

1. Introduction

A Handbook for Students, Parents and Staff

The Hanover High School Handbook contains links to state and district policies, school practices and procedures and delineates the rights and responsibilities of membership in our democratic school community. All edits to the Handbook must be approved by the Council and the school administration and ratified by the Dresden School Board. The rules to editing this document can be found below. To submit comments or suggestions please contact a member of the Council or the administration.

Students are expected to follow the expectations spelled out in the Handbook and should review the following sections in particular:

- Academic Integrity Policy
- Acceptable Use Policy
- Attendance Policy
- Co-Curricular Code of Conduct
- The Family Educational Rights and Privacy Act (FERPA) Notification
- Personal Safety
- Refusal to Follow the Reasonable Instructions of an Adult
- Sexual Harassment

Policies and procedures of the Handbook apply whenever school is “in session.” This includes any activity that takes place during the hours of 8-3 (8-2 on Wednesdays), any time students are on school grounds, school functions such as field trips, sports events, or traveling to a school event. Co-Curricular participants have additional responsibilities under the Co-Curricular Code of Conduct.

Rules for Editing the Handbook

Any changes made to the Handbook must be approved by the Council and the school Administration. Changes may be made at any time during the school year.

Approval will be officially recorded on the Motion Approval Form (see below). The content section of the form (the top half) includes the name of the motion, the exact language of the motion approved by the Council, the date of its approval by the Council, and the signatures of the motion’s author, the Council Moderator and the Principal.

[Motion Approval Form](#)

Once fully approved, the Associate Principal and the Associate Principal’s Assistant are authorized to edit the Handbook to reflect these changes and required to share the edited text for approval by the Associate Principal, the Council Executive and a member of the Council Organizational Engineering Committee (OEC), or, in the summer, a member of the Council Leadership.

These three aforementioned parties then record their review and approval of the edits to the Handbook by signing the edit section of the Motion Approval Form (the bottom half). A copy is given to each signatory. If the motion necessitates an edit to the Bylaws, it is

the Council Moderator, not the Associate Principal, who is charged with reviewing and approving the edits. The Handbook is also reviewed and approved by the The Dresden School Board each year, usually in the spring.

2. School Resources

a. Mission Statement

Approved by:

HHS Mission Statement committee, 12/3/01

HHS Staff, 12/13/01

HHS Council, 12/14/01

Dresden School Board, 12/18/01

Mission Statement

Hanover High School is an active learning community that provides broad academic and co-curricular programs. We engage students' minds, hearts and voices so that they become educated, caring and responsible adults. All students are given the opportunity and encouragement to use their

Minds to pursue excellence, academic challenge, and personal success.

Hearts to respect and care for the emotional and physical well being of themselves and others, and for the environment.

Voices to contribute to the academic process and the common good.

b. School-Wide Core Competencies

Academic Skills

Reads actively and critically.

Writes/creates effectively.

Speaks/ presents effectively.

Listens attentively and critically.

Identifies and utilizes a variety of resources for obtaining information.

Employs multiple strategies in critical thinking, problem solving, and performance.

Demonstrates knowledge and skills in a variety of forms in different disciplines.

Social and Civic Skills

Works effectively and responsibly as an individual and in groups.

Acts as a responsible citizen using the democratic process to address concerns and effect change in the community, state, nation, and world.

Demonstrates an understanding of the necessary balance between the resource needs of human beings and the finite nature of the environment.

Identifies and utilizes a variety of resources for obtaining information.

Employs multiple strategies in critical thinking, problem solving, and performance.

Demonstrates knowledge and skills in a variety of forms in different disciplines.

c. School Schedule

i. The School Day

The school day is from 8:00 a.m. until 3:00 p.m. with the exception of Wednesdays when dismissal is at 2:05 p.m.

ii. Delayed Opening

In the event of a two-hour delayed opening, everything will be moved ahead two hours. For example, a bus that would pick up a student at 7:00 will pick the student up at 9:00. School will not begin at 8:00 a.m., it will begin at 10:00. If a delay turns into a closing, an announcement will be made via automated phone call, as well as on local radio stations by 8:00. If schools must be closed during the school day, similar notice shall be given prior to dismissing students. If road conditions change after schools have opened to prevent the safe return of students by school bus, notice shall be given as such. There may be days when only certain roads are closed. In these instances school will be open.

iii. School Closing

The Superintendent may close schools or delay opening in any or all schools at his discretion for such conditions as insufficient heat, communicable diseases, civil disorder, or when weather conditions prevent the safe operation of school buses on major routes. Notice of such closing shall be given as soon after 6:30 A.M. as possible via:

- Automated telephone call the recording on the Hanover High School phone system
- WMUR School Closings page
- top of the SAU 70 website

iv. Class Periods

Class periods are either 40 minutes or 1 hour and 25 minutes long on Monday, Tuesday, Thursday, and Friday; 40 minutes long on Wednesday. Classes are expected to be in session for the full time specified. Students and teachers are responsible for keeping track of time and coming to class on time. There is a five or ten minute passing time between classes.

v. Lunch

The Cafeteria is open from 7:45a.m. to 1:30p.m. each day. Lunch is 40 minutes long on Monday, Tuesday, Thursday, and Friday; 50 minutes long during Council on Wednesday. Tuesday is Advisory Lunch. Consistent attendance is expected and attendance is recorded. Students may also: Eat during their unscheduled time.

Eat during their classes except when prohibited for reasons of safety or subject matter (e.g., chemistry lab, P.E. during exercise). In cases where a student demonstrates a lack of individual responsibility (e.g. leaving a mess), the teacher may restrict the student from eating in that class. (See below: Classroom Eating Standards).

Students may eat in the cafeteria, atrium, classrooms, resource centers, hallways, and outside on school grounds. Eating is not permitted in the library, auditorium, computer labs, or gymnasium.

1. Classroom Eating Standards

During the first week of classes, teachers are encouraged to discuss standards for eating in class and to work with their students in developing a classroom-eating standard that meets everyone's needs. These standards should then be included in the teacher's course standards.

If the needs of an individual student or group of students conflict with the teacher's standards, either party may ask for a mediator (a counselor, department head, or administrator) to help find a solution which is acceptable to both parties.

If mediation does not resolve the conflict with the assistance of a mediator, then the case will be submitted to the Judiciary Committee for resolution. Judiciary Committee decisions will be made on a case-by-case basis.

Judiciary Committee decisions will not override the restriction on eating where the teacher demonstrates that eating might cause a danger to anyone. In all other instances, Judiciary Committee

decisions will follow the usual procedures outlined in this Handbook.

vi. **Unscheduled Time**

Definition: any time between 8 a.m. and 3 p.m. when a student is not scheduled for class. The first priority of unscheduled time is instructional; it is not “free time.”

1. Teachers are expected to utilize students’ unscheduled time.
2. Recommended uses of unscheduled time include studying; pursuing teacher-directed activities; eating; quiet socializing in designated indoor areas; working in resource centers or studios, and socializing outdoors in designated areas.
3. Unscheduled time is part of the school program, and students are governed by school rules wherever they are during this time.
4. HHS may provide additional structure for students who do not use their unscheduled time effectively. Individual teachers may assign students to a particular resource room to provide additional structure and support. Parents may make such arrangements through their student’s counselor.

vii. **Activity Periods**

Activity Period is scheduled on Tuesday from 12:50-1:25 p.m. and on Thursday 11:10-11:50 during Lunch. Council meets from 11:00 a.m. to 11:50 a.m. on Wednesdays. On occasion and with advance notice, an extended activity period schedule can be used on any day of the week for a special event.

viii. **Advisory**

Advisory is a mandatory part of the Hanover High School social emotional learning curriculum. As such, consistent attendance is expected. Students are expected to be with their advisory group during these times. Campus is closed unless the advisory group goes on a walking field trip as a group.

Advisory Lunch meets on Tuesday 11:00 a.m. to 11:50 a.m.

Advisory Circle meets on Friday 12:50 p.m. to 1:25 p.m.

ix. **Field Trips**

For any planned absence, including field trips and sporting events, a student must inform their teacher in advance.

d. Co-curricular Activities

i. Athletic Activities

Fall Sports	Winter Sports	Spring Sports
X-Country	Indoor Track	Outdoor Track
Golf	Boys Basketball	Girls Lacrosse
Boys Soccer	Girls Basketball	Boys Lacrosse
Girls Soccer	Swimming	Girls Tennis
Field Hockey	Alpine Skiing	Boys Tennis
Volleyball	X-Country Skiing	Baseball
Football	Ski Jumping	Softball
Boys Ice Hockey		Crew
Girls Ice Hockey		

ii. Club Activities

A list of approximately 30+ clubs is published each fall and range from Amnesty International to Ultimate Frisbee and from Environmental Club to Indoor Sports.

iii. Publications

Broadside

This school newspaper has become a forum for in-school political editorials as well as reporting Hanover High School events. Students from all grades may participate to make this publication meaningful for the school community.

The Hanover High School Yearbook

The Hanover High School Yearbook is directed by seniors under the supervision of a faculty advisor, significant contributions are made by student staff members from all classes.

Pen of Iron

The school literary magazine, The Pen of Iron, is a sounding board for students. In it, they can publish art, essays, poetry, and short stories. It is managed and produced by students with the help of a staff advisor.

e. Building Information

i. Accessibility

An accessible entrance with electric doors is located at the main entrance to HHS. There is an elevator located in the Counseling Department corridor on the first floor as well as an elevator near the stairs going up to the auditorium.

ii. Maintenance

The school building in excellent condition at the opening of school. The custodians alone cannot maintain the school in this condition and rely upon the help of each student and staff member in keeping the school clean. This involves putting litter and rubbish into rubbish bins, keeping artist's talents in the Art Room and not in the bathrooms, and leaving classrooms ready for the next group. The appearance of our building and grounds is everybody's responsibility.

iii. Procedure for Requesting Use of the Building for a School Function

To use a room or school facility during school hours, a student or teacher must clear a request through the Main Office receptionist. To use the building after school hours, a "Building Use Form" must be submitted to the Facilities Office so that the request can be cleared with the responsible parties. Because there may be competition for space, it is advisable to submit the request at least one week in advance, earlier if possible.

iv. Telephones

School phones are for school business use or emergency use only. There is a phone available to students in the Main office for local calls.

f. Academic Resources

i. Permanent Records

A permanent record for every student registered at Hanover High School is maintained in the school's office. These records indicate the following:

Legal name, birth date, place of birth, date of entry, date of withdrawal or graduation, and pertinent statistical information

Final grades for the year

Attendance for the year (PowerSchool Electronic File)

Testing records

School health record

These records are sent to the schools and colleges where a student applies. Employers, bankers and business organizations also request

transcripts and personal recommendations. A student may see their file by making an appointment with a counselor.

ii. Textbooks and Equipment

Textbooks and equipment are signed out to students. Students must initial a form confirming that they have received the specific materials. Students are held financially responsible for returning these materials in reasonable condition. Students will be billed for lost, stolen, or damaged materials. Students who have outstanding bills will have their portals locked and will not receive their diplomas until the bills are paid. If the book is found after the bill has been paid, then reimbursement will be made up to one year after the original payment.

g. Resource Centers & Common Resources

i. Resource Centers

Resource Centers are areas in the school where students can go during their unscheduled time. Teachers are often available in the resource centers or in nearby classrooms or offices during their unscheduled time to meet with students.

Rules for student behavior in common areas:

Students sit only on the furniture- not the trashcans, windowsills, heaters, floors, or steps in the way that blocks passage.

Book bags should not litter the floor. Students should not leave their book bags in the atrium or other common spaces while doing other things. A book bag left for a long period of time in the atrium or other common space should be brought to the main office.

Bill Cogswell Center for Mathematics (Math Resource Center - MRC)

The Bill Cogswell Center for Mathematics combines an office area with student work areas. The student work areas provide study carrels for silent individual work and test taking and tables for quiet group work. The resource area is staffed by the Math Educational Assistant and Math teachers; all are willing to help students with their questions.

English Resource Center (ERC)

The English Resource Center serves as the English Department Offices with tutorial help and some student conferences scheduled there. Specific

course-related materials, places to use them, and adults to assist are found generally in the Media Center.

Science/World Language Resource Center

The resource center is a quiet but not silent study area staffed by an educational assistant. The resource center may be used for studying independently, working in small groups (four or fewer), or accessing science and world language materials. The educational assistant is available for helping students, monitoring tests, checking out books and materials for instructional projects, and assisting with copying machines.

Social Studies Resource Center (SSRC)

The Social Studies Resource Center will serve as the Social Studies Department Offices with tutorial help and some student conferences scheduled there. Specific course-related materials, places to use them, and adults to assist are generally found in the Media Center.

Common Areas

ii. Counseling

The Counseling Office is an area where students can study, socialize quietly, and use numerous college, financial aid, private school, summer program and alternative learning reference materials.

iii. Computer Labs

Computer labs are located in Rooms 272, the design lab, and the digital arts lab.

The Computer Lab is considered a quiet work area where individuals are required to respect the rights of others. Specific rules governing behavior will be displayed in the Computer Lab. Individuals are responsible for being aware of and obeying those rules. Failure to do so may result in expulsion from the lab; habitual disregard for the rules may necessitate the loss of the privilege to use the resources of the Computer Lab. As always, students using any computing resources at Hanover High School must adhere to the guidelines described in the school's Acceptable Use Policy.

Room 272: The "upper lab" area contains Macintosh desktops, charging stations, and the Help Desk. The lab serves both individual users and classes and provides access to software to support instruction. Teachers

are requested to schedule class time in the lab at least one week in advance. When classes are not scheduled, the lab is open to individual students on a first-come, first-served basis.

iv. Design Tech Lab

The design tech lab is located in the basement and provides access to specific software used in technology and design courses. These computers are used in conjunction with scheduled courses and are available to students outside of class with teacher permission only.

v. Digital Arts Lab

The digital arts lab is located near the athletic entrance and provides access to specific software and printers used in art classes, including but not limited to InDesign and Photoshop. These computers are used in conjunction with scheduled courses and are available to students outside of class with teacher permission only.

vi. Atrium

The Atrium is a singular and special place in the life of Hanover High School. It has evolved to become an informal space where the following can happen:

1. Socializing
2. Doing school work - especially group work
3. Thinking and reflecting
4. Club and group promotion and sale activities
5. Presentation & displays by outside groups & organizations

And in order for these things to happen well, some general expectations should be followed:

1. Watch the level of your noise - vocal and electronic
2. Be cheerful, social and pleasant
3. Clean up your table when you leave - even if it isn't your trash
4. Be an active citizen of the Atrium - keep it special
5. Remember - the Atrium is the first thing visitors to us see - make it good

vii. Library

Hours:

7:30AM-4:00 PM Monday-Friday *Hours are subject to change based on staffing.

Purpose

The Hanover High School Library's primary purpose is to support and enhance the instructional program of the school. It serves as the focal point for all types of resources, print and electronic, in-house and online, and is the place where students can expect to receive help locating and using information. Students are encouraged to ask questions regarding their research, as well as their leisure reading needs, and to make suggestions for materials they would like the Library to purchase.

Student Expectations

The Library should be thought of as an environment where students are able to study, do research, and read. Students may use room 171 (the main area of the library) for group study and browsing whenever classes aren't scheduled into them. The level of noise should not exceed a normal conversational volume, and should not make it difficult for other students or the staff to do their work. While talking and studying in pairs or groups is permitted in Room 171 and the classroom area (172B), talking is not allowed in Room 172 (silent study). Silent Study is for silent, individual study and research when not in use by a class. The conference room (170B) is also available for silent study and/or small group work with permission from the library staff. The staff assumes that students will behave thoughtfully and responsibly while in the library. Any student whose behavior infringes on the rights of others to work in a quiet and purposeful environment may be asked to leave the library.

Media Center Resources

The resources available in the library are a necessary and integral part of the life of the Hanover High School community, therefore, everyone needs to be responsible for keeping the resources in good condition and easily available for use. Borrowers need to sign out what they use and return it, in good condition, at the specified time. Most library resources may be signed out on either an overnight or a monthly basis. Detailed circulation policies are on the library website. All resources should be returned promptly by the due date. Students are expected to be responsible for and thoughtful about the materials they use or borrow. When several sections of a course or several courses are given research assignments in the library, students are expected to act fairly and with respect for each other's right to access needed materials and pursue their work at all times. The library staff may use several avenues to ensure that materials borrowed are returned, including loss of borrowing privileges until overdue materials are returned.

Confidentiality of Library User Records

The Hanover High School Library complies with the New Hampshire Library Records Confidentiality Law (HB 36) passed on July 21, 1989.

“This act...protects the confidentiality of library user records. Library user records include library, information system, and archival records related to the circulation and use of library materials and services. These records are confidential and shall not be disclosed without the consent of the user or pursuant to subpoena or court order.”

Briefly, the law means that the Library staff cannot legally tell anyone what materials another patron has borrowed. Students or staff who wish to borrow materials signed out by another patron will not be told who has the material; a member of the library staff will attempt to obtain the needed material for the borrower.

Overdue notices

Overdue notices are emailed to students quarterly. The library does not charge fines for overdue materials, however, students will be billed for the replacement cost of the material at the end of each semester. Access to other library materials may be restricted until the bill is paid or the materials returned.

Other Libraries

Dartmouth Libraries

Baker Library is located across the green from Hopkins Center. Hanover High School junior and senior students are permitted use of library research facilities at Dartmouth College only after they have exhausted resources at the High School and Town Libraries and, through the high school, the State Library. To be permitted use of Dartmouth Libraries, a student must pick up an official permit from the High School Librarian. Students enrolled in Dartmouth College courses will receive their permits through the mail. Unless the student is enrolled in a Dartmouth Course, only one nonrenewable, two-week permit per student per year is allowed.

Howe Library

The Howe Library is located on East South Street in Hanover and is an attractive space for doing schoolwork and for reading. Students living in Hanover and Norwich are eligible for a library card at no cost. The school purchases cards for tuition students so that all students may use the library at no cost. To obtain a card, a student should go to the main desk at Howe.

Hanover High School will assist Howe Library with collecting fines from tuition students for overdue materials since use of the library has been arranged through the school. In these cases outstanding Howe Library bills will become a financial obligation to the school if Howe is unable to collect monies for overdue or lost materials.

viii. Health Services

Student health services include traditional vision and hearing screening, first aid, injury assessment, dispensing prescription and over-the-counter medications, maintaining immunization records, and providing ongoing health counseling. High school students may carry over-the-counter medications kept in the original containers, but all prescription medications must be delivered in the original prescription container and kept locked in the Health Office to be dispensed by health personnel. A student who is sick and needs to go home should go to the health office to be evaluated by the nurse. A nurse will contact parents to make arrangements for the student to leave school. A student with a health concern is welcome to come to the health room with questions. As approved by Council and Administration in 2015, condoms are available free of charge in the Health Office.

ix. Nick Beard Opinion Board

Passed by The Council, Spring, 1992

Amended October 13, 2000

Purpose: To give teachers, students, parents and the community a place to share their opinions with the school community.

Location/Description: The opinion board will be placed centrally in the school.

Guidelines: The guidelines for the board will be as follows — (1) all opinions must be signed on the front of the submission and (2) all opinions must be in good taste (no profanity or personal attacks). Submissions must be of reasonable size to permit a variety of opinions to be displayed. These guidelines will be posted next to the opinion board.

Procedure: Anyone submitting an opinion may request that The Council place the issue discussed in the opinion on a future Council agenda. The opinions will be reviewed by the Guidelines Committee, a subcommittee of The Council. The Guidelines Committee will be composed of two students and one faculty member of The Council. Interested members

may submit their names to the Moderator who will select the committee members. The committee's responsibility will be to check that the submissions meet the two guidelines and to bring to The Council opinions (1) which the writer of the opinion has asked to have placed on The Council's agenda and (2) which the Opinion Board Committee feels need The Council's attention. Rejected submissions will be returned to the community member for resubmission. In the event of a controversy, the opinion will be submitted to J-Comm for a final ruling to ensure that the opinion is within the guidelines.

The opinions will be posted every Friday for a period of two weeks, and at the end of that time, if the person wishes to keep his or opinion posted that person must resubmit it. An online opinion board, established by the HHS technology coordinator, exists in parallel with the hall board as a virtual representation. Opinions to be submitted to the online board must follow the guidelines identified above.

3. School Governance

This section of the Hanover High School Handbook concerns how Hanover High School is governed. Hanover High School is a democratic school. Its Council is comprised of students, staff members, and community members. The Council shapes and informs handbook policies. The Board recognizes its commitment to the regular communication between the Board and the Hanover High School Council. A non-voting, student representative attends Board meetings and is responsible for presenting the interests of The Council to the Board and to bring the Board specific proposals and items of concerns. The Council also has regular meetings with Hanover High School Administration who then brings specific proposals and items of concerns to the Hanover High School staff.

- a. [Dresden School Board](#)
- b. [The Council](#)

On June 14, 1977, the Dresden Board of School Directors voted unanimously to support the system of governance at Hanover High School known as The Council by instituting the following policy (amended in May 1983): [Policy JIBA](#)

Regular meetings of The Council are held once each week (Wednesday 10:15a.m. to 11:00a.m.) during the school year. The meetings will be governed by Robert's Rules of Order. All Council meetings are open to the public.

The Council Executive serves as Parliamentarian, as a liaison to the Administration, and as a resource to Council Committees and Officers. The Executive is responsible for procedures that facilitate Council business and for maintaining a complete historical record of the Council.

The Council has its own bylaws and has subdivided itself into six standing committees: Administration, Curriculum, Judiciary, Organizational Engineering, Student Activities and Student Life. The committees carry out functions of data gathering, investigations, proposal writing, communications and recommendations around specific tasks.

[Council Members](#)

Some Examples of What The Council May Do or May Not Do

The Council may:

- Provide structures to facilitate student evaluation of administration and staff.
- Make decisions on allotment of student activities monies.
- Make decisions regarding rules and regulations governing student involvement in extracurricular activities.
- Make decisions regarding procedures involving school dances, student lounge space, use of athletic facilities.
- Issue statements of support or nonsupport of administrative decisions.
- Make recommendations to administration involving curriculum and scheduling issues.
- Protect due process rights of student body.
- Make recommendations to the appropriate body on hiring of administrative personnel.

The Council may not:

- Make decisions on scope and substance of curricular and extracurricular activities.
- Make decisions on type of school response to violations of School Board policy, state law, administrative regulation or approved handbook rules.
- Make decisions on staffing patterns in the school.
- Make decisions on appointment of new staff and administrators.

- i. [Council Bylaws](#)
- ii. Board-Council Communication
[See Dresden School Board Policy BBBH](#)
- iii. Skip Bean Democratic School Award
Passed by The Council, Spring 2000

The Council sponsors this award that is given to a person or group in the school or community who furthers the purposes and ideals of a democratic school. This award is named in honor of Linwood H. (Skip) Bean, Jr., Associate Principal of Hanover High School from 1970 to 1997. Mr. Bean was a “founding father” of The Council and an outspoken advocate for and supporter of democracy at HHS. To nominate someone for this award, which can be given at any time, any member of the school community may write a short statement telling why the nominee should receive the award and submit the signed statement to Council. The recipient of the award will receive a “bag of beans” -- jelly, coffee, etc. The recipient’s picture will be posted on The Council bulletin board together with the nomination statement. Photos and statements will then be gathered in an award album.

- iv. Student Inclusion on Search Committees

The following motion passed at the 9/24/92 meeting of The Council and amended to include head coaches at the 10/1/92 meeting was approved by Committee on Instruction (COI) on 10/22/92.

The Council recommends COI that 2 students be included on all search committees for professional staff, administrators and head coaches. The student(s) will be chosen by the coordinator or the supervisor.

c. Committee on Program and Procedure

Holding as its standards the school’s Expectations for Student Learning and Mission Statement, the Committee on Program and Procedure (CPP) is responsible for school-wide curricular issues that exceed the scope of individual departments and acts in an advisory capacity to the Principal.

The Committee on Program and Procedure will:

- Provide leadership for the school’s instructional programming.

- Assess and review the school's instructional programs on a planned, systematic basis and recommend appropriate changes based on that review.
- Approve all additions, deletions, and substantive changes of courses listed in the Program of Studies.
- Finalize annual budget proposal and make any further budget modifications as called for within the budget process.

d. Class Committee

CLASS COMMITTEES (Article VIII of the Council Bylaws, March 2013)

Class functions are organized by Class Committees. Class Committees are formed and governed under Article VIII of the Council Bylaws.

A. Membership

Sign-ups for Class Committee will be held the same week as Council Elections. Any student can sign-up, but they must maintain steady involvement in meetings and fundraisers in order to be considered a member.

B. Purpose

1. To raise funds for activities it deems appropriate. Possible activities include:

Graduation

Senior Prom

Yearbook

A gift that is donated to the school

Class trips and activities

2. Communication with the class.

The Class Committee has the ability to call a class meeting, with reasonable notice.

C. Structure

1. There is no formal structure that is required within the Class Committee (i.e. chairperson, secretary, treasurer, etc.) as long as the Committee is functional.

2. One person must be in contact with a Council member.

D. Class Advisor

1. Purpose

To work closely with the Class Committee to set up yearly class activities and fundraisers.

E. Participation

1. Class Committee members need to actively participate in order to achieve class goals. Failure to participate and/or attend meetings diminish this.
2. Advisors should review transcripts of activities to verify active participation in Class Committee meetings and activities. At the end of the year, the advisor will send a list of active members to Guidance.

e. Judiciary Committee

The appeal of a disciplinary action will be made in writing by the appellant by 3:00 PM of the school day following such disciplinary action. Students wishing to use this committee should get an [Appeal Form](#) from the Main Office and contact the Chairperson on the same day of the Administrative Decision.

Copies of Rules of Operation for this committee may be obtained in Article VII F of the [Council Bylaws](#) or from the Chairperson of the Committee, Principal or the Associate Principal of the school.

Members of the Judiciary Committee will be elected from the general student body.

1. Students may run for council as well as JComm.
2. Elections will take place during the Council elections in the spring.
3. Freshmen will vote in the fall during orientation.
4. There will be two students from each grade as well as two staff members.
5. Nomination forms are required but other forms of campaign are not required.
6. Individuals will vote for two members from their grade (or staff).

A chair, which cannot be a staff member, selected by the members of the Judiciary Committee. It will be the responsibility of the Chair to ensure the proper functioning of the Judiciary Committee. The Council Executive will serve on the Judiciary Committee as a non-voting member and a resource for the chair.

f. Restorative Practices

The purpose of the Restorative Practices Program is the improvement of citizenship in an individual student resulting in the enhancement of the overall quality of life at Hanover High School. The Restorative Practices Program is designed for students who have a) violated the Academic Integrity Policy (AIP) or b) at the discretion of the Associate Principal, been involved in other significant behavioral incidents. It is designed to help students take responsibility for their actions, recognize that their conduct caused harm to others, make amends, and reintegrate into the community. There are four key principles of the Restorative

Practices process: respect, responsibility, restoration, reintegration. Students have the option not to participate in Restorative Practices.

- A. In cases where the student has accepted responsibility for AIP violations, the Associate Principal will:
 - a. Contact parents/guardians to set up a meeting
 - b. Inform attendees at this meeting:
 - i. of the purpose of Restorative Practices as outlined above
 - ii. that the consequences will be determined by consensus during the Conference and recorded in a contract, which will be signed by all parties. If the student does not fulfill the terms of this contract he or she will receive the base consequences.
 - iii. that the Restorative Practices process is outlined in the Student Handbook
 - c. In cases involving other significant behavioral incidents, the Associate Principal will:
 - i. Through discussions with the Restorative Practices Coordinator(s) determine who has been affected by the student's actions and if the case is appropriate for the program, considering how significant the behavioral incident is, if the student accepts responsibility of the action, and if holding a Restorative Practices Conference would have a positive influence on reintegrating the student into the school community
 - ii. If it is determined by the Associate Principal and the Restorative Practices Coordinator(s) that the case is appropriate for the Restorative Practices, the Associate Principal will:
 - 1. Contact parents/guardians to set up meeting.
 - 2. Inform attendees at this meeting:
 - a. of the purpose of Restorative Practices as outlined above
 - b. that the consequences will be determined by consensus during the Conference and recorded in a contract, which will be signed by all parties. If the student does not fulfill the terms of this contract he or she will receive the base consequences.
 - c. that the Restorative Practices process is outlined in the Student Handbook

Restorative Practice Program

If the student is interested in the Restorative Practices Program:

- A. The Associate Principal will contact the appropriate Coordinator of Restorative Practices.
- B. The Coordinator will set up a meeting with the parents and the student to discuss this option and describe in greater detail what a Restorative Practices Conference entails.
- C. If the student decides to pursue Restorative Practices, the Coordinator will:
 - a. Inform the Associate Principal and the affected parties of the Restorative Practices case to ask if they would like to participate in the Conference. There is no obligation for those contacted to participate.
 - b. Determine the construction of the Conference, after conferring with all concerned parties. At the very least, the Conference will include the Coordinator, the student, and their supporters. It may also include the affected party or parties, their supporters, the Associate Principal, and other members of the staff and/or administration.
 - c. In cases involving more than one student, each student will participate in a separate RJ process and conference.
- D. The Coordinator will schedule a date and location for the Conference and inform all appropriate parties.
- E. In pre-conference meetings held with all the participants, the Coordinator will preview a list of questions to be asked during the Conference. The Coordinator may pose follow-up questions during the Conference as needed:
 - Restorative Questions - I (to respond to the challenging behavior)
 - What happened?
 - What were you thinking about at the time?
 - What have you thought about since?
 - Who has been affected by what you have done? In what way(s)?
 - What do you think you could do to make things right or to improve the situation and move forward?
 - Restorative Questions - II (to help those affected by other's actions)
 - What did you think when you realized what had happened?
 - What impact has this incident had on you and others?
 - What has been the hardest thing for you?
 - What do you think could happen to make things right?
- F. During the Conference, the participating parties will generate a written contract to be signed and dated by all parties. At the very least, it will include the name of the student, the specifics of his or her violation, the time and place of the Conference, the names of the Conference participants, and a plan that will assist the student in realizing the four

objectives of Restorative Practices: respect, responsibility, restoration, and reintegration. The consequences will be determined by consensus during the Conference and recorded in that contract.

- G. The Coordinator and a team s/he selects will support the student as s/he works to fulfill the conditions of the contract. The team may consist of administrators, classroom teachers, counselors, parents, and/or other students. The RP Coordinator will oversee the fulfillment of the contract; if the student does not fulfill the contract, he or she will be assigned the appropriate consequences for their violation.
- H. A copy of the signed and dated contract will be given to the student. Additional copies will be retained in the Associate Principal's files as well as in the Coordinator's files.

The Restorative Practices Conference:

Passed by Council, April 25, 2014

The Restorative Practices (RP) Coordinator is responsible for organizing the RP Conference. The RP Coordinator determines who should be invited to attend the Conference by speaking with those involved, including the student, the Dean, the affected parties, and supporters. Those invited are not obligated to participate. If an individual chooses to participate, s/he is invited to meet with the RP Coordinator prior to the Conference. During the Conference, the student has the opportunity to acknowledge the impact of their actions and make amends. Those affected have the opportunity to have the harm or loss acknowledged. The RP Coordinator facilitates a respectful and collaborative process that helps the student identify actions s/he can take to repair the harm done. At any point, the student may elect to end the Conference and withdraw from the RP process. During the Conference, the participating parties will generate and sign a written contract. At the very least, it will include the name of the student, the specifics of his or her violation, the time and place of the Conference, the names of the Conference participants, and a plan that will assist the student to realize the four objectives of Restorative Practices: respect, responsibility, restoration, and reintegration. The contract will be signed and dated by all parties, and a copy will be given to the student. Additional copies of the signed and dated contract will be retained in the Dean's files as well as the Coordinator's files."

4. Safety Protocol

a. Suspected Alcohol or Drug Violation

An emergency is defined as a student out of control, unconscious, or physically ill. The priority is protecting the student from physical harm and from disrupting the school environment and other students.

1. Remain with the student.
2. Send for the school nurse.
3. Call 911 for emergency medical assistance if the nurse is not available.
4. If indicated, release the student to the custody of appropriate medical personnel.
5. Report to the Principal or their designee once the student is under medical supervision.
6. The Principal contacts the parents. If the Principal is not available, the Principal's designee contacts the parents.

The Principal implements the follow-up procedures detailed below:

Where there is reason to suspect an alcohol or drug violation by a student (even if the evidence is inconclusive):

1. The Principal or their designee contacts the student's parents.
2. The Principal or their designee may request that the Hanover Police Department send an officer to the school.
3. If the police officer does not take custody of the student, the Principal or their designee may request that a parent take the student home.
4. If the police officer does not take custody of the student and a parent is not available, the Principal or their designee can require the student stay at school until the student can be released into the custody of a responsible adult.

Follow-up Procedures

1. The Principal or their designee meets with the student and their parents and determines the consequences for the violation. The School independently determines whether it should impose discipline for alcohol or drug use whether or not the police take action.
2. The Principal or their designee advises the student and their parents that a referral will be made to the Student Assistance Team.
3. After reviewing the incident, the Student Assistance Team may recommend that the student meet with a Team counselor as a condition of reinstatement. This is similar to the procedure outlined in the Athletic Training Rules and may be required in addition to administrative consequences such as a suspension or schedule-up. The team may also recommend interventions outside of school.

b. Evacuation

When it becomes necessary to evacuate the school building the following expectations are in effect:

General Information

- No Elevator use when fire alarm sounds
- ALL STAFF MEMBERS are to participate in fire drills.
- Never ignore alarms
- Evacuation areas are:
 - Football Field area
 - East on Lebanon Street (school side)
 - Thompson Arena

- Please stay out of driveways and away from the building to avoid impeding fire fighting operations and the risk of serious injury.

General Staff Responsibilities In Case of Emergency

- Close all windows and doors (if it will not cause unnecessary delay).
- Exit the classroom last.
- Exit the hallways last, checking bathrooms and offices on the way out. Exit in the direction marked by the arrows in the classrooms in the classroom toward the nearest stair/exit.
- Assist handicapped individuals. Handicapped individuals will exit last. Stairwells are one-hour fire safe zones. Staff members with two-way radios will be stationed at the exit doors.
- Supervise students while exiting from the building, while in evacuation areas, and during return to building.
- Move students away from driveways, parking lots and the flagpole area.
- If a decision is made to evacuate the school site: accompany students to the Thompson Arena where students will meet with their Common Ground Group. Staff members are responsible for their Common Ground Groups and must take attendance. Thompson is a safe zone, and there will be emergency services available.

Student Responsibility

Students are expected to do the following:

- Follow instructions quickly promptly.
- Exit in the direction marked by arrows in the classroom for the nearest stairs/exit. Students not in a classroom should go to the nearest stair/exit.

c. Threat Protocol

The staff of Hanover High School considers the safety of all individuals of the school community to be a primary responsibility in our educational mission. We take this responsibility most seriously and are committed to addressing any act or situation that could potentially result in danger to any member of our educational community. This includes all students, staff, teachers, and families of our students. In response to events and actions both in our community and our society, the need to develop a Threat Protocol resulted in the creation of this document. Any action perceived as a threatening action will be responded to through the following protocol.

The following document should be considered a working document. The Hanover High School Threat Protocol Team reserves the right to alter, delete, or add any requirements regarding the document that they determine are appropriate in responding to the particular circumstances of any incident.

A threat is defined as any action, spoken, written, or physical, that can reasonably be construed as intent to commit an act of violence or an actual act of violence against an individual, individuals, or school facility.

A student has an obligation to notify a staff member or the administration immediately upon awareness of a threat.

1. Threatening language or actions will not be tolerated, regardless of intent.
2. If during school hours an individual feels threatened or feels the school or other individuals within the school are threatened, then they must immediately notify an administrator. The first priority is the Principal, if not available the Associate Principal, if not available the Guidance Counselors or Student Assistance Counselor. This notification will initiate the Threat Protocol. In addition, the individual should take what they deem reasonable immediate actions to maintain the safety of the school and its population.
3. Outside of school hours, the appropriate action is to report any threat to the Hanover Police. School-related threats should also be reported to the Principal or Associate Principal.
4. Confidentiality must be maintained except as it directly relates to implementing the Threat Protocol and school safety.

Mandatory Immediate Actions

- Isolate individual(s)

- Notify parent(s)
- Call police
- Personally notify person(s) to whom threat is aimed, or who would be harmed by the threat. Remind the person(s) that they can have a support person of their choice with them. Information that can be legally shared will be communicated in a timely fashion to the staff and if appropriate to the student body.

School Disciplinary Actions

Based on the information, including input from staff, police, guidance, school psychologist, students, and others with pertinent information the administration will hold a disciplinary hearing and pursue disciplinary action which may include but need not be limited to:

- Warning
- Schedule-Up
- Suspension with long-term schedule-up upon return to school
- Expulsion hearing
- Expulsion

In addition, the school may request that the school psychologist or designated alternative psychologist evaluate the student before they return to classes. The purpose of this evaluation is to assess the possibility of the student continuing to be a danger to others in the future. The school psychologist will be involved in the student's re-entry to school, including a meeting with the student or consultation with the outside psychologist.

All individuals have the right to call the police and/or file charges at any time.

i. Lockdown

Class Rooms; Offices; Resource Rooms

- Students remain in classes, Resource Rooms, and Offices with staff members.
- Students in corridors, lobbies, and insecure areas proceed immediately to nearest classroom, office, or resource room. Students in the cafeteria and atrium proceed immediately to the Chorus Area.
- Staff members lock their doors that lead into corridors, lock corridor doors if possible, and secure doors between classrooms.
- Windows are locked, blinds are closed, lights are off, students lie on the floor or hide in the safest area of room and remain quiet.
- Staff takes attendance.
- Staff member secures phone listening to information and providing updates as appropriate.

- Students turn off or mute cell phones.

Students who are off campus should report to the Black Center

Note: In a lockdown the school is biding time and shielding staff and students until the police arrive. In an evacuation, the staff and students are distancing themselves from the source(s) of danger.

d. Protection of Student Rights

Adopted:

Dresden, 26 January 2000

Revised, 27 March 2001

SECTION I. PROTECTION OF STUDENTS RIGHTS

Hatch Amendment 20 U.W.

Code # 1232h

Protection of Pupil Rights Sec. 439

(a) All instructional material, including teacher's manuals, films, tapes, or other supplementary instructional material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.

(b) No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning:

- political affiliations;
- mental and psychological problems potentially embarrassing to the student or his family;
- sex behavior and attitudes;
- illegal, antisocial, self-incriminating and demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor) or without the prior written consent of the parent.

(c) Educational agencies and institutions shall give parents and students effective notice of their rights under this section.

Protection of Pupil Rights Amendment

Policy: ILD
Adopted:
Dresden, 28 March 2000

The School District is committed to enforcing the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 1232h, included in the Goals 2000 Educate America Act of 1994. PPRA applies to all funding provided by the United States Department of Education and seeks to protect the rights of parents to inspect survey or instructional materials if these materials or surveys are funded by the United States Department of Education.

With respect to survey activities, survey materials, evaluation materials, and instructional materials used by students and funded by the United States Department of Education, the school district will:

- Make such materials available for inspection by parents.
 - Obtain written parental consent if students are required to participate in a survey, analysis or evaluation that reveals information such as
 - Political affiliations
 - Mental and psychological problems potentially embarrassing to the student and his/her family
 - Sexual behavior or attitudes
 - Illegal or self-incriminating behavior (such as use or possession of tobacco, alcohol, or other drugs)
 - Critical appraisals of other individuals with whom respondents have close family relationships
 - Legally recognized privileged or analogous relationships, such as those of lawyers, doctors, and ministers
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such programs).

With respect to voluntary surveys of students, parents/guardians of students being surveyed will be contacted by written notice in advance of the survey. This letter will include:

- The purpose and benefit of the survey
- Whether participation is encouraged or required
- How anonymity will be protected
- When, where, and by whom the survey will be administered
- How results will be disseminated

- Procedures for reviewing survey materials prior to administration
- Procedures for parents/guardians to inform the district if they wish to not have their child participate in the survey.

If student participation in a survey is required, then the school must obtain written parental consent prior to administration of the survey.

Parents or students who believe their rights under PPRA may have been violated may file a complaint with the United States Department of Education Family Compliance Office at (202) 260-3887. Complaints must contain specific allegations of facts giving reasonable cause to believe that a violation of PPRA has occurred.

i. Student Records, Family Privacy

Policy: JRA

The keeping of accurate and appropriate education records on students is a necessary part of a sound educational program. The information contained in students' education records belongs primarily to the students and generally to their parent, parents, or guardians. The school, as trustee of this information, maintains these records for educational purposes to serve the best interest of its students, and subscribes to the following:

ii. Confidentiality Statement

The principle of confidentiality underlies all policies and procedures for the collection, maintenance, disclosure and destruction of educational records. Education records entrust information to others and as such obligate those others to safeguard and to protect the confidentiality of any personally identifiable information.

iii. FERPA Notification

The school will annually notify parents of students currently in attendance, and eligible students currently in attendance of their rights under the Family Educational Rights and Privacy Act of 1974. Notice will be given in a manner reasonably likely to inform parents and eligible students of their rights. The notice will include a statement that the parent or eligible student has a right to:
inspect and review the student's education records.

Any parent or eligible student may request the Principal of the building to make available to him or her, at a time specified by the Principal, the child's cumulative record folder.

The request for access to records shall be granted within a reasonable period of time, but in no case more than 45 days after the request has been made.

Cumulative record folders may be reviewed in a school building at a specified place in the presence of a school administrator or his or her designee.

No material may be removed from the file nor may the file be removed from the school.

Request the amendment of the student's education records to ensure they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, and be provided with a process, which includes a hearing and the right to attach differing perspectives to the record.

Parents or eligible students who believe that inappropriate material is included in the student's record should submit a statement in writing to the Principal of the building.

The Principal will review the statement and either remove the controversial material or give a reason why this is not being done and inform the parents or eligible students of their right to a hearing. The hearing may be conducted by any individual, including a school official, who does not have a direct interest in the outcome of the hearing. The decision shall be in writing within a reasonable amount of time after the hearing and shall be based solely on the evidence presented at the hearing.

Parents or eligible students may place in the student's file a statement containing their belief that certain material is inappropriate.

The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent the Act authorizes disclosure without consent. These exceptions include, but are not limited to, allowing disclosure without consent to school officials with legitimate educational interests. A school official includes a person who needs to review a student's educational record or information contained in that record and who is:

A person employed by the School Administrative Unit (SAU) #70 or one of its districts as an administrator, supervisor, educator or substitute educator, paraprofessional, or support staff member, including but not limited to, tutorial, health, law enforcement, transportation, nutrition, athletic, extra- or co-curricular, clerical or other support staff;
A member of the School Board acting on behalf of the Board and with the recommendation of the Superintendent;

A person or company with whom the SAU #70 or the School district has contracted to perform a special task, including an attorney, auditor, medical consultant, therapist and evaluator.

The right to file with the U.S. Department of Education a complaint concerning alleged failures by the school to comply with the requirements of FERPA. The contact information for such a complaint is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The right to obtain a copy of the school's policy and written procedures or protocols related to student records.

iv. Directory Information

The following information is designated as "directory information." The school may release directory information without prior written consent unless the parent or eligible student informs the Principal in writing that any or all of the information designated below should not be released without prior consent.

Student's name, address, date of birth, dates of enrollment;
Parent or legal custodian's name and address;
Student's grade level classification;
Student's participation in recognized school activities and sports;
Weight and height of member of athletic teams;
Student's diplomas, certificates, awards, and honors received.

The superintendent is responsible for the consistent procedural implementation of this policy on education records for all students in the district. The procedures shall abide by all federal and state laws and regulations governing the collection, maintenance, disclosure, and destruction of education records.

Legal References:

Federal Family Rights and Privacy Act of 1974 (PL 93-380) 34 C.F.R. Part 99

Vermont State Board of Education Manual of Rules and Practices §2193
15 VSA §670

e. School Bus Policies

Electronic Surveillance On School Buses

DSB Policy: EDB

The safety and personal security of students being transported on District school buses is the primary concern of the District's transportation program. The school bus driver has direct responsibility for maintenance of a safe and secure environment for students riding the bus. Because the driver must operate the bus and monitor the activities of the students on the bus, there may be occasions when it is prudent to augment the driver's observation by installing electronic surveillance devices on the bus.

The following directives will apply to the use of electronic surveillance on the District's school buses:

All District buses/vans may be equipped with electronic surveillance devices.

Electronic surveillance may be authorized by any District or SAU administrator either a) selectively on buses when there are known safety or security problems, or b) randomly to permit evaluation of daily operational conditions across the bus fleet.

Tapes created by surveillance devices will be handled as "personal and confidential" materials, and safeguarded to protect the privacy of students and staff. The school administration will catalog and maintain custody of the tapes and will oversee the placing of the surveillance devices and the replacement of tapes on the buses, as needed.

Tapes will be viewed strictly on a need-to-know basis and access will ordinarily be limited to the Principal, the Assistant Superintendent for Business, or a school employee designated by the Principal or the Assistant Superintendent. In cases where the tapes are used as evidence in a disciplinary or legal process, the parents of the involved student(s) will be permitted to view the tapes, as well as the Hanover High School Judiciary Committee when this is part of the discipline process. In extraordinary situations in which the privacy of a student(s), other than the one requesting judiciary hearing, is a concern, the Principal may not allow review of tapes by the Judiciary Committee. In such cases, the Principal will meet with the Judiciary Committee to present reasons why the tapes should not be viewed. In cases where the tapes are needed to investigate an alleged violation of the law, the District will cooperate fully with local law enforcement agencies. In cases where the tapes are needed to evaluate the performance of a bus driver, the bus contractor will be permitted to view the tapes.

Tapes not needed for review or evidence will be erased within ten (10) school days.

A sign reading "Video Camera May be in Operation" shall be placed on each bus/van notifying all students that the video monitoring camera may be in use on the bus/van.

ADOPTED: Dresden, 26 October 1999

School Bus Discipline Procedures

Discipline will be handled according to the following procedures:

For unacceptable behavior in the judgment of the driver, the driver will complete a Bus Conduct Report form, which notifies the Principal of the problem.

The Principal will speak to the student(s) and, if appropriate, speak to or send a letter home to the parents. The Principal will advise the bus contractor of action taken on each conduct report submitted by drivers.

A serious offense, or behavior which creates a safety hazard, may result in a suspension of up to two weeks, at the discretion of the Principal. The driver may insist on a suspension for a student whose behavior creates a safety hazard.

Unusually serious offenses may result in permanent suspension from the bus. If this action becomes necessary, the Principal will notify the parents and the Superintendent in writing. The actual suspension will be made by the Superintendent, with the right of appeal to the School Board.

If a student is suspended from the bus as a consequence of a bus conduct report, or of reported poor behavior on the bus, the punishment will take effect the following morning. However, if at the discretion of the school administration the safety of other children is in question, the student may be suspended from the bus immediately. In that case, an attempt will be made to contact parents to make other transportation arrangements for the suspended student. If the parents cannot be contacted, the school will arrange for the student to be transported home only on the day suspension occurs. Thereafter, it is the responsibility of the parents to arrange for their students' transportation to and from school.

School Bus Rider Responsibilities

Riders and drivers will treat others with courtesy and respect at all times.

The use of profanity, vulgar, obscene, or abusive language will not be tolerated. Fighting, shoving, or bullying others on the bus, or while waiting for the bus, will not be tolerated.

Throwing anything on the bus is prohibited.

Talking should be carried on in conversational tones.

Smoking, or use of tobacco, is prohibited on the bus at all times.

Students must obey immediately any request or suggestion from the bus driver pertaining to safe pupil transportation.

Defacement of or destruction to the bus will not be tolerated. Any vandalism of the bus or bus seats will be billed to the person responsible for the damage.

Aisles are to be left free of books, lunch boxes, coats, and other objects at all times. Students should sit totally in their seats, and not put their arms, legs, etc., into the aisles, except when inadequate space makes this impossible.

Students must remain seated at all times when the bus is moving; arms and heads must be inside at all times.

Students may be required to walk up to one and one half miles to a bus stop, or two miles to school.

Students must be ready to board the bus at least five minutes prior to its scheduled stop. Drivers are not to wait for pupils who are not ready. Pupils should not crowd onto the street or road when waiting for the bus; instead, they should line up and enter the bus in an orderly fashion when it arrives. Middle and high school students boarding the buses in front of the Richmond School in the afternoon should stand behind the white line until the buses have come to a complete stop.

Students must board the bus in an orderly and courteous manner, go immediately to a seat, and sit down. The driver may assign seats.

a.) For Norwich middle and high school students only- when boarding in the afternoon buses in front of the Richmond School, students should board the first bus in line until it is filled, then the second bus should be filled, and so on.

b.) For Norwich students only—when the bus reaches the Marion Cross School in the afternoon, all middle and high school students will fill in the seats from the back of the bus forward, unless a seat has been assigned. The younger children will fill in from the front to the bus back.

Students loading and departing from the bus will do so from the front door of the bus. If the road must be crossed, students will cross at least 10 feet in FRONT of the bus, and use caution, even though the flashing lights are on.

All school rules are in effect on the school bus for transportation to and from any school or any school event.

f. School Visitors

All visitors must report directly to the Main Office. Visitors will sign in and receive a name tag to wear during their visit.

Parents and other interested adults are encouraged to visit in the schools during the school day. Because the Principal is responsible for all persons on school property, visitors are requested and urged to proceed first to the Main Office. The Principal may ask any visitor to identify themselves. The Principal may ask any

person to leave the school grounds if they believe that person's presence would disturb the educational process. They may call for outside assistance if necessary.

Visitors to the high school may be admitted if they have school business. Visitors are not welcome for strictly social purposes although occasionally an exception can be made with prior approval from the Principal or Associate Principal. Any student wishing to have a visitor attend classes with them must complete a Flamingo form, which they can obtain through the Associate Principal's office.

5. Academic Policies & Procedures

a. Honor Code

Passed by Council, March 25, 2008

Adopted by the Dresden School Board March 25, 2008

Hanover High School is a democratic school. Therefore, all members of the school community are expected to uphold high standards of responsibility, honor, and integrity both in and outside the classroom. Living by these standards inspires confidence and trust in others as well as oneself.

To that end, all members of the Hanover High School community are expected to abide by the rules of the HHS Handbook. Violations of these rules conflict with our Honor Code principles and betray our community of trust.

i. Responsibility to Report Violations

Any member of the Hanover High School community who is aware of an Honor Code violation is bound to take some action. At a minimum, this action may be to report the violation to a parent/guardian, teacher, administrator, other adult, or to speak personally to the individual in violation. To do nothing threatens both the spirit and success of the Honor Code.

b. Academic Integrity Policy

Passed by Council, February 29, 2008

Adopted by the Dresden School Board 3/25/2008

Violations and Definitions

Any of the following are acts of academic dishonesty and therefore violations of the Academic Integrity Policy (AIP) and the HHS Honor Code. Students caught in

an act of academic dishonesty before the act has been completed are also in violation of this policy.

Cheating is any activity in which a student deliberately misrepresents their actual academic achievement.

Plagiarism is a form of academic dishonesty where a student intentionally takes and/or uses as their own work another's published or unpublished thoughts, ideas, or writings. Verbatim repetition or paraphrasing, without acknowledgement, of another person's writing, work, or research is also plagiarism.

Misrepresentation includes any fabrication or false presentation of data, quotations, sources, or other information.

Aiding or Abetting includes helping another student to cheat, plagiarize, misrepresent or otherwise engage in academic dishonesty.

Asking, Persuading, or Coercing another student to engage in any of the behaviors listed above is a violation of this policy.

Policy & Procedures

Revised February, 4, 2015

Adopted by the Dresden School Board March, 2015

At a minimum, within the first week of each semester, teachers will provide a written explanation of specific expectations for complying with the Academic Integrity Policy in their classes and facilitate a discussion of those expectations. A teacher, perceiving a violation of the Academic Integrity Policy, will individually alert each student concerned and notify the Associate Principal. (The teacher will not address the matter independently.) To decide if the case is actionable (i.e. an admission of violation or sufficient evidence to require follow-up) under the Academic Integrity Policy, the Associate Principal will confer with the student about the circumstance and evidence.

A. STUDENT ACCEPTS ALLEGATION. If the student accepts the allegation, the Associate Principal will:

1. Contact parents/guardians to set up meeting.
2. Inform attendees at this meeting:
 - of the base consequences the student faces for this offense. Base consequences are outlined below.

- of the opportunity to participate in Restorative Practices in accordance with procedures outlined in the Restorative Justice Section of the Student Handbook.

3. Student and parent decide which pathway they would like to take.

B. STUDENT CONTESTS ALLEGATION. If the student contests the allegation, the Associate Principal will:

1. Schedule a hearing immediately to determine the involvement or guilt of the student.
2. Invite parents/guardians to attend the hearing.
3. Make a determination, appealable to the Judiciary Committee.

If the student appeals to the Judiciary Committee and the ruling corroborates the Associate Principal's decision, then they will still have the option of the restorative justice pathway as delineated above.

If the student is not interested in following the restorative justice pathway, then they will receive the base consequences and any other punishment(s) judged appropriate by the Associate Principal.

A copy of the signed contract will be retained in the Associate Principal's files as well as the Coordinator's files.

Responses & Consequences

Base Consequences (unless otherwise determined at the RP Conference)

In any actionable case of academic dishonesty, the following consequences will occur, unless otherwise determined by the RP Coordinator:

- A "0" for the assignment in question;
- Notification of the student's parents or guardians;
- Notification of the student's counselor;
- Counselors report infraction to colleges during the application process;
- Up to five weeks time scheduled up;
- An apology shall be given in person to the staff or students directly affected by the offense.

First Offense

A first offense in a student's high school career will incur base consequences as defined above. If a first offense is deemed to be a more serious offense, it may incur additional penalties as defined below.

Additional, Multiple, or More Serious Offenses

Additional, multiple or more serious incidents of academic dishonesty (including serious first offenses) will be dealt with more severely. In addition to the base consequences defined above, consequences may also include any of the following:

- More than 5 weeks time spent scheduled up;
- 1-10 days suspended (in or out of school);
- Notification of the student's current teachers;
- Removal from any leadership positions in the school or in extra-curricular activities, including, but not limited to, captaincy on athletic teams, Council executive positions, and club/activity leadership positions;
- A "Withdrawn Failing" grade from the class in which the offense occurred;
- No credit ("NC") for the quarter for the class in which the offense occurred. The student will be given a fixed numerical grade of their existing score minus 41 points. No student may be given a numerical grade of less than a 0;
- No public recognition of the student at any underclass or senior awards functions in the school year of the violation;
- Suspension from and/or limitations on the participation in any school-related activity in which the student represents HHS either inside the high school or in travel to other schools or events for up to 20 school weeks.

Variables for Determining Severity of Offense

Penalties and consequences shall be determined by the Associate Principal based on the severity of the offense. In determining severity, the Associate Principal should consider factors such as:

- Repetition (prior incidents)
- Collusion with other students
- Type of assignment
- Type of violation
- Seriousness of offense
- Contrition of student
- Cooperation of student after accusation
- Premeditation of offense
- Degree of effect on school community

Faculty members will have access to official disciplinary records documenting academic dishonesty for the purpose of writing letters of recommendation. Students should be aware that many college recommendation forms ask whether the student has been academically dishonest. Further, the Hanover High School Secondary School Report, which is part of every college application, will specify whether a student has been administratively disciplined in grades 9 through 12

for an actionable violation of the Academic Integrity Policy, unless otherwise determined by the RP Coordinator.

Collaborative List of Resources

Aine Donovan, Professor of Ethics, Dartmouth College
Choate Rosemary Hall, Connecticut
Dartmouth College, New Hampshire
Delone Catholic High School, Maryland
Haverford College, Pennsylvania
New Trier High School, Illinois
The Hanover High School Council
“The Plagiarism Plague”, Sparknotes.com
Van Nuys High School, California
Virginia Polytechnic Institute, Virginia

c. Credit Earning Pathways

Credit is awarded for successful completion of any course listed in the Hanover High School [Program of Studies](#).

For additional information about additional learning opportunities see our [Extended Learning](#) and [Supported Learning](#) pages.

i. Academic Credit

Minimum Accumulation

To be on schedule to graduate in 4 years, the number of credits required when entering each grade are:

Grade 10 a minimum of 5 credits

Grade 11 a minimum of 10 credits

Grade 12 a minimum of 15 credits

Course Load

The required workload for a full-time student is five courses.

1. A reduced program (fewer than five courses) must be approved by the Principal. To remain a student at Hanover High School, students must carry an approved course load, attend classes, and meet academic work obligations.

2. A Hartford Career & Technology Center course counts as the equivalent of three courses. Hartford courses count as 3 credits per year.
3. Dartmouth courses such as lab sciences and foreign language are tallied as two courses. Other Dartmouth courses generally count as one. A Dartmouth course counts as 1/2 credit per Dartmouth term.
4. A student who drops to less than four courses because of neglecting attendance and/or work responsibilities may be asked to drop out of school for the remainder of the semester.

ii. Drop/Add

During the registration process, Hanover High School students should carefully consider their course registration selections. Course drop-adds are possible. Students are not encouraged to change courses, however, except when a course is judged inappropriate in terms of achievement level or skills needed. To help control both the quantity and legitimacy of drop-adds the following policy is strictly followed:

All drop requests are handled through a counselor.

Student-initiated adds must be undertaken within the first five days of a semester. A course added after this period needs the approval of the counselor and the department coordinator.

All changes of course level must be approved by the department coordinator.

In the first semester, student-initiated drops may occur during the first four weeks of a course without consequences to a student's record.

Note #1: In the second semester, student-initiated drops may occur during the first four weeks of a course without consequences to a student's record for semester-long courses only.

Note #2: Students may not drop the second semester of a full-year course without penalty as described in "withdrawing" in item 5.

Any course dropped after the fourth week of the first semester will result in a WF (Withdrew Failing) in the student's record and will be factored in the student's GPA at a 1/2 credit, unless the drop is initiated by a teacher or counselor; in this case the record will indicate W (Withdrawn without penalty) and is not factored into the G.P.A. This rule also applies to semester long courses that begin the second semester.

Regarding any full-year course (see Program of Studies) that is dropped for the second semester. The student will receive the assigned grade and

½ credit for the first semester of the full-year course. The student will receive a “WF” for the second semester, which will be factored in the student’s GPA as a “0,” at a 1/2 credit.

A teacher or counselor may initiate a course drop only if they are convinced that the student has been mistakenly enrolled in the wrong course and should be allowed to withdraw without penalty. Both the teacher and the counselor must agree about the appropriateness of dropping a course without penalty. Teacher or counselor initiated drops will not be allowed after the 10th week of a course. In cases of extended illness or special circumstances, the above limits may not apply. Decisions will be made on a case-by-case basis by the school administration.

Any course dropped by default (meaning that no drop-add procedure was used and the student simply stopped attending) will result in the student’s record showing a WF for the duration of the course that was neglected.

iii. Independent Study Standards

Independent Study/Alternative Credit Earning (IS/ACE) includes all Independent Study courses listed on a student’s schedule plus any courses titles offered through the Personalized Learning Program Department (Work Study, Volunteer Service, Mentor, etc.) that require individual arrangements.

Formative

The maximum duration of any IS/ACE is one semester without the arrangement being redrawn.

All IS/ACE plans will be written.

A maximum of five school days is allowed for the formation of the basic plan. For any IS/ACE listed on a student’s schedule at the beginning of a semester, the clock starts ticking on the semester’s first day with two possible exceptions:

A pre-arrangement has been made with the teacher that is satisfactory to the teacher.

The student has a school-approved excused absence, whereupon the deadline will be extended by a number of days equal to the absence.

If a student fails to complete a satisfactory arrangement by the five-day limit, this fact will be reported by the teacher immediately to the student’s counselor who will consider the course listing dropped from that student’s program.

The IS/ACE formative stage is considered complete when all the substantive criteria are recorded in writing, and both the teacher and student have signed and dated the written plan.

If an IS/ACE proposal for credit needs to be approved by an academic department, the completed proposal must be acted upon within a stated number of school days of being submitted to that department. If no limit is stated, the proposal must be acted upon within five school days.

Substantive

All written IS/ACE plans must contain the following features:

A clear statement of the learning objective(s). *

A scheduled meeting time between teacher and student at no greater interval than one week. *

A clear statement of expected behaviors by the student and the procedures to be followed if the IS/ACE is not complied with, including cause for the IS/ACE to be terminated.

A clear statement of all required activities and their deadlines. *

A list of available resources and their locations.*

A clear statement of how the learning will be demonstrated. *

A clear statement of how the learning will be evaluated and what criteria will be employed to determine the final grade.

Designation of at least three interim evaluation checkpoints during the course of the work.

* These items may be revised during the course of the IS/ACE if agreed to by both the teacher and the student. All revisions must be written, dated, and initialed as amendments to the initial agreement. No revision will contradict the standards listed above.

iv. Extended Learning Opportunities (ELOs)

ELOs are currently accepted at HHS for credit recovery or courses not offered at HHS. Any attempt to receive credit for courses required for graduation is subject to Counseling Department approval and must meet departmental guidelines. Approval must be received before beginning course work. Hanover High School will not grant credit for activities done without prior approval. Current online or correspondence course providers used by HHS include Keystone, the New Hampshire Virtual Learning Academy, and the University of Missouri. Credit determinations for summer school courses, ski academies, semester programs, local college programs other than Dartmouth College, and correspondence or online courses will be made by the Counseling Department. This will be done in conjunction with the appropriate department coordinator based on review of instructional hours, syllabus content, and accreditation status of the institution. Students must obtain prior approval through the Counseling

Department to earn credit for courses not listed in the Hanover High School Program of Studies.

v. Home Schooling

APPROVED by COI, 12 January 1984

Revised: June 1999

Credit determination for an approved home school education plan will be made by the Counseling Department. This will be done in consultation with the appropriate department coordinator using indicators that include but need not be limited to standardized testing, portfolio content and individual assessment by professionals in the school district.

vi. Hartford Area Career & Technology Center

Academic credit through vocational education may be earned for courses studied at the Hartford Area Career & Technology Center. After completing two full years of study in a vocational school subject the following academic credits may be earned:

For 2 years of study in:	1 Credit In:
Allied Medical Services	Science
Auto Technology	Science
Building Trades	Mathematics
Business Technology	English
Career & Technology Exploration	Math, English, Art
Collision Repair and Refinishing	Math or Science
Computer Technology Application	Mathematics
Cosmetology	Science
Culinary Arts	Science
Design, Illustration. and Media Arts	Art
Engineering/Architectural I Design	Mathematics
Human Services	Social Studies (not history, government, or economics)
Industrial Mechanics and Welding	Science
Natural Resources	Science

vii. Study Abroad

A student planning to live abroad for more than one quarter of the Hanover High School year and wanting to earn credit toward graduation during that time must:

- obtain prior approval through the Counseling Department for this plan, and
- enroll in a recognized secondary school in the country where they will be living.

Hanover High School will not grant credit for activities done abroad without prior approval. If the school the student plans to attend is not a recognized secondary school, the student should see their counselor for available options. Hanover High School will accept the foreign school's evaluation and award appropriate credit for work done there.

When accounting for course credit and reporting grades on school transcripts and permanent records, Hanover High School reserves the right to differentiate between work done at Hanover High School and work done in a foreign school.

For courses in which the student was here only part of the term, the student will receive separate quarter grades as reported by the different institutions instead of a final grade.

viii. Dartmouth Courses

Students interested in taking a Dartmouth course should refer to the guidelines below and consult with his/her guidance counselor. Students officially registered to take Dartmouth College courses will earn 1/2 HHS credit for each Dartmouth course completed successfully.

The following guidelines were developed with the Dean's Office at Dartmouth College. The general expectations for applying to take a Dartmouth Course while a student at Hanover High School are as follows:

READ DARTMOUTH COLLEGE'S PROGRAM POLICIES

1. The student's academic performance must be strong in all areas. Students approved to take Dartmouth courses generally rank in the top quarter of their class.
2. The student should usually be in his/her junior or senior year.

3. The student must have completed successfully (generally at an A-/A level) all course work at Hanover High School in the chosen field.
4. The student must be a full-time student in the high school. This is defined as carrying the recommended five courses, with the Dartmouth course counting as one or two of them.
5. During a student's time at Hanover High School, the student may take a limit of four Dartmouth courses over 2 years but no more than one Dartmouth course per Dartmouth term.
6. Once a student is enrolled in a Dartmouth course, a) the student is expected to complete the course unless he/she is forced to drop out for health reasons, and b) the student falls under the grading policies of Dartmouth College for that part of his/her program. Grades earned at Dartmouth will become part of the permanent record of the student.
7. No Hanover High School student is to approach a Dartmouth instructor for admittance to a course as part of his/her high school program before he/she has made application through the high school's Guidance Department.
8. Once started students may continue taking Dartmouth courses as long as they earn grades of "B" or better

Guidelines for taking a Language Course at Dartmouth

Dartmouth College has made its foreign language programs available to Hanover High School students with proven ability for learning languages at an advanced level, upon the recommendation of Hanover High School's Foreign Language Department. Due to the variety of foreign language courses offered both at Hanover High School and Dartmouth College, the following guidelines govern the availability of Dartmouth Language Courses to Hanover High School students.

1. Students wishing to take a Dartmouth Language Course must be juniors or seniors and have demonstrated outstanding ability (generally an A- average or better) in the study of a foreign language. These courses are not available to younger students because language learning at the middle-school level does not adequately demonstrate the ability to study a language at the college level.

2. Students wishing to enroll in advanced French, German, Latin, or Spanish courses at Dartmouth (levels 1, 2, and 3 are not available to Hanover High School students) must meet the following criteria:

- They have successfully completed the highest level of the language intended for Advanced Study.
- They have demonstrated competency to take an advanced level Dartmouth course.

3. STUDENTS WISHING TO ENROLL IN LANGUAGES NOT OFFERED AT HANOVER HIGH MUST MEET AT LEAST ONE OF THE FOLLOWING CRITERIA:

- They have successfully completed two years of high school courses in that language (from a previous school).
- They have demonstrated in that language a level of competency comparable to two years of study at the high school level based on extended residency in a foreign country or heritage learning within the family. Competency will be determined by the HHS Foreign Language Department using placement exams and department interviews.
- They have successfully completed the highest level of a language offered at Hanover High School. Students with exceptional ability may apply to start a new language at Dartmouth while taking the highest-level course in the first language at HHS.

4. HANOVER HIGH SCHOOL'S FOREIGN LANGUAGE DEPARTMENT WILL REVIEW CASES WHEREIN A STUDENT'S CIRCUMSTANCES DO NOT FIT NEATLY INTO ANY OF THE CATEGORIES DESCRIBED ABOVE; THE DEPARTMENT COORDINATOR WILL PRESENT THE DEPARTMENT'S DECISION TO THE STUDENT AND HIS/HER COUNSELOR.

ix. Ford Sayre Tutorial Program

All HHS Ford Sayre I and II skiers are eligible to participate in the tutorial program. The program is designed to allow skiers to train under optimum conditions. Participants will attend four morning classes at HHS and be tutored in one subject in the evening. All students who plan to participate in the Ford Sayre Tutorial should notify the Counseling Department by May 1. Program guidelines are available in the Counseling Office

d. Assignments & Grading

i. Homework and Communication

Assignments Over Vacation

Assignments over Weekends, Thanksgiving, December, February, and April Vacations: Guidelines

Weekend homework, including long weekends, must be limited to the equivalent of one typical weeknight's worth of homework. Vacations are intended to provide relaxation and a break for everyone. In general, teachers should avoid assigning homework over vacations, but if a teacher thinks it is necessary, the following guidelines concern the timing of assignments over vacations. These guidelines are not meant to suggest that students should not do homework over vacation – they are meant to give students reasonable choices.

For minor or normal overnight assignments:

Issue these in a timely fashion so that students will reasonably be able to complete them without having to do the work over vacation.

For major or long-term assignments:

Allow enough time on either side of the vacation to allow students to reasonably and successfully complete the assignment without having to do the work over vacation by:

Issuing the assignment at least one week before vacation OR

Making the assignment due at least one week following the day of return from vacation

Posting of Assignments

All homework assignments and required materials must be assigned during a student's class period. It is not permitted to change entirely or increase a homework assignment after a class as ended. Modifications to the existing assignment must be made no later than 20 minutes after the last class period of the day.

All courses must post **all** homework assignments using the Schoology **assignment module** which adds the assignment to the **calendar**. Although accompanying materials may be distributed in class, **best practice is for all materials to be attached to the Schoology assignment electronically**, postings must inform students, parents, and advisors of the homework expectations and upcoming tests and projects. Assignments should be posted on the day the assignment is due, not the day assigned, Assignments do not need to be collected in Schoology.

Code of Quiet

In order to encourage life balance and preserve the value of classroom communication, we promote a teacher-student "code of quiet" regarding school related computer communication after school hours.

Homework Effectiveness Communication

All homework-assigning teachers institute regular, anonymous check-ins regarding the quality, effectiveness, and duration of homework to create a dialogue between students and teachers regarding the value of and time spent of assignments.

Return of Papers Policy

Developed by the Council and approved by the Committee on Instruction. Approved by COI on June 8, 1989.

The maximum time for assignments, papers, tests and quizzes to be returned to students is six school days (Level I). The maximum time for large projects and reports is twelve school days (Level II). Long term in-depth research projects will have an alternative deadline that must be specified by the teacher at the beginning of the assignment. All assignments must be returned by the end of the school year. Teachers will define Level I and Level II assignments in their course outlines to aid students. If any student has a complaint about an assignment handed back outside the maximum time, it should be submitted to the Curriculum Committee of the Council.

ii. Grading

Course Primary Objectives are the basis for grades in the school.

- Each course is listed in the Program of Studies, which is given to all students in Common Ground during spring course registration and is available in the Counseling Office and on the website. A more detailed list can be obtained by conferring with the teacher or department coordinator.
- Objectives may vary in order to challenge each and every student to work to their fullest capacity.

Hanover High School's grading categories are as follows:

A High Honor

B Honor

C Satisfactory
D Passing
INC Incomplete
NC No Credit

- Students who receive a grade of “C” or above in sequential courses are permitted to continue on to the next course in the sequence. Students who receive “D” grades will be awarded course credit but should not proceed on to the next course.
- Grading is ultimately the teacher’s province.

Incomplete (INC)

The Incomplete is given only at the discretion of the teacher.

- An Incomplete is usually used when a student has had a long excused absence from school and needs remedial work in the course.
- A student may request an Incomplete so they can devote more effort to another course for a short period of time. This type of request is granted at the teacher’s discretion.
- There must be a legitimate cause for a student to take an Incomplete. Missing a deadline date is not a reason to take an Incomplete.
- Except for rare circumstances, Incompletes are used only after consultation between the teacher and the student.
- After two weeks, the grade of Incomplete automatically becomes a No Credit on the report card unless:
 - special arrangements are made with the teacher involved, and
 - those arrangements are communicated to the Counseling Department.
 - special arrangements are made with the teacher involved, and
 - those arrangements are communicated to the Counseling Department.

No Credit (NC)

A grade of No Credit results if the student has not completed the course objectives satisfactorily.

- This grade cannot be made up or changed without approval from the specific department.
- Notification of parents is required prior to awarding NC; personal contact, interim report, and telephone call are all approved methods of parent notification.

- If a student is failing one or more classes at the end of a semester, they will be placed on a four-week schedule up at the start of the subsequent semester.

Missing Work

In order to maintain best grading practices, teachers will enter a zero into the official grade book of record for all missed assignments, including, projects, papers, test and quizzes, until the time when the missed assignment is completed and graded.

Course Grade

- Course grades are usually given at the end of the first and second semester for both semester-long and full-year courses.
- These grades are an independent grade reflecting the student's overall achievement in meeting course objectives and are not necessarily an average of the preceding quarter grades.
- Only the teacher responsible for the course may alter a grade.
- Grades, once issued, may be appealed only within the succeeding academic quarter.
- A student who feels they have been graded unfairly should confer first with the teacher. If still dissatisfied, the student should take the complaint to the teacher's immediate supervisor.

Grade Citations

Approved by The Council and Curriculum Committee, 1995

Grade Citations are short messages of commendation attached directly onto a student's transcript. A teacher awards citations only "when a student's work is sufficiently distinguished to merit special recognition." (Citation Report form, Dartmouth College) Citations are never negative. They indicate specifically what the student did to deserve the citation. They can be given to students with grades other than "A." A citation is only for truly outstanding work, and it is given out only in exceptional circumstances to ensure its value, weight, and importance. Citations will be initiated by the teacher and approved by the department.

Report Card Distribution

Passed by Council, December 6, 2013

Parents along with students, at the end of each quarter, will be notified that grades have been finalized on the portal via the Principal's Weekly

newsletter and if the student or parent wishes a printed report card they will take it upon themselves to print it.

Pass/Fail Option Grading Option

Students may take a maximum of two courses P/F between the beginning of their junior year and their graduation. They may take only one course per subject area in this manner.

- Class lists received by teachers will not distinguish between students taking courses for grades and those using P/F. A list of students taking courses P/F will be available in the Counseling Office, and, if teachers wish, they may refer to this list.
- Students must register for P/F through the Counseling Office at which time the student must:
- Meet with their counselor to discuss the benefits and risks of the P/F option.
- Submit a Request Form that is signed by a parent.
- Students must register for the P/F option within the first five days of the beginning of the course (Sept. or January) that they intend to take pass/fail and have until the end of the fourth week to drop the P/F option.
- The P/F grade will be factored into a student's GPA only if the student receives a failing grade.
- Pass/Fail will be available for all courses offered in the school.

Honor Roll

An academic honor roll is computed each quarter. All courses are included in honor computations. Students who received a grade point average of 3.8 or above are designated as High Honors. Students with a 3.5 to 3.79 average are designated as Honors students.

Interim Reports

Teachers frequently send home notifications when a student is performing exceptionally well or is not meeting course objectives. Hopefully parents will encourage a student who is not meeting expectations and alert the teacher if a student has a problem that needs special attention. The teacher is expected to notify the student before any note is sent home.

GPA

The Grade Point Average (GPA), which is based on a 4.0 scale, is calculated using unweighted grades. *Rank in class—School district policy states that students are not numerically ranked.

	Grade 1 Credit	1/2 Credit
A	4.00	2.00
A-	3.67	1.84
B+	3.3333	1.66
B	3.0	1.5
B-	2.67	1.34
C+	2.3333	1.16
C	2.0	1.0
C-	1.67	.84
D+	1.3333	.66
D	1.0	.50

iii. Exams

Hanover High School conducts a final exam period at the close of each semester.

General Information

- All courses are required to have a final examination or course completion exercise.
- This final assessment counts not more than 20% of a final grade. Semester grading will be set at 40%, 40%, 20% (exam) Any other grading weighting or percentages must be approved by the department coordinator.
- Individual teachers (with approval) have the option of exempting seniors with a course average of A or A- from final exams.
- Exams consist of paper and pencil tests, oral exams, and student projects and performances. Conferences are used in selected courses to discuss student progress during the semester.
- Exams and conferences reflect the goals and objectives of the particular course. The value or importance of the experience should be clearly stated in the teacher's course standards.
- Teachers report all midyear and final exam grades on student report cards. A conference is designated by a "p" on the report card indicating that it has occurred.

- Exams must require that students study the course content and be of sufficient length. Conferences should also require student preparation.
- During the last week of classes, teachers may not assign tests or papers to be due during the same week or during exam week.

Goals of Exam Week

The function of exam week is for teachers to evaluate the student's learning of the course content and skills; and for students to:

- review and synthesize course material;
- complete unfinished work and assignments;
- practice self-discipline in preparing for exams and conferences.

Review Period

Courses requiring an examination of the material learned as the final course experience will have at least two consecutive days of formal review periods during the last two class periods prior to the week of exams.

- Some courses do not require a formal review period since the final course experience is not an examination of material learned.
- Most final course experiences test a substantial body of knowledge and skills that require some structured review. The specifics of each teacher's review period are explained within the Course Standards; which should reflect the Test Preparation Motion below:
- Previously taken tests, quizzes, and assessments will be made available for student test preparation in one or more of the following ways:
 - Tests will be available for study during one of more x-periods in advance of the next test (provided the upcoming test builds on subject material covered in the previous tests).
 - Tests will be handed back for review at home.
 - Tests will be available for supervised study in the appropriate resource center.

If none of the above options are feasible for the student, an alternative arrangement, such as a meeting before or after school or during a free period, should be made.

Final Exam Schedule

A final exam schedule is published one week prior to the exam period.

- Each student should construct their own exam schedule from the master list.
- If a student has more than two exams listed on a given day, they may defer the additional exam to the makeup day.
- If two exams conflict, the student may take one on the makeup day.
- A student who defers an exam to the makeup day is responsible for making arrangements before exams start by negotiating directly with the teacher(s) involved.
- A student who misses a regular exam with an excused absence may take the exam on the makeup day.
- Unexcused absences from exams result in NC on the exam and no chance of makeup.

iv. Course Concern

To Register a Concern with a Course or Evaluation:
Passed 05/06/2015

When issues emerge, Council encourages the student to first speak with the teacher. If there is no resolution, the student should contact the teacher's supervisor (if applicable). If there is still no resolution, then Council provides this recourse:

If a student wishes to register a concern, then the student must do so in writing (typed or handwritten, but printed and signed) to a [Curriculum Committee member of Council](#) or submit the [Course Concern Form](#). The Curriculum Committee will then notify the following persons about this concern: the teacher, the teacher's supervisor (if applicable), the principal. The Curriculum Committee will remove the student's name from the letter unless otherwise requested by the student. The Curriculum Committee will give the letter to the principal. The Curriculum Committee will keep no permanent records of the concern. The Curriculum Committee respectfully requests that, insofar as possible in keeping with the teacher's privacy rights, the teacher's supervisor or the principal inform the committee of any action taken so that the Curriculum Committee can provide feedback to the student.

e. Course Standards

i. Course Standards Policy

At the end of the first week of each course, teachers will give their students the following written information:

- Statement of course objectives
- Tentative bibliography of required readings
- Tentative major test schedule
- Major written assignments and tentative due dates
- Any special projects and tentative due dates
- Attendance requirements for the course
- Description of the grading system to be used to include the level of achievement necessary for each grade (A, B, C, D, NC)
- The requirements and nature of the course-completing experiences (e.g. final exam, conference, final paper, demonstration, project, etc.)
- Specific plans for review prior to mid-year and final exams
- Standards for eating food in the classroom
- Standards for being excused from class for personal or emergency reasons

Note: Student use of computers during tests, including midterm and final exams, is permitted only as outlined in Accommodations to Course Standards, below.

1. Accommodations

Adopted by Committee on Instruction - June 9, 2015

Amended by SAU on October 7, 2020

Accommodations, commonly part of a plan for a student who has a permanent or temporary disability, are outlined in a formal individual education plan (IEP) or 504 plan. Accommodations level the playing field, allowing students full access to the curriculum without changing it.

Students seeking accommodations in honors-level courses (a) must meet departmental qualifications and (b) must be capable of working with content material at a faster pace and in greater depth than would be expected in the non-honors level equivalent courses. For students with disabilities, teachers will adhere to the accommodations stated in the IEP or 504 plan with the exception that classwork and homework expectations in honors-level

courses will not be modified with respect to volume, pace and rigor.

2. Modifications

Modifications are course changes, outlined in an IEP, that substantially reduce the curriculum in terms of volume, pace, and/or rigor. While accommodations level the playing field, modifications substantively change the playing field. For example, if a student with a print disability needs all texts available in electronic form, this would be an accommodation. If a student needs texts available at a lower reading level, this would be a modification. Modifications may lead to course individualization.

3. Individualization

Revised by SAU October 2020

Individualizations involve such significant reductions to a course's curriculum, volume, pace, and/or rigor that the student's academic experience and learning are fundamentally different from their classmates and, as such, require a relabeling of the course. Courses may be individualized for the following reasons:

A course may be individualized for a student on an IEP or a 504 Plan if the student's team determines that this change is necessary for the student to receive a free appropriate education. A course may be individualized for a student who has had a sudden, severe, and/or traumatic experience; course individualization will be determined by a team that must include the teacher, the student's counselor, and an administrator.

If the decision is made to individualize a course, the student may stay in that class, but the course title will be relabeled as individualized on report cards and transcripts. An honors course that needs to be individualized will also be relabeled as individualized and will no longer be designated as an honors course on report cards or transcripts.

Further explanation for what constitutes an "individualized" course will be provided in the school profile.

Stages of Intervention

For students receiving special assistance through an IEP, the curriculum may be adjusted in non-honors courses if the adjustment is developed cooperatively by the learning specialist,

parent, and classroom teacher and is included in the student's IEP. An IEP meeting may be called as a student's needs change.

For students on a 504 Plan, or in the RTN program, requests for adjusting courses are subject to the following protocol:

- Students on a 504 plan should be using the appropriate accommodations set forth in the student's 504 Plan.
- If the student is not successful in the class, the student will be required to use available resources such as resource centers, supervised study, and tutors, and may receive an academic schedule-up.

For students who are outside our Special Education, 504, and RTN programs and are determined to be struggling to meet basic course expectations, these incremental steps should be followed:

- Students should avail themselves of regular education resources (e.g. resource centers, supervised study, etc.).
- Students who continue to struggle academically despite availing themselves of these regular education resources should move to the next lower level in the same subject, i.e. Biology to General Biology.
- Students with a long-standing (e.g. 6 months) history of difficulty or inability to do course work should be referred to 504 or Special Education.

Please note: The failure to do homework in a course is not a reason to move, change, or modify a course.

ii. Course Evaluation

Mandatory Course Evaluations:

Passed 02/27/2009

Teachers are required to administer mid-course and end of course evaluations. Semester long course evaluations should be done at the end of each quarter. The Curriculum Committee of the Council is responsible for verifying that evaluations are administered. For more information see the [Course Evaluation Survey Report](#).

f. Graduation

Graduation Honor Parts

May 1, 1981

Honor Parts at Hanover High School graduation shall be designated:

- Valedictorian First in Class
- Maxima Cum Laude First Tenth in Class
- Magna Cum Laude Second Tenth in Class

To be eligible for an Honor Part, a student must have received grades at Hanover High School in the first two quarters of the senior year or have been a regular student in full attendance at Hanover High School for at least one previous year.

To be eligible for valedictorian, a student must complete one full year, plus two quarters of the senior year at Hanover High School.

Class rank for Honors Parts will be determined by using final grades for the first three years and the first semester grades in credit-earning courses of the senior year.

Class rank for Honors Parts will be determined by using final grades for the first three years and the first semester grades in credit-earning courses of the senior year.

Graduation Requirements

Board Policy: IKF

Last Revised: November 27, 2018

Beginning with the class of 2020, the graduation requirements for Hanover High School as follows:

A minimum of 20 credits and are required for graduation as follows:

Required Subjects 15 credits:

Mathematics (including a credit in Algebra that can be earned through a sequential, integrated, or applied program)	4 credits*
English	4 credits
Physical Sciences	1 credit
Biological Sciences	1 credit
Social Studies required courses	3 credits**

Physical Education	1 credit
Health	1/2 credit
Fine/Practical Arts (1/2 must be fine arts)	1 credit
Information and Communications technologies	1/2 credit or demonstrated Proficiency
Open Electives	5 credits

* Including a credit in algebra that can be earned through a sequential, integrated, or applied program. Requiring a high school pupil to attain competency in mathematics for each year in which the student is in high school through graduation to ensure career and college readiness. A pupil may meet this requirement either by satisfactorily completing a minimum of 4 courses in mathematics or by satisfactorily completing a minimum of 3 mathematics courses and one non-mathematics content area course, including, but not limited to, a CTE program under RSA 188-E, in which mathematics knowledge and skills are embedded and applied, as may be approved by the school board.

** These courses incorporate the NH State Minimum Requirements of US and NH History (1 credit), US and NH Government/Civics (1/2 credit), Economics (1/2 credit), and World History, Global Studies, or Geography (1/2 credit). This also incorporates a district requirement of 1/2 credit in Modern America.

Open Electives: Students should review the minimum entry requirements of post-secondary schools in scheduling open electives, bearing in mind that most 4 year colleges require at least two years of foreign language.

Awarding of Credit:

A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. The Principal, after conferring with appropriate staff, will be responsible for determining the attainment of mastery.

Alternative Credit Options

The Superintendent may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities,

distance education, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of policy IMBC, Alternative Credit Options and other applicable Board policies.

Alternative Learning Plans

As an alternative to satisfying the provisions of this policy and related State requirements, students may also graduate from high school, and obtain either a high school diploma or its equivalent, by participating in an alternative learning plan or program. The provisions of policy IHBI, Alternative Learning Plans, shall apply in such an event.

Passage of Civics Exam

The district will develop a competency assessment of United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students who attain a passing grade on this assessment will be eligible to receive a high school diploma.

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if they determine that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

EDUCATIONALLY HANDICAPPED STUDENTS: All educationally disabled students have equal opportunity to complete a course of study leading to a high school diploma.

Legal

NH Code of Administrative Rules, Section Ed 306.27(ad), Early Graduation
RSA 189:11, Instruction in National and State History and Government.

During annual course registration, students receive information to assess their progress towards meeting graduation requirements. Seniors whose schedules

indicate possible graduation deficiencies will receive a letter from the Counseling Department.

Early or Deferred Graduation Option

Arrangements can be made for either early or deferred graduation.

- Criteria for early or deferred arrangements are available in the Counseling Office.
- A request for early or deferred graduation must be initiated with a Counselor.
- Approval for early graduation requests must be obtained from a parent or guardian, the counselor, and the Principal.
- Even though a plan for early graduation is approved, there is no guarantee that space in courses needed to satisfy the plan will be available (e.g., all students are given one English before any student receives two).
- Middle school credit cannot be used for early graduation.

Letters of Recommendation

As part of the application process for colleges, private schools, summer programs and some employment opportunities, students need letters of recommendations from teachers, counselors, coaches and other staff members. A student needing a letter of recommendation from a school staff member should take the following steps:

- Ask the staff member if they are willing to write a letter of recommendation.
- Tell the staff member the deadline date for the recommendation. The staff member should have at least three weeks lead time to write the recommendation.
- If the school or program provides a form for the recommendation, give the staff member a copy of the form.
- Provide the staff member with access to your colleges for electronic submission.
- Thank the staff member for writing the recommendation.

Withdrawal From School

In order to formally withdraw from school, please schedule a meeting with your guidance counselor and obtain a Withdrawal Form. The completed form should be returned to the Main Office.

g. March Intensive

[March Intensive](#) is four days (or more) of diverse course offerings, organized and taught by staff and community members.

Courses offered will provide opportunities for meaningful learning experiences for students and staff that are different from what already exist in the school's curriculum offerings.

Students will experience learning for learning's sake because this is free-choice learning and not a graduation requirement.

Students may try something really different and take a risk in studying something without fear of grades.

The larger community will be involved by leading activities/courses; sharing their knowledge, skills and expertise; and participating as students on a space-available basis.

Students will have the opportunity to study one subject in depth throughout the day rather than the switching of courses, which is normal during a typical school day.

6. Student Policies

a. Acceptable Use Policy

Approved by School Board 5/2019

Purpose

SAU 70 is fortunate to provide its students a variety of technological resources to enhance learning and support communication with others. The District's technological resources allow students to participate in real time global events, collaborate with others, and extend learning outcomes beyond traditional outcomes.

The District intends to offer these opportunities within an environment that fosters safe, legal, ethical, and responsible use. The guidelines outlined in this policy apply to use of District equipment, networks, and resources on and off school property, and extends to privately owned devices that are used in conjunction

with school systems. This policy governs both students and guest users on the use of school Network resources.

This policy also serves to meet or exceed Federal, State, and local laws and regulations as related to student technology use in SAU 70.

Definitions

The term "Network" shall be interpreted to include any and all District owned computers, servers, any hardware or software, the District's local area network (LAN), all wireless access points, the Internet, the District Intranet, self-contained electronic mail systems, and any other elements of the District's computer, telecommunications or electronic communication/information systems.

Regulation

Regulation of the SAU 70 Acceptable Use Policy is the responsibility of the building Technology Coordinators, the SAU Superintendent or his/her designee in conjunction with the individual school administrators. This body reserves the right to prohibit conduct, communication, or content which it deems harmful to individual users, to the school community, to the network itself, or illegal activity. In addition, this body may impose consequences for violations of the acceptable use policy based on the guidelines listed.

Expectations

Students of SAU 70 are expected to abide by the guidelines delineated below:

Use of Computers, Chromebooks, and Mobile Devices

Computers, Chromebooks, iPads and all other devices at SAU 70 are for educational purposes. It is within a teacher's purview to limit the use of such devices to support our educational goals. SAU 70 employs the use of third party applications to regulate and monitor technological resources for violations of this AUP as well as to protect and maintain a safe environment for learning. SAU 70 filters content in accordance with Federal law that has been categorized as bullying, pornographic, obscene, illegal, terroristic, profane, or harassing. Content filters are managed by the District Technology Director and can be manipulated to accommodate instructional goals as needed at each individual school.

Social Media

Social media refers to online tools and services that allow any Internet user to create and publish content. Many of these sites use personal profiles where users post information about themselves. Social media allows those with common interests to share content easily, expanding the reach of their ideas and work.

While social networking is a valuable tool for connecting and communicating outside the classroom, there are some risks to consider when using these tools.

Below are guidelines to follow when representing SAU 70 on social media platforms.

Always:

- Maintain a secure and private password
- Be respectful. Represent yourself and your school positively and be considerate of others' opinions.
- Be ethical. Never publish or share private information of yourself or others.
- Assume all content, whether personal or school-related, is public.
- Be accurate and appropriate in posts. Utilize spelling and grammar check. If mistakes are made, correct them and take responsibility for any errors.
- Notify a teacher or administrator if any social media action may impact others' well being or safety.
- Never create or knowingly share or engage with falsified accounts. Advocate for those who may have been victims of falsified accounts and report this information to an administrator.
- Refrain from publishing images, audio, or video of an individual or group without consent.
- Refrain from representing an official school organization, class, or sport without permission from a coach, teacher, or administrator.
- At no time, should students be asked to use personal social media accounts to log on to required applications, or modify social media privacy settings in order to access required content.

Use of Email, Chat, and Other Electronic Communications

SAU 70 supports multiple resources for electronic communication including email, Seesaw, Schoology, and Google Apps for Education. When grade level appropriate, students are expected to use these applications to communicate with teachers and classmates and for networking purposes related to higher education. When grade level appropriate, it is the student's responsibility to regularly check email for schoolwide communications. School email is considered public record. Students are strongly discouraged from using non school resources for communicating with school personnel.

Internet Access

The Internet offers vast, diverse, and unique resources. Student use of the Internet is closely linked to the mission and goals of the school. SAU 70 firmly believes that the value of the information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is inconsistent with the educational goals of the district. SAU 70 educates students in the responsible, safe, and ethical use of the Internet. Users should adhere to the following safety and behavior guidelines in order to protect the school's ability to provide this resource to the community.

The use of the school's network and Internet resources should support the educational objectives of the school. Access to the Internet is a privilege and not a right. Users should take responsibility for their own behavior. Inappropriate behavior may result in the loss of this privilege. Technology is constantly changing and because of that fact, the guidelines for Internet use, listed below are also subject to change.

Safety

In the interest of protecting personal safety, users should be cautious with giving out personal information and should take steps to understand about "secure" communications.

Users should avoid:

- Transmitting personal information such as a full name, driver's license number, financial data, home and/or cell phone number. sending content that is lewd, suggestive, or that involves nudity, clicking on links or downloading anything sent from unknown people or links or messages that are out of character for people you do know.
- Using non-school resources for school communications (ie. social media, texting)

Behavior

Users are expected to be polite and considerate of other users, to use appropriate language in electronic communications, and to confine their use of computing resources to further educational objectives.

The following behaviors are considered unacceptable:

- Damaging devices and their peripherals. This includes removal or alteration of peripherals, identifying labels, barcodes, or serial numbers.
- Using information technology resources for commercial purposes, partisan political purposes, or for any unlawful purpose.
- Using electronic media to harass or threaten other persons, or to display, design, copy, store, draw, print, or publish obscene language or graphics.
- Repeatedly or purposefully engaging in activities which unreasonably tax computing and network resources or go beyond their intended or acceptable use. Borrowing, lending, falsifying or misusing a computer account, or allowing, or facilitating the unauthorized access to use of school computing resources by a third party.
- Using school computing resources to gain or attempt to gain unauthorized access to computing resources either inside or outside of school.
- Interfering with the operation of the school's information technology resources by deliberately attempting to degrade or disrupt resource performance, security, or administrative operations.
- Intercepting or attempting to intercept or otherwise monitor any communications not explicitly intended for him or her without authorization.
- Copying, reading, accessing, using, misappropriating, altering, publishing or destroying computer files, output data, documents or other files of another individual or attempts to do so, without the permission of that individual, teacher, or authorized administrator.
- Making, distributing and/or using unauthorized duplicates of copyrighted material, including software applications, proprietary data, and information technology resources. This includes sharing of entertainment (e.g., music, movies, video games) files in violation of copyright law.
- Violating the terms and conditions of software license agreements for software distributed by the school, by giving, lending, selling, or leasing such media or software to others for their own use.
- Using school resources to access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/ or illegal materials, images (still or video), messages, and text.
- Excessive use of resources for personal affairs (shopping, gaming, streaming media, etc)
- Using electronic communications in any manner which violates school/District policies or local/state/Federal laws.

Privacy

Users of SAU 70 network resources acknowledge that all technology provided by SAU 70 is actively monitored and should not be considered private, regardless of

the location of the device. Accessing content which indicates harm to self or others, illegal activity, and unethical and unsafe behavior will be communicated to building administration and/or their designee.

Beginning in the 2019-2020 school year, all digital resources provided to or recommended to students will be vetted for compliance with NH and/or VT student data privacy regulations. Students who create accounts or exercise Single Sign On options using SAU 70 resources independently assume all responsibility for the sharing of their own personal data.

Consequence

Consequences for abuse of technology and/or network resources by students at SAU 70 may include but not be limited to schedule up, suspension of technology or network use, suspension from school or in some cases legal action as deemed necessary by the local school administrator(s) in cooperation with the local school Technology Coordinator(s) and the District Technology Director.

b. Athletic Responsibilities

Athletic Practice Responsibilities

Athletes are expected to be at every required practice unless excused by the coach. Individual coaches determine penalties for missing practices unexcused. Athletes who must miss practice for an appropriate reason should inform the coach ahead of time.

Athletes are expected to attend the first practice called after the official starting date unless excused by a physician or the head coach. Those who are excused from trying out should understand that they will be behind others in terms of skills and conditioning, and that this may affect the team on which they are placed or whether they make the final cuts (if cuts are needed.)

All sports teams must have two consecutive days off over the Thanksgiving and February breaks, and three consecutive days off over the Holiday and April breaks. The coach will choose the dates and will notify both the players and the Athletic Director before the start of the season. If for extenuating circumstances, the coach feels they cannot abide by this policy for a particular break, they must appeal to the Athletic Director and the Principal as early as possible.

Participation Fee Guidelines

Fees will be paid prior to participation.

An athlete who does not make full payment or receive a waiver, will be ineligible until full payment is made.

Fees must be paid in full and by check. Cash will not be accepted. Checks are payable to: Dresden School District.

Students with financial difficulties may be exempt upon making a request in writing to the Athletic Director.

Refunds, based on injury or quitting the team, may be requested within the first two weeks of the season. After that time there will be no refunds.

NOTE: All athletic participation forms can be found on the Hanover High School website.

College Athletic Facilities

Members of Hanover High School athletic teams should not use the college facilities until specific arrangements have been made by the Athletic Director with Dartmouth's Athletic Department.

Concerns-Procedure

When a parent or athlete has a concern regarding the Athletic Department, the parent or athlete should follow the following steps:

Speak with the Coach.

- If not satisfied, speak with the Athletic Director.
- If not satisfied, speak with the Principal.
- If not satisfied, speak with the Superintendent of Schools.

Disqualification From An Interscholastic Athletic Event

- Any player or coach who is disqualified from a game at any level for exhibiting unsportsmanlike conduct shall not participate in the next scheduled interscholastic athletic event, including NHIAA Tournament events.
- If a player receives a 2nd game disqualification during the season, that individual will be required to forfeit any participation in that interscholastic sport, at any level, for the balance of the season.
- If the game disqualification is administered in the final contest of the season (including tournament play) the penalty shall be carried over in that sport and invoked at the first regular season game the following academic year. If a disqualification is administered to a graduating senior or coach in his final game of coaching at that school, it is the expectation of the NHIAA that the school take immediate and appropriate disciplinary action.
- Any player who leaves the bench area during an interscholastic athletic event where an altercation is taking place in the playing area, shall receive a one- game disqualification for the next scheduled game.

NOTE: In addition to the above rule, the student must comply with any additional rules and regulations set by the coach or advisor for that activity. The coach or advisor will inform all the participants of that activity of the above rules and of any additional expectations prior to the start of that activity's season. Students, however, are still responsible for learning all applicable eligibility rules.

The athlete will accept responsibility for all equipment issued and will return everything in reasonable condition within 2 weeks of the close of the season. Penalty: The athlete will not be allowed to participate in any Hanover High School athletic program until the equipment has been returned or paid for. In any event, the student will be billed for lost or abused equipment.

General Athletic Rules

The Hanover High School Athletic Department believes that athletics should be considered an important part of the secondary school curriculum and should be accepted on a par with other departments at the high school under the overall control of the central administration of the school. The Athletic Department shares with the other departments the goal of guiding young people toward emotional, social and physical maturity that will assist the individual in developing self-reliance, pride, loyalty and other desirable citizenship attitudes. While striving for this goal, concern for the physical welfare and safety of students is the primary objective. It is these objectives of the athletic program which are used to justify the use of tax funds and school facilities. The Athletic Department program encourages the development of a variety of competitive teams at the varsity and junior varsity levels in every sports season. Along with these selected players, as many students as the resources of the school/community permit should be encouraged to participate in physical activities. It is understood that a sufficient number of qualified coaches should be provided to adequately staff the athletic program and that overall equality and consistency should be provided within the Athletic Department. It is necessary for the Athletic Department to promote and respect the local, state and national rules and policies under which our school program is conducted.

The athlete will follow all rules of Hanover High School and the NHIAA. Hanover High School rules include those listed in the Hanover High School Handbook dealing with eligibility, transportation and behavior at school functions. NHIAA rules include those listed in Article II, sections 1-14, of the AIIINHIAA Handbook. Copies of the Hanover High School and NHIAA Handbooks are available for student inspection in the Athletic Director's Office or from the coach of the sport. Penalty: The penalties will be those stated in the Hanover High School Handbook and the NHIAA Handbook.

The student-athlete will abide by all NHIAA and Hanover High School academic performance guidelines. A student must be passing in four courses during the previous grading period. (An INC is not considered a passing grade until the teacher gives formal notice that the INC has been made up.) A student athlete may not regain athletic eligibility by making up academic deficiencies or failures of the regular school year during the summer months. Appeals may be made directly to the Principal. Penalty: The penalties will be those stated in the Hanover High School Handbook and the NHIAA Handbook.

c. Attendance Policy

Our first priority at HHS is education, either in the classroom or in other activities planned by classroom teachers. Classroom attendance is the first expectation placed on students by parents, teachers and administrators. A student in the classroom is part of the learning community. The student owes it to themselves to be present.

Parents must report absences due to illness and must give permission for all other absences.

- Absence from the classroom without parental or teacher approval is a cut.
- Missed class time may impact a student's eligibility to participate in their next co-curricular event. Without a goldenrod or doctor's note, a student that has missed class will not be eligible for co-curricular activities, even if they are excused by a parent. Please see Co-Curricular Code of Conduct for more information.
- If questions arise about how an absence or tardy should be counted, the decision will be made by the Associate Principal. Decisions can be appealed to the Judiciary Committee of Council.
-

Prior Notification Absences/Planned Absences

Notifying teachers prior to a planned absence encourages students to communicate proactively with their teachers. Students who complete the goldenrod process learn to communicate and manage time more effectively. As a result, students that have completed the goldenrod process are able to take part in their co-curricular activities.

In order to complete a goldenrod:

1. A student's parent or guardian informs the Main Office of the absence indicating their approval.
2. The student picks up the goldenrod form in the Main Office.

3. The student brings the goldenrod to the teachers of the classes they are going to miss.
4. Teachers must be given advance notice of an absence equal to the number of days a student will be missing. i.e. a one-day planned absence requires notification one day in advance, a two-day absence requires notification two days in advance, and so on.
5. The student turns in the completed goldenrod form to the main office.

Day of the Absence Notification

The parent or guardian will call the school by 8 A.M. The number is 603-643-3431, extension 3535. An absence will be considered a cut if a parent or guardian does not notify the school within 48 hours. If a student is in school and feels too ill to attend a class or scheduled obligation, the absence will be excused only if the student reports to the nurse, or to the Main Office if the nurse is unavailable. Failure to follow these steps equals a cut.

Lateness

A student is marked tardy if they arrive after the class' starting time. Parents may call or send in a note to excuse a student's lateness. Any tardy over fifteen minutes will be counted as an absence, either excused or unexcused.

- The teacher will communicate with the student the first and second time they are tardy unexcused to their class and deal with the issue at the teacher/student level.
- The Administration will meet with a student after three unexcused tardies in a quarter to develop an improvement plan.
- After 5 unexcused tardies in a quarter, the Administration will may assign one or more of the following consequences: Communication with home, Removal of the "x" period for the class,
- Removal of activity period privilege, After school detention, or a Schedule Up.
- After 8 unexcused tardies in a quarter, the Administration will may assign one or more of the following consequences: Longer term schedule up, Open Campus removal, In-School Suspension, Out-of-School Suspension.
- Any other penalties for tardiness must be stated in the course standards.
- If the teacher has not arrived fifteen minutes past the scheduled start of the class, students may leave the classroom.

Lateness caused by school travel

Students will still be able to participate in co-curricular activities If school-sponsored transportation returns students to Hanover after midnight, these changes follow:

- Arrival 12:00 - 1:00 AM: Student may miss the 1st period class but must be in school for the 2nd period class.
- Arrival after 1:00 AM: Student may miss the 1st and 2nd period classes but must be in school for the 3rd period class.

Makeup Work

Absent students are responsible for asking the teacher what assignments or handouts they missed. Before a planned absence, the student will show the teacher a plan for making up written work that is missed, and the teacher must approve this plan. If the student takes a planned absence without a makeup plan, grades for late work may be reduced at the teacher's discretion.

The student must complete work missed due to their absence. The student will be allowed time equivalent to the number of days missed, unless the student and the teacher agree to other arrangements.

Work assigned before the absence will be due on the scheduled date or on the day of return from the absence, unless the student and the teacher agree to other arrangements.

In cases of family emergencies, illnesses, or other circumstances beyond the student's control, deadlines for papers, tests, projects, etc. will be extended by arrangement between the student and the teacher. For example, if the student is absent due to illness and misses a two-day review for a test, they will have two days to receive and study the review material before taking the test.

NOTE: Individual course standards may contain additional attendance requirements.

Unexcused Absences/Cuts

Cutting a class at Hanover High School is a serious offense with serious consequences. An absence is considered a cut when it has not been excused by a parent, guardian or school staff.

Consequences for Cutting

- The student will receive NO CREDIT for work done that day in the class(es) he or she missed. Any other academic penalty must be described in the class's course standards.

- The student will not be able to participate in that day's athletics or in other co-curricular activities that have manageable attendance.
- In a first instance, the Associate Principal will contact the student. The student will have a 24-hour period to resolve any misunderstandings with the teacher otherwise there will be a 5-day schedule up.
- If the student cuts a second time, the Associate Principal will speak to the student and the student's parents to inform them that the student has been scheduled up for five school days. The Associate Principal will remind them of the consequences for more cutting.
- If the student cuts the class a third time, the student and the student's parents will be notified and the student will be scheduled up for ten school days.
- If the student cuts the class a fourth time, a hearing will be held to determine whether the student should remain in the course. The student, teacher, guidance counselor and parents will be invited to attend the hearing.
- If the student cuts the class a fifth time, the student will be removed from the class with No Credit reported on the transcript.

Truancy

Truancy is defined as an unexcused absence from school. Ten half days of unexcused absences in a school year constitutes habitual truancy. A half day absence is defined as missing more than two, but less than three and a half hours of instructional time. A full day is defined as missing more than three and a half hours of instructional time. X Periods are considered instructional time. For more information, please see Dresden School District Policy JH.

Excessive Absenteeism

Extended or persistent absences from class and school are detrimental and disruptive to the learning process and may have long term negative impacts on a student's education. Chronic absenteeism also denies students the opportunity to participate in school activities and events, and other beneficial social interactions. Students, their parents and the school have an obligation to minimize a student's absences from class and school.

In addition to the intervention process for addressing student truancy, the school shall also provide an intervention process from students who have extended or persistent excused and/or unexcused absences. When a student has ten (10) excused and/or unexcused absences in a school year the principal shall notify the student's parents of the total number of absences during that period of time and provide a copy of Policy JH. Should a student have fifteen (15) absences within a school year the principal shall request a meeting with the parents and student. The purpose of the meeting will be to identify the reasons for the

extended or persistent absences and to develop a plan to address the cause(s) of the student's absences. When a student has a qualifying disability, the matter shall be referred to the appropriate education team. Should the intervention process fail to minimize or eliminate a student's school absences and a student is absent for twenty (20) or more days within a school year, the principal, after discussion with the parents, may seek intervention from appropriate state agencies, including court intervention. The procedures set forth in Policy JH to address student absenteeism shall be in addition to, and do not replace, any procedures required for identifying students with disabilities or providing those identified students with appropriate educational services. See Policies ACE-R and JQL-R.

d. Behavior Expectations

Behavior Expectations – General

Hanover High School expects students to conduct themselves as responsible citizens. Students are expected to pick up trash without being told and certainly if they are told. Abusive or foul language is unacceptable; Hanover High School is a public place. Behavior in corridors, atrium, and other common areas that disrupts instruction or harms the school's generally positive atmosphere will not be permitted.

Open ridicule and verbal threats to other students and adults are considered harmful to the school's generally positive atmosphere. We do not tolerate physical intimidation or fights as a satisfactory means of settling disagreements. Students who do not meet these expectations or who violate other school rules run the risk of having severe disciplinary sanctions imposed.

The administration and staff recognize that the contents of this document will not address all situations that may occur. When circumstances arise that are not specifically addressed in this document, the administration and staff reserve the right to determine an appropriate response. Any individual who does not agree with chosen actions or responses of administration or staff members may pursue an appeal process through the Judiciary Committee of Council.

Refusal to Follow the Reasonable Instructions of an Adult

Failure to follow the reasonable instructions of an adult presumes refusal to do so unless it is determined that there was legitimate confusion or misunderstanding.

Consequence:

1. May result in a suspension of up to three days. Parents will be notified.

2. When substantiated, a schedule-up to last not less than 10 school days and no more than the remainder of the school year, depending upon the nature of the offense.

Unscheduled Time (Misuse of)

(Particularly disruptive behavior)

Consequence: Generally, one week's loss of choice during unscheduled time. The response to second offenses will depend on the circumstances, but generally will result in a loss of choices for a longer period of time.

Use of Outside Areas During Unscheduled Time

On-campus outside areas may be used for rest, recreation and studying. Outside use, however, cannot interfere with students and staff working within the school.

On-campus areas for students are listed below:

- The soccer field
- The turf field
- The front lawn
- The track infield

The following regulations govern the use of outside areas:

- In front of the school, pedestrian ways, parking lots: playing ball, Frisbee, lacrosse, skateboarding, etc. are not allowed. These activities are allowed on athletic fields not in use by the P. E. programs of HHS.
- "Hacky-sack" is permitted in front of the building so long as that activity does not interfere with pedestrians.
- Athletic equipment is off-limits.
- Fire escapes may only be used as an emergency exit.
- Automobiles, motorcycles, etc., are off-limits (i.e., no sitting on or in cars, etc.) This includes student visitors as well.
- Parking lots: should not be used for unscheduled time activities.
- Students should keep all areas free of litter, particularly the front lawn.

Locks and Lockers

Lockers belong to the school. Lockers are "on loan" to students for personal use in direct connection with attending school. Each student is assigned a locker for storing clothing, books and school supplies; students provide their own locks.

The school reserves the right to search lockers but will do so only when there is specific information related to illegal drugs, alcohol, stolen property or dangerous substances.

Each year a number of students report that personal belongings were taken from their lockers. Invariably, the lockers have been left unlocked or locker combinations have been shared. Students are strongly encouraged to do the following:

Use a lock at all times.

- Keep the lock combination confidential.
- Use only the assigned locker. A student is financially accountable for all schoolbooks and responsible for messages delivered to his/her locker.
- Never leave valuables or large amounts of money in a locker even with a lock.
- Leave any valuables in the Main Office for safekeeping.
- Report the loss of any property immediately to the Office.
- If you hang anything on lockers, use blue painter tape.

Locker Clean-Out

Lockers must be emptied by the last day of school in June. Items left in lockers will be removed and placed in the Cafeteria Lost and Found.

Political Campaign Materials

HHS prohibits the display of political campaign materials in any non-personal location in the school, except those specifically designated for that purpose. This does not include any political campaign materials used for educational purposes or for Council elections.

General Student Information

Bicycles

Bikes should be left in the bicycle racks provided and not near the pedestrian entrances to the school. This is necessary because of the shortage of outside space and the need for clear access for service and emergency vehicles. Bicycles are personal property and are not to be tampered with. Students found responsible for vandalizing bicycles will, at the very least, have unscheduled time restricted. If serious damage or injury occurs, the matter will be referred to the Hanover Police Department.

Delivering Messages

Students should check their email throughout the day for messages. If there is an emergency or the message is confidential, an office staff person will seek out a student immediately. Parents may leave lunches for students in the office.

Laser Pointers

Laser pointers should not be brought to Hanover High School unless the student can show a compelling need to use a pointer for academic purposes. Laser Pointers brought to school will be confiscated.

Lost and Found

The Lost and Found is kept in the Cafeteria. Unclaimed textbooks will be returned to appropriate departments at the end of each quarter. Articles not claimed after three weeks will be donated to a local non-profit.

Skateboards, etc.

The use of skateboards, longboards, and Razors/scooters as well as bicycle-riding on school property during the school day (7:30-3:30pm) is not allowed, especially when buses are loading and unloading.

Snowballs

There are several reasons why throwing snowballs is dangerous around a school:

- Snowballs can cause physical damage to persons and objects.
- Bystanders and pedestrians can be hit.
- A distracted motorist in front of the school could have a serious accident.
- Windows can be broken.
- Students can't always predict where a snowball will land, how a "target" will react, or whether a snowball will hurt.

The consequences for throwing snowballs are as follows:

Offense	Penalty
First Offense	Formal, written warning and request that parents assist
Second Offense	Loss of unscheduled time for one week or other restrictive action if snowballs are thrown before or after school
Third Offense	Possible suspension from school; parent conferences at very least

Reports of students throwing snowballs at a moving vehicle will be turned over to the Hanover Police Department.

e. Destruction and Theft of Property

Accidental Destruction of Property Resulting from Immature Behavior

Consequence:

1. A schedule-up of a type and length to be determined by the administration according to the nature of the offense.
2. The student will pay all direct costs to the school district associated with replacement and repair of the damage.

Deliberate Destruction of Property

Consequence:

1. An immediate suspension of up to 3 days and upon return, a schedule-up to last up to the remainder of the school year.
2. The student will pay all direct costs to the school district associated with replacement and repair of the damage. In addition, the student will undertake a work program as directed by the administration.

Defacing School Assessments

Consequence:

If a student defaces a school assessment, it will be at the administration's discretion to decide a punishment of a 5-day schedule up to a 2-day suspension.

Stealing

Consequence:

1. Suspension of up to 3 days.
2. Schedule-up to last a minimum of 15 school days.
3. The information may be reported to the Hanover Police Department for disposition based on the nature of the incident and the dollar value of the theft.

f. Alcohol and Other Prohibited Substances

Adopted: Dresden, 22 August 1989

See [Dresden School Board Policy JICH](#)

The Dresden School Board recognizes that abuse of alcohol and other drugs is a treatable health problem which at times involves conditions and violations of law,

and that involvement with alcohol and other drugs can interfere with a student's academic, physical, emotional, and social development. Further, the Board recognizes that the schools as well as families and the community at large have a responsibility to this important matter. Accordingly, the Dresden School Board makes a commitment to the health and well being of its students through age-appropriate programs and procedures and to an environment free from alcohol and other drugs.

The Board acknowledges the following school roles:

1. Educating students about alcohol and other drugs;
2. Responding supportively to those whose use of alcohol and/or other drugs interferes with school performance;
3. Promoting a climate in which students can seek help if they are in distress from their own or others' use of alcohol and other drugs;
4. Helping students recovering from dependency on alcohol and/or other drugs;
5. Developing and implementing guidelines and sanctions in each school which
 - a. define violations and their consequences, both disciplinary and supportive;
 - b. define immediate procedures for handling incidents;
 - c. describe a support and referral system which includes response to self-referrals and suspected users, and
 - d. are clear and articulated to staff, parents and students.
6. Training all personnel in school guidelines related to alcohol and other drugs;
7. Ensuring no less than a biannual evaluation of the above efforts.

Alcohol and Other Prohibited Drugs Procedure

In accordance with the Dresden School District Policy, Hanover High School makes a commitment to the health and well-being of its students. Only in an environment that is free of alcohol and other drugs can students reach their potential in academics and extracurricular activities. Hanover High School will create a climate in which students can seek help concerning their own use or another's use of alcohol and other drugs. Each individual in the community has a

responsibility to themselves and to others to keep Hanover High School an environment free of alcohol and other drugs.

Guidelines, Procedures, Support & Referral System

1. Definitions

This policy refers to alcohol, non-prescribed restricted drugs, and illegal drugs.

2. Support and Referral System

Student Assistance Team: The Student Assistance Team responds to referrals from the administration, from staff, and from students. All referrals are confidential.

Membership: The team is a subcommittee of the Pupil Services Team and consists of a student assistance counselor, guidance counselor, and school nurse. Within the legal confines of confidentiality, the team may include student members. Team members have special training in substance use/abuse. The team does not label or diagnose.

The role of the team is to:

- a. Receive data (reports from teachers, counselors, administrators, other school employees);
- b. Assess
whether a student's involvement with substances is affecting their school performance or behavior;
whether the involvement is experimental or chronic;
whether the student is affected by a family member's substance use.
- c. Determine whether there is sufficient information to develop an action plan or whether the situation should be monitored;
- d. Assist with in-school interventions if indicated;
- e. Participate in referrals to community agencies for further assessment/treatment.
- f. Support students returning to school from inpatient treatment facilities.
- g. Make recommendations and advocate on a student's behalf with the administration.

3. Procedures

The administration follows up all alcohol and drug violations with a referral to the Student Assistance Team.

- a. The team keeps written records of all referrals. These records are confidential and privileged.
- b. The team reviews the circumstances of the violation and determines whether a meeting with the student is appropriate and who should be involved.
- c. The team may recommend that a student meet with a team member for education and evaluation. This is similar to the procedure outlined in the Athletic Training Rules and may be required in addition to administrative consequences such as a suspension or schedule-up.
- d. The team may refer a student for further assessment/evaluation to a community agency or to a certified alcohol counselor. Whenever possible, the team works with the parents when further assessment or treatment is indicated.
- e. In cases of repeat offenses, the team may recommend to the administration that outside assessment be requested in addition to the administrative consequences imposed.
- f. When there is clear evidence that a student is becoming a danger to self or to others because of his/her substance use, the Student Assistance Team has an obligation to notify the parents. Whenever possible, this is done in conjunction with the student.

4. Suspected Use

Any member of the school community concerned that a student is harmfully involved with alcohol or other drugs can make a referral to the Student Assistance Team. All referrals are confidential.

5. Self-referral

When a student recognizes that they have a problem with alcohol and/or with other drugs and chooses to do something about this problem, the school will cooperate as fully as possible with the students. No disciplinary sanctions will be imposed provided the following conditions are met:

There is no immediate or apparent threat of harm to self or to others.
The student is self-referred and not “caught” in violation of school or legal policies.

A student under the influence of alcohol and/or other drugs will be allowed one opportunity to self-refer to a guidance counselor or nurse without disciplinary sanctions.

6. Students in Recovery

Students who go into treatment will be encouraged to remain enrolled in school. The school is not financially responsible for a student’s education while he/she is in treatment. The student’s guidance counselor will:

Obtain written releases to discuss an educational plan with the appropriate person at the treatment facility.

When appropriate, ensure that the student receives the necessary assignments and materials.

Ensure, when appropriate, that the student receives credit for education efforts made while in treatment.

Obtain written releases to discuss aftercare plans and how to support a student’s decision not to use.

7. Cooperative Agreement with Treatment Agencies/Providers

The District will work to establish a written referral agreement with a New Hampshire and a Vermont treatment agency. Contacts with other providers will also be made as needed. The agreement will specify referral and intake procedures, financial obligations of parents and the school, confidentiality of information, etc.

Violations and Consequences

These regulations apply whenever school is in session and when students are engaged in school- sanctioned activities on school property or on other sites.

Violations

A student is considered in violation of the school district’s policy on alcohol and other drugs if he/she is:

In possession of alcohol or drugs;

In possession of paraphernalia associated reasonably with illegal drug use.

Distributing alcohol or drugs;

Selling alcohol or drugs;

Under the influence of alcohol or drugs;

In the act of using alcohol or drugs;

Knowingly in the presence of students in the act of possessing, distributing, selling, or using alcohol or drugs, except when it is clear that the student's presence is for the purpose of intervening for safety reasons or against another's use of alcohol and/or other drugs.

Consequences for Violations

1. Selling (attempted or actual):

- Suspension up to ten school days.
- Notification of police.
- Notification of parents or guardians.
- Notification of Superintendent - possible expulsion
- Schedule-up for the remainder of the school year
- Referral to the Student Assistance Team.

2. Possession of alcohol or drugs, using, consuming, distributing (not for sale), or under the influence of drugs or alcohol:

- Suspension of up to five school days.
- Notification of police.
- Notification of parents or guardians.
- Schedule-up for the remainder of the school year. (Note: An underclass student may be scheduled-up into the next school year if the infraction is near the end of the year.)
- Referral to the Student Assistance Team.

3. Being knowingly in the presence of drugs or alcohol, but not involved with any of the above infractions:

- Schedule-up for 15 days
- Notification of parents or guardians.
- Referral to the Student Assistance Team

4. Items (e.g. tools, paraphernalia) that can be associated reasonably with illegal drug use, but which show no evidence of drugs having been used, will be confiscated. The student in possession will be referred to the Student Assistance Team. Parents will be notified.

Procedures for Handling Incidents

All personnel are required to report actual or suspected incidents of possessing, distributing, using or consuming to the Principal, or his/her designee, i.e. the adult in charge. The identified student might be required to answer questions and/or undergo an evaluation to determine whether or not substances have been consumed or further action is necessary.

Suspected Alcohol or Drug Violation

An emergency is defined as a student out of control, unconscious, or physically ill. The priority is protecting the student from physical harm and from disrupting the school environment and other students.

- Remain with the student.
- Send for the school nurse.
- Call 911 for emergency medical assistance if the nurse is not available.
- If indicated, release the student to the custody of appropriate medical personnel.
- Report to the Principal or their designee once the student is under medical supervision.
- The Principal contacts the parents. If the Principal is not available, the Principal's designee contacts the parents.

The Principal implements the follow-up procedures detailed below:

Where there is reason to suspect an alcohol or drug violation by a student (even if the evidence is inconclusive):

- The Principal or their designee contacts the student's parents.
- The Principal or their designee may request that the Hanover Police Department send an officer to the school.
- If the police officer does not take custody of the student, the Principal or their designee may request that a parent take the student home.
- If the police officer does not take custody of the student and a parent is not available, the Principal or their designee can require the student stay at school until the student can be released into the custody of a responsible adult.

Follow-up Procedures

- The Principal or their designee meets with the student and their parents and determines the consequences for the violation. The School independently determines whether it should impose discipline for alcohol or drug use whether or not the police take action.

- The Principal or their designee advises the student and their parents that a referral will be made to the Student Assistance Team.
- After reviewing the incident, the Student Assistance Team may recommend that the student meet with a Team counselor as a condition of reinstatement. This is similar to the procedure outlined in the Athletic Training Rules and may be required in addition to administrative consequences such as a suspension or schedule-up. The team may also recommend interventions outside of school.

g. Discipline Policy

SAFE SCHOOL ZONE / DISCIPLINE POLICY - JICD

Introduction

This policy replaces any previously adopted by the District concerning safe school zones, and pupil disciplinary procedures. It is intended to meet the mandatory legal requirements of the district to outline its disciplinary procedure and define certain sections of the law that afford discretion on the part of the board and administration.

I. Definitions

(a) Expulsion means a permanent denial of a pupil's right to attend school.

(b) School day means:

for a pupil who takes the school bus, the time period beginning when a pupil boards the bus in the morning to the time when a pupil disembarks from the bus in the afternoon; and

for a pupil who walks to school or arrives by private car the time period beginning when the pupil arrives on the school grounds to the time when the pupil leaves the school grounds.

(c) School property means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds and buses.

(d) Safe school zone means an area inclusive of any school property or school buses.

(e) Superintendent means the school Superintendent or a representative designated in writing as authorized under RSA 193:13, I.

(f) Suspension means the temporary denial of a pupil's right to attend a school for a specific period of time.

II. Disciplinary Procedures:

(a) The following levels of discipline may be imposed upon a pupil by the School District when authorized by this policy:

Short-term suspension by a Principal that lasts between one and ten school days.

Long-term suspension which lasts longer than 10 days and which is authorized by the School Board or its designee after a hearing.

Expulsion by the School Board for a period determined in writing by the Board under RSA 193:13, II. Any such expulsion by the School Board may be appealed to the State Board of Education.

Expulsion by the School Board for a period of not less than 12 months under RSA 193:13, III. Any such expulsion by the School Board may be appealed to the State Board of Education.

(b) The following constitute the due process procedures which shall be followed at each of the five levels of disciplinary action described in this policy:

In a short-term suspension of a pupil by a Principal or Superintendent, the due process procedures shall include:

Oral or written notice of the charges and an explanation of the evidence against the pupil.

An opportunity for the pupil to present his/her side of the story.

The Principal's or Superintendent's written recommendation for pupil action to correct the discipline problem.

Written notice to the pupil and parent or guardian, if available, of any disciplinary action taken against the pupil.

In a long-term suspension or expulsion of a pupil by the School Board or its designee, due process procedures shall include:

Written communication to the pupil of the evidence against the pupil and an identification of any witness to the alleged offense.

The Superintendent's written recommendation to the School Board detailing any disciplinary action options to be considered by the School Board.

Written notice to at least one parent or guardian explaining the Superintendent's action, which shall include at a minimum the written statements required by clauses 1 and 2 above.

III. Notification of Pupils

(a) The appropriate pupil handbooks for the applicable SAU #70 school shall contain a summary of RSA 193:13 and a summary of this policy. A copy of the Summary is attached as Exhibit A. Copies of the statutes and this policy shall be available in the principal's office. Notice of the policy and the location of copies shall be displayed in a prominent place on each school's notice board.

(b) Copies of the statutes and school policy will be given to all teachers and other school employees.

(c) Copies of the statutes and school policy will be given to any pupil being disciplined pursuant to its terms.

IV. Waivers, Appeals, and Review

(a) In the case of short-term suspensions by the principal, the pupil and/or the pupil's parent(s)/guardian(s) shall have the right to appeal the suspension to the Superintendent of schools.

(b) In the case of short-term suspensions upheld and/or imposed by the Superintendent of Schools, the pupil and/or the pupil's parent(s)/guardian(s) shall have the right to appeal the suspension to the School Board.

(c) In the case of expulsion, the pupil and/or the pupil's parent(s)/guardian(s) shall have the right to appeal the expulsion to the State Board of Education. Any appeal to the State Board of Education must be filed within twenty calendar days of receipt of the School Board's written decision and must comply with RSA 541-A and Ed 200 of the Administrative Rules of the Department of Education.

(d) In the case of expulsion pursuant to RSA 193:13, II and/or this policy, written application may be made to the Board through the Superintendent's office no later than one month prior to start of each school year. The application shall contain a statement in the pupil's own words explaining why he/she should be considered for readmission. The application shall be accompanied by at least one recommendation from a member of the community, such as a counselor, minister or employer who has observed the pupil's behavior during the period of expulsion. The application shall also be accompanied by the Superintendent's and building administrator's recommendation to the Board, which may include conditions for phased readmission.

(e) Pursuant to RSA 193:13, IV, the Superintendent may, upon written application of an expelled pupil, recommend to the Board modification of the expulsion requirements of paragraphs III, (a), (4) and (5) above. Prior to the School Board's consenting to such a modification, the pupil shall be required to submit to the Superintendent sufficient evidence in the form of letters, work history or other documents or testimony demonstrating that it is in the school's best interest and the pupil's best interest to allow a modification. In making such a decision, due regard will be given to other pupils and staff whose safety and well-being shall be of paramount importance.

(f) The Superintendent may grant permission to any pupil to bring a firearm onto school property in accordance with both state and federal law.

V. Reporting Procedures

(a) Any school employee or other person acting on behalf of the School District as a chaperone or volunteer who has witnessed or who has information from the victim of an act of theft, destruction, or violence in a safe school zone shall report such act in accordance with the provisions in the Memorandum of Understanding.

(b) No report pursuant to paragraph (a) shall be required when the local law enforcement agency has prepared a written report. Each school Principal shall notify the State Board of Education in writing whenever a written report by the local law enforcement agency supersedes the report required by paragraph (b).

(c) Pursuant to RSA 193-D:4, I.(b), the District will not report to the Hanover Police Department any simple assault involving pupils in kindergarten through grade 12 provided the District determines the assault did not result in serious injuries. The District will handle such simple assaults according to the District's disciplinary policy, which sets forth circumstances under which the parents of the pupil(s) involved shall be notified of such assault.

(d) The School Board and the Police Department will, pursuant to RSA 193-D:4, I, (c) enter into a Memorandum of Understanding which shall govern the reports by the School District to the Police Department required by RSA 193-D:4. A copy of the Memorandum of Understanding is attached as Exhibit A.

(e) The District will report the theft of school property to the Hanover Police. Thefts of personal property will not normally be reported unless the parents request otherwise. The district will notify parents in all cases of theft.

VI. Pupil with an Educational Disability

(a) Any suspension or expulsion of a pupil who had been or is being evaluated to determine if they are educationally disabled as defined in ED 1102.31 shall be in accordance with ED 1119.11.

(b) If, under the provisions of Ed 1119.11(c), the special education placement team determines that the behavior resulting in the grounds for suspension or expulsion under this policy is not a direct result of the pupil's educational disability, the pupil shall be disciplined under this policy as if the pupil were not educationally disabled.

(c) In the case of a pupil with an educational disability who is determined to have brought a firearm into a safe school zone without the written authorization of the Superintendent of Schools, the pupil may be placed in an interim alternative educational setting for the time periods authorized by the applicable Federal Statutes.

ADOPTED:

Dresden, 28 September 1999

Dresden, 16 June 2009

h. Memorandum of Understanding

Safe Schools

The State of New Hampshire adopted legislation (RSA 193-D: 1 & 2) creating safe school zones and directing school districts to adopt policies defining such. The Dresden School Board policy (JICD), contains language extremely important for students to know.

Memorandum of Understanding Between Dresden and Hanover School Districts and the Hanover Police Department

JICD Exhibit A

This Memorandum of Understanding is entered into between the Dresden and Hanover School District (School Districts) and Hanover Police Department (Police Department), pursuant to RSA 193-D:4,I,© in order to establish uniform procedures for the reporting by the School Districts to the Police Department of incidents of theft, destruction, or violence as required by RSA 193-D:4,I. It is the intent of the School Districts and the Police Department that this Memorandum of Understanding shall be used by the School Districts to determine whether or not a report is required by RSA 193-D:4,I. Compliance with this Memorandum of Understanding shall constitute adherence to the School Districts' obligations under RSA 193-D:4,I.

The following provisions describe each group of acts of theft, destruction or violence set forth in RSA 193-D:1,I, and establish the procedures for reporting them to the Police Department or other appropriate authorities. All written reports shall be filed upon Department of Education approved form ED 317.

Homicide RSA 630

Homicide is the killing of another human being whether intentional, negligent, done while under the influence of drugs or alcohol, or as the result of causing or aiding a suicide.

The School Districts shall immediately notify the Police Department upon learning that a person had died upon school property, regardless of the apparent circumstances. In addition, the School Districts shall take steps to assure the location of the body is not disturbed.

Assault RSA 631

Generally, assault is the knowing or reckless causing of bodily injury to another person. It also includes unprivileged physical contact. The precise nature of the act causing the injury and the nature of the injury differentiate the categories of assault.

For purposes of this Memorandum, assaults shall be divided into two (2) categories: reportable assaults and non-reportable assaults.

Reportable assaults shall include assaults in which the victim requires medical attention due to injuries caused by the assault, or involved the use of any object as a weapon.

All other assaults need not be reported to the Police Department, but in any event will be handled as School Districts' disciplinary matters. The School Districts may report otherwise unreportable assaults to the Police Department based upon such factors as the age of the student, the extent of previous, consistent behavior by the student, and the nature and extent of the assault.

Criminal Threatening RSA 631:5

Criminal Threatening is most associated with threats of violence to be committed against the person of another. It can take a variety of forms including direct physical conduct where another is placed in fear of imminent bodily injury or physical contact where another is placed in fear of imminent bodily injury or physical contact, or the placing of any object or graffiti on the property of another with a purpose to terrorize them, or threatening to commit a crime against the person or property of another with a purpose to terrorize someone else, or threatening to commit a crime of violence with a purpose to cause evacuation of a building, the so-called bomb scare.

Similar to the reporting of Assaults, it will be left to the discretion of school administrators on what shall be reported. The exception will be in cases of bomb scares, which shall be reported immediately to police and fire authorities.

Student Hazing RSA 631:7

Any action which is meant to humiliate, ridicule, harass, or degrade another student including verbal intimidation, verbal abuse, bullying, infringes on a student's right to feel safe at school.

The response to these sorts of behaviors can be similar to that of assault. However, should the hazing be associated with a condition of initiation, admission into, continued membership in or association with any organization associated with the educational institution, it shall be reported to the police as required by the statute.

Sexual Assaults RSA 632:A

All acts which constitute sexual assaults and involve a minor student also constitute acts of abuse which must be reported to DCYF pursuant to RSA 169-C:29.

The School Districts shall report all such incidents to DCYF pursuant to RSA 169-D and to the Police Department.

Criminal Mischief RSA 634

Criminal mischief is often referred to as vandalism and involves the intentional damaging or destruction of another's property.

The School Districts shall report to the Police Department any acts of vandalism which have caused damage which will require over \$200.00 worth of repairs or replacement items.

Arson RSA 634:1

Arson is the intentional starting of a fire or explosion which damages property. Whenever a fire occurs on school property under circumstances which suggest the possibility of arson, the incident shall be reported by the School Districts to the Police Department.

Burglary RSA 635

Burglary is the unlawful entry of a building for the purpose of committing a crime such as vandalism, theft, arson or assault.

The School Districts shall report all incidents of burglary to the Police Department.

Robbery RSA 636

Robbery is theft by the use of force or threat of force. Robbery is a felony regardless of the amount stolen and must be viewed as a serious matter in all instances.

The School Districts shall report to the Police Department all acts constituting robbery when the perpetrator is a student in grades 5-12 or if the perpetrator's actions are considered by the School Districts to have been particularly violent, aggressive, or consistent with past behavioral problems.

Theft RSA 637

Theft is the taking of another's property with the intent to deprive the owner of the property.

Thefts shall be reported by the School Districts when the value of the property exceeds \$50.00.

Sale or Possession of Controlled Substances RSA 3188-B

It is illegal to sell or possess controlled substances for which a person does not have a valid prescription. Controlled substances include not only drugs usually considered illegal such as cocaine and marijuana, but also drugs such as Ritalin or amphetamines which are frequently prescribed by physicians. Illegal sale of controlled substances is a very serious crime. The illegal possession and use of controlled substances is also a crime.

The School Districts shall report to the Police Department every incident involving the sale or possession of a controlled substance to students in grades 5-12.

Unlawful Possession of Alcoholic Beverages, RSA 179:10

It is illegal for a person under the age of 21 years to possess or consume alcoholic beverages.

All such incidents shall be reported to the police. However, such cases may be handled exclusively as School District disciplinary matters when taking into consideration the age of the student, the extent of previous consistent behavior by the student, and the nature and extent of the possession and the level of intoxication.

False Public Alarms, RSA 644:3

When the evacuation of a building is threatened or occurs, such cases shall be reported to the police.

Educationally Disabled Students

Whenever an educationally disabled student is reported to the Police for misconduct under the provisions of ED 317, the Police Department will be advised on Form ED 317 that the student is educationally disabled and that the student's file is available to the law enforcement agency as needed to ensure the proper treatment of educationally disabled students.

It is agreed that the provisions of this Memorandum of Understanding shall be interpreted by and its terms followed by the School Districts in a manner to provide the Police Department with appropriate notice of criminal activity occurring on school property. The goal sought by the School Districts in making decisions under this Memorandum of Understanding is the maintenance of a safe school environment. This goal shall be used by the School Districts as the determining factor in resolving any question as to whether a given incident is either reportable under this Memorandum of Understanding or should be reported to the Police Department.

i. Personal Safety

Personal Safety Dresden School Board Policy CIBB

The Dresden School Board is committed to providing a learning and working environment which ensures the personal safety of all its members. Students and staff of the Dresden Schools have a right to remain safe from violence and intimidation. Physical or verbal intimidation, harassment, hazing, bullying, verbal abuse and intimidation will not be tolerated. All cases of simple assault, as defined by NH Statute 631:2-a and Vermont Statute 1-23, which cause bodily injury will be reported to the police.

This policy is in effect on school grounds, on school transportation, and at school sponsored functions. As required by NH Statute 193-D:8, a written record of incidents involving suspension, expulsion, or delinquent/criminal acts, theft, destruction, or violence which have occurred on these sites will be kept and will be part of a student's complete school record.

Regulation: JGF Personal Safety

Hanover High School Procedures

Students and staff of Hanover High School have a right to feel safe. Physical or verbal intimidation, bullying, verbal abuse, fighting, harassment, hazing, or physical assault of a student or of an adult will not be tolerated. Adult staff shall intervene if they observe or know about behavior that is harmful/hurtful to another student or adult and shall report the behavior to an administrator. Students who have observed such acts or who have been victimized themselves are expected to inform an adult staff member as soon as possible.

Hanover High School students are members of a school community. School responses to violent acts are designed to help students understand that:

As a community standard, violence and abusive language or behaviors are not acceptable;

Their behaviors in school are public and as such affect others;

There are alternatives to violence for resolving interpersonal conflicts.

When a student violates the district policy on personal safety, the school administration, parents and counselors/advisors will work together to reinforce these messages to an offending student. Violations of the policy by a staff member will be handled by the Principal in conjunction with the superintendent according to district personnel guidelines.

Any student victimized by another student will be encouraged to meet with a school counselor. The purpose of this meeting is to 1) review with the student their perception of the incident and possible responses, and 2) help the student move beyond the role of victim.

When appropriate, a counselor and/or Principal will meet with the perpetrator and the victim. Depending on the incident, this meeting may be an opportunity for the victim to describe the impact of the perpetrator's behavior, for the perpetrator to apologize and to assure the victim the offending behavior will stop, and ultimately to promote better understanding between both students. Depending on the severity of the incident, the Principal will determine whether to:

Remove the student(s) from regular school activities for the remainder of the school day and/or while the incident is investigated;

Contact the student's parents;

Contact police;

Refer the student to a school counselor, school mediation, or school counseling group.

Once the incident has been investigated, the Principal will determine the school consequences based on the guidelines below. Incidents that result in suspension or expulsion must be included in the student's file as required by NH law.

Students' rights to due process and to privacy will be respected. The student may

appeal any administrative decision to the Council's Judiciary Committee.
Suspension for violation of the safe schools policy means the student may not participate in any extracurricular activity scheduled during that time.

Verbal Intimidation, Verbal Abuse, Bullying

A student who verbally intimidates, verbally abuses, or bullies another student or adult must meet with the Principal or a designee. The Principal or designee will determine whether to issue a written warning.

If the student continues the offensive behavior, parents will be notified. School consequences may include removal from class to schedule-up to suspension. This procedure also applies to verbal intimidation via e-mail.

The minimum school response for bullying (physical, verbal, emotional, cyber) is a 1-day suspension.

Bullying

Definition:

Bullying: Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communications, or a physical act or gesture, or any combination thereof, directed at another pupil which:

Physically harms a pupil or damages the pupil's property;

Causes emotional distress to a pupil;

Interferes with a pupil's educational opportunities;

Creates a hostile educational environment; or

Substantially disrupts the orderly operation of the school

In accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or

Occurs off school property or outside of a school sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored event.

It is important to note that the Student Handbook state that the minimum school response for bullying (physical, verbal, emotional, cyber) is a 1-day suspension. Other consequences for Bullying are outlined in the Student Handbook Bullying policy.

Please reference policy JICK

Hazing

Any action that is meant to humiliate, ridicule, harass, or degrade another student, such as when an older/upper class student(s) intentionally demeans a

younger student(s), will be considered hazing. Hazing, verbal or physical, infringes on a student's right to feel safe at school.

The response to hazing may be the same as the response to verbal or physical bullying. In certain cases, hazing may be a violation of law (NH Statute 631:7) and must be reported to the police.

Physical Intimidation/Bullying

A student who physically intimidates, threatens, or bullies another student must meet with a Principal or a designee. The minimum school response will be a formal warning and notification of parents. Responses may include restrictions on the perpetrator's unscheduled time and on places in the school where the perpetrator may be present.

If the behavior occurs subsequent to formal warning, the school response will be suspension for a minimum of one day following the day of the incident and schedule-up for a minimum of ten school days following return to school.

Physical Assault

Physical Assault includes fighting (mutual combat), unprivileged physical contact with no visible or suspected bodily injury, and assault causing visible or suspected bodily injury.

In the case where one student is assaulted by another student or by a group, the school nurse will determine if immediate medical attention is required. If medical attention is not required, the students involved will be held under the direct supervision of school adults.

Consequences: The Principal will contact parents and the police in all cases of physical assault except when the Principal determines the incident was minor and the assaulting behavior did not result in visible or suspected bodily injury (to be determined in consultation with the school nurse.) In a minor incident, the Principal has the discretion of contacting parents only. When the police are not contacted, parents will be advised that they have the option of reporting the incident to the police.

The consequences for physical assault range from a formal warning, restriction on places in the school where the perpetrator may be present, and schedule-up to suspension (one to ten days) or expulsion. Upon return after suspension, the assaulter will have unscheduled time restricted for a minimum of 30 school days.

Return to School After Suspension

Any student suspended from school for violation of the safe schools policy must participate in a reentry process as a condition for returning to school. This process will include:

A meeting of the student, their parent(s), and the Principal or designee. The student's agreeing in a written contract not to engage in verbal or physical violence and not to repeat any offending behavior(s). The contract may include an agreement to stay away from the other student(s) involved. The contract will remain in effect with the school administration during the remainder of the student's enrollment at Hanover High School. Consequences for violation of this agreement will be specified in the contract. If the student refuses or indicates that they are not ready to sign this contract, parents will be asked to take the student home. Once the student agrees to this contract, they may return to school. A meeting with their counselor. If the counselor finds the student unable to participate satisfactorily in this conversation, the counselor may a) refer the student to the school psychologist for further assistance with anger management, impulse control, values clarification, etc., or b) may return the case to the administration if the student is unwilling to cooperate.
Effective: 29 April 1997

j. Atrium

Student Atrium Expectations

- Choose kind language

Refrain from:

- throwing things
- sitting on, lying on and putting feet on tables
- sitting on metal railing
- Sitting on stairs - except one area in pit has been approved
- Music is okay, as long as, the volume is at a respectable level and the language is clean. If the noise is bothering someone, please turn it down.
- Pick up after yourself - clean up the table
- Ramp in Atrium area shall remain clear for accessibility
- Backpacks may not be left on stairways or on access ramp.
- Backpacks and sport bags should be lined up tight against wall along Atrium
- Hacky Sack is prohibited in the Atrium. It may be played in the back hallway where restrooms and loading dock doors are located.
-

When in the Atrium....eat, study, play games, relax, socialize and have fun.

k. Sexual Harassment

ACAA : HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

Adopted: December 15, 2020

Harassment of students because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

School employees, fellow students, volunteers, visitors to the schools, and other persons with whom students may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct.

Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.

A. Harassment

Harassment includes, but is not limited to, verbal abuse and other offensive conduct based on of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status. Harassment that rises to the level of physical assault, battery and/or abuse and bullying behavior are also addressed in Board Policy JICK – Bullying and/or other applicable policies.

B. Sexual Harassment

Sexual harassment is addressed under federal and state laws/regulations. The scope and definitions of sexual harassment under these laws differ, as described below.

Title IX Sexual Harassment

Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school district's education programs and activities:

“Quid pro quo” sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual’s participation in unwelcome sexual conduct;

“Hostile environment” sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual’s equal access to the school unit’s education programs and activities; or

Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.

Other Forms of Sexual Harassment

Some forms of sexual harassment may not meet the definition under Title IX (see paragraph 1, above) but is still prohibited under New Hampshire law.

The District defines other forms of “sexual harassment” as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:

Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s educational benefits;

Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or

Such conduct has the purpose and effect of substantially interfering with a student’s academic performance or creates an intimidating, hostile or offensive environment.

C. Reports and Complaints of Harassment or Sexual Harassment

All school employees are required to report possible incidents of harassment or sexual harassment involving students to the Title IX Coordinator. Failure to report such incidents may result in disciplinary action.

Students, parents/legal guardians and other individuals are strongly encouraged to report possible incidents of harassment or sexual harassment involving students to the Title IX Coordinator. The Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints of harassment or sexual harassment against students shall be addressed through the Student Discrimination/Harassment and Title IX Sexual Harassment Procedures (ACAA-R).

ACAA-R: STUDENT DISCRIMINATION/HARASSMENT AND TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

Adopted December 15, 2020

The Board has adopted these student procedures in order to provide prompt and equitable resolution of reports and complaints of unlawful discrimination and harassment of students, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and ACAA – Harassment and Sexual Harassment of Students.

Complaints alleging harassment or discrimination against employees or third parties based on a protected status should be addressed through the Board's Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R).

Any individual who is unsure about whether unlawful discrimination or harassment has occurred and/or which complaint procedure applies is encouraged to contact the Human Rights Officer (or HRO)/Title IX Coordinator.

Rhett Darak - Title IX Coordinator
41 Lebanon Street, Ste 2 Hanover NH 03755
603-643-6050 Ext 2007
rhett.darak@sau70.org

Section 1. Definitions

For purposes of these complaint procedures, the following definitions will be used. The Human Rights Officer/Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.

A. Discrimination/Harassment Complaint Procedure Definitions

1. "Discrimination or harassment": Discrimination or harassment on the basis of an individual's membership in a protected category, which, for students, includes age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status are prohibited.

2. “Discrimination”: Treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.

3. “Harassment”: Oral, written, graphic, electronic or physical conduct relating to an individual’s actual or perceived membership in a protected category that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual’s ability to participate in the school district’s programs or activities by creating a hostile, intimidating or offensive environment.

4. Other forms of “sexual harassment”: this means unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:

Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s educational benefits;

Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or

Such conduct has the purpose and effect of substantially interfering with a student’s academic performance or creates an intimidating, hostile or offensive environment.

5. “Sexual orientation”: Under New Hampshire law, this means “having or being perceived as having an orientation for heterosexuality, bisexuality, or homosexuality.”

6. “Gender identity”: Under New Hampshire law, this means “a person’s gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth.”

7. “Complaint” is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin or disability (and not otherwise addressed in the Title IX regulations and Section 3 of ACAA-R).

8. Complaints of bullying not involving the protected categories or definitions described above may be addressed under Board Policy JICK – Bullying and Cyberbullying of Students.

Section 2. Unlawful Discrimination/Harassment Complaint Procedure

This procedure should be used for any complaint of unlawful harassment or discrimination complaint based on a protected category which does not involve Title IX sexual harassment.

A. How to Make A Complaint

School employees are required to promptly make a report to the HRO/Title IX Coordinator if they have reason to believe that a student has been discriminated against or harassed.

Students (and others) who believe that they, or another student has been harassed or discriminated against should report their concern promptly to the HRO/Title IX Coordinator, or to the building principal (who will report the matter to the HRO/Title IX Coordinator).

The individual making the report must provide basic information in writing concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who alleged engaged in harassment or discrimination, description of allegation) to the HRO/Title IX Coordinator.

If an individual is unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, they are encouraged to discuss the matter with the HRO/Title IX Coordinator.

Individuals will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary action, up to and including discharge for employees, and expulsion for students.

Individuals are encouraged to utilize the school district's complaint procedure. However, individuals are hereby notified that they also have the right to report incidents of discrimination or harassment to the New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301, and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

B. Complaint Handling and Investigation

The HRO/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.

The HRO/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school district and the parties in light of the particular circumstances and applicable policies and laws.

The HRO/Title IX Coordinator may implement supportive measures to a student to reduce the risk of further discrimination or harassment to a student while an investigation is pending. Examples of supportive measures include, but are not limited to ordering no contact between the individuals involved or changing classes.

The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the HRO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

The investigator shall consult with the HRO/Title IX Coordinator as agreed during the investigation process.

The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent, but may choose to do so as part of an informal resolution process. The complainant and the respondent may suggest witnesses to be interviewed and/or submit materials they believe are relevant to the complaint.

If the complaint is against an employee of the school district, any rights conferred under an applicable collective bargaining agreement shall be applied.

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

The investigation shall be completed within 40 Business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.

The investigator shall provide a written report and findings to the HRO/Title IX Coordinator.

C. Findings and Subsequent Actions

The HRO/Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.

If there is a finding that discrimination or harassment occurred, the HRO/Title IX Coordinator, in consultation with the Superintendent shall:

Determine what remedial action, if any, is required to end the discrimination or harassment, remedy its effect and prevent recurrence; and

Determine what disciplinary action should be taken against the individual(s) who engaged in discrimination or harassment, if any.

Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

D. Appeals

After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either: (a) prejudicial procedural error or (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.

Appeals must be submitted in writing to the Superintendent within five business days after receiving notice of the resolution.

Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five business days.

The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.

The Superintendent's decision on the appeal shall be provided to the parties within 10 business days, if practicable. The Superintendent's decision shall be final.

E. Records

The HRO/Title IX Coordinator shall keep a written record of the complaint process.

Section 3. Title IX Sexual Harassment Complaint Procedure

This section should be used for complaints of as defined in Section 1.B.1.

A. How to Make A Report

School employees who have reason to believe that a student has been subjected to sexual harassment is required to promptly make a report to the HRO/Title IX Coordinator.

Students, parents/legal guardians or other individuals who believe a student has been sexually harassed are encouraged to make a report to the HRO/Title IX Coordinator.

If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the HRO/Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.

Supportive measures are individualized measures designed to ensure the student can continue to access educational programs and activities (such as requiring no contact between individuals or changing classes).

Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances. The school district cannot provide an informal resolution process for resolving a report unless a formal complaint is filed.

Individuals will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge for employees, or expulsion for students.

Any student (or their parent/legal guardian) who believes they have been the victim of sexual harassment is encouraged to utilize the school district's complaint procedure. However, students (and their parents/legal guardians) are hereby notified that they also have the right to report sexual harassment to the New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301 and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

The Superintendent shall be informed of all reports and formal complaints of sexual harassment.

B. How to Make A Formal Complaint

An alleged student victim and/or their parent/legal guardian may file a formal written complaint requesting investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who allegedly engaged in sexual harassment, description of allegation, etc.).

Students who need assistance in preparing a formal written complaint are encouraged to consult with the HRO/Title IX Coordinator.

In certain circumstances, the HRO/Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within the school district. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.

In accordance with the Title IX regulations, the HRO/Title IX Coordinator must dismiss a formal complaint if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; or

b) if the conduct alleged did not occur within the scope of the school district's education programs and activities, or c) did not occur in the United States. In accordance with the Title IX regulations, the HRO/Title IX Coordinator may dismiss a formal complaint if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by or enrolled in the school district; or c) there are specific circumstances that prevent the school district from gathering evidence sufficient to reach a determination regarding the formal complaint.

If a formal complaint is dismissed under this procedure, the HRO/Title IX Coordinator will promptly and simultaneously send written notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with subsection I below.

If the conduct alleged in a formal complaint potentially violates other laws, Board policies and/or professional expectations, the school district may address the conduct under the applicable policy/procedure.

C. Emergency Removal or Administrative Leave

1. The Superintendent may remove a student respondent from education programs and activities on an emergency basis during the complaint procedure: If there is a determination (following an individualized safety and risk analysis) that there is an immediate threat to the physical health or safety of an individual arising from the allegations of sexual harassment. Examples of such circumstances might include, but are not limited to, a continued threat of violence against a complainant by a respondent, or a respondent's threat of self-harm due to the allegations.

The respondent (and their parent/legal guardian) will be provided notice of the emergency removal, and will be provided an opportunity to challenge the decision following the removal (this is an opportunity to be heard, not a hearing). The respondent has the burden to demonstrate why the emergency removal was unreasonable.

The Superintendent may place an employee respondent on administrative leave during the complaint procedure in accordance with any applicable State laws, school policies and collective bargaining agreement provisions.

Any decision to remove a respondent from education programs and activities on an emergency basis or place an employee on administrative leave shall be made in compliance with any applicable disability laws, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

D. Notice to Parties of Formal Complaint

The Title IX Coordinator will provide to the parties written notice of the formal complaint and allegations of sexual harassment potentially constituting prohibited conduct under the Title IX regulations and this procedure. The notice shall include:

Notice regarding the complaint procedure and the availability of an informal resolution process;

Sufficient details known at the time (including identities of parties, if known; the conduct alleged; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five calendar business days).

As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint); and that the parties may inspect and review evidence;

Notice that the parties may each have an advisor of their choice (who may be an attorney), and that the parties may inspect and review evidence;

Notice that knowingly making false statements or submitting false information during the complaint process is prohibited and may result in disciplinary action;

Notice of the name of the investigator, with sufficient time (no less than three business days) to raise concerns of conflict of interest or bias.

If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.

The HRO/Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate.

E. Informal Resolution Process

After a formal complaint has been filed, and if the HRO/Title IX Coordinator believes the circumstances are appropriate, the HRO/Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the respondent is an employee.

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can

withdraw from the process at any time. The Superintendent must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and the school district. Any such signed agreement is final and binding according to its terms.

If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.

F. Investigation

The complaint will be investigated by a trained internal or external individual designated by the Superintendent and HRO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

The investigator shall consult with the HRO/Title IX Coordinator as agreed during the investigation process.

If the complaint is against an employee of the school district, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

The investigator will:

Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.

Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.

Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.

Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).

Consider evidence that is relevant and directly related to the allegations in the formal complaint.

During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the school district does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.

Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten business days to submit a written response.

Consider the parties' written responses to the evidence prior to completing the investigation report.

Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review. The Parties may submit written responses to the report within ten business days of receipt.

After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.

The investigation shall be concluded within 40 business days if practicable.

Reasonable extension of time for good reason shall be allowed.

G. Determination of Responsibility

The decision maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five business days of when the decision maker received the investigation report and party responses.

The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.

Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five business days of receiving the answers.

Each party will receive a copy of the responses to any follow-up questions.

The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard

The decision maker shall issue a written determination, which shall include the following:

Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;

A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;

A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;

A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school district's programs and activities will be provided to the complainant;

The school district's appeal procedure and permissible bases for the parties to appeal the determination.

The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the school district provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

H. Remedies, Discipline and Other Actions

Remedies

Remedies are measures used to ensure that the complainant has equal access to the school district's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.

Discipline and Other Actions - Students

The following are of the types of discipline and other actions that may be imposed on a student when there is a determination that they are responsible for one or more violations involving sexual harassment:

In or out of school suspension.

Expulsion.

Restorative justice.

Requirement to engage in education or counseling program.

3. Discipline and Other Actions – Employees

The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:

Written warning.

Probation.

Demotion.

Suspension without pay.

Discharge.

The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:

Performance improvement plan.

Counseling.
Training.
Loss of leadership/stipend position.

I. Appeals

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

A procedural irregularity that affected the outcome of the matter;
New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or
The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter.

An appeal must be filed in writing within five business days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

Appeals must be filed with the Superintendent, who will consider the appeal. The Superintendent shall notify the other party in writing of the appeal and will allow both parties to submit a written statement in support of, or challenging, the determination of the decision maker.

The Superintendent shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other school district officials in making their decision.

The Superintendent shall issue a written decision describing the result of the appeal and rationale for the result, and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary or other action(s).

J. Records

Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years.

Legal

Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)

Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)
Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)
Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.); 34 C.F.R. Part 106
Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq., as amended; 34 C.F.R. § 104.7)
Americans with Disabilities Act (42 U.S.C. §12101 et seq., as amended; 28 C.F.R. § 35.107)

I. Cell Phones

Passed by Council, 9 February 2001
Amended, 6 April 2001

Students, staff, and school visitors may have cellular phones and pagers on school property. The use of these devices must not interfere with academics or constitute a threat to health and safety.

Cell phones and pagers must be turned completely off during classes and in other places of learning such as resource rooms, the library, the Language Arts Lab, and the Computer Lab.

Cell phones and pagers should only be used in public spaces where students are allowed to congregate such as the atrium, the café, and the great outdoors.

Cell phones or pagers may be used in corridors; however, cell phone or pager users should be aware of the current handbook rule which states that “Behavior in corridors and foyers which disrupts instruction or harms the school’s generally positive atmosphere will not be permitted.

Cell phones and pagers must be turned to mute during any form of safety or emergency drill or procedure.

m. Co-curricular Code of Conduct

Definition:

A co-curricular activity is any activity associated with a school-sponsored team, club or other organization that is not part of the HHS academic or March Intensive programs.

Hanover High School Code of Conduct
Principles of Conduct for Co-curricular Activities and Council at Hanover High School approved by the Council on 12/12/11, by the Dresden Education Committee on 2/10/12, and by the Dresden School Board on 3/27/12. Revised by Council 9/9/2020

Co-curricular activities and Council at Hanover High School (HHS) provide rewarding opportunities for all students. Participants represent themselves and the entire school community. Participants are expected to display strong character, to model exemplary behavior and should not discredit or bring harm to the activity or the school. "The Council is "the governance body at Hanover High School, representative of the students and staff." Therefore, Council members are subject to the Council Bylaws in addition to these guidelines. The Council Executive, the Council Executive Committee, and the Organizational Engineering Committee (OEC), in concert with the Associate Principal may develop and enforce the standards and penalties applicable to the "The Council."

This Code of Conduct contains the minimum standards and procedures that apply to all students who participate in co-curricular activities. Advisors and coaches, in collaboration with participants in each co-curricular activity, may submit specific rules and/or regulations they deem appropriate for their activity to the Associate Principal and/or the Athletic Director for approval. Co-Curricular members are subject to their specific guidelines as well as the Code of Conduct. In the event of a conflict between the Code of Conduct and the other rules and regulations governing the specific activity, the administration will resolve the difference and will typically apply the more stringent standard.

Co-curricular Eligibility Standards

To be eligible to participate in co-curricular activities, one must be:

- a full-time student enrolled at Hanover High School, or
- A part-time student enrolled at Hanover High School who the principal has deemed eligible for co-curricular participation, or
- a resident of Hanover/Norwich who is home-schooled, or enrolled in an alternative educational program approved by the Superintendent of SAU 70.

In addition, students must have successfully passed a minimum of four courses in the previous marking period to be eligible for a co-curricular activity. Eligibility for fall participation is based on passing four courses in the previous fourth marking period. Summer school work approved and recognized by HHS counts towards eligibility for fall co-curricular activities. Incoming ninth graders are automatically eligible for fall co-curricular activities. However, ninth graders must

pass four full-time classes in the first marking period to be eligible for winter co-curricular activities. Because some co-curricular activities, such as spring sports, begin in the middle of a marking period, eligibility is based on second marking period grades. Eligibility is reassessed when the third-marking-period grades are final.

Students must be in attendance for all of their required classes in order to participate that afternoon or evening. The Principal or designee may waive this requirement under special circumstances.

Applications of the Code of Conduct

Participants in all HHS co-curricular activities are expected to abide by the Code of Conduct. By choosing to participate in a co-curricular activity or Council; every participant is automatically required to adhere to this Code and any additional rules and regulations governing that activity and may be subject to the consequences detailed in the Student Handbook, Student-Athlete Handbook, and/or this Code.

Violations of the Code of Conduct

The following are considered to be violations of the Code of Conduct:

- Actions that abuse, humiliate, degrade, or physically harm others;
- Illegal activity, notably but not limited to: theft; vandalism; use, distribution, or possession of alcohol or drugs; trespassing.

Reporting and Determination Procedures

When the students, advisors, coaches or administrators learn of a Code of Conduct violation, they must inform all of the aforementioned parties of the violation.

Upon the receipt of information regarding a possible violation of this Code, the Associate Principal and/or the Athletic Director will gather and evaluate evidence and determine whether a violation has occurred. Evidence may include, but is not limited to: statements from the participant, the victim (if any), and witnesses; physical evidence; police reports or charges, etc. In the case of alleged illegal activity unrelated to school-supported activities (whether on campus or off), the Associate Principal and/or Athletic Director may rely on the filing of police charges to make a determination that a violation has occurred.

As with all other school imposed consequences, the participant may appeal the imposed penalties to JCOMM, although if the violation is criminal in nature, the decision and any applied consequences will stand until the administration investigates the underlying circumstances and assesses the impact of the matter on the school environment. When a parent or participant has a concern regarding the consequence imposed or the process used to determine whether an action is a violation of the Code of Conduct, the parent or student should take the following steps:

- Speak with the program advisor or coach.
- If not satisfied, speak with the Associate Principal or Athletic Director.
- If not satisfied, speak with the Principal
- If not satisfied, speak with the Superintendent of Schools.

Consequences of a Violation

When a student violates the Code of Conduct during the season of the activity (or the academic year for a year-long activity), they will be disciplined by the rules below or by the administration-approved rules and regulations specific to that activity. The advisor, coach or director of the activity will oversee the punishment in conjunction with the Associate Principal and the Athletic Director (where appropriate). If, however, the administration determines that the misconduct is severe, a more significant punishment may be assigned. Severe misconduct includes acts such as, but not limited to, distribution of a controlled substance, breaking and entering, and assault.

Consequences resulting from a violation of this Code will be applicable to all activities in which the student is participating. Offenses are cumulative across all activities throughout the participant's high school career; For purposes of this section, a public performance is defined as any situation in which the student publicly represents their activity.

In every case of a violation of the Code of Conduct, the participant will be required to have a meeting with the School Clinician to determine if additional supports are required. Decisions regarding participation in activities aside from public performances, such as rehearsals or practices, are at the discretion of the relevant advisor in concert with the Associate Principal.

First Offense:

The student will be referred to the Restorative Practices program. It's important to note that the ensuing process will include direct participation from their coach

or advisor. If the student chooses to not take part in the Restorative Practices process they will receive the penalty for a second offense. The student may not participate in public performances until the Restorative Practice conference has been completed. The Restorative contract for the first offense will be drafted at the conference but never exceed 2nd offense consequences in severity and does not have to include the loss of public performance time. The student may practice throughout this process.

Second Offense:

The student will be excluded from 20% of the total public performances for that activity with a minimum exclusion of at least one performance. The student may practice throughout this process. In addition, students in leadership positions, including captains of teams, officers of activities, Council officers, and chairs of Council committees will be removed from their leadership positions in all co-curricular activities and Council for up to 12 months from the date of the 2nd offense, even if the violation occurred outside of the activity's timeframe or during the summer. Student leadership positions may be restored at the discretion of the Associate Principal, and/or Athletic Director and relevant advisor.

Third Offense:

At the discretion of the coach the student may become a practice player or activity support on their teams for three months. They will not be able to do any public performances at this time. If this is not possible because of the harm they have caused the team or activity, the Administration will suspend them from the co-curricular activity.

Other Consequences for Violations

Following is a list of other potential consequences for violation of the Code of Conduct depending on severity

- Suspension from participation in that co-curricular activity;
- Schedule-up (see HHS handbook) of variable duration, as determined by the administration; or
- Suspension or expulsion from school as detailed in the HHS handbook.
-

Co-Curricular Competition and Practice Responsibilities

Traveling:

1. Dress codes for public performances are determined by the individual advisors; however, the dress should indicate that the participants take pride in Hanover High School and their personal appearance.

2. The participant is responsible for knowing when and where transportation leaves for away performances.

All participants must leave and return with the group. Exceptions must be approved by the Advisor, Athletic Director, or Administration.

3. If a participant is ineligible to participate in a public performance and drives to an away performance on his or her own, they may not be part of the group at that performance.

Early Dismissal:

Students must know what time they are to be excused from classes. It is the responsibility of the program advisor to notify the administration and participants of early dismissal time in advance. It is the responsibility of the students to know what time they are to be excused from classes and to report to their 2 o'clock class for 15 minutes. For example, a 2:15 dismissal means that students must still report to their 2:00 class.

Participants must report directly to the meeting place determined by the advisor. Participants are individually responsible to arrange with each of their academic teachers make-up work necessary due to early dismissal.

Because co-curricular activities are considered an important part of Hanover High School's comprehensive educational program, students who need to leave school early for a contest or performance will not receive an educational penalty, such as loss of class participation points.

Practice/Rehearsal/Meeting Regulations:

Participants are expected to be at every required practice/rehearsal/meeting unless absent from school or excused by the head coach or advisor. Individual

coaches and advisors determine penalties for missing practices unexcused. Participants who must miss practice for an appropriate reason should inform the head coach or advisor ahead of time.

Designated Days Policy:

Hanover High School recognizes that students may have personal obligations on certain days that conflict with co-curricular activities. These obligations may include, but are not limited to, family travel, religious observances, and celebrations of major holidays. The intent of this Designated Days Policy is to allow students and families with strongly held beliefs or obligations the opportunity to be together to honor those beliefs on significant days without jeopardizing the student's place on the team.

Academic Requirements and Eligibility

The student must satisfy the teacher's long-term academic requirements and attendance requirements for all scheduled credit courses for the day of the co-curricular activity. Friday attendance counts for both Friday and weekend events.

Previously Approved Absence

A student may legitimately miss a class and remain eligible if satisfactory arrangements to miss the class have been made with the teacher prior to the class meeting time by completing a goldenrod form and returning it to the main office.

Unexcused Absence from Class

In the case of an unexcused absence, the student is ineligible to participate in the next scheduled practice or rehearsal following knowledge of the absence being processed in the school's main office. An ineligible student may not miss class(es) in order to attend a public performance.

If a student participates in public performance when they have been later deemed ineligible, the student will then be required to miss their next public performance. performance=performance, practice/rehearsal=practice/rehearsal.

Co-curricular Eligibility Based on Attendance

Participants in all HHS co-curricular activities are expected to attend all of their classes, in their entirety, except when they have a prior notification excuse or a doctor's note. Prior notification excuses are those for which the participant

secures a goldenrod form signed by the teachers of those classes that they will miss for that day and returns it to the main office. Absences that are parent-sanctioned but do not go through the goldenrod process will not allow practice/rehearsal that day unless there is a doctor's note. Only those absences that provide prior notification or a doctor's note will allow co-curricular participation.

Students must be in attendance for all of their required classes in order to participate that afternoon or evening (Unexcused absences on Friday would result in ineligibility for weekend events) in a co-curricular contest or performance. In the case of an unexcused absence, the student is ineligible to participate in the next scheduled practice or public performance following knowledge of the absence being processed in the school's main office. An ineligible student may not miss class(es) in order to attend a public performance. The Principal or designee may waive this requirement under special circumstances.

If a participant misses class time because of a class cut or illness, it will result in ineligibility. If an ill participant leaves a class and goes to the Nurse and returns during that same period to class, they may still be eligible. If the participant goes to the Nurse and misses the entire/remainder of that class, they are ineligible to participate in co-curricular activities that day. If they spend a period or two in the Counseling office and receive an "H" for the classes missed they can still participate.

If an athlete is reported to the Athletic Department for cutting a class and is therefore ineligible for playing in a contest, the athlete may not ride the team bus to an away contest that day if they would miss any class time for the remainder of that day.

Illness

If the student is absent from a class or scheduled obligation due to illness, the student is ineligible to participate in the co-curricular activity for that day.

Ineligibility Overrule

When a student misses a class or scheduled obligation, the Associate Principal may declare the student eligible if it can be verified that the student's absence was due to circumstances beyond the student's reasonable control. Although we prefer prior notification for doctors appointments, the Associate Principal will also declare the student eligible if they present a doctors' note excusing their absence on the day missed.

Suspension

No student may participate in any activity during the same day that the student has been on suspension, either in-school or out-of-school suspension.

Eligibility Addendum

Council, Spring 1993

That on the days of games or contests for any sport, the J-Comm will go into session immediately upon learning that there is an appeal of ineligibility due to class cutting or accrued tardiness that equals a cut.

That the usual twenty-four hour timeline for appeals be reduced to same day or as soon as the information is known.

That the J-Comm would hear each case immediately if the J-Comm decides to hear the case at all.

That if there is insufficient time between the submission of an appeal and the scheduled departure of the team for an appeal to be heard, no appeal will be allowed.

That this change in procedure be communicated to the Athletic Director and all coaches with the request that all athletes be informed.

Coach and Advisor Expectations

The student must comply with any additional rules and regulations set by the coach or advisor for that activity. Before the activity begins, the coach or advisor will inform the participants in that activity of all basic rules and additional expectations. However, it is still the student's responsibility to acquaint themselves with all applicable eligibility rules.

Spectator/Audience Behavior at School Functions

A student whose behavior is disruptive, dangerous or detrimental to the Hanover High School community at an athletic, social or cultural event involving representatives of the school or on a bus transporting Hanover High School students, shall forfeit participation in or admittance to such events for a time period determined by the Principal in conjunction with the student and their parents. The Principal has the discretion to place a student on probation for the first offense. Discipline procedures outlined in the Dresden Safe Schools Zone Policy JICD and Regulation JLI may also be enforced.

Obscene cheers, throwing objects, disrupting a co-curricular activity and verbal indignities directed toward visiting athletes have no place in high school athletics

and will not be tolerated. Courtesy to visitors as well as the safety of players and spectators must be given full consideration. The old axiom (paraphrased) should prevail: You have personal rights until your assumed rights interfere with the rights of others.

Hanover High School is a drug-free zone which means that alcoholic beverages, tobacco, and smoking are prohibited on school grounds and in school buildings.

Student Initiated Activities

Students wishing to organize a new activity (i.e., science club, intramural, etc.) should contact the Associate Principal . The Associate Principal will help them determine whether their proposal is feasible and advise them on the necessary details (statement of purpose, transportation, timetables, advisors, and funding, if needed). A proposal requiring a budget should be planned a year in advance and initiated in early Fall. Once the Associate Principal approves the proposal, the students bring the proposal before the Council for consideration.

Currently approved motion departs from handbook with significant omissions one of which is related to how Council is handled by CCC.

n. Gender Inclusivity

Legislative Intent

If an individual is treated or dealt with in a manner that is based in historical gender stereotypes differently because of their gender and/or required to conform to a specific standard historically associated with their gender, that is gender discrimination regardless of intent, and that is not permissible. These guidelines aim to prevent gender discrimination and make (non-cisgender) students more comfortable.

All-Gender Facilities and Programs

The school requires that individuals be permitted to use single-sex facilities, such as bathrooms or locker rooms, and participate in single-sex programs (such as a co-curricular activity or club), consistent with their gender, regardless of their sex assigned at birth, anatomy, medical history, appearance, or the sex indicated on their identification. This does not require the school to make existing bathrooms all-gender or construct additional restrooms. Single-occupancy restrooms will make clear that they can be used by people of all genders. Some people may object to sharing a facility or participating in a program with a non-cisgender, transgender or gender non-conforming person. Such objections will not be a legitimate reason to deny access to that non-cisgender, transgender or gender non-conforming individual. If an individual objects to sharing a bathroom with with

a non-cisgender or gender non-conforming person, they may use the single-occupancy bathrooms in the music department or other areas of the school.

For single-sex programs associated with the state's athletic association, the school should do all in its power to try to allow students (regardless of gender) to participate in the programs.

Names, Pronouns, and Using Gendered Terms

Individuals should avoid addressing a group of people as "ladies and gentlemen," "boys and girls," "ladies," or any other gender binary or gender-based terms, as it does not include non-cisgender and gender non-conforming students and can make them uncomfortable. Similarly, students may not be split into two (or more) groups in a classroom setting based on gender or sex assigned at birth, as it leaves non-cisgender and gender non-conforming students feeling excluded or ostracized.

Individuals should avoid addressing another individual with a gendered word (such as "young lady") without being certain of the person's gender.

All members of the Hanover High School community have the responsibility to use and respect an individual's personal pronouns. These pronouns include, but are not limited to:

He, Him, His

She, Her, Hers

They, Them, Theirs

Ze, Hir, Hirs (Pronounced Zee, Here, Heres)

Ze, Zir, Zirs (Pronounced Zee, Zere, Zeres)

Xe, Xem, Xyr (Pronounced Zee, Zem, Zere)

If a person is not sure as to what another individual's personal pronouns are, it is suggested that the person asks the individual for clarification.

If an individual is not sure as to whether or not another individual's pronouns or gender identity are public knowledge or not, they must check with the other individual before sharing the information with anybody.

The pronouns used in the English language have changed in recent years. For example, the pronoun "they" is now accepted by linguists and in the English language as a singular, gender-neutral term. Members of the Hanover High School community have the responsibility to be open to using these pronouns.

At the start of a new semester, teachers are encouraged to ask students to let the teacher/class know of any corrections to the student's name, as well as to inform the teacher/class of the student's pronouns. On the first day of a new semester, the school will provide name tags for students that provide a space for the student to list their personal pronouns, if they so choose.

If an individual takes a foreign language and uses non-gendered personal pronouns that might not exist within said foreign language, they should discuss or research a solution with the teacher. The teacher has the responsibility to use a pronoun that the student is comfortable with.

Teachers, students, and other members of Hanover High School are required to use and to respect an individual's chosen name, even if the name is not their legal name. The intent of this is to prevent non-cisgender and gender non-conforming individuals from being misgendered or called by a name that the individual feels misgenders them. Similarly, if an individual feels that their legal name does not correspond with their gender, the individual may request that their @hanovernorwichschools.org email address be changed to a name that they feel corresponds with their gender. The other email account must be deleted to avoid confusion. This student also has the right to have their official name and gender changed in PowerSchool, Schoology, or other school-based data collection programs. In cases where legal names or legal sex are required, the school must include an option for an individual's true name and true gender, if possible.

No member of Hanover High School may place the burden on individuals to justify their gender identity or expression and demonstrate why a particular distinction (pronoun or gender label) makes them uncomfortable or does not conform to their gender expression. It is inappropriate for an individual to pursue discussion of this topic without explicit permission from the individual.

Any survey sent to members of the Hanover High School community that was created within or by the school must allow for an "other" gender option, aside from male and female, if requiring an individual to provide their gender. Examples of surveys created within or by the school are surveys created for a class, or a survey created by a student or staff member with the intent of reaching a member of the HHS community.

Any form sent to members of the Hanover High School community from the school must allow for an "other" gender option, aside from male and female, if requiring an individual to provide their gender. If needed, the school can request individuals to report their biological sex in addition to their gender.

o. Open Campus

Open Campus is a privilege granted by parents and Hanover High School administrators to sophomores, juniors, and seniors to leave school grounds during their unscheduled time. The goal of this privilege is to give students the opportunity to develop personal responsibility for their unscheduled time. Open Campus is an important privilege and will last only as long as students treat it with respect. Parents give permission for Open Campus in the annual registration process. Sophomores may not leave campus until they have had their introductory meeting with the Associate Principal.

Eligibility Requirements

Eligible students are in 10th, 11th, and 12th grade and are passing in all their courses at the end of each semester (mid-year and end-of-year). Ineligible students are notified by mail during the summer.

Final marks at the end of the school year determine eligibility for the first semester of the following school year. At the end of each semester, parents and students with Open Campus are notified if there is a change in the student's Open Campus privileges.

Incompletes: A teacher must give formal notice that an incomplete has been made up.

The student has had no serious disciplinary problems or violation of school policies and regulations as outlined in the Handbook. These regulations are in effect during school hours and during school activities and are not limited to school grounds.

Parent(s) give permission to their student, and the signed permission form is on file at the office. Parents may withdraw their permission at any time.

Facts about Open Campus

Open Campus time is unscheduled time.

Unscheduled time is school time (school in session)

School is in session until 3 PM for all students with the exception of Wednesday when school ends at 2 PM.

A student who is off campus during their unscheduled time is still subject to school rules and to the consequences of violating these rules.

Student Expectations

Students are expected to do the following:

Know the eligibility requirements, procedures, and consequences as outlined in the annual registration forms and to comply with these rules.

Sign the permission form in the annual registration form indicating they have read and understand the rules.

Sign-out before leaving school grounds in one of the two sign-out books located in the main office and in the atrium.

Avoid the following off-limits areas: the grounds and buildings of the Senior Citizens Housing between Lebanon and South Park Streets, the sidewalk bench on Summer Street, the Lutheran Church property on Summer Street, the Friends Meeting House (parking lot, lawns, or buildings) on Lebanon Street; the driveways and parking lots of these buildings are not to be used as a pass-through for either vehicles or pedestrians.

The student while off campus will not actively, in words or actions, condone illegal activities.

The Council defines "School grounds" as follows:

The school side of Lebanon Street from the Friends Meeting House driveway to Hovey Lane is a campus boundary. (The sidewalk is on-campus, but the road is off-campus.)

The driveway at the English Department end of the school building is a campus boundary.

The outer edge of the athletic fields, including the fields for Football, Track, and Soccer, is a campus boundary. (Areas in the adjacent woods are off-campus.)

Other areas may be considered off-limits when the Administration receives complaints about student loitering.

Appeal: Any student who becomes ineligible for Open Campus for academic or behavioral problems has the right to appeal directly to the administration provided that parents support the appeal. Administrative decision may be appealed to the Judiciary Committee of the Council.

Ninth Grade Students

School rules that apply specifically to ninth grade students are as follows:

Ninth grade students are expected to be at school from 8:00 a.m. to 3:00 p.m. (to 2:05 p.m. on Wednesdays). A ninth grade student who needs to leave school during an unscheduled period for an appointment must have a note from a parent.

Ninth grade students do not have open campus.

The consequence for going off-campus, first offense, is a five-day schedule-up.

The consequences for a second offense are a two-week schedule-up and the loss of open campus privileges for the first marking period of sophomore year.

Final exams: Ninth grade students may leave school grounds when they do not have a scheduled exam.

NOTE: Freshmen may be dismissed from school by note from a parent either on a one-time basis or in some instances on a blanket permission basis.

p. Parking & Driving

Parking is very limited. Noting this as an acute problem, the Dresden School Board adopted the following (Policy: JLIE) in September, 1991:

In recognition of the severely restricted access and parking opportunities on Dresden School property, it is the policy of the Dresden School Board that the available parking lots and driveway spaces be allocated in the following priority order:

Safe pedestrian entry and egress.

Vehicles necessary for conducting the school's business.

Employee parking.

Student parking.

The Board authorizes the administration to designate and clearly identify appropriate spaces for the above priorities with the expectation that if insufficient space exists to accommodate all interests, the above priorities will govern necessary restrictions. Furthermore, the Board authorizes the administration to utilize parking and access enforcement measures, if necessary, including a system of fines as well as "booting" or towing violators' vehicles.

The following parking procedures are in effect starting the first day of school:

No vehicles may park in Hanover High School parking lots between the hours of 7 a.m. and 3:00 p.m. (2:00 p.m. Wednesdays) without an approved parking sticker. Cars parked illegally may be towed at the owner's expense.

Legal parking may occur only in designated parking spaces.

For each parking violation, a \$40.00 ticket will be issued

Each subsequent violation will be subject to additional \$40.00 tickets and/or towing at the Administration's discretion.

Money collected for parking violations goes into the Driver's Ed Scholarship Fund.

The Friends Meeting House, the Lutheran Church, and the Senior Citizens parking lots are closed to student parking. Parking in these locations can result in towing and fines. ALERT: Illegal parking in designated handicapped spots carries a fine.

Students with motorcycles should see the Associate Principal to determine an approved parking space.

Students should park in spaces indicated for student parking only

This notification serves as the only warning; no other warning will be issued prior to assessing fines for illegally parked vehicles.

HHS Student Parking Policy

Students applying for a parking permit must have a valid license by the date of issue. All designated student spaces will be distributed in the following order of priority:

Hardship Students

Seniors (by lottery if spaces available)

Hardship Students

Hardship parking is defined as a situation that is out of the control of the student. This burden would require a student to drive their vehicle to school in order to attend their classes on a daily basis. The following circumstances DO NOT apply for Hardship:

Extracurricular activities (before or after school)

Sports

Carpooling

Students that have access to bus routes

Hardship applicants should come with a letter from their family, signed by themselves and their guardians, stating their hardship. Acceptance of Hardship situations is at the discretion of the Associate Principal.

Seniors

Should there be additional spaces, all remaining spaces will be available to seniors. All senior spaces will be chosen in a lottery.

Student Parking Areas

Upon issue, a permit will be assigned. Student parking spaces are clearly marked behind the school. NO OTHER SPACES ARE PERMITTED.

Student Driving and Use Of Motor Vehicles

Only those students who are granted parking privileges and students bringing vehicles to be worked on in the Industrial Tech Area are authorized to drive on school property.

The speed limit in the school driveway and parking lot is not to exceed 10 miles per hour.

Squealing of tires, fast starts, students riding on the outside of cars or other potentially dangerous acts are not allowed at any time on or near school property. In the event of violation of any of these expectations within a given school year,

(a) The first complaint: The owner/driver will be warned to correct the situation and parents will be informed of the warning by letter.

(b) Second complaint: The student will be asked to keep the vehicle away from school property for either a specified or indefinite period of time; parents will be notified of this request in writing and advised that a subsequent violation will mean a complaint filed with the police.

(c) If a student persists with driving problems after steps 1 and 2, the school Administration will sign a complaint with the police to restrain the individual from driving on school property.

q. Personal Appearance Policy

The goals of the HHS dress code are as follows:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection) or PE (athletic attire/shoes).
- sexual orientation, race, ethnicity, body type/size, religion, and/or personal style.
- Allow students to wear clothing of their choice that is comfortable.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and/or personal style.

Policy:

Students are required to follow the dress code while on school property during school hours. Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material. For more specific examples of required use see the “must wear”, “may wear”, and “cannot wear” lists below.

Students Must Wear:

Clothing that adheres to the coverage requirements above.

- Top
- Bottom: pants/ sweatpants/ shorts/ skirt/ dress/ leggings, etc.
- Footwear

Students May Wear:

- Clothing that expresses their self-identified gender
- Religious attire without fear of discipline or discrimination
- Hats (including religious headwear)
- Hooded Sweatshirts
- Fitted pants, including leggings, yoga pants and "skinny jeans"

- Pajamas
- Ripped jeans (as long as underwear is not exposed)
- Athletic attire
- Clothing with commercial or athletic logos provided they do not violate the "cannot wear" section below.

Students Cannot Wear:

- Clothing or accessories with images or language depicting or advocating violence or the use of alcohol or drugs
- Clothing or accessories with images, symbols, or language that are derogatory or create a hostile or intimidating environment towards any group of people or any protected class.
- Clothing or accessories that have vulgar or inappropriate images, symbols, or language associated with said language.
- Visible underwear (waistbands or straps of undergarments worn under clothing are not a violation)
- Bathing suits
- Helmets or headgear that obscures the face (except as a religious observance)
-

Extracurricular Attire:

In the case of athletic uniforms, all uniforms on a team must be the same. If a student takes issue with their athletic uniform, they should take it up with the Athletic Department.

At music performances, the attire guidelines cannot be enforced or suggested based upon gender. Administration cannot enforce this standard for the attire for music festivals that are not associated with Hanover High School. If a student takes issue with the attire proposed by the festival, they should bring it up with the festival director(s) or ask their teacher to communicate with the festival.

The gowns for the graduating class should all be the same color, or students should be allowed to choose the color of their gown from the given options. The color of the gowns should not be selected based on the gender or sex of the students.

Hanover High School prohibits discriminatory harassment or violence motivated by a person's gender identity or expression that attempts to interfere with, or actually interferes with, the free exercise of an individual's right. Discriminatory harassment includes violence, the threat of violence, a pattern of threatening verbal harassment, the use of force, intimidation or coercion, defacing or damaging real property, and cyberbullying.

Enforcement

If a Hanover High School student refuses to comply with any of these rules, a staff member can tell the student, "I feel that your attire is prohibited by our dress code" and enforce consequences according to the Hanover High School Code of Conduct.

If a student disagrees with the enforcement of the dress code by a staff member, they can discuss their dress with the Associate Principal.

If a non-student member of the Hanover High School community does not comply with these rules the incident should be reported to one or more of the following people, if applicable:

Department Head
Associate Principal
Principal

r. Schedule-Up

Schedule-up is a school-based consequence that may be employed when a student violates unscheduled time or one of several rules stated in the Handbook. Schedule-up means that for a period of time the student loses the free choice of where to go during unscheduled time.

Usually, the student works out a schedule with the adult in charge. The schedule-up specifies the following:

The student spends all unscheduled time in adult supervised work spaces; With the exception of a 30-minute lunch period, the student must ask an adult supervisor to initial the schedule form for each period, thereby confirming the student was in a previously designated space.

The form must be turned in at the Main Office at the completion of the student's school day and picked up at the beginning of the next school day.

Failure to attend a required period, excessive lateness, or failure to turn in or pick up the schedule form may mean in-school suspension as the next level consequence.

s. School Dances

Students who wish to plan a school dance must first meet with the Associate Principal to obtain potential dates for a dance and planning instructions.

Students who plan to attend a school dance need to know the following:

- Dances usually begin at 8:00 P.M.
- Entry to dances will be permitted only until 9:00 P.M. unless a special arrangement is made ahead of time with the chief chaperone.
- Dances will end no later than 10:30 P.M.
- Once a student leaves the dance, the student will not be readmitted.
- There is usually an entrance fee.
- The HHS Personal Appearance Policy is in effect during school dances.
- There is no provision for safeguarding personal possessions. Access to school lockers is restricted since corridor doors are locked. If valuables must be brought to a dance, they should be left for safekeeping with a chaperone. No bags will be allowed in the dance area.
- HHS students may bring guests to HHS dances. Guests will be required to show a high school ID and may be required to give their name, address and telephone number to the adult at the ticket table. All other guests must get prior permission from the Associate Principal.
- At least twelve chaperones must be in attendance in a two-to-one ratio of staff to parents.
- Lighting, music volume and selection must be approved by the head chaperone.
- Student behavior at dances needs to remain appropriate as deemed by the chaperones. The student will be asked to leave the dance with no refund if a student is warned about their behavior and it does not change or the behavior is particularly offensive or unsafe.
- Any student under the influence of drugs or alcohol will be immediately turned over to the police officer on duty who will take the student into custody. The student will be restricted from attending future dances.
- School officials will notify the police pursuant to the Memorandum of Understanding.
- All school rules are in effect during dances, as they are school-sponsored functions.
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t. Solicitations by Students

DSB Regulation KHD-R
(Effective April 28, 1978)

The following steps will be taken when solicitation requests are desired of local merchants:

1. Notify the Associate Principal so that a) they might confirm whether or not other teams, grades, or departments are already soliciting and b) we avoid heavy scheduling of fund-raising efforts.

2. The staff member responsible for directing the activity will submit a request to the secretary of the Hanover Chamber of Commerce asking that they appear before the Board to discuss the project. The request is to be co-signed by the Principal. This process is required of any new fund-raising projects.

3. If approved, the staff member in charge will draw up guidelines for the students regarding:

division of labor to ensure only one solicitation to each merchant.
presentation of an introductory letter or statement to the merchant.
procedures about courtesy.

4. Formal thank you notes should be a routine follow-up procedure.

NOTE 1: All Solicitations (fund-raising) projects by athletic teams must have prior approval of the Athletic Director before contacting the Associate Principal.

NOTE 2: Traditional fund-raising activities connected with the yearbook (calendar and football programs) are exempted from this regulation.

u. Work Permits

Students under 16 years of age who want to work at a money-earning job in NH must have a work permit. To obtain a work permit, a student should:

1. Have a definite job offer.

2. Be passing in all courses.

3. Be able to present an official form of identification such as a birth certificate, driver's license or form of identification with a birth date.

4. Request the work permit from the school receptionist at the Main Office during regular work hours.