistive technology when needed
- Mentoring program for all new professional staff members

Personnel resources providing specific consultation/support/intervention in the regular education setting:

- Principal/ Assistant Principal: Pro-active discipline procedures, record all incidents and assess for bullying, plan and lead in cultural enrichment activities, observe and evaluate teachers, connect with families regularly, support the School Improvement Plan
- Reading Teachers and Math Coach,: teacher assistance with curriculum modifications, curriculum resource facilitation, liaison with parents
- School psychologist: teacher consultation, referrals
- Therapists: teacher consultations, informal screening, observation of students
- Guidance counselors: liaison between home and school, parent and teacher support and consultation, direct services to students (individual or group sessions), file manager
- Instructional Support Team (IST): Chaired by the school psychologist, appointed faculty members meet with teachers to discuss classroom related issues; develop recommendations/modifications for the teacher to implement
- Nurse: consultation to staff, communication and consultation with parents, direct service to individual students
- Principal: educational leader of the building, implementing and modeling the district and school's mission and goals, supervising and evaluating staff and oversight of the school's accommodation plan
- K-12 504 plan coordinator and building-based 504 plan coordinators (guidance counselors) overseeing implementation of 504 plans for students

Hanover Middle School
2013-2014
Curriculum Accommodation Plan

Program and structure characteristics supporting curriculum accommodation for regular education students:

- Differentiated instruction philosophy
- Heterogeneous grouping in English, Social Studies, Science, and Math, grades 5-6
- Heterogeneous grouping in English, Social Studies, and Science, grades 7-8
- Advanced grade seven and eight math courses
- Curriculum and instructional activities that address varied learning styles
- Librarian: as-needed consultation with teachers regarding resources, support for enrichment/research, and direct services for students
- Guidance services
- Building-based cultural enrichment activities
- After-school detention and suspension programs
- Assessment instruments to monitor students' progress, assess achievement and inform instruction: MCAS, teacher administered assessments, Common Assessments, GRADE results, Symphony math data; create targeted interventions based on data
- Annual system-wide and building level MCAS action plans
- Professional development program for staff members that focuses upon school's plan for improving student performance and achievement
- Assistive technology when needed
- Mentoring program for all new professional staff members
- Data teams and coaches

Personnel resources providing specific consultation/support/intervention in the regular education setting:

- Assistant Principals for Curriculum: curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- Guidance counselors: liaison between home and school, parent and teacher support and consultation, referrals, direct services to students (individual or group sessions)
- Building based 504 plan coordinators (guidance counselors) overseeing implementation of 504 plans for students
- Adjustment counselor to work with students with social-emotional goals and challenges; liaison between home and school, parent and teacher support and consultation, referrals, direct services to students (individual or group sessions)
- School psychologist: counseling, teacher consultation and referrals
- Nurse: consultation to parents, students, and staff, direct service for individual students, health instruction
- Assistant Principal/Principal: support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, supervision and evaluation of staff, and oversight of the school's curriculum accommodation plan
- Reading Specialists
- Math Coach to support math teachers and math curriculum oversight

Hanover High School
2013-2014
Curriculum Accommodation Plan

Program and structure characteristics supporting curriculum accommodation for general education students:

- Curriculum and instructional activities that address varied learning styles
- Course offerings in Business and Health
- Wide variety of elective course offerings that reach a range of student interests (ex: art, music, technology)
- Internship and school to work program
- MCAS prep courses and 1:1 tutoring
- Honors courses
- Advanced Placement Courses
- On-line learning (Virtual High School)
- National Honor Society Peer Tutoring
- Dual enrollment options
- Library/media specialist: consultation with teachers regarding resources, support for enrichment/research, and direct services for students
- Independent study program
- Building-based cultural enrichment activities
- Co-curricular activities related to subject areas (ex: math team, school newspaper, science fair)
- Alternative classes for identified students in grades 9-12
- Summer school programs including online instruction
- Assessment instruments to monitor students' progress, assess achievement and inform instruction: MCAS; department-developed common assessments and final exams; College Board (ACT, SAT, PSAT, AP) testing
- Professional development program for staff members that focuses upon high school's plan for improving student performance and achievement
- Assistive technology when appropriate
- Educational Proficiency Plans (EPPs)
- Mentoring program for all new professional staff members
- School based administration of PSAT for all students in grades 10 and 11
- SAT prep class offered on campus

Personnel resources providing specific consultation/support/intervention in the regular education setting:

- Curriculum Directors: curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- Guidance Director: provides clinical supervision to counselors and oversees referral and intervention process.
- Guidance counselors and school adjustment counselor: liaison between home and school, parent and teacher support and consultation, referrals, direct services to students (individual or group counseling), crisis intervention
- School psychologist: conducts evaluations, provides counseling, and crisis intervention, teacher consultation.
- Nurse: consultation to parents, students, and staff, direct service for individual students, health instruction
- School Intervention Team (SIT): Chaired by the Vice Principal. Committee includes high school administrators, counselors, nurse and psychologist who develop appropriate interventions that target student success
- ISIP (Instructional Support Intervention Process): When a student has been identified as having difficulty in one or more areas a research record is completed, student is presented to SIT team for case consultation and review, interventions are put in place for a 6 week period. Case is reviewed again to determine if next steps are needed.

- Media Specialist: Provides support for students in conducting research projects and consults with teachers for curriculum resources for students

ACCOMMODATIONS, MODIFICATIONS, AND INTERVENTIONS THAT MAY BE PROVIDED FOR REGULAR EDUCATION STUDENTS

SECONDARY LEVEL: GRADES 7-12

Behavioral
Change seats
Utilize charts
Provide a mentor
Refer parents to agency
Provide a set of rewards
Plan parental programs
Adjust classroom management
Use simple corrective measures
Provide on going positive reinforcement
Refer to ADL mediation
Arrange alternative programs

Instruction/Assessment
Give extended time on tests
Encourage peer tutor
Allow oral testing
Provide manipulatives
Use alternate assessments
Vary teaching strategies
Identify student's learning style
Assign mentors
Provide visual clues
Include transition cues
Provide effective study guides
Create flashcards
Break down tasks
Shorten assignments
Arrange small group instruction
Provide individual help within the classroom
Reduce workload
Make contracts with students
Include tactile activities
Utilize homework logs
Provide wait time
Provide reference tools
Insist upon graphic organizers
Teach test-taking strategies and provide practice
Incorporate reading strategies
Include study skill strategies

Physical
Arrange preferred seating
Incorporate stress-release activities
Use visual/auditory aids
Experiment with use of space
Include energizers
Remove distractions
Consider a better student/teacher match

Structural
Change levels
Change instructors
Use contract learning
Cross grade levels
Develop alternate assignments

Organizational
Experiment with a flexible schedule
Rotate the student's schedule
Include an extended day program
Reduce the student's schedule
Invite parental assistance
Arrange parent workshops
Insist upon frequent progress reports

Remedial
Offer after-school support
Schedule counselor meetings
Improve parental communication
Find a buddy reader
Arrange peer tutoring
Take advantage of mentoring
Utilize study groups
Provide assistance with note taking

Technology
Incorporate appropriate software
Schedule computer-assisted instruction
Provide calculators
Tape record lessons
Offer research assistance
Take advantage of computer labs
Utilize listening centers
Arrange E-mail communication with parents

School District Name: **Hanover Public School System**
School District Address:
School Name:
School Contact Person:

GENERAL EDUCATION CURRICULUM ACCOMMODATION PLAN
SCHOOL YEAR: 2013

Student Name: **Date of Birth:**

Narrative:

Accommodation:

***CC: Teacher, guidance file**
Please document additional necessary accommodations at end of the current academic year

Hanover Public Schools
Hanover High School

STUDENT NAME_____

PARENT/GUARDIAN_____

Description of Obstacle(s) to achievement:

DATE(s)	INTERVENTIONS/NOTES/RESULT
	Meeting with student
	Parent phone call
	Meetings with student, parent, counselor
	Suspension
	Meeting with student and principal
	Referral to _____
	Referral to outside agencies, support services, etc.

Town of Hanover School Department

Sexual Harassment Policy

As an employee of the "Town of Hanover School Department" I acknowledge receipt of a copy of the Sexual Harassment Policy.

The Town of Hanover School Department expects that each and every employee will respect the rights of his/her co-workers in a comfortable and harassment-free environment.

_____
Employee Name

_____
Employee Signature

_____
Date

_____
Principal's Signature

_____
Date

_____
Date Received by Sexual Harassment Officer

2015-2016

HANOVER PUBLIC SCHOOLS

STAFF DOCUMENT SIGN OFF

I have received the Hanover Public Schools Employee Handbook which includes but is not limited to the following:

- ☐ 51A Mandated Reporting
- ☐ Blood Borne Pathogens
- ☐ Digital Technology Acceptable Use Policy
- ☐ District Bullying Plan
- ☐ Federal Civil Rights Laws & District Contacts
- ☐ Fingerprinting memo
- ☐ Hazing Policy
- ☐ Restraint Training
- ☐ Sexual Harassment Policy

Staff Signature _____

Printed Name _____

Date_____