



# BEVERLY MIDDLE SCHOOL

## Grades 5-8



## STUDENT HANDBOOK

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## VISION STATEMENT

### Community

Beverly Middle School works purposefully to develop a **school community** by **building collegial relationships** and **making positive connections** between all members.

### Safety

Beverly Middle School will promote a **safe (nurturing) learning climate** where all community members are willing to **take risks** and **persevere through challenges** within a supportive and secure environment.

### Learning Expectations

Beverly Middle School community members will be able to successfully **apply their academic knowledge, skills and creativity** within **authentic, inquiry based learning opportunities**.

### Collaboration/Problem Solving

Beverly Middle School will encourage and challenge its members to work as **collaborative problem solvers** to become **engaging contributors** to our society.

# BEVERLY MIDDLE SCHOOL STUDENT HANDBOOK

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# **I. ACADEMIC EXPECTATIONS**

## **ACADEMIC INTEGRITY**

In order to prepare for high school and beyond, it is imperative that students take an active part in their education by completing their own work. Plagiarism is defined as, “the act of stealing and passing off the ideas and works of another as one’s own.” Students are taught that it is wrong to copy work from someone else and claim it as their own. Teachers work with students to clarify proper methods of research for each assignment and to explain how research information is to be acknowledged. Students are expected to present their own original ideas and properly credit others’ ideas and work.

## **ASPEN PARENT PORTAL**

The Aspen Family Portal software is a new tool that the Beverly School district has to maintain communication with parents. Beverly Middle School parents/guardians can use the Aspen Family portal software on computers or mobile phones to review their student data and keep up to date with academic progress. The portal displays contact information, health office visits and health conditions, as well as a record of school attendance. You can also view your students’ schedule, class assignments, and latest grading information. Student report cards will be published to the portal.

**If you don’t have a family portal account, please contact your school clerk.**

## **GRADE PROMOTION / RETENTION**

Successful completion of all subjects is recognized with promotion to the next grade. Students will be required to take one or more courses in summer school to be considered eligible for promotion if one or more of the following conditions apply:

- Student fails ELA for the year.
- Student fails Math for the year.
- Student fails two of the following classes for the year: Science, Social Studies, and Foreign Language.

A team consisting of the principal, teacher, and other appropriate personnel reviews students being considered for retention. Parents will be notified promptly in writing of such a review by the end of the third trimester. By the end of each school year, parents will be notified if their child will be required to attend summer school or, if summer school is not an option, if their child will be retained for the following year.

In conjunction with Beverly High School, we have created a transition program called “Summer Success” for grade 8 students. This program identifies at-risk students to support them both academically and socially to begin a successful high school transition.

## **EDUCATIONAL TRIPS**

Field trips are scheduled throughout the year at the discretion of teachers with the approval of the school principal. These trips are coordinated with thematic units being studied and are intended to reinforce and augment classroom learning. Written permission from parents is required in advance. Students who do not submit signed permission slips on time will not be allowed to go on trips. **Cell phones are not permitted on educational trips.**

## **HOMEWORK**

Homework is important. It is an extension of the learning that takes place in school. Homework can provide opportunities for independent study, research, and creative thinking. Parents can help their children by arranging a quiet, comfortable place for the student to work and by seeing that assignments are completed.

### **Guidelines**

Average time allotments per day for homework:

- Grades 5 and 6 - an average of 60 minutes for all subjects combined

- Grades 7 and 8 - an average of 60 to 90 minutes for all subjects combined.

#### Homework makeup:

- The initiative to make up work rests with the student. After missing homework assignments for any unforeseen reason, the student should talk with his or her teacher about making up the work. The student and teacher together should establish a time frame for completing the work. This time frame should reflect the other responsibilities of the student.
- If a student has been absent for three or more consecutive days for any unforeseen reason, the parent may contact the office for make-up work.

#### **HONOR ROLL (Grades 6-8)**

At the close of each trimester, students who receive high grades will be placed on the Honor Roll in one of four categories. In order to qualify, students must meet the requirements below:

- Principal's List—all A's (A+, A, A-) in all subjects.
- First Honors – A's in at least three major subjects and no mark below a B- in any other subject.
- Second Honors—A in one major subject and no grade below B- in any other subject.
- For the 2020-2021 school year, a grade 6-8 student must receive no less than a "3" in any standards-based course to qualify for honor roll.

For the 2020-2021 school year, grade 5 grades reflect the district's standards based report card and therefore cannot be factored into the honor roll.

#### **MATHEMATICS PLACEMENT TESTS (Grades 7-8)**

Beverly Middle School has accelerated mathematics programs in Grades 7 and 8. The purpose of this program is to provide advanced mathematics instruction in Pre-Algebra in Grade 7 and Algebra in Grade 8 for those students who are ready to undertake the rigors of these courses. Sixth grade students will take a placement exam during the second part of the academic year that will assess their math skills and their readiness to understand advanced concepts. Their performance on the assessment as well as their in-class performance and teacher recommendation inform placement decisions. Seventh grade students will take a placement exam that assesses conceptual understanding of pre-algebra and algebraic concepts. Students will be recommended for 8<sup>th</sup> Grade Algebra based on the above mentioned criteria. All students, regardless of their math placement at Beverly Middle School, will have the opportunity to take advanced mathematics courses at Beverly High School.

#### **REPORT CARDS**

In middle school, report cards are issued at the end of each trimester. Report cards are available to parents/guardians through Parent Portal. If you require a paper copy of your child's report card, please contact their counselor.

The report card mark is an attempt by the teacher to tell the parent how his or her child is progressing in a particular subject. The factors considered in determining the work include scholarship (knowledge, skills, understanding), effort, participation, initiative, interest, and assignments. For grades 6-8, all subjects will be graded A, B, C, D or F, with (+) and (-) designations where appropriate. This five-letter scale, as well as Pass/Fail (P/F) in some subjects, will be used consistently on Permanent Office Record Cards and on Report Cards or other reports to parents. In grade 5, report cards are standards-based and are designed to reflect the Beverly curriculum.

#### **STUDENT RECORDS**

- Student records are confidential. Records are divided into two parts, the transcript and the temporary record. Parents and eligible students have the right to inspect all portions of the student record, upon request. The student record must be made available to parents and eligible students within ten days after the request (except for in the case of non-custodial parents), unless the parent consents to a delay. Parents have the right to receive copies of any part of the record, as well as a list of all individuals having access to the record. In addition, parents can ask for an explanation of any item in the record and may request that parts of the record be interpreted by a qualified professional. Parents must provide informed, written consent for anyone else to view their child's record(s). Parents can ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights, and request a hearing on the issue if the school refuses to make the amendment.

- The Beverly Public Schools may forward student records to schools in which a student seeks or intends to enroll without consent of the eligible student or parent. 603 CMR23.07(4)(g)
- Parents have the right to withdraw their permission for an exchange of information between BPS and other parties, in writing, at any time except to the extent that the BPS and referenced provider(s) have acted upon the original release. Parents have the right to ask for restrictions on the use and sharing of their family/child health and/or treatment information. Furthermore, parents have the right to look at and get a copy of all referenced information concerning their child or family that the Beverly Public Schools keeps on file.
- Massachusetts General Laws, Chapter 71, Section 34G, requires that non-custodial parents provide certain documents to the principal of their child's school before they are permitted to have access to student record information. This law is intended to encourage parents to be involved and informed about the education of their children, while protecting the rights and safety of all parties.

### **TECHNOLOGY & ACCEPTABLE USE AGREEMENT**

All Beverly Middle School students will have access to a school issued device (iPad) for academic use. 7th and 8th grade students will have an opportunity to use these devices at home as well as at school. Prior to being issued a device, **students and parents must sign a receipt of the *Middle School Device Use Agreement*, and Beverly Public Schools' *Acceptable Use Policy*.** The following list is a summary of the BPS Acceptable Use Policy:

- You must access only appropriate documents and media.
- You may not harass, bully, cyberbully, or threaten others in any way.
- You must use appropriate language in all communications.
- You must not attempt to gain access to unauthorized accounts or files.
- You must not attempt to bypass the district's web-filtering.
- You must keep all personal information private, including passwords, user IDs, home address, and phone numbers.
- You must not photograph or make audio or video recording without the consent of all those being recorded.

### **DIGITAL ETIQUETTE**

Digital etiquette maintains that someone who takes a picture/video should always ask the people in that picture/video for permission before posting it on the internet. Parents often post pictures/videos from sporting events, recitals, birthday parties, and school functions online. If those pictures/videos include other children, the parent needs to obtain permission from the parents of **ALL** students involved.

We need families, teachers, and community members to be aware of this policy when they are at school events such as grade level programs, field day, field trips, and even when visiting our classrooms and cafeteria. We have parents who prefer that their child's picture/video not be posted online. If you take pictures please do not share them online without consent from the parents of students pictured.

### **WEBSITE**

The Beverly Public Schools maintains an informative website: [www.beverlyschools.org](http://www.beverlyschools.org). Under Schools, select Beverly Middle School to check the school's website. The website contains information on all schools in the district, school district calendars, School Committee membership, committee meeting dates, the Superintendent's page, district test results, lunch and breakfast menus, and updated notices of activities in the schools. Further information on the MCAS testing program and other school information can be accessed via a direct link from each school to the State Department of Elementary and Secondary Education.

## II. ATTENDANCE

### INTRODUCTION

In accordance with the laws of the Commonwealth of Massachusetts, all students are required to attend school on all days that school is in session. Consistent and punctual attendance fosters learning and allows for the continuity of instruction, student preparation, the development of good work habits, and academic achievement.

### ABSENCES

Students with excessive absences will be reported to the attendance officer. *Absences may only be excused if a child has a documented medical or court appointment, must attend a funeral, or is observing a major religious holiday.* Please note that per state regulations, a parent's report of a child's absence because of illness must have medical verification to count as excused. Beverly Middle School policy requires that a doctor's note is provided if your child is ill for more than three days or if there are repeated absences for an illness.

### Interventions for Excessive Absences or Tardiness

**The Commonwealth of Massachusetts considers any student who is absent more than 8 days in a six-month period to have excessive absences.** If a child's absence or tardiness becomes excessive, the District may request medical substantiation and the Principal may notify the Coordinator of Child Welfare and Attendance. Reports of unresolved truancy and chronic absenteeism may result in the filing of a Child Requiring Assistance Petition (CRA). The M.G.L. chapter 119, section 39E, allows the District to initiate an application for a Child Requiring Assistance on behalf of any child between six and sixteen years old who fails to attend school for more than 8 days in a trimester without a proper excuse. In addition, if a child between six and sixteen years old consistently fails to obey the reasonable and lawful commands of the school including chronic tardiness, the law provides that the school may file a Habitual School Offender application.

### **BUILDING HOURS (Due to COVID Restrictions - arrival and departure will change.) Please see updated information from the school administration.**

Beverly Middle School opens for students at 8:15 A.M. Upon arrival at school, students should report to the outdoor learning space next to the cafeteria. In the event of inclement weather, students will be invited into the first floor cafeteria. At 8:30, students will be released to their first period classes. The school day begins at 8:45 A.M., and ends at 3:00 P.M. Students are encouraged to stay after school for extra help, make-up work, or extracurricular activities. A late bus leaves BMS at approximately 3:50 P.M. every afternoon except Friday to accommodate bus students who choose to stay after school.

### DISMISSALS

**A parent note is required to allow a student to be dismissed from school early.** Each request must state the specific time and reason for the dismissal and must be signed by a parent or legal guardian. Parents are urged to schedule doctor's appointments at times that do not conflict with school hours.

The student should bring this note to the main office prior to their first class so that a dismissal pass may be issued and the student's name and time of dismissal will be included on that day's attendance report. At the time of dismissal, the student must first notify his or her classroom teacher and then report to the office before leaving school.

Students are dismissed through the main office. The person providing transportation for the student must report to the office to pick up that student. Office personnel may perform an identification check at that time.

### EMERGENCY SERVICES

If the student's absence was due to an evaluation at Emergency Services, we will need documentation from the doctor stating they are safe to return. Additionally, a parent or guardian must accompany the student on their first day back for a re-entry meeting to develop a safety plan for that student.

## **LEAVING SCHOOL WITHOUT PERMISSION**

Once students arrive at school, they are not permitted to leave school grounds without administrative approval. Violations of this policy may be handled as a disciplinary matter.

## **PARENTAL NOTIFICATION**

- To alleviate the concern for a child's being lost because of truancy, etc., parents are requested to call the school by 8:30 A.M. if a child is going to be absent or late for any reason. This call will keep the school secretary from having to make unnecessary calls to check on missing children. For Beverly Middle School, call 1-978-921-6103.
- A student who is not in the first block will be marked absent. Any student marked absent will receive a phone call that morning unless a parent/guardian has already called the office. If you receive a phone call that your child is not in school, please call the office at your earliest convenience.

## **PLANNED ABSENCES**

Students who are absent for reasons that are not excused may not be allowed to make up work. In particular, this includes students who take vacations or family trips that do not coincide with previously scheduled school vacation days. Beverly Public Schools discourages such unexcused student absences. Please note the following conditions concerning unexcused absences:

- Going on a vacation during school time is a family decision. Parents assume responsibility for their child's schoolwork during this time. Parents should notify the school principal in advance regarding any non-scheduled vacations.
- Students will not be given schoolwork in advance. Teachers will keep a folder of all work assigned during the student's absence. It will be given to the student upon his/her return to school, in order for the student to be able to keep up with the progress of the rest of the class during his/her absence. Teachers will not be expected to correct any work that is contained in this folder.
- Assessments administered during this absence must be made up and will count in determining the student's grades.
- Long-term assignments that are due during the planned absence must be completed prior to the absence in order to receive credit.
- **Anyone with questions regarding this policy should contact the principal.**

## **REGISTRATION OF NEW STUDENTS**

Students in Grades 5 – 8 new to Beverly Public Schools must register in the main office of Beverly Middle School. Prior to admittance, parents must provide a legal birth certificate, a transfer slip from the departed school, authorization to release all student records, up-to-date immunizations, lead screening, physical exam, and a proof of residence as required by state law.

## **TARDINESS**

Please call the Beverly Middle School office at 978-921-6103 to report a student's late arrival to school. A late arrival is excused only for scheduled appointments, such as a doctor or dentist appointment. *A note from the doctor or dentist must accompany the student upon his/her arrival to school.* Each unexcused tardy in excess of three per trimester will result in an office detention.

## **TRANSFERS**

If a child is moving out of the Beverly School System, a transfer form must be prepared, and parental permission must be obtained to send student records. In notifying the school of any move, please provide the following information:

1. **Child's last day of attendance**
2. **Name and address of new school**
3. **Child's new home address**

Parents are asked to notify the school as early as possible, of any move. The school needs time to prepare the necessary transfer papers that will make the transition as smooth as possible.



### **TRUANCY FROM SCHOOL AND/OR CLASS**

In the event that a student is found to be truant from school an In-House or External Suspension may be assigned. In the event that a student is found to be truant from class, he/she will be referred to his/her administrator. Disciplinary action may include detention(s), silent lunch(es), partial suspension, In-House Suspension, and/or External Suspension.

## **III. STUDENT RESPONSIBILITIES**

### **ASSEMBLIES**

Assemblies are held at various times throughout the year. Students are expected to act like ladies and gentlemen and abide by the following rules:

- a. **Enter quietly and quickly;**
- b. **Be a quiet and respectful audience;**
- c. **Show appreciation by applauding appropriately;**
- d. **Leave in an orderly fashion, dismiss by rows from front to rear;**
- e. **Place the seat in the upright position when dismissed.**

Remember that guests and visitors gain a lasting impression of the school based on the students' conduct in assemblies.

### **BICYCLES, SCOOTERS, SKATEBOARDS, HEELYS, ETC.**

Due to safety concerns, children are discouraged from riding their roller blades, scooters, heelys, and/or skateboards to school. If these items are brought to school, they are the responsibility of the student. Bicycles should be secured to the bicycle rack with the student's own lock. Students will be responsible for securing their own modes of transportation. Students should not be riding any bicycles, scooters, skateboards (etc.) on school grounds.

### **CAFETERIA RULES**

1. Upon entering, sit at your assigned table and wait for a staff member to dismiss you to buy lunch.
2. If you need to leave your seat for any reason, raise your hand and wait for a staff member to acknowledge you.
3. Students are not allowed to bring or to have soda in school. Caffeinated drinks such as coffee and energy drinks are not allowed.
4. Do not touch anyone else's food!
5. Tables and floors are to be neat and clear before exiting the cafeteria.
6. No food or drink is to be taken outside of the cafeteria at any time - water is the only exception.

*Students whose behavior has been deemed unsatisfactory may be assigned to another area for lunch or may be disciplined in any other appropriate manner. The administration reserves the right to change the cafeteria procedure based on disciplinary circumstances that may be prevalent during a particular lunch.*

### **CARE OF SCHOOL AND PERSONAL PROPERTY**

Students are expected to respect all school property including books, workbooks, interior and exterior walls, and lockers. Children defacing any school property will be responsible for their actions and will be expected to pay the cost of any cleaning, repair or replacement. Students are also expected to respect the personal property of fellow students. The school is not responsible for loss or damage to valuable items brought from home.

### **CELL PHONE AND PERSONAL ELECTRONICS USAGE**

**The use of cell phones and other personal electronic devices is prohibited between the hours of 8:45 a.m. and 3:00 p.m.** All cell phones and personal electronic devices must be turned off and locked in lockers during school hours. These items are not allowed on school field trips. Teachers will confiscate these items and give them to office personnel if found.

*Misuse of any electronic device when on school grounds or at school-sanctioned activities could result in disciplinary action, including a suspension (i.e. taking pictures or videos without permission of the subject).*

## **DRESS POLICY**

The administration reserves the right to determine whether items of clothing are of an inappropriate nature or are in violation of the health standard and safety of the students attending the school.

*Students in violation of the dress code will be given an opportunity to modify their dress using clothing they have at school, borrow an item of clothing from the nurse's office, or call home for a change of clothes. Failure to comply may result in in-school suspension for the day. Habitual violators of this policy will receive disciplinary consequences.*

### **Some specific guidelines:**

- Hats/headgear/hoods may not be worn inside the building except on officially designated "hat days" or for religious or medical purposes;
- Shirts must completely cover the torso when a student stands, walks or sits;
- Students may wear sleeveless tops. However, students may not wear muscle shirts, sleepwear or tops with excessively thin straps;
- Hem of shorts are at fist length when arms are resting at the sides, and skirts and dresses must be fingertip length;
- Clothing must not be sheer or see-through;
- Undergarments may not show above or outside of clothes;
- Foot covering must be worn at all times.
- Clothing may not include words/phrases/images that are suggestive, obscene, or promote the use of alcohol, tobacco, drugs, hate speech, violence, or other inappropriate words or connotations.

## **LOCKERS**

Each student will be assigned a locker which should be kept neat, orderly and locked at all times. Students may not share lockers or locker combinations. Students may not trade lockers without express permission. Students may go to lockers before and after school and at times designated by their teachers. Students are not allowed to carry book bags/backpacks, or to wear bulky jackets during the school day. All lockers are the property of the school, and may be inspected at any time.

## **SCHOOL BUS SAFETY**

All rules and regulations of conduct enforced in school also apply to students traveling on school buses. The school system is responsible for the safety of students using the transportation system as well as students in a school building. Each bus rider shall be properly seated. NO standing will be permitted while the bus is in motion. Drivers will be obligated to refuse all passengers in excess of the rated capacity of their buses. The Beverly Public Schools Transportation Department conducts two bus evacuation drills per academic year for all students. Failure to comply with stated rules can result in the revocation of bus privileges.

## **TEXTBOOKS AND LIBRARY BOOKS**

Textbooks may be issued to students by classroom teachers for use at home. It is the student's responsibility to put a protective cover on the book and to bring it to class whenever it will be needed in the classroom. If a student is issued a book that is marked or soiled at the beginning of the year, he or she should call it to the teacher's attention to avoid being responsible later for a book's poor condition.

Students may borrow books from the Beverly Middle School library for a period of two weeks at a time, after which period books may be renewed if no other student has requested it. Students with overdue materials may not be permitted to check books out until their library account has been cleared by returning or paying for lost books. There are no fines for late returns.

Textbooks and library books are the property of Beverly Middle School and must be treated with care and returned promptly when they are due (library books) or on request at the end of the school year (textbooks). If books are lost, damaged, excessively soiled or worn beyond normal use, the student must pay the replacement cost. If a student finds a lost book after having paid for its replacement and presents it with a receipt to the school office, the school will refund the money.

### STUDENT EXPECTATIONS MATRIX

The following matrix was created by the BMS *Committee for Community* so that all students will have examples of exemplary behavior. You may view the original copy (and format) [using this link](#).

Be cool...Be BRAVE... BMS!!!	SAFETY	COOPERATION	HONESTY
<b>In all spaces, we...</b>	<ul style="list-style-type: none"> <li>- use appropriate academic language (avoid swears)</li> <li>- ask for help when we're worried about someone</li> <li>- use walking feet</li> <li>- keep our hands to ourselves</li> <li>- keep our cell phones in our lockers at all times (<u>cell phones may be used by adults for school needs</u>)</li> <li>- keep our heads uncovered (unless there is a religious or medical purpose)</li> </ul>	<ul style="list-style-type: none"> <li>- are BRAVE</li> <li>- step up to help others</li> <li>- use kind words with <u>all members</u> of the BMS community</li> <li>- model good character for everyone around us</li> <li>- ask before going to the bathroom</li> <li>- arrive on time</li> </ul>	<ul style="list-style-type: none"> <li>- apologize for our mistakes</li> <li>- accept feedback and move on</li> <li>- accept our share of a conflict or a mistake</li> <li>- tell the truth</li> <li>- avoid talking negatively about others</li> </ul>
<b>In the cafeteria, we...</b>	<ul style="list-style-type: none"> <li>- keep our hands to ourselves</li> <li>- walk to get in line</li> <li>- make a quiet, single-file line</li> <li>- take our place at the back of the line and wait our turn</li> <li>- keep our food on our plates and in our mouths</li> </ul>	<ul style="list-style-type: none"> <li>- say please and thank you</li> <li>- ask before leaving our table</li> <li>- eat our own food</li> <li>- clean up after ourselves</li> <li>- own our table's messes</li> <li>- leave our iPads in our next block class</li> <li>- converse nicely at an appropriate volume</li> </ul>	<ul style="list-style-type: none"> <li>- only use our own code</li> <li>- take only what we can pay for</li> <li>- eat and drink only what's allowed</li> <li>- keep food &amp; drink in the cafeteria</li> </ul>
<b>In the hallways, we...</b>	<ul style="list-style-type: none"> <li>- use appropriate volume</li> <li>- stick to the right in the stairwell</li> <li>- travel with our iPads off</li> </ul>	<ul style="list-style-type: none"> <li>- use kind words &amp; gestures</li> <li>- help each other carry items or clean up</li> <li>- move directly to our scheduled</li> </ul>	<ul style="list-style-type: none"> <li>- use kind language</li> <li>- go where we need to go</li> <li>- take the smartest</li> </ul>

	and earbuds out - keep our lockers locked	locations - stay on-task in the learning spaces	route - use our own lockers
<b>In the bathrooms, we...</b>	- maintain privacy - use the closest bathroom - use our faucets, sinks, dryers, mirrors, and trash cans correctly	- wait our turn - keep things clean	- only use the bathroom when necessary - clean up after ourselves - keep iPads off
<b>In our classrooms, we...</b>	- use technology for academic purposes only - create a comfortable environment for everyone to participate - move materials and ourselves safely - clean up after ourselves	- listen to directions - give each activity a good try - actively listen while others talk - are willing to work with all our classmates - only eat food if it is a designated snack time	- complete our own work - ask ourselves if we're truly doing our best - use devices as directed - take academic risks
<b>In the gym/outdoor spaces we...</b>	- keep control of our bodies - use equipment as directed - use the directed bathroom - store iPads in cubbies outside the locker room/gym - care for our spaces by not bringing gum/food/drink into the gym	- include everyone in the games no matter their skill - follow instructions - give our best effort - come prepared (appropriate clothing and sneakers) - help put equipment away - use proper hygiene (deodorant) - use the locker room to change clothes - help others when they need it - stop and listen when we hear a whistle	- take risks - follow the rules - work and play under adult supervision at all times - only handle our own belongings in the locker room
<b>In the auditorium, we...</b>	- care for our space by not bringing gum/food/drink into the auditorium - sit quietly in a seat in the section to which we are directed - ask permission if we need to leave for any reason	- listen actively (sit up, eye contact, silence) - participate appropriately by doing what the presenter tells us to do	- only ask permission to leave if it is an emergency
<b>On the bus and at the bus stop,</b>	- stay off the street at the bus stop - remain seated on the bus	- use kind words with everybody waiting for and on the bus - listen to the bus driver and	- remember that the bus and bus stops are school spaces

<b>we...</b>	- control our volume - keep our hands to ourselves	respond - keep the bus stops near private homes clean and quiet	- report any non-BRAVE behavior to a trusted adult
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## IV. BEHAVIOR AND DISCIPLINE

### DISCIPLINE POLICY STATEMENT

The following is the Beverly Public Schools Discipline Policy:

*Effective school discipline encourages orderly educational processes without stifling creativity, individuality or the joy of learning. It is at best a delicate balance designed to protect and nurture the students' physical, social, mental and emotional growth. School personnel work together with the community to maintain effective discipline in the schools. The ultimate goal of school discipline is to encourage the development of self-discipline.*

### DISCIPLINE OF STUDENTS WITH DISABILITIES

**[Includes students currently on 504 accommodation plans or Individual Educational Programs (IEPs).]**

- All students are expected to meet the requirements for behavior as set forth in this handbook.
- In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services.
- Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year.

#### **The following additional requirements apply to the discipline of students with disabilities:**

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.
3. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
4. If building administrators, parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's

Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.

5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

**Procedural requirements applied to students not yet determined to be eligible for special education:**

If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

- The parent/guardian had expressed concern in writing, or the parent/guardian had requested an evaluation, or School district staff had expressed concern that the student had a disability.
- If the district had no reason to consider the student disabled, and the parent/guardian requests an evaluation subsequent to the disciplinary action, the district must have procedures to conduct an evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.
- The school district has developed procedures consistent with the federal requirements to expedite evaluations.

**DUE PROCESS RIGHTS: STUDENTS**

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

<b><u>1. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½)</u></b>	
<p><u>Short Term Disciplinary Sanctions:</u> Prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.</p> <p><u>Long Term Disciplinary Sanctions:</u> Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence.</p>	<p>Following this hearing, a written decision will be issued.</p> <p>The parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Superintendent. Where the student is excluded in accordance with M.G.L. c. 71, §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c. 71, §37H ½, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76, §17, M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½.</p>
<b><u>2. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (M.G.L. c. 71, §37H ¾)</u></b>	

Notice and principal's hearing: For any suspension under this section, the principal or designee shall provide notice of the charges and the reason for the suspension or expulsion to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to meet with the principal or designee to discuss charges and reasons for the suspension and/or exclusion prior to suspension/exclusion taking effect.

The principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The meeting may take place without the student's parent(s)/guardian(s) so long as if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

Long Term Suspension:

In addition to the rights afforded a student in a short-term suspension hearing, the student shall also have the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school district; the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

If present, the Parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances that the principal should consider in determining consequences for the student. Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to the address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Emergency Removal:

The principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the

<p>If the student is suspended for more than 10 days for a single infraction or for more than 10 days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing in English and the primary language spoken in the student's home. No student will be suspended for greater than 90 days, beginning on the first day the student is removed from the building.</p> <p><u>Short Term Suspension</u></p> <p>The principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate.</p>	<p>principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.</p> <p>In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the principal as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.</p> <p>The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.</p> <p>In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.</p>
<p><u>Superintendent's hearing:</u></p> <p>The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.</p> <p>The Superintendent will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days or the student's request for an appeal. The time may be extended up to 7 calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.</p> <p>At the hearing, the superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the principal's hearing for long-term suspension.</p> <p>The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The Superintendent's decision is the final decision of the district.</p>	

## FALSE ALARMS



Massachusetts law states that the penalty for conviction of the sounding of a false alarm of fire shall be a fine of not more than \$500 or imprisonment for not more than one year. The penalty for conviction of making a false report of a bomb shall be imprisonment for not more than twenty years in a state prison or not more than two and one-half years in jail, a fine of not more than \$10,000, or both.

## INCIDENT REPORTS

Building principals are responsible for reporting criminal activity to the Police Department and to the Superintendent's Office for violations of specific school policies. Mandatory reportable acts include:

<ul style="list-style-type: none"> <li>-Any serious incidents of assaultive behavior, such as any assault resulting in any injury of a staff or student, provoked or unprovoked attacks, or use of a dangerous weapon as defined in the student handbook and/or statute, or use of any object in a manner capable of causing injury;</li> <li>-Destruction or attempted destruction of property by any means, including graffiti, arson, or vandalism;</li> <li>-Theft of school property or personal property;</li> <li>-Violation of a restraining order, a "stay away" order; or a no-contact order;</li> <li>-Threats to assault another or to damage property; bomb threats, false fire alarms;</li> <li>-Incidents of domestic/dating/relationship violence;</li> <li>-Repeated incidents of criminal harassment;</li> <li>-Any sexual assault or inappropriate sexual behavior which may include indecent exposure, sexual touching or fondling, and forcible rape or rape and abuse of a child (statutory rape);</li> </ul>	<ul style="list-style-type: none"> <li>-Civil rights incidents; any assaults, threats, destruction of property, or harassment committed with intent to intimidate because of race, color, sex, religion, national origin, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or, disability, and any other class or characteristic protected by law or with intent to interfere with one's free exercise of civil rights.</li> <li>-Unlawful possession of a dangerous weapon as defined by statute or as defined in the student handbook;</li> <li>-Actual or constructive possession (the ability to exercise control) of what is reasonably believed to be a controlled substance as defined by state law;</li> <li>-Having a reasonable belief that any student has sold or offered to sell or otherwise distributed a drug which is believed to be a controlled substance under the law; and</li> <li>-Finding any student who is reasonably believed to be in possession of or to be under the influence of alcohol, inhalant, or other drugs.</li> </ul>
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## MEMORANDUM OF UNDERSTANDING

- This collaborative initiative between the Beverly Public Schools and the Beverly Police Department, the Essex County District Attorney's Office, the Departments of Mental Health, Social Services, Youth Services, and Essex County Juvenile Court recognizes the formal working relationships and reporting process between the participating agencies to provide a safe and violence free educational setting. This effort between school administration and law enforcement supports "no tolerance" for violence, weapons, drugs, harassment, and other civil rights violations in accordance with state and federal Safe School Acts.
- It is the sole prerogative of school officials to impose disciplinary sanctions for infractions of school rules and policies independent of any police involvement or investigation. When the school has reported an incident to the police, the police will be responsible for making the decision as to the course of the criminal investigation process.

## PARTNERSHIPS FOR VIOLENCE PREVENTION

Beverly Public Schools actively participates in the Essex County Partnerships for Violence Prevention. A key component of our Partnership for Violence Prevention is the Community Collaborative Initiative. School

administrators, law enforcement officers, probation officials, and representatives from the District Attorney's Office, along with the Departments of Social Services, Mental Health and Youth Services, meet on a monthly basis to discuss particular youth violence concerns. These meetings provide a forum for professionals to share information about "at risk" individuals and families in an attempt to better coordinate intervention efforts.

### **SEARCH AND INTERROGATIONS**

School buildings and the land on which they are situated, including parking lots and school grounds, are public property designated for learning and will be periodically inspected by administration. Desks and lockers are the possession of the Beverly Public Schools and we reserve the right to inspect them at any time.

- **Search:** It is the policy of the Beverly Public Schools that a student may be subjected to a search of his/her person, locker, and/or cubby, desk, gym bag, purse or any other space which might conceal material, including digital information associated with student accounts, if there is reasonable suspicion that student is in possession of a forbidden item. If, at the conclusion of the search, alcohol, weapons, or illegal substances are found, the items will be confiscated by administration and turned over to the School Resource Officer. If illegal materials are found which are not the focus of the search, these, too, will be confiscated and sent to the police.
- When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or his/her designee will be present when possible. An effort will be made to contact the student's parent/guardian or guardian so that the responsible individual may be notified of the situation.

### **SMOKING & VAPING**

Smoking, vaping or any other use of nicotine or nicotine products is prohibited within the school building, any school facilities, on school grounds or on school buses. This prohibition applies to all individuals, including students, school personnel and/or any visitors.

### **STUDENT DISCIPLINE: SUSPENSION**

**Suspension:** A suspension is a short term or long term removal from regular classroom activities.

- Short term suspension is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less.
- Long term suspension means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year.

#### **Out-of School Suspension**

- A suspended student is restricted from entering the school buildings, or coming onto school grounds
- A suspended student may not participate in any school sponsored activities or functions during the suspension period. It is also recommended that parents restrict the activities of a student during the suspension period to reinforce the importance of the disciplinary consequence and to demonstrate cooperation between the school and family.
- The Principal or his/her designee has sole responsibility for determining who is suspended. The suspended student may not be permitted to return to school until a parental conference has been held.

#### **In-School Suspension**

- At the discretion of the Principal or his/her designee, in-school suspension may also be imposed where a student is determined to have committed a suspendable offense.
- In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days.
- Students will be subject to limitations on their movements and activities as determined by the Principal or his/her designee.
- For an in-school suspension, the principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the

length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

- On the same day as the in-school suspension decision, the principal or his/her designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal or his/her designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
- The principal or his/her designee shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal or his/her designee, if such meeting has not already occurred. The principal or his/her designee shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to the address provided by the parent for school communications, or by other method of delivery agreed to by the principal or his/her designee and the parent.

#### **Opportunity for Academic Progress During Suspension/Expulsion**

- Any student receiving in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.
- Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

#### **STUDENT RESTRAINT**

The Massachusetts Board of Education passed regulations regarding students and the use of physical restraints in all publicly funded elementary and secondary education programs on February 27, 2001.

It is the policy of the Beverly Public Schools that physical restraint is defined as the use of bodily force to limit a student's freedom of movement. Physical restraint is only used as a behavior management tool when other less intrusive alternatives have failed or been deemed inappropriate.

In the event that physical restraint is required to protect the safety of school community members, the Beverly Public Schools has enacted procedures to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint. These procedures are annually reviewed, provided to school staff, and made available to parents of enrolled students. None of the foregoing statements precludes any teacher, employee or agent of the Beverly Public Schools from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious harm.

The following is behaviors may subject a student to discipline up to and including detention, suspension, and expulsion:

<b>Level I Infractions</b>	<b>Level II Infractions</b>	<b>Level III Infractions</b>	<b>Level IV Infractions</b>
inappropriate: - lunchroom behavior - hallway behavior - bus conduct	-fighting/physical aggression toward students and/or staff  -harassment, taunting, bullying, (including cyberbullying)	- Possession/use of nicotine products within school buildings, school facilities or on school grounds or on school buses	Level IV infractions are so serious that the Principal may long term suspend or expel a student under the provisions of M.G.L. c. 71,

-attendance/tardiness to class	-damage or destruction of school property or the property of others on school grounds (vandalism, graffiti)	-pulling a fire alarm/making a bomb threat	§37H and 37H ½. These include:
-disruptive off/task behavior	-repeated inappropriate bus behavior	-Stealing	-Possession of a dangerous weapon while on school grounds or at a school-sponsored event
-name calling or teasing	-verbal abuse of a classmate or staff	-extorting money or lunches from classmates	-Possession of a controlled substance while on school grounds or at a school-sponsored event
-misuse of electronic devices (e.g. iPods, gaming systems, etc.)	-inappropriate language, profanity, vulgarity	-Hazing	-An assault on a School Administrator, teacher, teacher's aide, or other staff person.
-defiance/disrespect/insubordination/non-compliance	-cheating	-flagrant vandalism	-A felony charge or conviction
	-skipping class, truancy	-possession and/or sale of alcohol or controlled substances	
	-inappropriate sexual and/or physical conduct	-threatening to assault a child or teacher	
	-civil rights violation	-severe or chronic harassment	
	-Internet harassment that has an effect on the school day.	-continual serious disruption of class	

The Principal has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal shall first consider ways to re-engage the student offender in the learning process, and shall avoid using expulsion until other remedies and consequences have been employed.

## V. BULLYING, HARASSMENT, AND ENFORCEMENT OF RIGHTS

### BULLYING PREVENTION AND INTERVENTION POLICY FOR STUDENTS

#### I. Leadership

- District leadership is committed to developing and maintaining a strength-based safe school climate where everyone is treated with dignity and respect.
- It is the responsibility of every employee and student to recognize acts of bullying and harassment and take every action necessary to ensure applicable policies and procedures of the District are implemented. It is a violation of our policy for any visitor or member of the school community to engage in or condone bullying, retaliation and/or harassment.
- The Bullying Prevention and Intervention plan applies to students and members of a school staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extra-curricular activity or paraprofessionals.
- Any student who believes that he or she has been subject to bullying or harassment is encouraged to file a complaint immediately and should expect a prompt and thorough investigation of the complaint, including ending the prohibited behavior and restoring the target's sense of safety and well-being.

#### II. Training and Professional Development

- Training will include, but is not limited to, a review of the District's responsibilities around bullying and harassment, a review of the District's Bullying and Discrimination/Harassment Policies and the Bullying Prevention and Intervention Plan in their entirety with all staff and students.
- Building based equity coordinators receive specialized training in bullying and harassment prevention, investigation, and remediation. Equity coordinators will continue to participate in and receive related and specialized training annually. Equity coordinators work closely with the District's Title(s) VI & IX Coordinator and with parents and staff to prevent and remediate bullying and harassment.
- Copies of the District's updated Bullying and Intervention Plan, Bullying and Discrimination/Harassment Policies, are distributed each year to all staff and are posted in their entirety on our district website. Age-appropriate summaries, are posted throughout all school buildings.
- Equity coordinators, school adjustment counselors and classroom teachers (utilizing Olweus, Second Step, Steps to Respect, Responsive Classroom and the District's Age-Appropriate Discrimination/Harassment/Bullying Summar) , facilitate lessons and work with students to promote bystander responsibility and to ensure that all students understand the definitions of bullying, harassment, cyberbullying, retaliation, target, and aggressor.
- Team chairs are designated to assist school adjustment counselors and building equity coordinators in preventing and responding to bullying and/or retaliation for students with disabilities.
- Middle and high school ADL World of Difference Peer Leaders will continue with anti-biased diversity training with the district.

### **III. Access and Resources**

- Behavioral health consultation continues to be available on an on-going basis to District Equity Coordinators, teachers and principals. The District has mapped school resources at the universal, selective, and intensive levels. Behavioral health consultants are available to families and staff to assist in developing effective classroom management techniques and to develop behavioral plans for the classroom and/or at home. The District has utilized behavioral health consultants for the past fourteen years and collaborates regularly with representatives from the Department of Children and Families, Department of Mental Health, Essex County Juvenile Court, Beverly Bootstraps, the YMCA and the CSA. We hope to continue to access grant funding for additional behavioral health interventions and pro-social programming. The District has close relationships with community and mental health providers and can often successfully secure appropriate resources to meet student/family needs.
- Social skills groups and facilitated play, including lunch bunches, after school mentoring, social pragmatic groups, and respite opportunity (TLC) are facilitated by school adjustment counselors, speech therapists, paraprofessionals, teaching fellows, mental health clinicians, and behavioral consultants who specialize in working with students and families with disabilities. In addition, our special education staff and consultants provide interventions in collaborative problem solving, pragmatics, sensory processing, executive functioning and social autopsies and rehearsals.
- Equity coordinators refer to the Department of Elementary & Secondary Education January 2011 Guidance during investigations and for remediation of bullying incidents involving a student who has been bullied due to perceived or actual sexual orientation or gender identity.

### **IV. Procedures for Reporting and Responding to Bullying and Retaliation**

- Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports, made by or to a staff member, shall be recorded in writing using the complainant's own words.
- Reporting forms are available in all school offices and online. Use of a Reporting Form is not required as a condition of making a report
- A reporting Form will be included in the beginning of the year packets for students and parents/guardians. The Reporting Form is available in the most prevalent language(s) of origin of students and parents or guardians (Spanish and Portuguese).

- In addition, the District has developed a method for anonymous complaints and an anonymous report form which includes an area to note positive student behavior. Anonymous reporting boxes are placed in no fewer than three areas in each school building. Students are informed of the locations of the anonymous reporting boxes.

#### **Reporting by Staff**

- A staff member will report immediately to the principal or equity coordinator when he/she witnesses or becomes aware of conduct that may be bullying or retaliation.
- The requirement to report to the principal or equity coordinator does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or District policies and procedures for behavior and climate management and discipline
- Failure to report an incident of bullying may result in disciplinary action. Staff may report verbally or in writing to the building principal, building equity coordinator or Title(s) IV & IX Coordinator if they feel they are targets of bullying.

#### **Reporting by Students, Parents or Guardians, and Others**

- Bystander responsibility: the District expects staff, students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or building equity coordinator.
- Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.
- Students, parents or guardians, and others may request assistance from a staff member to complete a written report

#### **Safety**

- Before fully investigating the allegations of bullying or retaliation, the principal or equity coordinator will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents during the course of the investigation.
- Responses to promote safety may include, but not be limited to: speaking with parents/guardians of the aggressor and or target, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target.
- The principal or equity coordinator will take additional steps to promote safety after the investigation, as necessary and make appropriate referrals, as appropriate.

### **OBLIGATIONS TO NOTIFY OTHERS**

#### **Notice to parents or guardians**

- Upon investigation and determination that bullying or retaliation has occurred, the principal or equity coordinator will promptly notify the parents or guardians of the target and the aggressor of the determination and of the procedures for responding to the bullying and retaliation.
- Communication will occur in the primary language in the home utilizing foreign language staff or a translator, if indicated.
- In cases when sensitive information is shared, i.e. actual or perceived sexual orientation or gender identity expression, building principals and equity coordinators will first confer among themselves, seek consultation, as indicated, and meet with parents or guardians in person. Building principals and equity

coordinators will use their discretion in discussing the incident and avoid sharing any information that may endanger the mental or physical well being and safety of the student.

- Notice will be consistent with confidentiality requirements of the Massachusetts Student Record Regulation, 603 CMR 23.00 and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07. (DESE Notification of Bullying or Retaliation Regulations).
- The principal or equity coordinator will inform the parent/ guardian of the actions taken to prevent further acts of bullying or retaliation.

#### **Notice to another School or District**

- If the reported incident involves students from more than one school District, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or equity coordinator first informed of the incident will promptly notify, by telephone, the principal of the other school(s) of the incident so that each school may take appropriate action.
- All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00 (DESE Notification of Bullying or Retaliation Regulations).

#### **Notice to Law Enforcement**

- At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or equity coordinator has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency.
- Notice will be consistent with the requirements of 603 CMR 49.06 and locally established agreements with the local law enforcement agency.
- Notice to law enforcement does not replace the District's responsibility to investigate and remediate consistent with school policy.
- If an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

#### **Investigation**

The principal or equity coordinator will investigate promptly and thoroughly all reports of bullying or retaliation. In cases in which the principal or assistant principal is the alleged aggressor, the Superintendent or his/her designee shall be responsible for investigating the report. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report. The District will proceed with staff complaints as outlined in the Discrimination/Harassment Policy.

- The investigator will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
- Interviews may be conducted by the investigator and in consultation with the school counselor and/or special education liaison, as appropriate.
- Procedures for investigating reports of bullying and retaliation will be consistent with school or District policies. If necessary, the principal or equity coordinator will consult with the Superintendent, Title(s) IV & IX Coordinator or legal counsel about the investigation.

#### **Determinations**

- The investigator will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the investigator will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The investigator will: 1) determine what corrective action is required, and 2) determine what disciplinary action is appropriate.
- Depending upon the circumstances, the principal or equity coordinator may choose to consult with the student's teacher(s) and/or school counselor, special education liaison or team chair, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

- The principal or equity coordinator will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation if bullying or retaliation is found and what action is being taken to prevent further acts of bullying or retaliation. Because of the legal requirements regarding the confidentiality of student records, the principal or equity coordinator cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

### **Responses to Bullying**

- Teaching appropriate behavior through skills-building: Responsive Classroom, Steps to Respect, Olweus, and Special and Regular Education interventions.
- The Olweus Program is a comprehensive, school-wide program designed and evaluated for use in elementary and middle schools. The program's goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy.
- The District will utilize building based initiatives, including the implementation of evidence-based curriculum with fidelity, and individualized interventions to prevent bullying and retaliation. In addition, the District anticipates working closely with parents/guardians around bullying prevention efforts and remediation.

### **Taking Disciplinary Action**

- If the principal or equity coordinator decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or equity coordinator, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.
- Disciplinary procedures for students with disabilities will include Special Education staff; will be governed by the federal Individuals with Disabilities in Education Act (IDEA); and will be consistent with state laws regarding student discipline.
- If the principal or equity coordinator determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

### **Promoting Safety for the Target and Others**

The principal or equity coordinator will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well, i.e. to increase adult supervision at transition times and in specific locations (halls, recess, and playground) where bullying is known to have occurred or is likely to occur, safety plan, change in the aggressor's schedule, and referral(s), as indicated.

### **Prohibition Against Bullying and Retaliation**

Acts of bullying, which include cyberbullying, are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.
- Retaliation against a person who reports bullying, provides information during an investigation of bullying, witnesses, or who has reliable information about bullying, is also prohibited. As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the District or school to staff any non-school related activities, functions, or programs.





## **VI. Definitions per Massachusetts Law**

Massachusetts law defines bullying, cyberbullying, hostile environment, retaliation, “perpetrator” and “victim”. We will use the terms “aggressor” and “target”.

**Aggressor** is a student or member of the school staff who engages in bullying, cyberbullying, or retaliation toward a student.

**Bullying** as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to himself or herself or of damage to his or her property; creates a hostile environment at school for the target; infringes on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school.

**Cyberbullying** is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the internet. It includes, but is not limited to, email, instant messages, text messages, and internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyberbullying.

**Hostile environment** as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

**Staff** includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and/or paraprofessionals.

**Target** is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

## **VII. Relationship to Other Laws**

- Some student misconduct that falls under a school's anti bullying policy also may trigger responsibilities under one or more of the federal anti-discrimination laws and regulations enforced by the Department's Office for Civil Rights (OCR) and will be responded to consistent with the District's Discrimination/Harassment Policy.
- Consistent with state and federal laws, and the policies of the Beverly Public Schools, no person shall be discriminated against in admission to the Beverly Public Schools or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or, disability, and any other class or characteristic protected by law.
- Nothing in the plan prevents the school or District from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or District policies.
- In addition, nothing in The Plan is designed or intended to limit the authority of the school or District to take disciplinary action or other action under M.G.L. c. 71, §§ 37H 37H1/2, or 37H3/4 or other applicable laws, or local school or District policies in response to violent, harmful, or disruptive behavior, regardless of whether The Plan covers the behavior.
- Conduct need not meet the legal definition of bullying to violate the school's expectations for appropriate behavior. Conduct that violates, or is prohibited by other policies, may be subject to disciplinary measures and corrective action. The District will take prompt and effective steps to end and prevent discrimination/harassment and prevent any hostile environment or retaliation.
- This policy may be found in its entirety on the Beverly Public Schools website.

## **DISCRIMINATION AND HARASSMENT POLICY FOR STUDENTS**

*It is the policy of the Beverly Public Schools to provide a safe and secure learning and work environment for all its students and employees without distinction, where all school community members treat each other with respect. All programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age/or, and/or disability.*

- The Beverly School Committee is committed to the prevention, remediation, and accurate reporting of discrimination and harassment, bias incidents, and civil rights violations, including hate crimes, based upon race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or, disability, and any other class or characteristic protected by law. The district also prohibits other harmful duct for reasons unrelated to race, color, sex religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or, disability, and any other class or characteristic protected by law.
- The Beverly School Committee has developed a Discrimination/Harassment Policy to ensure that the educational opportunities of all students and the employment conditions of all employees are not threatened or limited by such violations of discrimination or harassment, to ensure that differences are respected and individuals are free to work, learn, and develop relationships without fear of intimidation, humiliation, or degradation.
- The District will investigate promptly all reports and complaints of harassment, discrimination, hate crimes, bullying, and cyberbullying, and take prompt, effective action to end that behavior and prevent its recurrence. Action will include, where appropriate, referral to a law enforcement agency or to the Department of Children & Families (DCF). The District will support the policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, school-related activities, and school-related transportation.
- In this school District, hate crime, discrimination, harassment, sexual harassment, and retaliation, are unacceptable and will not be tolerated. Discrimination and harassment, including sexual harassment, are unlawful and hurt all people. In addition, the bullying behavior, as defined in the District's Bullying Policy, staff to staff, student to student, staff to student, student to staff, is prohibited.

### **Responsibilities**

Any employee including, but not limited to, an educator, an administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, paraprofessional, or advisor to an extracurricular activity who becomes aware of any incident of discrimination, harassment, and/or retaliation must immediately report the incident to a school administrator or equity coordinator in their respective school building. This requirement to report does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school policy and practice. Reports made by students, parents, or guardians, other individuals who are not school or district staff members, may be made anonymously. A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member's employment for purposes of M.G.L. c. 258. As a result, the school district shall indemnify staff members from any cause of action arising out of a good faith report of harassment or the district's subsequent actions or inaction in connection thereto. As soon as practicable, equity coordinators will promptly notify the building principal and Title(s) VI & IX Coordinator of incidents of discrimination, harassment, or retaliation.

Student bystanders who witness discrimination, harassment, and/or retaliation are strongly encouraged to report the incident to the principal, building equity coordinator, Title(s) VI & IX Coordinator, or any school staff member in your building.

Equity coordinators, specially trained people in each school building, will provide information to employees and students about the District policy and procedures against discrimination/harassment. They will be available to discuss any concern a student, parent, or employee may have. They will facilitate the complaint process for employees, and are responsible to investigate and remediate student complaints. Central Office equity coordinators will receive and investigate reports of alleged prohibited conduct from Central Office staff, including clerical, custodial, cafeteria and transportation employees.

Equity coordinators must report to and keep the title(s) VI & IX Coordinator apprised of each formal complaint and the status of the investigation. Equity coordinators will attend specialized training and workshops, as directed. Notice of each building equity coordinator will be posted in prominent locations throughout each school building and on the District's website. The Title(s) VI & IX Coordinator is responsible to process complaints involving employees and adults.

## HAZING

Hazing is defined by Massachusetts General Laws, *Chapter 269, Section 17*, as "any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or any other person." Examples of hazing include: forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug, or any other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such person, or which subjects such person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

It is the policy of the Beverly Public Schools that hazing of any kind is strictly prohibited and will result in immediate disciplinary action by school administrators and a report to the Juvenile Police Officer.

### **An Act of Prohibiting the Practice of Hazing ; The General Laws of Massachusetts Commonwealth of Massachusetts, September 30, 2005**

<p><b>Chapter 269: Section 17. Hazing; organizing or participating; hazing defined</b> Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.</p> <p>The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.</p> <p><b>Chapter 269: Section 18. Failure to report hazing</b> Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.</p>	<p>sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.</p> <p>Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.</p> <p>Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.</p> <p>Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the</p>
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<p><b>Chapter 269: Section 19. Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report</b> Section 19. Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and</p>	<p>organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.</p>
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### **Procedures for Reporting and Investigating Complaints**

Any student, employee, or other person (who is not a school employee, independent contractor, or school volunteer), who becomes aware or has a reasonable belief that an incident prohibited by this policy has occurred or may have occurred on school property or in a school-related activity is strongly encouraged to and should promptly report the incident(s) to the building principal or equity coordinator, or to the Title(s) VI & IX Coordinator. In situations where a student or other person does not feel comfortable reporting the incident to a designated official, he/she may report it to a trusted school employee, who must promptly transmit the report to a designated official.

Any school community member may report possible incidents of discrimination, harassment, bullying, cyberbullying, retaliation, or hate crime directly to an equity coordinator, principal, or to the Title(s) VI & IX Coordinator.

- If the reported incident involves students from more than one school or school district, the principal or designee will promptly notify by telephone the principal or designee of the other school(s) of the incident in accordance with state and federal privacy laws and regulations.
- When a report or complaint involves physical injury the principal (or his/her designee) will promptly report the incident to the Superintendent and Title(s) VI & IX Coordinator.
- If the complainant does not choose to file a written complaint to an equity coordinator, supervisor, principal, or Title(s) VI & IX Coordinator, then the equity coordinator, supervisor, principal of the Title(s) VI & IX Coordinator will record the complaint in writing, using the complainant's own words.
- Nothing in this policy shall prevent any person from reporting alleged prohibited conduct directly to the Title(s) VI & IX Coordinator or the Superintendent. Furthermore, nothing in this policy will prevent any person from reporting alleged prohibited conduct to an administrator other than the administrators designated, or in the case of a student, to any district employee who should then transmit the information to any equity coordinator or Title(s) VI & IX Coordinator.
- All complaints or reports about a violation of this policy must be documented. It is advised that incidents are recorded on the District's "Discrimination/Harassment Incident Report Form". This form is available in all school offices and on the district website.
- The equity coordinator and/or Title(s) VI & IX Coordinator will maintain any and all documentation regarding a Discrimination/Harassment complaint.
- Upon receipt of a report, the equity coordinator or Title(s) VI & IX Coordinator will attempt to identify and obtain the cooperation of the person(s) who is the victim of the alleged conduct, if there is one.
- If the complaint involves an administrator, principal, or the designated Title(s) VI & IX Coordinator, the complaint shall be made or filed directly with the Superintendent. If a complaint involves the superintendent, the report will be filed directly with the School Committee.

### **Students**

Students who believe that they are victims of discrimination, harassment, or retaliation should report such occurrences to an equity coordinator or to a teacher, counselor, principal or administrator, who will in turn notify an equity coordinator. Students may also report directly the Title(s) VI & IX Coordinator or Superintendent or his/her designee. Verbal or written reports will be accepted.

Reports of discrimination, and/or retaliation may be made anonymously; however, no disciplinary action will be taken solely on the basis of an anonymous report. Any student who knowingly makes a false accusation of discrimination, harassment, retaliation shall be subject to disciplinary action.

### **Employees/Contractors/Volunteers**

Employees, Contractors and Volunteers who believe that they are victims of discrimination, harassment, or retaliation should report such occurrences to their immediate supervisor, an equity coordinator, their building principal, the Title(s) VI & IX Coordinator, or the Superintendent of Schools or his/her designee. Any school employee, independent contractor, or school volunteer who becomes aware or has reasonable belief that an incident prohibited by this policy has occurred, or may have occurred, on school property or in a school-related activity, whether such conduct has been directed at him/her or some other person, must promptly report the alleged incident to a building or district equity coordinator, supervisor, principal, or Title(s) VI & IX Coordinator.

Failure of an employee of the Beverly Public Schools to report an incident of discrimination or harassment may result in disciplinary action. All Employees are expected to promote the spirit of this policy. All district employees must always take every complaint of discrimination/harassment seriously, and in accordance with the procedures outlined in this policy.

Any employee who knowingly makes a false accusation of discrimination, harassment, or retaliation shall be subject to disciplinary action.

### **Reporting Sexual Abuse and Other Serious Criminal Conduct**

- Massachusetts General Laws Chapter 119, § 51A, makes administrators, teachers, school nurses, guidance counselors, and other school staff members mandated reporters for purposes of reporting child abuse and neglect to the Department for Children & Families (DCF). Under M.G.L. C. 119, § 51A, a school staff member who has, reasonable cause to believe that student under the age of 18 years is suffering physical, sexual, or emotional abuse or neglect by a parent, guardian, school staff member, or other caretaker, must immediately report the abuse or neglect either directly to the Department of Children & Families (DCF) or to the person designated by the school to accept those reports, who, in turn, must promptly report the abuse to the Department of Children & Families (DCF).
- The principal, Title(s) VI & XI Coordinator, and/or Superintendent will notify law enforcement if they believe criminal charges may be pursued against a perpetrator. Certain forms of discrimination and harassment, identity theft or fraud; sexual harassment, including cyber and sexting, unwanted sexual touching, or sexual assault may constitute a crime and will be reported to the Beverly Police Department and/or to the Department of Children & Families (DCF).
- The principal, Title(s) VI & IX Coordinator, and/or Superintendent will report physical injury, destruction of public property, potential hate crimes, illegal harassment, and other acts of a serious criminal nature to the Beverly Police Department for criminal investigation. In addition, a hate crime will be reported to the Essex County District Attorney's Office.

### **Investigation Procedures**

- The Beverly Public Schools will investigate all forms of discrimination, harassment, and prohibited behavior based on our policy. Such investigation may include discussions with all involved parties, identification and questioning of witnesses, and other appropriate actions.
- Reports of discrimination/harassment and related information will be kept confidential in a manner consistent with the district's obligations under law, to the extent possible, without handicapping the ability to perform an investigation, or the need to take appropriate action to fulfill the obligation to protect others.

- Attempts will be made to address and resolve the complaint informally. The Beverly Public Schools may elect to utilize a formal or informal process, depending on the nature and severity of the conduct alleged.
- The District will employ interim steps to protect parties, and to prevent the possible continuation of discrimination or harassment or prohibited behavior during informal and formal investigations. The complainant and respondent will be apprised of the status of the processing and investigation throughout the investigative process.
- The equity coordinator or the Title(s) VI & IX Coordinator will either verbally or in writing, make any recommendation(s) for resolving the complaint and present it to the complainant, the respondent, and make recommendations for corrective action and/or discipline and steps to prevent reoccurrence to the building principal and/or supervisor(s). All formal complaints will be responded to in writing. Parents/guardians or a victim and perpetrator will be notified, including the action taken to prevent further episodes. The principal, designee will be notifying law enforcement when criminal charges may be pursued against the perpetrator.
- Any complainant or respondent may request records as the law allows. This request would be made through the Title(s) VI & IX Coordinator. All materials gathered in the course of the investigation, including complaints, responses, witness statements, investigators' notes, and supporting documentation will be maintained in separate, confidential files in the Central Office.

### **Informal Complaints**

- The equity coordinator or the Title(s) VI & IX Coordinator will process student complaints, completing the investigation within 14 (fourteen) days. The Title(s) VI & IX Coordinator will process complaints involving employees within 14 days.
- The equity coordinator or Title(s) VI & IX Coordinator will explain the informal process, ask what the student/employee would like, explain prohibition against retaliation and proceed with an internal review of the complaint. At the conclusion of the informal and review levels, the complainant and the respondent are informed, either verbally or in writing, of the decision. Attempts will be made, through corrective action(s) and/or discipline, to stop the behavior and prevent its recurrence. The complainant will be asked if they agree with the proposed resolution. They will be strongly encouraged to come forth immediately if there is any further misconduct by the respondent. The complainant may file a formal, oral and/or written, grievance with the equity coordinator, principal, or Title(s) VI & IX Coordinator within 14 (fourteen) calendar days after receiving the response to the informal complaint.
- If all of the parties involved within the complaint process agree to extend the informal process, the 10-day process requirement may be waived.

### **Formal Complaints**

- If the response was insufficient to satisfy the complainant, or if the complainant and/or respondent are not satisfied with the informal resolution, or if the complaint is determined to be of such magnitude and/or seriousness, a formal process will be instituted and completed within 14 (fourteen) work days unless there is good cause for delay which shall be documented.
- The Title(s) VI & IX Coordinator will assist the equity coordinator with the investigation, may assume responsibility for the investigation, or may authorize an investigation by a third party who shall report to the Title(s) VI & IX Coordinator.
- At the close of a formal investigation, the complainant and respondent will be informed in writing that the alleged complaint was substantiated or unsubstantiated. In accordance with State and Federal law regarding records privacy, the complainant will also be informed that appropriate corrective action has been taken. If the evidence shows there is no reasonable cause to believe discrimination/harassment has occurred, attempts will be made, through corrective action(s) and/or discipline, to stop the behavior and prevent its recurrence.
- If the complainant is dissatisfied with the response of the equity coordinator or Title(s) VI & IX Coordinator, he/she may submit a written request for review to the Superintendent of Schools and/or his/her designee within 14 (fourteen) calendar days. The Superintendent of Schools and/or his/her designee must respond, in writing, within 7 (seven) calendar days. The Superintendent reserves the right to extend the 7-day response period where business needs so require, upon notice to the parties.

- Records of any grievance filed by a complainant will not be placed in the complainant's personnel file or school record.

### **Student Complaints**

- The equity coordinator will investigate the allegations and conduct interviews with witnesses. The investigation will be initiated expeditiously, and will be completed in a timely manner.
- The equity coordinator will share his/her findings with the building principal and Title(s) VI & IX Coordinator, making recommendations for corrective action and discipline, if indicated. If a complaint is substantiated, a report of the incident and its resolution may be placed in the offender's discipline file. Discipline, if indicated, will be administered by the building principal or his/her designee.

### **Staff Member – Student Complaints**

- In a situation involving a charge of discrimination or harassment or prohibited behavior between a staff member and a student, the information should be brought to the attention of the principal and Title(s) VI & IX Coordinator immediately.
- If an alleged sexual harassment constitutes sexual abuse of a child by a “caretaker” (e.g. a school staff member), the principal will report the suspected abuse to the Department of Children & Families (DCF), as required by M.G.L. 119, Section 51A and to the Superintendent of Schools.

### **Corrective Action**

- Upon completion of an investigation and substantiation of the complaint, the School District will take appropriate corrective action for the respondent and complainant, as indicated. Such action may include, but is not limited to, a written or verbal apology, directive to stop the offensive behavior, parent/supervisory conference, counseling, training parent engagement, or remediation.
- If the complainant (student or employee) does not agree to the corrective action or cannot agree to a resolution, he/she may appeal to the Superintendent of Schools; take the complaint to the US Department of Education, Office for Civil Rights, Department of Elementary & Secondary Education or the US Equal Employment Opportunity Commission.

### **Discipline**

- Any student or staff member of the Beverly Public Schools who is found to be in violation of this Policy is subject to appropriate disciplinary action, up to and including warning, suspension, legal action, exclusion, expulsion, transfer or discharge.
- If the student's discriminating/or harassing conduct warrants, disciplinary procedures exercised by the principal will be instituted in accordance with the student handbook and the policy of the Beverly Public Schools. An Incident Report to the School Resource Officer of the Beverly Police Department will be filed and/or a referral to the Essex County Juvenile Court may be filed a 51A Report or Child Requiring Assistance Petition may be filed.

### **Retaliation**

- The School Administration will discipline or take appropriate action against any student, teacher, administrator, or school personnel who retaliates in any form against a person who makes a complaint, reports or participates in an investigation of a discrimination/ harassment complaint. Acts of retaliation may result in immediate disciplinary action, including expulsion or dismissal, even if underlying discrimination/harassment is not proven. If the building principal, equity coordinator, and/or Title(s) VI & IX Coordinator believe that either the victim or respondent is in physical or emotional danger, the parents or guardians and the Beverly Police Department will be notified immediately. Retaliation is an independent prohibited and unlawful act.

This policy may be found in its entirety on the Beverly Public Schools website.



## UNLAWFUL AND PROHIBITED CONDUCT DEFINED

**Cyberbullying:** School community members who feel that they have been the victims of such misuses of technology should not erase the offensive material from the system. They should photograph it and or print a copy of the material and immediately report the incident to a school official.

**Discrimination:** Discrimination occurs when an individual is treated differently, except where providing a reasonable accommodation for an individual with a disability, and/or unfairly in an educational or employment context, solely on the basis of the individual's race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or, disability, and any other class or characteristic protected by law. Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges, or courses of study in a public school is discrimination. A person may not be subject to discipline or more severe punishment for wrongdoing, nor denied the same rights of other students, because of his/her membership in a protected class. Discrimination on the basis of sex shall include, but not be limited to sexual harassment. In all cases, such actions will be considered unwelcome for the very young (elementary school age students).

**Harassment:** Harassment is oral, written, graphic, electronic, or physical conduct on school property or at a school-related activity relating to an individual's actual or perceived race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or, disability (i.e. protected status), and any other class or characteristic protected by law, that is sufficiently severe, pervasive or persistent so as to interfere with a student's ability to participate in or benefit from the District's programs or activities, or to interfere with or limit an individual's employment, by creating a hostile, humiliating, intimidating, or offensive educational or work environment. For purposes of this policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating, or offensive educational or work environment. A single incident, depending on its severity, may create a hostile environment. A victim may also be someone reasonably affected by conduct not to toward another individual.

**Hate Crime:** Hate crime is any crime motivated by hatred or bias, or where the victim is targeted or selected for the crime at least in part because the person is a different race, color, sex, religion, national origin, ethnicity, has a different sexual orientation or gender identity from the perpetrator, or because the targeted person has a disability. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

**Sexual/Gender Harassment:** Sexual/gender harassment is unlawful and prohibited conduct consisting of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, other verbal or physical conduct, communication of a sexual nature when: (a) submission to, or rejection of such conduct or communication is made explicitly or implicitly a term or condition of employment, education or academic achievement; (b) submission to, or rejection of such behavior is used as a basis for employment or academic decisions; and (c) such behavior unreasonably interferes with an individual's work or academic performance, or creates an intimidating, hostile, humiliating, offensive work or educational environment. Sexual harassment can be based on gender, gender identity or sexual orientation.

**Hostile Environment:** Hostile environment is a situation in which harassment or bullying causes the school environment to be permeated with intimidation, humiliation, ridicule or insult that is sufficiently severe or pervasive to reasonably interfere or alter the conditions of the student's education or the employee's work.

**Retaliation:** Retaliation is any form of intimidation, reprisal, or harassment by a school community member directed against another school community member for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for participating in an investigation under this policy, or for taking action consistent with this policy.

All unlawful and prohibited conduct may occur from male to female, female to male, male to male, female to female, student to student, student to employee, employee to student, employee to employee, or from a third party on school property or at a school related activity.

For purposes of this policy whenever the term harassment is used, it is to denote either harassment or sexual harassment.

## **NOTICE OF NON-DISCRIMINATION**

All educational and non-academic programs, activities and employment opportunities at Beverly Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, age and/or, disability, and any other class or characteristic protected by law. Questions, complaints, or requests for additional information concerning the Beverly Public School District's compliance with the regulations implementing Title VI, Title IX, The Americans with Disabilities Act (ADA), or Section 504 should be directed to:

Suzanne M. Charochak  
District 504 Coordinator  
Tel: 978/921-6100 Ext. 21715  
Fax: 978/922-6597  
[scharochak@beverlyschools.org](mailto:scharochak@beverlyschools.org)

# **VI. HEALTH, SAFETY & WELLNESS**

## **EVACUATION and LOCKDOWN PLANS**

Each building has developed Evacuation and Lockdown Plans to be implemented when, for safety reasons, students must be removed from the building to a safe place on school grounds or to an alternative site. If such evacuation ever becomes necessary, the students will remain under the supervision of school personnel until parents can be notified and can collect their children. These plans have been created in consultation with the Beverly Police Department.

## **FIRE AND SAFETY DRILLS**

Throughout the school year, the Beverly Fire Department, Beverly Police Department and the school principal conduct fire drills to instruct the children of the safest and fastest evacuation routes out of the school. All classrooms have these procedures posted. Everyone in the building is required to exit during a fire drill.

## **RESOLVING CONCERNS**

The normal flow of information on matters relating to individual concerns should be through the teacher, assistant principal, principal, central office administration, and lastly, the school committee.

## **HEALTH AND RELATED ISSUES**

The school nurse provides emergency medical assessment and care and refers students for follow-up medical intervention when necessary. The school nurse is not a substitute for regular health care and encourages health prevention and maintenance visits with a primary care physician. Please contact the nurse for assistance in obtaining low-cost insurance or for access to free care.

## **ACCIDENT INSURANCE**

- School accident insurance is available through the Beverly Public Schools.
- It is considered to be a supplement to family health insurance.
- This program is voluntary.

## **ANIMALS**

No animals are allowed on school grounds except at the discretion of the principal.

## **CHILD ABUSE AND NEGLECT REPORTING**

- Massachusetts General Laws, Chapter 119, Section 51A places an important responsibility on public and private school teachers, educational administrators, health care professionals, guidance and adjustment counselors, school psychologists, attendance officers, social workers, and others who work with children to report to the Department of Child and Family Services (DCF) if they have reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse, including sexual abuse, or neglect.
- It is the practice within the Beverly Public Schools that any teacher or other school employee who suspects that a child's physical or mental health or welfare may be affected by abuse or neglect shall submit a report to the principal of the school in which the child is enrolled. A 51A report will then be made to the DCF by either the principal or the mandated reporter. It is not the responsibility of educators to prove that the child has been abused or neglected or to determine whether the child is in need of protection.

## **COMMUNICABLE DISEASES**

- A communicable disease is one that may be transmitted directly or indirectly from one individual to another by means of an infectious agent.
- Your child should be immunized against diphtheria, whooping cough, tetanus, poliomyelitis, measles, mumps and rubella, and chickenpox as required by law.

### **Parents should keep children at home and away from other children if they have any of the following:**

- sore throat (if Strep infection is suspected)
- vomited or had diarrhea within 24 hours
- severe cold with temperature
- drainage from ear or eye (may indicate infection)
- severe cough that may be uncontrollable
- chills and fever (100.4 degrees F or higher) within 24 hours

Consult a doctor promptly if there is any doubt about the condition of your child. Follow the directions from your family physician or from the school nurse before sending your child back to school, following a communicable disease. The nurse may ask for a note from the child's pediatrician. The school nurse will notify parents of a communicable disease incidence as appropriate.

## **DENTAL PROGRAM**

The Beverly Health Department maintains a modern dental facility for children in grades K-9. The clinic is located at the Beverly High School. Children are transported by bus to the clinic. The phone number is (978) 921-6060.

## **ELEVATOR POLICY**

- Students must obtain a pass from the nurse to use the elevator.
- A note from the physician is required to initiate this process.
- Situations will be evaluated on a case by case basis.
- Those student permitted to utilize the elevator may only have one additional student accompany them.

Please contact the school nurse with any questions.

## **HEALTH SCREENING**

Vision and hearing screening will be conducted on 7<sup>th</sup> graders and for any other student on an as-needed basis throughout the school year. Please contact the nurse with any concerns or to receive information on free vision care for needy students. Postural screenings are administered to all middle school students. If any screening results are abnormal, the school nurse will notify the parents by mail. Also, students height and weight is measured in order to calculate their Body Mass Index (BMI). Families who choose not to have their children included in health screenings should contact the school nurse.

## **MEDICATIONS AT SCHOOL**

- Parents are urged to give medications at home before or after school.
- It is our policy to have all medications, even cough drops, administered by the school nurse.
- Medications are kept in a locked cabinet in the nurse's office.
- All prescribed medications must be in their original container accompanied by a physician medication order form. The parent is required to give a signed parental/ guardian medication consent form to the nurse granting permission to administer the medication as prescribed (i.e., indicate dosage information and the time and dates it is to be administered).
- The school nurse will make arrangements with the parent for the return of any medications.
- Non-prescription medications may be administered to students based on protocols developed by the school physician and approved by the school committee.
- The list of medications and protocols approved for administration are posted on the district website and will be sent home on the first day of school.
- In the event your child needs oral medication during the school day, every effort will be made to contact parents before it is given.
- Over-the-counter medications outside of the standard Beverly Public Schools protocols will require both a parent and physician signed medication consent, and should be contained in their original packaging.

## **FOOD ALLERGIES**

- Beverly Middle School is a peanut aware building. All snacks or food consumed in class should be peanut and tree nut free.
- A *peanut/tree nut free* table will be maintained in the cafeteria during lunch. Participation at this table is voluntary; any student may eat at this table provided they do not bring peanut/tree nut containing foods to the table.

## **PHYSICAL EDUCATION POLICY**

- Notes from parents are required in order for a student to be excused from Physical Education class.
- If the student will be excused for a period exceeding 3 days, authorization from a physician is required.
- Physical Education excuses must be delivered to the main office or to the nurse before school.

## **SEVENTH GRADE ENTRY REQUIREMENTS**

- All students must have a physical examination before entering 7th grade.
- They must also furnish proof of the following: (a) MMR – 2 doses; (b) tetanus booster within the past 5 years; (c) doctor certified history of chickenpox or vaccine; (d) Hepatitis B vaccine – 3 doses.
- Appropriate forms are mailed at the end of each child's 6<sup>th</sup> grade year and should be returned before the start of 7<sup>th</sup> grade.

***TO COMPLY WITH MASSACHUSETTS STATE LAW, THE SCHOOL MUST EXCLUDE ANY STUDENT WHO DOES NOT HAVE NECESSARY IMMUNIZATION DOCUMENTATION.***

## **SCHOOL VOLUNTEERS**

The Beverly School Committee recognizes and appreciates the value of community volunteer efforts to support student academic achievement and social growth.

Principals are required to ensure that CORI (Criminal Offender Record Information) checks are completed and current on all building volunteers and field trip chaperones. CORI checks are valid for three (3) years. Only those parents and other volunteers complying with this request will be allowed to serve as volunteers and chaperones. Parent volunteers who have direct and unmonitored contact with students will be required to have a SAFIS (Statewide Applicant Fingerprint Identification Services) check as well as a CORI check.

## **TRANSGENDER STUDENTS**

Transgender students are permitted to access the restrooms, locker rooms, and other such facilities consistent with their gender identities. Single-stall facilities are available to students to use per request.

## **VISITOR POLICY**

Parents and visitors to all schools are required to report to the office, sign in, and obtain visitor identification before proceeding to classrooms or other parts of the building. Upon departure from the building parents and visitors are required to report to the office, sign out, and return visitor identification if necessary. State law prohibits smoking by any individual, adult or student, on school grounds or at school events.

## **WEATHER EMERGENCY POLICY**

The safety of Beverly Middle School children will never be put at risk because of dangerous weather. If the Superintendent believes that weather conditions could endanger any child, school will either be postponed or canceled. The Superintendent will issue this decision by 6:00 A.M. A phone call using the district wide communication system from the Superintendent will alert parents to delayed openings and school closing. When emergency weather conditions exist, parents should monitor the following television and radio stations between 6:00 and 7:00 A.M.: WBZ TV (Channel 4); WCVB TV (Channel 5); WHDH TV (Channel 7); BEV-TV Comcast; WBZ Radio 1030 AM; WRKO Radio 680 AM; WHDH Radio 850 AM; WBMX Radio 98.5 FM; Web site: [www.beverlyschools.org](http://www.beverlyschools.org)

# **VII. STUDENT AND FAMILY SUPPORT**

## **SECTION 504**

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The act defines a person with a disability as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working),
- has a record of such an impairment
- is regarded as having such an impairment

In order to fulfill its obligation under Section 504, the Beverly Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school district. The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under Section 504, to afford access to appropriate accommodations to enable access to educational services

Questions, complaints, or requests for additional information concerning the Beverly Public School District's compliance with the regulations implementing Section 504 should be directed to Mrs. Suzanne Charochak, District 504 Coordinator, at 978-921-6100, ext. 21715.

## **BEHAVIORAL HEALTH SERVICES**

Beverly Public Schools and behavioral health providers work together collaboratively to promote student success both socially and academically. The District utilizes behavioral health consultants and works with clinicians in coordinating behavioral health services in school and for students and families within the community.

For further information on the services and supports available, please call Ellen Faulkner at 978-921-6100, ext. 21741.

### **BEVERLY STUDENT SUPPORT TEAM (BSST) and e-RTI (Response to Intervention)**

The Beverly Student Support Team (BSST) consists of a team of teachers across all disciplines to discuss students who are not succeeding in the classroom for any number of reasons. This team of teachers devises potential strategies and recommendations to assist these students. This is done in conjunction with our e-RTI process, which documents strategies and accommodations already put into place by our classroom teachers.

### **BREAKFAST & LUNCH**

Beverly Middle School participates in a free and reduced breakfast and lunch program for those families who meet the income eligibility guidelines established by the federal government. For eligibility information please call the school office. Applications are sent home to all families at the beginning of each school year and are always available in the office. One application is sufficient for all children in the family. The Food Services Department will notify each school and the family as to whether the children are eligible to receive benefits. New applications are required each year.

### **ENGLISH AS A SECOND LANGUAGE**

ELL (English Language Learners) are students whose first language is not English and who are in the process of learning English. Students receive this designation if they are also unable to perform ordinary class work in English. The term ELL is used interchangeably with the term LEP (Limited English Proficient).

### **ENRICHMENT (WIN BLOCK)**

Enrichment (WIN Block) is an opportunity for students to access the curriculum through activities that reinforce, enrich, or support the daily content. This can include executive functioning, study skills, relaxation exercises, and team building activities that will support academic success. This time can be also used to allow students who have been absent from school to make up essential assignments.

Students will have an opportunity to enrich their interests in the Arts, Health & Wellness, and Technology by having access to these staff members, and taking part in activities that deepen their passion for the subject matter. Students in Reading and Foreign Language will be provided with an opportunity to deepen their understanding of the different genres of literature or world culture. Students in the upper grades may take on a mentor role, assisting with students who may need some support.

### **EXTRACURRICULAR ACTIVITIES**

Beverly Middle School offers students diverse activities that can appeal to a wide range of skills and interests. Students can become involved in the following extracurricular activities:

All-City Jazz Band	Annual School Play	Beverly Strings Orchestra	Chess Club
Creative Writers' Club	Cross Country	Green Team	Intramural Sports
Math Team	National Junior Honor Society	Peer Leaders	Robotics Club
Strings Lessons	Spring Track	Student Council	Yearbook Club

Any student interested in any of these activities should speak to his or her teacher for additional details. Please note, advanced registration may be required to participate (i.e. Cross Country, Spring Track, Strings/Jazz offerings). Applications to become a Student Council Representative are accepted in the month of September. These students are responsible for attending Student Council meetings, reporting important information back to their classmates, and raising student concerns in Student Council meetings.

### **GUIDANCE SERVICES**

Each student is assigned to a School Adjustment Counselor. Counselors will meet with students throughout the year. Services include academic counseling, scheduling and course selection, conflict issue-oriented counseling, crisis intervention, and parent consultation. Although each student is assigned to one particular counselor, students and parents should understand that all counselors, teachers and staff are available to assist all students and parents. Students are encouraged to see a counselor when they have questions or concerns that may affect them at school.

## **HOMELESS CHILDREN**

The federal McKinney-Vento Homeless Education Assistance Act is designed to ensure educational rights and protections for students experiencing homelessness. Homelessness is defined as children and youth who "lack a fixed, regular, and adequate nighttime residence."

Consistent with the Massachusetts Department of Elementary and Secondary Education guidelines, the Beverly Public Schools afford homeless students and unaccompanied youth special consideration in addition to access to the same free, appropriate public education and opportunities thereof, that is provided to all other children and youth living in Beverly. The district will enroll homeless students even if they do not have the documents required for enrollment, such as school records, medical records, or proof of residency. Homeless students and unaccompanied youth are entitled to receive free and reduced school meals, transportation, English language services, vocational and technical education, gifted and talented services, special education, all extra-curricular activities and Title I services. For further information on the services and supports available, please call Ellen Faulkner, Homeless Coordinator, at 978-921-6100, ext. 21741.

## **LIBRARY MEDIA CENTER**

Students are welcome to use the Library Media Center at all times during the school day for research, book selection, or computer access. The library is open before school, and after school. Unless otherwise announced, the library is open on Monday through Friday from 8:15 until 3:15. The library is generally open until 3:45 at least two days a week. Students must be with a staff member or have a pass in order to visit the library during the school day. Library information literacy skills are integrated into the classroom curriculum, and students are encouraged to take advantage of the available resources, including reference materials, books, electronic databases, and the Internet. Only students who have signed the "Acceptable Use of Technology Agreement" may use the computers. As in the rest of the building, students are expected to respect other people, property and themselves.

## **PARENT/TEACHER ORGANIZATION (PTO)**

Each school has an active and dedicated PTO. The purpose of the PTO is to foster good communication between parents and staff members of each school. In addition, the PTO conducts fundraising activities to support enrichment programs throughout the district. Parents are urged to participate in school activities and become active PTO members. Meetings are held regularly throughout the year. Dates and times are posted on the school website calendar.

## **CITYWIDE PTO**

The Citywide PTO Council is a group of representatives from all Beverly schools. The Council meets on a monthly basis to exchange ideas and information relating to safety, education, and cultural enrichment.

## **RECYCLING**

The Beverly School Committee supports and encourages every effort of staff and students to collect consumable materials when possible and recycle in an appropriate manner.

## **SCHOOL & COMMUNITY SUPPORT PROJECT**

We would like to extend a special welcome to all children and parents living in adoptive, foster, or kinship families. We are fortunate to be recipients of the School and Community Support Project Grant, funded by the Departments of Education and Social Services to provide support services to foster/adoptive/kinship and at-risk children in our elementary schools. Services include: training for educators, parents, DCF personnel; behavioral consultation service to teachers, and direct behavioral interventions to identified children and families; and after school homework assistance.

Please either contact the Principal at your child's school or call Ellen Faulkner at 978-921-6100, ext. 21741, if you are interested in hearing more about the grant or if we may be of any help to you or your child.

## **SCHOOL CHOICE**

It is the policy of the Beverly Public Schools to admit non-resident students under the terms and conditions of the School Choice Law (Massachusetts General Laws, Chapter 76, Section 12) and under the following local conditions:

- The administration will determine the number of spaces available at each level for school choice students by May 1st of each school year.
- The total number of students at each grade level will be certified by the School Committee by May 1st and will be reported to the Department of Elementary & Secondary Education each year.
- The School Committee will conduct a public meeting by June 1st of any year, if consideration is being given to withdraw from the provisions of the School Choice law.
- In accordance with the Open Enrollment Policy, resident students will be given priority placement in any classes or programs within the district.
- When the number of requests for school choice exceeds the number of available spaces, the selection of non-resident students for admission will be in the form of a lottery. The lottery will take place no later than June 1st of each year. Any sibling of a student already enrolled, as a school choice student shall, upon application, receive priority for admission to the program.
- Any student who is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from high school, except if there is a lack of funding of the program.
- Transportation for school choice students shall be the sole responsibility of the parent/guardian.
- The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or, disability, and any other class or characteristic protected by law, athletic performance, physical handicap, special need, academic performance, or proficiency in the English language, subject to the availability of specific programs and students services at the specific building for which space is available.
- With respect to students requiring special education, in accordance with current law, the district will charge the sending district of the non-resident student the actual cost of educating any special needs student accepted as part of the School Choice program, including the cost of a substantially separate program or private day or residential school placement, if applicable.

## **SCHOOL COUNCIL**

The School Council is an advisory board comprised of the principal, parents elected by the general parent population, teachers elected by the faculty, and one or more community members appointed by the principal. The Site Council's purpose, as directed by the Education Reform Law of 1993, is to form a foundation for a more focused, responsive and accountable system of serving students and to involve parents and teachers in strengthening the bonds between school and community. The Site Council reviews the school building budget and helps to adopt goals for the school and to identify the educational needs of the students. Based on this work, the Site Council prepares an annual School Improvement Plan that outlines the goals and proposals for the year.

## **SCHOOL CRISIS TEAMS**

Schools have established Crisis Teams and Response Protocols to intervene during a crisis to ensure safety and respond in the aftermath of a tragedy. The Crisis Team works closely with safety officials and individuals to coordinate preventative mental health and counseling services within the school. Parents are apprised of any "crisis-related" activity through written notices or telephone calls from the school.

The Staff recognize that follow-up remains one of the most crucial elements of a crisis intervention program. Children grieve and respond to a crisis over time. Therefore, in addition to brief, time-limited interventions, plans for continued and long-term support for those children in need are available. The Crisis Team will monitor and help parents facilitate the provision of long-term services for students, as indicated.



## **SPECIAL EDUCATION**

Federal and state laws ensure that qualified students with disabilities receive a free, appropriate public education in the least restrictive environment. The law provides, at no cost to the family, any special services a child needs in order to access the general education curriculum effectively.

Upon request, a student may be referred for an evaluation to determine eligibility for special education. A team, made up of the classroom teacher, the school principal, parents and/or guardians, school psychologist, school social worker and, if necessary, a learning disability specialist, speech and language therapist, and other therapists conduct an evaluation of the student. Upon completion of the evaluation, the team meets to determine eligibility, and if appropriate, write an Individual Education Plan (IEP).

## **Central Office Personnel**

Dr. Suzanne M. Charochak  
Superintendent of Schools  
Tel: 978/921-6100 Ext. 21712  
Fax: 978/921-8517  
[scharochak@beverlyschools.org](mailto:scharochak@beverlyschools.org)

Dr. Dorothy Flaherty  
Assistant Superintendent  
Tel: 978/921-6100 Ext. 21714  
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[dflaherty@beverlyschools.org](mailto:dflaherty@beverlyschools.org)

Dana Cruikshank  
Director of Transportation  
Tel: 978/921-6109  
Fax: 978/921-8315  
[dcruikshank@beverlyschools.org](mailto:dcruikshank@beverlyschools.org)

Bethany Splansky  
Director of Pupil Personnel Services  
Tel: 978/921-6100 Ext. 21732  
Fax: 978/927-9463  
[bsplansky@beverlyschools.org](mailto:bsplansky@beverlyschools.org)

Jean Sherburne  
Director of Finance and Operations  
Tel: 978/921-6100 Ext. 21725  
Fax: 978/921-8544  
[jsherburne@beverlyschools.org](mailto:jsherburne@beverlyschools.org)

Christina Leal  
Director of Food Services  
Tel: 978/921-6132 Ext. 11129  
Fax: 978/927-9460  
[cleal@beverlyschools.org](mailto:cleal@beverlyschools.org)

**Beverly Public Schools  
Food Service Department  
Payment for Meals**

The Meal Magic Point of Sale System is used in all cafeterias.

Each student has a Food Service account and we encourage you to make deposits to your student's account. As the student uses their account to make purchases for breakfast, lunch and or a la carte, the amount is deducted from the student's food service account. So, if a student has \$25 in their account and they make a purchase of \$3, \$3 will be deducted, leaving a balance of \$22.

We recommend creating an account on [SendMoneyToSchool.com](http://SendMoneyToSchool.com), this account is tied to your child's Food Service account. To create an account, you will need your child's student ID. Please contact your child's school or the Food Service department for your child's student ID#. Once an account is created on [SendMoneyToSchool.com](http://SendMoneyToSchool.com) you will be able to view account history, account balance and make a deposit. If you decide not to create an account on [SendMoneyToSchool.com](http://SendMoneyToSchool.com), your child will still have a Food Service meal account.

To make a deposit you may do one of the following:

1. Visit [www.sendmoneytoschool.com](http://www.sendmoneytoschool.com) to deposit money into your student's account. Please note that there is a \$2 bank transaction fee for making a deposit.
2. Send a check to the Food Service Office, 100 Sohier Rd, Beverly, MA 01915
3. Bring a check to any of the School's cafeterias.

Please make sure all checks are made out to Beverly Public Schools Food Service, in addition add your child's name to the memo section of the check.

Student's whose account balances are "0" will only be allowed to charge meals (breakfast and lunch). They may NOT charge snacks of any type when in a negative balance. Students whose balance is at a negative \$9.00 will not be allowed to charge any item. We will not deny anyone a meal so a PB&J (Sunbutter & Jelly) or a cheese sandwich will be offered. We would appreciate payments be kept current and any negative balances be paid as quickly as possible.

For parents or guardians who have not applied for the Free & Reduced Meal Benefits, applications are available on line using [www.LunchApp.com](http://www.LunchApp.com). When using this site, your approval will be in one business day or less. Meal Magic helps to protect your student's privacy when participating in this program because all students' accounts will look the same.

If you have any questions, please contact Christina Leall at 978-921-6100 (ext. 11129)

\*The Department of Elementary and Secondary Education has suggested that the parents of children, who have charged meals and have failed to submit payment and continue to send their child to school with neither a bag lunch nor money to purchase a school meal, be reported to the Coordinator of Child Welfare and a 51A could be filed.

## **Beverly Public Schools**

### **Permission Form: Photographs, Digital Images, Film and Videotape of Students**

From time to time, the Beverly Public Schools, including administrators, teachers, staff, interns and volunteers, may take photographs, digital images, film and videotapes of students for school-related purposes. School-related purposes include but are not limited to, field trips, student performances, student achievements, athletic events, and classroom activities.

Photographs, digital images, film, and videotape of students may be used in print, such as in a school newspaper or other publication, on the internet, such as on the school/district website or approved school district social media page, or in other forms of media.

Parents and guardians of students may elect not to permit their child/children to be photographed, videotaped, represented in digital images, or film. Please indicate below whether or not you will grant permission to the Beverly Public Schools to take, use and share photographs, digital images, film, and videotape of your child/children for school-related purposes.

#### **CHECK ONE**

( ) I give permission to the taking of photographs, digital images, film, and videotape of my child/children by the Beverly Public Schools. The Beverly Public Schools may use such photographs, digital images, film, and videotape in print, on the internet, and in other forms of media. I further release the Beverly Public Schools and its employees from all claims, demands, and liabilities whatsoever in connection with such photographs, digital images, film and videotape of my child/children.

( ) I do not give permission to the Beverly Public Schools to take photographs, digital images, film, or videotape of my child/children.

<b>Child's/Children's Name(s)</b>	<b>Grade</b>	<b>School</b>

---

Signature of Parent/Guardian (if Student is under 18)

---

Date

**Student Handbook Acknowledgement Form**

I have received and read Beverly Middle School's 2020-2021 *Student Handbook*.

I understand the policies/procedures and rules/regulations of the school and the consequences/ramifications of my actions/choices.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date