

BEVERLY HIGH SCHOOL

Mrs. Elizabeth Taylor
Principal

Mr. Mark Thomas
Assistant Principal
(Gr. 9)

Mr. Philip Codaire
Assistant Principal
(Gr. 12 and Gr. 10 L-Z)

Mr. Ryan Wood
Assistant Principal
(Gr.11 and Gr. 10 A-K)

PRINCIPAL'S MESSAGE

On behalf of the faculty, support staff and administration, I would like to take this opportunity to welcome you to Beverly High School. This handbook has been developed to provide information on regulations and student activities enabling readers to become better-informed school citizens.

Beverly High School thrives on the active participation of all its members through intellectual pursuits and/or the rewarding involvement in co-curricular or extra-curricular programs. At BHS, you will have the opportunity to reach your full potential as a student.

Students are an important part of our educational community. Through Class Officers, the Student Government, Site Council, Student Advisors to the

Beverly School Committee, and School Council, student opinion can help shape our school climate and promote constructive change. School activities have been created to help students to develop their interests and talents and add to a positive school culture. Do your part to make Beverly High School the best it can possibly be.

This is your school, a place where you will spend four very important years, years that will never again be duplicated. Take this opportunity to get involved in challenging and worthwhile activities.

Ms. Elizabeth Taylor
Principal

Beverly High School Vision of the Graduate

Beverly High School graduate is a problem solver who thinks critically and communicates effectively.

The graduate exhibits responsibility and empathy in attitude and behavior.

The graduate understands the importance of inclusivity and community engagement.

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, homelessness, age and/or, disability, and any other class or characteristic protected by law.

TELEPHONE DIRECTORY

978-921-6132

MAIN OFFICE	EXTENSION
Elizabeth Taylor, Principal	11179
Julie Andrew, Administrative Assistant	11191
Annmarie Matney, Administrative Assistant	11193
Mark Thomas, Asst. Principal	11252
Laurie Megrath, Administrative Assistant	11250
Julie Ferrara, Asst. Principal	11442
Andrea Burgess, Administrative Assistant	11442
Phillip Coddair, Asst. Principal	11343
Sandra Dalton, Administrative Assistant	11341

Guidance Department	Extension
Michelle Burke, Guidance Counselor	11107
Jessica Bushee, Guidance Counselor	11110
Danielle DiCarlo, Guidance Counselor	11106
Tina Grasso, Guidance Counselor	11105
Melinda Loosian, Guidance Counselor	11108
Sharon Dowdell, Guidance Secretary	11102
Lori Quill, Registrar	11103
Nicole Bonneau, Adjustment Counselor	11115
Helen Gorman, Adjustment Counselor	11114
Lauren Park, Adjustment Counselor	11109
Shawn Huth, Adjustment Counselor	11248
Nurse's Office	Extension
Kim Pappas, Nurse	11126
Mandy McCormack, Nurse	11119
Wellness/Athletics Office	Extension
Daniel Keefe, Athletic Director	12140
Mary Morency, Administrative Assistant	12139

REGULAR BELL SCHEDULE

Panther	Pride	Lunch	Class Times
School Opens			8:05
A	E		8:15-9:39
B	F		9:43-11:07
		First Lunch	11:08-11:38
C	G		11:42-1:05
C	G		11:11-11:53
		Second Lunch	11:53-12:23
C	G		12:23-1:05
C	G		11:11-12:35
		Third Lunch	12:35-1:05
D	H		1:09-2:33

ADVISORY BELL SCHEDULE

Panther	Pride	Lunch	Class Times
School Opens			8:05
A	E		8:15-9:32
B	F		9:36-10:53
Advisory Block	Advisory Block		10:57-11:17
		First Lunch	11:21-11:51
C	G		11:55-1:12
C	G		11:21-12:00
		Second Lunch	12:00-12:30
C	G		12:34-1:12
C	G		11:21-12:38
		Third Lunch	12:42-1:12
D	H		1:16-2:33

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ACADEMICS

The majority of information concerning graduation requirements, levels of courses, weighted and unweighted G.P.A. scale can be found on pages 10 to 14 of the Program of Studies. If you do not have a Program of Studies booklet, please see your Guidance Counselor or refer to the school website; bhsonline.org.

Beverly High School uses standards based grading. Standards-based grading is a way to report what students actually know and how well they can demonstrate their learning of state content standards and learning outcomes.

Formative assessments provide practice in skills with the goal of mastering concepts with timely feedback from the teacher on what needs further work so students can improve before the next assessment on the concepts. In all departments, formative assignments will count for 20% of a student's overall grade each quarter.

Summative assessments measure the student's level of understanding of the standard or skill that has been taught and practiced. Teachers design

summative assessments in a variety of forms from paper and pencil tests to research projects. In all departments, summative assignments will count for 80% of the student's grade.

Retakes/Redos – In standards based grading, new evidence of learning replaces old evidence of learning. Students are encouraged to achieve proficiency in the standards and skills that are taught. Students can retake/redo formative assignments in all classes, and the better grade will be recorded. Teachers will provide details on their retake/redo policy, including the requirements and deadlines in the course description. The individual teacher may determine whether or not a summative assignment may be retaken and will state their policy in the course description.

Any assignment that has not been completed by the end of a quarter is assigned a 50. Any assignment that is plagiarized receives a 0. If a student does not take a midterm or final, they will receive a 0 for their grade.

The school year consists of two semesters. Each semester contains two marking periods, for a total of four quarters for the year. Halfway through each quarter, online progress reports are issued to students. Report cards are issued online at the end of each quarter.

Achievement grades are given to students on their report cards at the end of each quarter. These grades reflect the overall evaluation of class contribution based on teacher criteria as explained in course expectations given to students at the start of the semester. Achievement grades are measured with letter grades A+, A, A-, B+, B, B-, C+, C, C-, D+, D and D- and F. Other letters contained in achievement records are:

A - Absent

T - Tardy

D - Dismissed

FA-Failed due to absence. (equals a 59)

I- Incomplete

M- Medical (Must be approved by school administration)

P- Pass

SBA - School Based Activity

W-Withdraw

E- for excused to any of the above mentioned attendance codes

Grading Scale Chart

Rubric score	Letter Grade	Standards Based Scale	Grade Range
Advanced 4	A+	4.0	100 – 97
	A	3.9	96 – 93
	A-	3.7	92 – 90
Proficient 3	B+	3.4	89 – 87
	B	3.0	86 – 83
	B-	2.7	82 – 80
Basic 2	C+	2.4	79 – 77
	C	2.0	76 – 73
	C-	1.7	72 – 70

	C-	C	B - C
Working Towards 1	D+ D D-	1.4 1.0 0.7	69 - 67 66 - 63 62 - 60
Low Evidence No Evidence	F 0	0.6 0.0	59 - 50 0.0

If a student receives a grade of “incomplete,” it is his/her responsibility to arrange for and make up all work within four weeks after the close of the marking period or a grade of “failing” will be recorded for that period. A grade of “incomplete” cannot be credited toward interscholastic eligibility.

SCHEDULE CHANGE/DROP-ADD

It is the responsibility of a student to continue attending class/classes until all paperwork has been completed and approved by guidance before terminating attendance at the class for which is intended to be dropped. Failure to do so may result in detentions or a suspension.

CHEATING/PLAGIARISM - ACADEMIC INTEGRITY

Plagiarism and cheating demonstrate a lack of integrity that is inconsistent with the values of Beverly High School. Students are expected to understand that dishonesty on homework, tests, and papers is a serious matter. Because plagiarism and cheating can also interfere with a student's academic growth, teachers may not be able to provide the effective and appropriate feedback necessary for the student to reach his or her academic potential. Plagiarism is copying or adopting any part of another person's work and presenting it as one's own.

Forms of plagiarism include, but are not limited to, the following:

- ◆ submitting someone else's assignment, or portion of an assignment, and submitting it as original work
- ◆ submitting material written by someone else or rephrasing the ideas of another without giving reference to the original source
- ◆ presenting the work of parents, siblings, or friends as one's own
- ◆ copying or paraphrasing ideas from online sources and submitting as one's own

Cheating is the attempt to gain an advantage through unethical means. Forms of cheating include, but are not limited to, the following:

- ◆ exchanging assignments with others
- ◆ using any form of memory aid or electronic device during tests or quizzes without permission
- ◆ using summaries in lieu of reading assignments
- ◆ giving or receiving answers during tests and quizzes

Consequences of plagiarism and/or cheating:

- ◆ Assistant Principal and parent/guardian will be notified of all violations
- ◆ First offense—zero for the assignment
- ◆ Second offense—zero for the assignment and 1 day suspension
- ◆ Third and subsequent offenses—zero for the assignment and 3-5 day suspension
- ◆ Assistant Principal will notify the NHS Advisor for cases involving an NHS member

HONOR ROLL

Beverly High School publishes an Honor Roll each quarter of those students who have maintained the following qualifications:

- **Distinction:** A student must have no grade lower than an A and a B

- **Distinction:** A student must have no grade lower than an A-, and a P in any course where a pass/fail standard is in place.
- **Honors:** A student must have at least one A- or higher, no grade below a B-, and a P in any course where a pass/fail standard is in place.
- **Honorable Mention:** A student must have no grade lower than a B- and a P in any course where pass/fail standard is in place.

All courses will count for the purpose of determining Honor Roll. Please note that GPA and Class Rank are not impacted by Honor Roll qualification.

RUBRICS

ORAL COMMUNICATION RUBRIC

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)	No Evidence (0)
Content	Surpasses expected information about topic.	Includes expected information about topic.	Includes some information about topic.	Includes little to no information about topic.	Does not include any relevant information.
Organization	Entirely organized and easy to follow; includes a variety of transition	Organized and easy to follow; attempts to use transitions.	Parts are organized and easy to follow; does not use transitions.	Disorganized and difficult to follow.	Does not follow assignment format.
Vocabulary	Includes sophisticated vocabulary words; most to all used correctly.	Includes adequate vocabulary for topic; includes few mistakes.	Includes some relevant vocabulary; includes some mistakes.	Several mistakes in vocabulary; little relevant vocabulary used.	Does not include any relevant vocabulary.
Grammar	Grammar is fundamentally solid and does not interfere with communication	Few grammatical or usage errors that do not interfere with communication	Many grammatical errors that may interfere with communication.	Errors are so severe that they interfere with communication.	Does not include any appropriate grammar structures.
Pronunciation or Sign Quality (ASL)	Pronunciation, rate, volume, and/or precision (ASL) are appropriate for target language.	Few errors; errors do not interfere with comprehensibility.	Many errors; little interference with comprehensibility.	Barely comprehensible for the target language.	Not comprehensible.

DATA RUBRIC

	ADVANCED	PROFICIENT	BASIC	WORKING TOWARDS
OBTAIN & DISPLAY DATA	Independently follows directions and uses tools to accurately and independently gather data. Creates well-organized data tables and graphs	Follows directions; uses tools to gather data with minimal assistance. Creates well organized data tables and graphs with support.	Follows directions; Uses tools to gather most of the data. Creates data table with support.	Has difficulty following directions and needs help in gathering data. Has difficulty creating and organizing data.

	independently and effectively			
ANALYZE & EVALUATE	Effectively judges the quality of the data, draws insightful relationships, explains inconsistencies and accurately assesses the relevance of the data.	Makes reasonable interpretations and relationships, and accurately assesses the relevance of the data.	Demonstrates limited ability to interpret and show relationships among data.	Does not demonstrate the ability to make interpretations and show relationships.

OPEN RESPONSE RUBRIC

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)
CONTENT	Response demonstrates exceptional understanding of topic. Explains extensive, relevant supporting evidence.	Response demonstrates solid understanding of topic. Explains sufficient, relevant supporting evidence.	Response demonstrates partial understanding of topic. Uses minimal or vague supporting evidence.	Response demonstrates little understanding of topic. Uses irrelevant supporting evidence.
WRITING	Has a logical and cohesive progression. Contains few to no grammatical errors.	Has a mostly logical and cohesive progression. Contains only minor grammatical errors.	Progression of ideas is disconnected. May contain major grammatical errors that may cause interference with communication.	Progression of ideas is difficult to follow. May contain severe grammatical errors that cause interference with communication.

COMMUNICATES EFFECTIVELY THROUGH A VARIETY OF MEDIA

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)
Purpose/ Thesis	Writing consistently establishes and maintains a thorough understanding of concepts and assignment. Uses appropriate tone addressing audience. Draws conclusions through evaluation of thesis.	Writing adequately establishes and demonstrates a proficient understanding of concepts and assignment. Uses appropriate tone addressing audience. Draws adequate conclusion.	Writing demonstrates a minimal understanding of concepts and assignment. Occasionally uses appropriate tone addressing audience. Occasionally uses appropriate tone. Draws weak conclusion.	Writing lacks purpose and understanding of concepts and assignment. Rarely uses appropriate tone addressing audience. Rarely demonstrates control of thesis. Conclusion is lacking.
Content/ Use of evidence	Contains extensive and relevant details with examples to support topic.	Contains sufficient and effective details with examples to support topic.	Contains few details or examples to support topic. Infrequently cites sources.	Lacks relevant details and examples to support topic. Does not cite source.

	Explains evidence effectively. Directly and relevantly cites sources.	Generally cites sources.		
Organization/Format	Progression of ideas is logical and transitions are evident. Format is appropriate for assignment.	Progression of ideas is somewhat logical and transitions are generally evident. Introduction, body, conclusion and format are good.	Progression of ideas has major inconsistencies in unity and/or coherence and transitions are poor. Format is fair for the assignment.	Progression of ideas is difficult or impossible to follow and transitions are missing. Format for the assignment is lacking.
Grammar, Usage & Mechanics	There are few, if any, grammatical or usage errors relative to length and complexity.	There are some errors but writing is fundamentally solid and errors do not interfere with communication.	Writing has many errors and errors begin to interfere with communication.	Writing is filled with errors and errors are so severe that they interfere with communication.

READ, UNDERSTAND AND INTERPRET MATERIALS

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)
Fluency	Demonstrates a strong reading vocabulary and an understanding of word relationships.	Demonstrates a satisfactory reading vocabulary and an understanding of word relationships.	Demonstrates a modest reading vocabulary and a partial understanding of word relationships.	Has a basic reading vocabulary and an elementary understanding of word relationships.
Comprehension & Understanding	Demonstrates thorough and insightful comprehension of the text (including concrete and abstract concepts, connecting complex meanings in texts, etc.) by understanding the full message including subtleties of the text.	Demonstrates sufficient and accurate understanding of the text (including concrete and abstract concepts, connecting complex meanings in texts, etc.) The reader gets the main message, but may not understand the subtleties of the text.	Demonstrates an insufficient and unclear comprehension of the text. The reader may understand bits of the message, but not get the entire message.	Demonstrates and inadequate and/or inaccurate comprehension of the text. The reader does not understand the message.
Interpretation & Evaluation	Can critically analyze and make insightful judgments about the text. Provides thorough support of the judgment.	Can analyze and make accurate judgments about the text. Provides sufficient support for the judgment.	Has difficulty analyzing text. Makes confusing or unclear judgments about the text and provides insufficient support for the judgment.	Cannot analyze the text. Makes inaccurate or biased judgment about the text and provides inadequate support for the judgment.

ARTISTIC AND CREATIVE EXPRESSION

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)
Plan and Revise	Multiple solutions and revisions, effort at exploring multiple ideas in plan. Responds to feedback and incorporates own ideas	Plans more than one idea, well thought out, responds to feedback, develops alternatives	One idea with some effort in problem solving. Responds to feedback with little success, lacks alternatives	One idea that shows little effort. Unable to use feedback to improve work or develop alternatives
Concept	Rich exploration of persona ideas, originality, imagination	Personal expression and some depth of thought and imagination	Personal expression but lacks depth and/or development	Insufficient development in ideas. Images may be trite or cliché
Composition	Risk taking and/or addresses complex visual ideas in composition/form. Successfully uses and understands use of elements and principals.	Some success with composition, form. Some exploration of visual ideas, some use and understanding of elements and principals. (Uses at least 2)	Solution simplistic in composition and form. Shows limited understanding and use of elements and principals. (may not identify all)	Compositions are poorly considered. Little to no consideration to elements and principals
Technical	Consistently high quality of technical skills. Exceeds assignment objective, expressive quality or multiple works. Risk taking	Successful engagement with most aspects of technical skill for media. Fulfills assignment objectives with personal solutions	Simplistic use of technical skill with media. May be missing some assignment objectives	Poor quality of technical skill in media. Work done rapidly or unfinished. Limited or missing assignment objectives.
Vocabulary	Has an advanced knowledge of terms and vocabulary	Has an excellent knowledge of terms and vocabulary	Has a beginning knowledge of terms and vocabulary	Has limited knowledge of terms and vocabulary

OBTAIN, EVALUATE, ANALYZE AND APPLY DATA

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)
Obtain and Display Data	Independently follows directions and uses tools to accurately and independently gather data. Creates well-organized data tables and graphs independently and effectively.	Students demonstrate ability to identify correct tools, accurately obtain data using appropriate units	Student does not always use tools or units appropriately	Student has difficulty using tools or units appropriately
Analyze	Student uses a	Student organizes	Student	Student is unable to

Analyze	Student uses a variety of means to group data and draw insightful relationships	Student organizes information and makes reasonable interpretations and relationships	Student demonstrates limited ability to organize information and make interpretations and relationships	Student is unable to organize information and make interpretations
Evaluate	Student accurately judges the quality of the data and explains any inconsistencies	Student assesses the accuracy and relevance of the data	Student demonstrates limited ability to assess the accuracy and relevance of the data	Student is unable to identify and access without assistance
Apply	Student uses data to draw and generalized conclusions and can apply to various problems	Student uses data to draw appropriate conclusions and can apply to various problems	Student demonstrates limited ability to draw appropriate conclusions	Student is unable to apply data or draw conclusions

DIGITAL MEDIA/TECHNOLOGY RUBRIC

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)
Audio/Visual Effects Creation	Demonstrates powerful creativity to create and employ unique effects and uses them artistically and effectively to enhance the story and set the scene.	Demonstrates creative effects that effectively enhance the story and set the scene.	Demonstrates limited creativity and/or effort in creating sounds.	Demonstrates minimal creativity and/or effort in creating sounds.
Story/Script	Writes a creative, unique story/script that draws the interest of listeners.	Writes a complete story/script and demonstrates good effort to be creative and unique.	Writes an incomplete story with limited effort.	
Production and Delivery	Went above and beyond requirements to record and perform the story creatively with both technology and in the performance.	Performed and recorded story in its entirety and followed directions.	Failed to give a full performance and/or recording or did not include all members.	Performance and/or recording was monotone and boring.
Emotion	Voice and body language generate a strong sense of feeling and emotion about the topic in others which generated high levels of engagement.	Voice and body language sometimes generate a strong sense of feeling and emotion about the topic in others.	Voice and body language are used to try to generate feeling and emotion, but seem somewhat faked.	Voice and body language does not generate a sense of feeling or emotion. Did not generate much interest in topic being presented.
Copyright	All work used (story, images and music) seems original and an effort has been made	Most of the work used (story, images and music) seems original and little effort has been	Some of the work used (story, images and music) seems original and little effort has been	None of the work used (story, images and music) seems original and no effort has been made to address

Copyright Issues	to copyright issues (Listing sources of the story and multimedia within the story)	made to address copyright issues. (Listing sources of the story and multimedia within the story)	made to address copyright issues. (Listing sources of the story and multimedia within the story)	copyright issues. (Listing sources of the story and multimedia within the story)
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PROBLEM SOLVING

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)
Understanding/ Identify Problem	The solution shows that the student has broad understanding of the problem and the major concepts necessary for its solution. The solution addresses all of the components presented in the task.	The solution is mostly complete indicating minor parts of the problem are not understood completely. The solution addresses most, but not all of the applicable components are presented in the task.	The solution is incomplete indicating parts of the problem are not understood. The solution addresses some, but not all of the applicable components are presented in the task.	There is no solution, or the solution has no relationship to the task. Inappropriate concepts are applied and/or none of the components are presented in the task.
Strategies/ Reasoning	Uses a strategy that leads to a solution of the problem utilizing appropriate tools and information gathered.	Uses a strategy that is mostly useful, leading some way toward a solution, but not to a full solution of the problem. Some evidence of logical reasoning.	Uses a strategy that is incomplete or pertains to similar problems but will not lead toward a complete solution of the problem. Demonstrates limited awareness of appropriate tools and information needed to solve the problem.	No evidence of a strategy or procedure, or uses a strategy that does not help solve the problem.
Procedures/ Apply strategies	Develops and evaluates working strategies using multiple procedures. Procedures used correctly and a correct answer is achieved.	Develops and evaluates a working strategy using some procedures. Could not completely carry out procedures. Most parts are correct, but minor errors or omissions exist.	Struggles to develop working strategies and procedures. Significant portions not completely carried out. Some parts are correct, but numerous errors or omissions exist.	Did not develop working strategies and procedures. There were so many errors in procedures that the problem could not be resolved.
Communication	Clearly and effectively communicates results using the correct terminology and notations.	There is an accurate explanation but not clearly presented. There are minimal errors in terminology and notation.	There is a partial explanation but not clearly presented. Gives incomplete or confused explanation of both process and results. There are errors in terminology and notation.	There is no explanation of the solution, the explanation cannot be understood or it is unrelated to the problem. There is no use, or mostly inappropriate use of terminology and notation.

PRIMARY MUSIC RUBRIC (PURSUE AND PARTICIPATE IN MODES OF ARTISTIC AND CREATIVE EXPRESSION)

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)
<i>Instrumental Techniques</i>	Demonstrates advanced techniques on pitched and/or non-pitched instruments (i.e. melodic and rhythm accuracy, tone quality and articulation) that are commensurate with years of study.	Demonstrates proficient techniques (i.e. melodic and rhythm accuracy, tone quality and articulation) that are commensurate with years of study.	Demonstrate satisfactory techniques (i.e. melodic and rhythm accuracy, tone quality and articulation) that are commensurate with years of study.	Does not yet demonstrate techniques (i.e. melodic and rhythm accuracy, tone quality and articulation) that are commensurate with years of study.
<i>Vocal Techniques</i>	Demonstrates advanced vocal techniques (i.e. tone quality, diction and pitch) that are commensurate with years of study.	Demonstrates proficient vocal techniques (i.e. tone quality, diction and pitch) that are commensurate with years of study.	Is beginning to use an appropriate singing voice/can sometimes match pitch.	Does not yet sing using an appropriate singing voice/does not yet match pitch.
<i>Music Listening</i>	Demonstrates advanced ability to apply critical listening skills to a piece or excerpt of music (i.e. form, instrumentation, vocal parts, lyrics)	Demonstrates proficient ability to apply critical listening skills to a piece or excerpt of music (i.e. form, instrumentation, vocal parts, lyrics)	Demonstrates satisfactory ability to apply critical listening skills to a piece or excerpt of music (i.e. form, instrumentation, vocal parts, lyrics)	Does not yet demonstrate ability to apply critical listening skills to a piece or excerpt of music (i.e. form, instrumentation, vocal parts, lyrics)
<i>Theoretical Understanding</i>	Demonstrates an advanced ability to identify and analyze musical concepts	Demonstrates a proficient ability to identify and analyze musical concepts	Demonstrates a satisfactory ability to identify and analyze musical concepts	Does not yet demonstrate an ability to identify and analyze musical concepts
<i>Music Vocabulary</i>	Demonstrates an advanced understanding of musical terms and vocabulary.	Demonstrates an excellent understanding of musical terms and vocabulary.	Demonstrates a novice understanding of musical terms and vocabulary.	Demonstrates a limited understanding of musical terms and vocabulary.

ACTIVITIES AND ATHLETICS

ACTIVITIES

Beverly High School provides a variety of activities, a list of which is provided below. These extracurricular activities allow each student to participate in supervised events, which encourage student involvement and spirit. All students are subject to the academic eligibility code as stated on pgs. 22-23 For further information on extracurricular activities go to bhsonline.org.

EXTRACURRICULAR ACTIVITIES

Animal Welfare Club	Be Healthy Teens	Cyber Patriot Team
National Art Honor Society	Math Team	Aegis (literary magazine)
Beverlega (yearbook)	Model United Nations	
Cheerleading	National Honor Society	Video Game League
Class Officers & Student Gov't	Photo Club	
Color Guard	Peer Leadership	
D.E.C.A.	Science League	Anime Club
ECO (Environmental Concerns Organization)	Stage Right	Paranormal Club
World of Difference	Ping Pong Club	Dance Team
Gender and Sexuality Alliance	Quiz Bowl Team	Paper Airplane Club
JROTC Drill Team/Marksmanship Team & Color Guard	International Friendship Club	Philosophy Club
Culinary Club	The Ledger (student newspaper)	Key Club
Best Buddies	Robotics	Chess Club
German Club	Current Events Club	Acapella Club

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, homelessness, age and/or, disability, and any other class or characteristic protected by law.

NATIONAL HONOR SOCIETY SELECTION PROCESS

The object of the Gamma Chapter of the National Honor Society is to create an enthusiasm for scholarship, to stimulate a desire to give service, to promote able leadership, and to encourage the development of character in Beverly High School students. Candidates will have spent at least one semester in Beverly High School and shall be members of the junior or senior class.

Scholastically eligible (3.75 GPA) juniors will be notified of their eligibility after second quarter (usually in March). Seniors will be notified in mid-October. In addition to the minimum scholarship average, a student must have demonstrated the following:

Leadership:

All elected or appointed leadership positions held in school, community, or work activities in which the candidate is directly responsible for directing or motivating his/her peers will be considered. Examples of leadership include: holding or running for class office or officer position in a club, being an athletic team captain, student-director in drama, section leader in the band, demonstrating initiative in promoting school activities-founder/co-founder of a new activity, etc.

Service:

Service is generally considered to be those actions undertaken by the student that are done in or outside of school with or on behalf of others without any direct financial or material compensation. Any service performed in school, the community, or with religious organizations will be considered. A candidate must have been involved in a significant form of service during his/her freshman year onward. This does not necessarily mean community service, but a student must show that he/she has given up time to help others in an unselfish manner.

Requirements: Freshman year at least 10 hours, Sophomore year at least 15 hours and Junior year at least 20 hours of community service must be performed. Examples of service include: Boy Scouts, Girl Scouts, religious/church groups, tutoring, volunteering services to those in need etc.

Character:

The candidate should have displayed outstanding character. A person of character demonstrates the following six qualities: trustworthiness, respect, responsibility, fairness, caring and citizenship. A candidate may demonstrate this by taking criticism willing, accepting responsibility graciously, and complying with school regulations and staff instructions both in and outside of the classroom. An applicant's character is determined through 3 teacher recommendations that are a required part of the NHS application. In addition, any previous suspendable/disciplinary offense, infraction of school rules and /or improper conduct may be cause for rejection of a candidate. All candidates must display academic integrity (avoid plagiarism, cheating, etc.)

Candidates must fill out an NHS Information Form that demonstrates/describes their leadership, service, and character. Students who submit these forms by the established deadline should understand that review of this information by the Faculty Advisory Committee **DOES NOT** guarantee election.

Members are expected to maintain these high standards during the entirety of their membership. Failure to do so may result in probationary status or resignation from National Honor Society.

INTERSCHOLASTIC ATHLETICS

Sports have an integral part in the extracurricular activities at Beverly High School. **There is a fee assessed to students who wish to participate in athletics at Beverly High School.** The students of our school are encouraged to participate in athletics in each of the three seasons in which they are offered. At Beverly High School, students may participate in the following sports, all of which have varsity teams:

ATHLETIC TEAMS

Fall	Winter	Spring
➤ Cheerleading	➤ Boys Basketball	➤ Baseball
➤ Boys Cross-Country	➤ Girls Basketball	➤ Boys Lacrosse
➤ Girls Cross-Country	➤ Cheerleading	➤ Girls Lacrosse
➤ Field Hockey	➤ Gymnastics	➤ Boys Outdoor Track
➤ Football	➤ Boys Ice Hockey	➤ Girls Outdoor Track
➤ Golf	➤ Girls Ice Hockey	➤ Sailing
➤ Boys Soccer	➤ Boys Indoor Track	➤ Softball
➤ Girls Soccer	➤ Girls Indoor Track	➤ Boys Tennis
➤ Girls Volleyball	➤ Swimming & Diving	➤ Girls Tennis
	➤ Wrestling	

ATHLETIC AWARDS

- ◆ One letter will be awarded to each contestant in each sport that he/she successfully participates in during a school year. After receiving this letter, a player will receive a certificate with team picture testifying to subsequent athletic achievement. Band members will also qualify under this category.
- ◆ No additional awards shall be given except under extraordinary circumstances. Recommendations for these awards shall come from the principal, the Athletic Director and the coach of the particular sport.
- ◆ The head coach of the sport shall recommend all candidates for any award.
- ▲ To be eligible for an award, a player must finish the playing

- To be eligible for an award, a player must finish the playing season as a bona fide member of the playing squad.
- ◆ A player injured in participation during the season thus preventing him/her from fulfilling award requirements may be recommended for an award.
- ◆ Seniors may receive an award for conscientious attendance at practices and games even though failing to meet playing requirements provided they have been squad members for three years.
- ◆ Any manager of a varsity team is eligible for the team's athletic award in his/her senior year provided he/she has served a minimum of two years in that particular sport.

Eligibility	
Quarter	Based Upon
1	End of the Year Final Grades
2	First Quarter Grades
3	Second Quarter Grades
4	Third Quarter Grades

ELIGIBILITY RULES FOR EXTRACURRICULAR ACTIVITIES AND ATHLETICS

- ◆ In order to qualify for participation, a student must have no F's and no more than two D's in the relevant quarter or semester. Eligibility for First Quarter is determined by final grades for the year preceding the activities. All other eligibility is determined by quarterly grades in the last marking period preceding the activities (e.g., Second Quarter grades and not semester grades determine Third Quarter eligibility). Eligibility will be removed or re-sorted in a manner consistent with MIAA policy; that is, on the date on which report cards are issued. In all other matters concerning this policy, unless otherwise stated, the District will follow MIAA policy. In extreme situations due to a student's health (documented by medical personnel) or family circumstances (e.g., death of an immediate family member) the Principal may grant a waiver of the "no F's" for one marking period.
- ◆ A student must take the required number of courses.
- ◆ Academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that marking period have been issued to the parents of all students within a particular class.
- ◆ Incomplete grades may not be counted toward eligibility.
- ◆ A student who repeats work upon which he/she has once received credit cannot count that subject a second time for eligibility.
- ◆ A student cannot count for eligibility any subject taken during summer vacation, unless that subject has been previously taken and failed.
- ◆ A student receiving services under Chapter 766 whose Individualized Education Plan is a 504 or more restrictive prototype, may be declared academically eligible by the principal provided that all other eligibility requirements are met.
- ◆ Participants of extracurricular activities must abide by the high standards of citizenship.
- ◆ Students must be present in school for the equivalent of two periods or blocks to participate that day in extracurricular activities and/ or athletics. An administrator must approve exceptions to this rule.
- ◆ Students tardy after 11:10 a.m. without a valid excuse will be ineligible for extracurricular participation.

ADDITIONAL RULES OF ELIGIBILITY FOR ATHLETES

Beverly High School is a member of the Massachusetts Interscholastic Athletic Association. Under the rules of the MIAA and the School Committee policy, which apply to interscholastic athletic teams regardless of level (varsity, jv, freshmen), you are eligible for interscholastic athletic participation on a team if:

- ◆ You are not 19 years of age before September 1 of this school year
- ◆ You entered this high school from an elementary or middle school
- ◆ You transferred from another secondary school to this school, and your parents moved to Beverly when you changed schools
- ◆ You are an undergraduate, i.e., if you have not received a diploma, certificate of graduation, or sufficient credits to be entitled to the same
- ◆ You have not been ruled out of the game in any given sport twice during a season for unsportsmanlike conduct
- ◆ You have not violated the Chemical Health Policy
- ◆ The team eligibility in general consists of four years beyond the 8th grade in consecutive semesters
- ◆ A student may participate in only ONE practice or game per day, either in or out of school

The above constitutes the major rules of eligibility. If you are in doubt about your eligibility status, consult your principal/athletic director. They are the ones responsible for the decision.

CONDUCT AT ATHLETIC EVENTS

Good sportsmanship is important. It is one of the fundamental reasons for having an athletic program. If the athletic program of our school does not develop good sportsmanship, it cannot be considered successful even if the teams are victorious. You can help build good sportsmanship - remember, as a spectator, you represent our school as much as any team member. Cheer as loudly as you want for our team; don't boo or jeer the visiting team or the officials. Accept the decision of the game official as final and not to be questioned. It is the coach's job to question when there is doubt as to a decision made by an official, not the spectators. Remember they, like you, are human beings. Be courteous and friendly to visiting team members and spectators before, during and after the game. Leave the parking area carefully - be aware of pedestrians.

CHEMICAL HEALTH POLICY

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. (Chemical Health -MIAA) Student athletes are expected to use good judgment and not place themselves in harm's way. Drinking alcohol or using a controlled substance or in the presence of either (alcohol or a controlled substance) at a social gathering, outside of school, may serve as grounds for disqualification if evidence is presented and confirmed by the police and/or school administration.

MINIMUM PENALTIES FOR ATHLETIC ACTIVITIES

First Violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling

25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating the 25% of the season.

Second and Subsequent Violation(s): When the Principal confirms, following an opportunity for the student to be heard, that second or subsequent violations have occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal parts of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 60% of the season.

If, after the second or subsequent violations the student of his/ her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal, in collaboration with a Chemical Dependency Program or Treatment Program, must certify that student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal parts of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year, but a penalty period will extend into the next academic year (e.g. if the penalty period is not completed during the season of the violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year).

In such instances, students will have to assure the principal that they are free of drugs and alcohol before re-entering school.

To ensure that this problem will not occur again, the student will be required to:

1. Receive assessment of the problem from a professional source
2. Become educated about the problem and become enrolled in ongoing therapy of several sessions
3. Provide the results of a clear drug test to the principal
4. Perform community service work

MIAA SPORTSMANSHIP: TAUNTING

Taunting includes any actions or comments by coaches, players or spectators, which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens, based on race, gender, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal characteristics.

Examples of taunting include but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing his/her skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside spirit of the game, including "in the face" confrontation by one player to another, standing over/straddling a tackled or fallen player, etc.

Taunting offenses: Students who participate in such activities will be removed from the event and school discipline will be administered. In

removed from the event and school discipline will be administered. In addition, the student may be banned from attending all extra-curricular activities throughout the school year.

ATTENDANCE

In accordance with the laws of the Commonwealth of Massachusetts, all students are required to attend school. Learning is a continuous process. Students must be in school punctually and regularly in order for successful learning to take place.

The Beverly School Committee, realizing the importance of regular attendance as a factor in successful academic achievement, endorses that the only acceptable reasons for being absent from school are those caused by personal illness or quarantine, death or serious illness in the family, weather so inclement as to endanger the health of a child, religious holidays, court appearances and other exceptional reasons approved by the school administration. Absences for any other reasons are considered unexcused absences. Students will receive a failing grade for the quarter if the number of absences exceeds 3 (three) per course. Students are expected to make up any work missed due to excused absences or tardies.

The school administration shall be responsible for viewing attendance records and initiating appropriate actions at the building level to address unexcused pupil absences and tardiness. The school administration will work with students and their families to provide resources for chronically absent students. Students may receive a failing grade for the quarter if the number of absences exceeds . Students are expected to make up any work missed due to excused absences or tardies. An FA will be calculated as a 59 for the quarter.

PARENTAL NOTIFICATION

To alleviate the concern for a child being lost because of truancy, etc., parents are requested to call the school by 9:00 a.m. (978-921-6132 ext 1) 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.

ABSENCES FROM SCHOOL

Beverly High School defines absences as belonging in one of two(2) categories: excused and unexcused absences. When returning to school, the student must take responsibility to make up missed work when appropriate.

CATEGORIES OF ABSENCE

Excused– (Green Slip) make-up allowed, excused absence recorded. This includes, but is not limited to the following (does not count against student):

- Illness covered by a doctor's note
- Death in the family
- Religious holiday
- Mandated court appearance
- Authorized field trip
- Non-illness related visits to a doctor's/dentist's office for such things as physicals, braces, or check-ups
- Some dismissals by the Nurse (discretion of the Nurse to determine whether documented), when illness or injury occurs during the school day
- Two days annually may be granted for college visitor/permanent career placement visits (must be authorized by student's guidance counselor)

Unexcused – (Blue Slip) make-up allowed, excused absence recorded.

This includes, but is not limited to the following:

- Routine absence due to brief illness as approved by parent/guardian
- Dismissals from school by parent/guardian or person designated on emergency card because student doesn't feel well enough to remain in school
- Absence from classes for family vacations
- Outside-of-School suspension

Unexcused-(no slip) no make-up allowed

- Truancy from class or school

When returning from an absence, the student is required to present to the appropriate floor office, a note of explanation from the parent/guardian and the reason for the absence. This will help determine eligibility for making up missed class work, quizzes or tests.

If absences or tardies are unresolved, students should contact their Assistant Principal.

EXTENDED EXCUSED ABSENCES

When chronic or irregular absence occurs, reportedly due to illness, the principal may request a physician's statement certifying that such absence was justifiable.

ATTENDANCE REVIEW BOARD

If a student is over the allowed number of absences, he/she may appeal to the Attendance Review Board. This board consists of staff members and student representatives who meet before the end of each quarter to determine the status of students' attendance appeals. Students need to make an appointment through the floor office secretaries to meet with the board. For the meeting, students may bring their parent/guardian and/or staff member and any documentation that they may need to support their appeal.

PLANNED ABSENCES

The Beverly Public Schools discourage such student absences. Beverly High School students who take vacations or family trips that do not coincide with previously scheduled school vacation days will miss valuable class experiences that cannot be duplicated in any other way. Such planned absences are discouraged.

We understand, however, that there may be times when such absences are unavoidable. Students and parents need to recognize that, as excused absences, planned absences can imperil the student's academic status for courses that are missed. Although make-up is allowed, the absence counts against the student. Students may receive a failing grade for the quarter if the number of absences exceeds 3 (three) per course.

TARDINESS TO SCHOOL

First block begins at 8:15 a.m. Anyone tardy to first block must report to their Assistant Principal's office. For the safety and security of our students, all entrances are locked at 8:15 a.m. Students and visitors should report to the main entrance on Sohier Road to gain entrance to the building after 8:15

Anyone tardy to school after first block must report to the appropriate floor office.

Each three (3) times a student is tardy to school is equivalent to one (1) absence for each quarter. Such absences count toward a student's total absences, and a letter of notification will be sent to the primary address when a student has accumulated the equivalent of two (2) absences in a quarter.

A teacher may impose other penalties for unexcused tardiness, such as teacher detention or referral to the Assistant Principal. Students who are tardy to school after 11:10 a.m. without a valid excuse will be ineligible for extracurricular activities that day.

TARDINESS TO CLASS

1. Students are expected to be on time for every class and if they are tardy they will serve a teacher detention that day.
2. Each three (3) times a student is tardy to any class constitutes an unexcused absence.
3. Such absences count toward a student's total absences, and letter will make notification when a student has accumulated the equivalent of three (3) excused absences in a quarter. A student who arrives to class halfway through the class (42 minutes) for a regular school day will be considered absent for the teacher's attendance purposes. (For example, a student arriving first block at 8:57 am would be marked absent in the teacher's attendance)
4. A teacher may impose other penalties for unexcused tardiness, such as teacher detention or referral to the Assistant Principal.

If tardiness becomes excessive, the school may refer the student to the Coordinator of Child Welfare and Attendance. Chronic tardiness may result in school discipline and/or court action.

DISMISSALS

All dismissal notes should be taken care of in the floor office before 8:15 a.m. Dismissals must comply with the criteria for documented and excused absence.

Students dismissed before 11:10 a.m. without a valid excuse will be ineligible for extracurricular activities that day. Students who leave the building without following dismissal protocol may be subject to discipline.

MAKE-UP AND INCOMPLETE WORK

A student who has been absent for a day or two should be expected to make up work missed within one week after his/her return.

A student who delays making up his/her work beyond this reasonable period of time cannot expect to get credit for this work. Students who are absent for a longer period of time should be allowed a somewhat longer period of time in which to make up work. Those students who have make-up privileges will be in possession of the proper documentation from the floor office indicating that the reason for their absence has been accepted as legitimate.

Students will not be denied the opportunity to take midterm or final exams.

SANCTIONS/INTERVENTIONS FOR EXCESSIVE ABSENCES

It is the student's responsibility to be aware of her/his attendance status in each class. At two absences, the teacher is required to notify the student and the parent/guardian, by letter, that absences from that class may result in a failing quarterly grade for the course in question. If a student has three or more absences from a class they should notify their Assistant Principal or sign up for Attendance Review Board. The school administration is able to provide support and resources to assist students with chronic absence issues.

If a child's absence whether excused or unexcused becomes excessive.

the principal may notify the Coordinator of Child Welfare and Attendance. Reports of unresolved truancy, chronic tardiness and/or absenteeism may result in the filing of one or more of the following with the Essex County Juvenile Court:

- a. Child Requiring Assistance (CRA) (MA Gen. Laws, Chap. 119, Sec. 39E)
- b. Failure to Cause Complaint (MA Gen. Laws, Chap. 76, Sec. 2) or
- c. an Inducing Absenteeism Complaint (MA Gen. Laws, Chap. 76, Sec. 4).

Prior to a formal court proceeding, a student or parent may be asked to attend an informal administrative hearing with the Coordinator of Child Welfare and Attendance and an Assistant Chief Probation Officer.

TRANSFER STUDENTS

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 to the new school. In notifying the school of any move, please provide the following:

- ◆ Child's last day of attendance, name and address of new school, 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 documents that will make the transition as smooth as possible.

EXCUSE FOR PHYSICAL EDUCATION

Students with physical disabilities who are unable to take physical education for the school year must present the school nurse with an excuse written by their family physician. The school nurse will issue a permanent excuse to be given to the student's physical education teacher. If the student's disability is of a temporary nature, the school nurse will inform the physical education teacher when the student may participate in physical activities in the class. Students may receive other assignments from their physical education teacher in lieu of the missed physical activities.

4TH QUARTER ATTENDANCE FOR SENIORS

Since fourth quarter is approximately 6 weeks long for seniors, two excused absences is the maximum number of absences from class allowed. More than two absences will imperil the student's academic status for that course.

SENIOR PRIVILEGE PASS

The Senior Privilege Pass allows a senior to leave school grounds during non-instructional time or third lunch. It is permission to leave the building for the rest of the school day. The senior pass is an extension of freedom awarded to those seniors who demonstrate by their grades and good citizenship that they are mature, responsible young adults who deserve the opportunity to exercise greater judgment in the use of their time. If students decide to stay in the building, they may report to a teacher's classroom, the library or the cafeteria (if open). Seniors may not walk around the building and must remain in the room to which they reported.

Attendance: No truancy from school
No class cuts
No more than 3 excused tardies in any class

Academic: Minimum of C- average in classes, no Incompletes
Minimum of 32.5 academic credits per year

Behavior: No suspensions the previous quarter the pass is issued

- No lingering in hallways
- No returning to school from pass late – no excuses
- No bringing food back to BHS
- Never taking an underclassman off campus
- Never failing to show picture ID when requested to do so by a staff member
- Never be a disturbance to the community when off campus
- Never give the pass to anyone else to use

The Senior Privilege Pass may be revoked if the student fails to adhere to the criteria. Parental permission is required. The administration reserves the right to suspend Senior Privilege for all students in certain instances (e.g., inclement weather, school emergency).

CONDUCT AND DISCIPLINE

STUDENT CONDUCT

Students are expected to conduct themselves in a manner consistent with school rules and regulations to the end that a positive learning atmosphere be established. Among other things, student conduct shall reflect care and respect for all other members of the Beverly High School community.

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.

Certain breaches of conduct are so serious that the Principal may long term suspend or expel a student under the provisions of M.G.L. c. 71, §37H and 37H ½. These include:

- Possession of a dangerous weapon while on school grounds or at a school-sponsored event
- Possession of a controlled substance while on school grounds or at a school-sponsored event
- An assault on a School Administrator, teacher, teacher's aide, or other staff person.
- A felony charge or conviction

Violations of the code of conduct will subject a student to disciplinary action up to and including mediation, detention, suspension, or expulsion.

CODE OF CONDUCT

Level I Infractions

1. Truancy from class
2. Loitering on school grounds when dismissed or suspended
3. Out of Bounds (a student is anywhere without a pass)
4. Failure to report to floor office upon arrival if tardy
5. Vandalism
6. Failure to report to Assistant Principal as requested
7. Disrespect
8. Profanities or Obscenity
9. Disruptive/sent out of class
10. Excessively tardy to class without an acceptable excuse

11. Leaving class without permission
12. Failure to stay for teacher detention
13. The use of technology without teacher / staff permission
14. Violation of school parking and/or irresponsible use of vehicles
15. Possession of food/beverage outside the cafeteria
16. Threat to another student
17. Bullying/Harassment
18. Dress Code Violation

Level II Infractions - Section A

1. Insubordination (willful and/or intentional failure to follow a reasonable direct order of a staff member)
2. Truancy from school
3. Leaving school or grounds without permission
4. Threat to another student
5. Pattern of minor disruptions
6. Bullying/Harassment/

LEVEL II INFRACTIONS - SECTION B

1. Failure to give his/her name to any school employee when asked
2. Compromising School Safety - (Unauthorized area, unauthorized opening exterior door)
3. Cheating/Plagiarism
 - ◆ First infraction - zero on work, parent conference
 - ◆ Second infraction - zero on work, possible suspension
4. Gross disrespect
5. Vandalism
6. Photographing/recording another person without permission
7. Posting photographs/recordings of another person on social media without permission
8. Violation of a BHS restraining order
9. Gambling
10. Forgery
11. Lying
12. Removal from ISD
13. Bullying/Harassment/

LEVEL III INFRACTIONS - SECTION A

(Police and/or Fire will be notified, charges may be filed)

1. Fighting (physical contact) or instigating a fight. **FIGHTING WILL NOT BE TOLERATED AT BEVERLY HIGH SCHOOL**
2. Hazing
3. Possession of drug paraphernalia
4. Possession/use of vaping materials or tobacco products
5. Violation of a restraining order
6. Photographing/recording another person without permission
7. Posting photographs/recordings of another person on social media without permission
8. Problem at *another* school or school's function (ex.: vandalism of another school, under the influence of alcohol or drugs at a sports event, under the influence of alcohol or drugs at a prom or dance)
9. Destruction of school property
10. Destruction of another student's property
11. Threat to another student
12. Threat to school safety
13. Violation of the Anti-Bullying/Harassment policy
14. Stealing
15. Use of profanity, obscenity directed at a staff member
16. Violation of the Non-discrimination policy
17. Violation of Sexual Harassment policy

LEVEL III INFRACTIONS - SECTION B

(Police and/or Fire will be notified, charges may be filed)

1. Starting a fire in school or on school property
2. Possession of a weapon in school
3. Sale, possession, and/or use of drugs and/or alcohol in school, on school grounds or at a school sponsored activity - including coming to school or school sponsored activity under the influence of same.
4. Striking and/or threatening any member of the school staff
5. Mayhem - This infraction will be assessed under the following conditions:
 - a. Willfully injuring, maiming, or crippling another student
 - b. Inciting or contributing to incite riotous disorder, confusion or havoc
6. False fire alarms and bomb scares
7. Pranks – Student pranks are considered dangerous and a threat to the safety and rights of others. There is no such thing as a “harmless” prank. In addition to suspension, students involved in pranks may lose the privilege of attending all school-sponsored events, including senior activities for twelfth graders. Seniors involved in pranks may also lose the privilege of participating in the graduation ceremony.

LEVEL II AND III INFRACTIONS MAY RESULT IN SUSPENSIONS.

OTHER RESTRICTIONS

The Principal or Assistant Principal may restrict a student as a disciplinary matter. Restrictions include:

- a. Loss of the privilege to attend social events
- b. Loss of the privilege to attend athletic events
- c. Loss of the privilege to participate in school activities
- d. Loss of parking privileges
- e. Not allowed to attend field trips

Please note: This is not an exhaustive listing of all possible infractions. The administration reserves the right to issue consequences for other inappropriate behaviors not specifically listed above. School administrators have the discretion to assess consequences for behavior based on their professional judgement.

The atmosphere of a school is a reflection of the attitude of its students and staff toward the school and toward each other. It is of equal concern that we achieve an atmosphere of order, self-discipline, safety and mutual respect. We believe our students have the maturity and good judgment to regulate their own behavior. When these qualities need further development, we are ready to provide the necessary guidelines. The school belongs to all of us, and it can only be what we want to make it.

Each teacher, within the policies set by the Beverly School Committee for the Beverly Public Schools, will establish behavior expectancies within his or her own classes. A teacher may detain a student whenever the student is not performing at that expectancy level. If there is a continuance of poor conduct displayed by the student, the teacher will request a parent conference. Teachers may schedule time after school to discuss academic problems as well as discipline issues.

TEACHER DETENTION

A teacher may detain a student after school. During this time, there should be a positive exchange between teacher and student to explain

what is the expected behavior and how the student can work to attain the expected level. Students should report to a teacher detention before reporting to an office detention.

OFFICE DETENTION

Office detention will be held on scheduled days, after school. Detention will run from 2:45-3:27 p.m. in a designated area with two staff members to oversee students. Students may do more than one detention by reporting to the appropriate assistant principal at 3:27 p.m., after completing one detention in the detention room.

Students are expected to report to detention on the day assigned unless excused by the Assistant Principal. Students are expected to work on school assignments and bring appropriate materials to office detention. There is no talking or sleeping. If a student is sent out, the Assistant Principal will take appropriate action.

Failure to serve Office Detention without AP's permission may result in additional detentions or suspension.

STUDENT SUSPENSIONS

Suspension from school (in-school or outside) involves the denial of a student's privilege to attend school and its activities. A parent-student-counselor-administrator conference is necessary before a suspended student will be allowed to return to school. In all matters pertaining to a violation of criminal law by students, the administration shall take necessary steps to protect the reputation and rights of students under the law while fully cooperating with the police.

A suspended student, whether in-school or outside, **IS NOT ELIGIBLE** to participate in extracurricular activities or athletics. This means games and/or practices. Friday suspension includes Saturday and Sunday activities. A student whose suspension runs into the next week of school **IS NOT ELIGIBLE** to participate in any school activities until said student has returned to classes following the suspension. (This applies to long weekends and vacations.)

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.

A suspended student is restricted from entering the school buildings, or coming onto school grounds; and 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 the 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, 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. In-school suspension for less than 10 days shall not be considered a short-term suspension. An in-school suspension of more than 10 days shall be deemed a long-term suspension.

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 determines that the student committed the disciplinary offense, the principal 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 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 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 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 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, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

Removal from Extracurricular Activities and Attendance at school sponsored events

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in M.G.L. c. 71, § 37H¾ or 603 CMR 53.00.

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 due process rights

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.

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).

Short Term Disciplinary Sanctions: 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.

Long Term Disciplinary Sanctions: 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. Following this hearing, a written decision will be issued. 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.

2. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (M.G.L. c. 71, §37H ¾)

Notice and principal's meeting:

For any suspension under this section, the principal or a 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.

a. Short-term Suspension

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. 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.

b. 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; 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 an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

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.

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 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.

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.

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.

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.

Superintendent's hearing:

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.

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.

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. 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 School.

Discipline and Students with Disabilities

In addition to due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students with disabilities. Additionally, 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. 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 the 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 School's procedures and applicable law. The school, however, must offer the student:
(a) services to enable the student, although in another setting, to continue to participate in general education curriculum and to progress toward IEP goals; and (b) as appropriate, a functional behavioral assessment and behavioral intervention services and modifications to address the behavior so that it does not recur.
4. If the building administrators, the 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 school 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 school 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.

OTHER INFORMATION AND REGULATIONS

ACCOMMODATION PLANS (504)

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a handicap in any program receiving federal financial assistance. The act defines a person with a handicap 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; or
- 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 handicap 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.

ALCOHOL/DRUG USE

School officials have the authority to decide whether or not there is evidence that a student has consumed alcoholic beverages or drugs before school or a school-related activity, and the effect of the consumption upon the student.

No one may have in his/her possession any alcoholic beverages or drugs in any public school building or any premises used for public school purposes. Violation of this prohibition is punishable by fine or imprisonment, or both.

See Chemical Health Policy, pg. 24 and/or Expulsion, pg. 36.

ASPEN FAMILY PORTAL AND ASPEN STUDENT PORTAL

The Aspen Family Portal software and the Aspen student portal is a new tool that the Beverly School district has to maintain communication with parents and students.

Beverly High 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. BHS students can use the Aspen Student portal on computers or mobile phones to view their schedule and keep up with academic progress. The portal displays contact information, health office visits and health conditions, as well as a record of school attendance as well as a students' schedule, class assignments, and latest grading information. Student report cards will be published to the portal.

Even though parents and students will be able to check grades 24 hours a day / 7 days a week, teachers will be expected to update their gradebooks in accordance with the district's grading policy. Please be patient and do not contact teachers requesting a grade sooner than what is outlined in that policy. Grading policies will be posted on the

Moodle site for each class.

Remember, the teacher's grade book is a "snapshot in time" and not necessarily an accurate reflection of the student's overall progress or performance. Please adhere to the following protocol in the order listed before contacting your teacher about concerns regarding your student's progress and/or grades:

1. Speak with your student.
2. Have your student talk to his/her teacher for clarification.
3. Parent(s)/guardian(s) may send an email or call the teacher. You can expect a response by the end of the following school day.
4. Parent(s)/guardian(s) may request a meeting through the Guidance Department.
5. After all of the above, parent(s)/guardian(s) may contact school administration by phone or by email.
6. Final quarter grades will be posted on the day report cards are sent home.

Grading Policy - Posting Grades on the Parent Portal

For most assignments, grades will be posted within seven school days.

For longer assignments such as essays and lab reports, grades will be posted within fourteen school days. Some assignments may take longer.

For all assignments that are not graded within seven school days, teachers will record if a student has turned in the assignment.

Attendance concerns and conduct concerns should be addressed by calling the school office at 978-921-6132

If you don't have a family portal account, please contact your school clerk. Students receive access to the student portal in the first week of school.

BACKPACK POLICY

In the interest of safety, large backpacks should be placed in lockers. Students will be allowed to carry laptop cases, tote bags and/or drawstring backpacks from class to class.

CAFETERIA AND LUNCH

In an effort to provide a clean and pleasant environment for our students at lunch, students are asked to behave appropriately, and to clean up after themselves. Students may go into the cafeteria patio, weather permitting, during lunch. This privilege depends on the area being kept clean of lunchtime trash.

Forms, which delineate the conditions for the procurement of free or reduced priced lunch by students, are available in the Main Office.

Eligibility for free or reduced priced lunch is determined by a family income scale and the number of children in the family. The necessary forms are available in the Main Office and on the district website.

CARE OF SCHOOL PROPERTY

CARE OF SCHOOL PROPERTY

Students are expected to respect all school property including books, workbooks, interior and exterior walls, and lockers. Students who deface any school property will be responsible for their actions and will be expected to pay the cost of any cleaning, repair or replacement. Athletes are responsible for all equipment and uniforms issued.

CLASSROOM PERMISSIONS

Students should not leave the classroom except for an emergency or a call from an administrator's office. Passes are required for travel in the corridors.

A student wishing to report to another teacher during the school day must have a pass from the teacher the student wishes to visit. Requests on the part of a student to leave the room to visit another teacher will be granted only upon evidence that the teacher whom the student wishes to visit is available to receive him/her at that time.

Students will not ordinarily be allowed to visit teachers during a period when either the students or the teachers are scheduled for classes.

CONFERENCES AND EXTRA HELP SESSIONS WITH TEACHERS

Teachers welcome the opportunity of having individual conferences with students and/or parents. It is expected that students will initiate the scheduling of extra help sessions with teachers. All teachers at BHS are available after school at least two afternoons each week.

DANCE REGULATIONS

It is a privilege to attend a dance sponsored by Beverly High School.

All school rules and policies are in effect at any dance, semiformal or prom (inclusive of smoking, drugs and alcohol policies). Students should not owe detentions or be serving a suspension. Proper dress is required. Students are encouraged to dress neatly and appropriately.

No one will be allowed to leave and return to the dance. Guests may be invited to some dances. This will be announced in advance. Guests must be registered a week before the dance, with the advisor hosting the dance. Normally, students are limited to one guest.

The administration at Beverly High School may require a Breathalyzer test as a condition of admission for all students attending proms, dances or other similar events in order to foster a safe and comfortable environment for all staff and students. The Breathalyzer test has been approved protocol over the past several years at Beverly High School.

In addition, students may be subject to search.

DRESS CODE

The school expects every student to dress in a manner that does not disrupt or impede the education process but allows diversity of taste, fashion, and individual preference. All students are expected to observe standards of cleanliness, modesty, and good grooming. The following regulations have been instituted because of the school's wish to avoid all dress that is potentially disruptive or threatening to health or safety (this includes special student activity theme days):

- ◆ Footwear must be worn at all times.
- ◆ Clothing with advertisements or depictions of drugs, alcohol or tobacco products **WILL NOT** be allowed.
- ◆ Clothing that displays offensive messages **WILL NOT** be allowed.
- ◆ Clothing considered to be revealing will not be allowed. Students who are wearing clothing that may be considered revealing will be asked to adjust what they are wearing.

- revealing will be asked to adjust what they are wearing.
- ◆ No exposed undergarments
- ◆ In the interest of safety/security, students are not permitted to wear any hoods at any time in the school.
- ◆ In the interest of safety/security, students are not permitted to wear any insignias or symbols associated with criminal activity.
- ◆ Winter outerwear is **NOT** to be worn in school unless certain conditions merit the need for it

If it is determined that a student is inappropriately dressed, the student will be asked to change, or will be sent home to change. Continual refusal to comply may result in discipline.

ELECTRONIC DEVICE POLICIES – STUDENTS USE OF ELECTRONIC DEVICES / TECHNOLOGY IS A PRIVILEGE.

To minimize disruption during instructional time, the use of technology without teacher / staff permission is not allowed. (such as but not limited to laptops, cell phones, ipods etc.) For further details and information, please review the acceptable use policy on page 93.

First offense: Teacher / staff warning - student will be asked to put item away and possible teacher discipline.

Second Offense: Two day administrative detention, student item will be confiscated by administration and returned at the end of the school day.

Subsequence Offenses: In-school detention and student item will be confiscated by administration and returned at the end of the school day.

Repeated violations will result in further student discipline, loss of technology privilege and parent / guardian conference.

Non-Instructional Time - Students

Reasonable use of technology is expected from all students during non-instructional time during the school day and any school related activities. Students are expected to follow policies and procedures as outlined in the Beverly High School student handbook

ENGLISH AS A SECOND LANGUAGE (ESL)

English as a Second Language (ESL) is a citywide program in which limited or non-English-speaking students are mainstreamed for most of the day and pulled out of the regular classroom for English language instruction, according to their needs.

FIELD TRIPS/FOREIGN EXCHANGE PROGRAM

The principal's approval is needed for all field trips that are defined as part of the written curriculum. In these cases the field trip experience is part of the course, and the student will be held accountable for specific knowledge that is an integral part of the curriculum. Such trips are mandatory and all students in the class must go.

Field trips that are valuable experiences, but not part of a curriculum, will require the teacher to grant permission for the student to go on the field trip based on his/her academic standing.

In both cases, parents must grant permission. If fees are charged for the trip, no student should miss a mandatory trip because he/she cannot afford it. Students should be given a way to privately let the teacher know of financial problems. The teacher will approach the principal for full or partial funding for that student.

FOREIGN TRAVEL TRIPS

Beverly High School World Language department often sponsors trips to foreign countries to strengthen and improve the study of world languages in the United States and to expand international communication and cooperation. Often, the school sponsors foreign exchange trips between Beverly High School and a partner school in Europe. Our part of the exchange lasts two weeks. Beverly usually plans to have its students travel to Europe the week of February or April school vacation plus the week immediately before or after it. The European students usually are in Beverly during their fall vacation break in October, or the spring break in April.

Because participants will be missing one week of school to take part in this exchange, only those who consistently maintain a grade average of “B” or better in every major subject, both semesters, who contract with their teachers to complete all missing assignments one week after the return, will be allowed to participate. In addition, all participants must comply with BHS standards for school attendance and conduct.

Discipline or attendance problems may be reason for not allowing a student to participate.

FIRE DRILLS/EVACUATION DRILLS

Emergency Procedures

Any student observing a fire in the building should notify the nearest teacher or staff member. If a teacher is not in the area, the student should go immediately to the nearest fire alarm box, open it by means of the handle, and pull the lever inside. All pull boxes are connected directly to the Central Fire Station. Only then should the observer call the school office to provide details.

Fire Drills

All students should:

- ◆ Recognize fire alarm signals
- ◆ Stop all activity and exit the room quickly and quietly
- ◆ Walk, **never run**, out of the building unless directed differently
- ◆ Students are not to go to their lockers for their coats but are to leave the building immediately.
- ◆ Students should assemble in the appropriate location outside the building. They should report to their classroom teacher at the time of the alarm. If that is not possible, the student should report to the nearest staff member.
- ◆ In the event of a drill while students are passing in the corridors, everyone should stop at the first sound of the alarm. Students should go to the nearest exit and get out of the building as quickly as possible. Teachers will step in immediately to help direct students to nearest exit.
- ◆ Students are not to enter cars in parking lot.
- ◆ Students are not to return to the building until the bell is rung, or students are told to do so by an administrator.

ALICE protocols

A.L.I.C.E.- The acronym stands for the following words:

- Alert - Spread the word that there is a threat
- Lockdown – First step to buy some time
- Inform – Notify others as situation develops
- Counter - If no option be prepared to fight
- Evacuate – Best option when safe to do so

As with fire alarms and drills, the high school will inform students during the first quarter of the school year about the correct procedures to use for emergency situations that require the use of the ALICE protocol.

The following terms are used when alerting the school community about potential threats:

Intruder alert-This would be a warning to the school community that an unsupervised and possibly dangerous person is in the building. It is during an intruder alert that students and staff would need to follow the A.L.I.C.E. protocol.

Secure Room is an option that allows for a heightened alert status that can transition rapidly to a barricade or evacuate situation. Teachers are asked to clear the halls and lock the doors, pull the shades, but may continue normal classroom business. This is used when a situation is being assessed.

Stay in place is an option that is similar to secure room in that teachers are asked to clear the halls and may continue normal classroom business. This is usually used when there is a non-threatening emergency in the hallways. It is intended to lessen the number of people in the halls.

FUNDRAISERS

The principal and superintendent must approve all fund raising by organizations. If the fund raising is done beyond the school, the mayor's office must approve the activity. All organizations must fill out a fundraising form and wait for approval before implementing the fundraiser. If any part of the school building will be used after school hours for the fundraiser, a building use form must be approved as well. Student and teachers are not allowed to raise funds for school or personal endeavors during the time classes are meeting. Any bake sales must be arranged in conjunction and with the approval of the Food Service office. Bake sales may be held in the cafeteria before and after school with permission of the administration. Request forms are available in the Main Office.

HEALTH SERVICES

Beverly High School offers services to facilitate referrals for students who have issues such as eating disorders, dating violence, anger management and substance abuse. See your guidance counselor for more information.

- A. *School Accidents*- Students who sustain medical or dental accidents during the school day should report to their teacher such an accident so that a record of the incident may be initiated. Students should also report to the nurse's office for evaluation, treatment and disposition.
- B. *Medications*-Parents are urged to give medications at home before or after school. If medicine is to be administered in school, it should be sent to the nurse with a note detailing the following:
 - 1. The name of the drug
 - 2. How it is to be administered (by mouth, eardrops, etc.)
 - 3. Amount of the dose
 - 4. Time of the dose

Parents also need to provide written permission for the nurse to dispense the medicine. All medicine delivered to the nurse will be kept in a locked cabinet in the nurse's office. All prescription medications require a doctor's signed order before the nurse can dispense them. Please contact the school nurse if your child will require prescription medication during the school day. Non-aspirin pain relievers will be administered to students with the written permission of a parent or guardian signed on the back of

written permission of a parent or guardian, signed on the back of the emergency card.

- C. *School Health Insurance*--School health insurance is made available to all students at the beginning of the school year. Participation is optional, and parents may elect either "school day" or "24-hour coverage." All students participating on any athletic teams are automatically insured at no cost to them through the school department coverage. Students injured in athletics should obtain an insurance company accident form from the Athletic Director's office.
- D. *Emergency Card Information*- At the beginning of the school year, families are required to complete an emergency card for each child attending school. Emergency cards provide the school with correct information for emergency situations. Any unlisted telephone number should be reported on the card as unlisted. The school will keep all information confidential. Please inform the school immediately of any information changes during the year, such as phone number, address, or the names of emergency contact people. Keeping information current and accurate is important for the student's safety in the event of any emergency. Students will only be released to people listed on the Emergency Card.
- E. *Communicable diseases*- It is the policy of the Beverly Public Schools to protect the rights of all its students. Students with any communicable disease have the same right to attend classes or participate in school programs and activities as any other. The student(s), parent(s), or guardian(s) are the gatekeepers of information relating to the student's medical status. They are not obligated to disclose this information to school personnel. Should they decide to inform certain school personnel, they may elect to do the following:
- Inform the school nurse or physician directly.
 - They may request the primary care physician to make the disclosure. In this case, specific, informed, written consent of the student's parent(s) or guardian(s) is required.
 - Further disclosure of a student's medical status by the school nurse to other school personnel requires the specific, informed written consent of the student's parent(s) or guardian(s).
 - No student who has a communicable disease will be excluded from attending courses or participating in extracurricular activities.

HOMEWORK

The faculty and administration of Beverly High School believe that homework is an essential component in a successful program for learning. Some of the purposes include providing:

- ◆ An opportunity to organize and review your work as an individual; a chance to do a self-check by asking, "Does the information I received today make sense?"
- ◆ Time for reading and thinking in a quiet place.
- ◆ An opportunity for the student to develop his/her own style of learning.
- ◆ Creating time to pursue the details of a subject. Class time only is not enough.
- ◆ An opportunity to reinforce and practice concepts introduced in class, which can be used by the teacher for assessing mastery of concepts.
- ◆ An opportunity to discover, to explore beyond the classroom material, to try out their own ideas without criterion, a chance to be creative.

- ◆ An opportunity to make connections to ideas for other disciplines.
- ◆ Time to get background or research needed to prepare for the next day's project or lesson.
- ◆ Rehearsal time for performances and presentations of projects.
- ◆ Time to take responsibility for knowing concepts and practicing skills, i.e., practice becoming an independent learner.
- ◆ An opportunity to review "flipped" classroom presentation.

The time it will take for a student to do homework will vary according to ability, learning style, and time management skills and assignment given. The average student may be expected to have 30 minutes to 1 hour of homework for each daily course on the alternating day schedule. Honors students may be assigned more than an hour's homework.

It is our intention that no student has more than 3 hours of homework on any given night. If a student is regularly doing over 3 hours of homework (not due to procrastination), something is wrong. The student and/or parent should speak to the student's counselor

It is expected that students will manage their time to meet deadlines for long-term assignments. Just because a teacher does not assign a specific daily assignment, it does not mean the student has nothing to do in that subject on a given night.

Parents are an integral part of the homework system. Teachers must rely on parents to supervise homework. Parents need to help structure a student's time so that each night there is a routine for getting the assignments done.

The faculty and administration at BHS consider homework to be part of the student's academic experience. The regular completion of assignments at home is important for a student to reinforce classroom concepts. The balance of extracurricular activities, part-time jobs, and homework completion is the responsibility of the student. The following guidelines are designed to provide a framework for all members of the school community:

Parent Expectations

- ◆ Help to establish a regular routine for learning at home such as regular study areas and hours.
- ◆ Monitor and evaluate outside activities to be sure that the student has sufficient study time.
- ◆ Ask that time be used for reading or reviewing notes when no specific homework assignments have been given.
- ◆ Recognize that homework is assigned and, if necessary, require the student to keep an assignment record that can be reviewed at home
- ◆ Give individualized support

Student Expectations

Consistent with the leveling criteria and curricula requirements, it is the responsibility of the student to:

- ◆ Expect to average from 2-4 hours per night of homework and study.
- ◆ Ask for clarification if the assignment is not clearly understood.
- ◆ Record both daily and long-term assignments and due dates.
- ◆ Complete homework as defined by the individual teacher. Be aware of each teacher's expectations and policies in regard to assignments missed due to absence.
- ◆ Submit homework on the assigned date and make-up work promptly when absent.

- ◆ Arrange a proper study area at home and organize time to accomplish homework assignments.
- ◆ Establish a study schedule free from distraction (television, telephone, etc.)

Teacher Expectations

- ◆ Clearly define homework assignments to students
- ◆ Communicate homework policy and expectations to parents at Open House sessions.
- ◆ Provide a procedure for students to get information given while students were absent, especially long-term assignments
- ◆ Provide students with timely feedback on how well they have done on homework assignments
- ◆ Inform parents in a timely manner if a student does not meet his/her responsibility to do homework

INCIDENT REPORTS

The Beverly Public Schools has a *Memorandum of Understanding* with the Essex County District Attorney's office and the Beverly Police department. Incident reports are filed with the Superintendent and with the police. Principals are responsible for reporting criminal activity to the police department and to the Superintendent's Office. Acts that require such reports include but are not limited to various forms of assault, destruction of property (including graffiti, arson or vandalism), theft, civil rights violations or threats, possession or use of a dangerous weapon, possession or distribution of a controlled substance, or coming onto school property under the influence of alcohol or other drugs.

It is the sole prerogative of school officials to impose any discipline 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 investigation process.

In addition, principals comply with M.G.L. Chapter 71, Section 37L.

This state law requires principals to file a report with the Superintendent for any incident involving a student's possession or use of a dangerous weapon on school premises. The report is required whether or not the weapon was found during school hours, and whether or not the student has been expelled. Consistent with the law, the Superintendent will file copies with the police chief, the Department of Social Services, and the local school committee before suspending the student.

LIBRARY

Students are encouraged to use the library as often as they desire. We wish to encourage the habits of independent study and research, as learning should be a lifetime pursuit. The library is to be used by those students who desire a place for quiet study. Library computers offer Internet access and other software to aid research. Students who wish to use the library should sign in to use the library.

The library resources are available to both students and teachers. Books and e-readers may be loaned for two weeks and may be renewed.

Food and drinks are not allowed in the library. The library is not to be used by students as a place for socializing. It is intended that the library facilities will provide conditions suitable for both concentrated study and reading.

SEARCHES

Students' personal belongings, desks, lockers, and vehicles may be subject to search by school personnel when school administrators have reasonable grounds to believe that a search will reveal evidence that a student has violated the law and/or the school rules. Ordinarily, searches will be conducted by a member of the school administration in the presence of another adult. As soon as is practicable after the conclusion of a search, the parents/guardians of the student will be notified.

Similarly, if a search uncovers objects prohibited by school rules, or which may be otherwise disruptive to the educational environment, these objects may be retained by school officials and returned later to the student or his/her parents/guardians. Searches may include the use of canines.

Search Procedures

1. It is prohibited to store any illegal items/substances in violation of any school rule in a locker. Items/substances prohibited from being in lockers include: guns, knives, weapons (real or fake), illegal drugs, alcoholic beverages, fireworks, explosives, fire/smoke/odor producing products, and any other article not permitted in school.
2. At the discretion of a School Administrator, a student's locker, backpack, and personal belongings may be searched when there is reasonable grounds to believe that prohibited items/substances may be found and when the student is on school grounds, or at a school-sponsored or school-related event. Should prohibited items/substances be found, they will be seized.
3. A search of a student's belongings and/or vehicle will be performed and seizure of prohibited items/substances discovered in the course of such a search will occur only if there exist reasonable grounds for suspecting that the student has violated, or is violating, either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives, and will not be excessively intrusive in light of the age and the gender of the student and the nature of the infraction.
4. When possible within reason, a search of a student will be made in the presence of a School Administrator accompanied by another adult.
5. When possible within reason, a search of a student's automobile parked on school grounds will be in the presence of the student(s) whose conduct is under scrutiny and in the presence of a school official.
6. Should a search reveal objects or substances, the possession of which may give rise to a crime, notice will be given to the police. In the event of the questioning, custody or arrest of students by law enforcement officials, the school Principal, or his/her designee, will be present when possible. The Principal will request that all procedural safeguards are observed and that parents are notified.

Students found with illegal materials of the kind specified above may be suspended for a period of 5-10 days and may be subject to criminal prosecution.

In keeping with our responsibility to provide a school environment, that is safe and drug free, the Administration will periodically request the assistance of the Beverly Police Department. Essex County District

assistance of the Beverly Police Department, Essex County District Attorney's Office, and the Essex County Sheriff's Office to conduct a search of the school building, including common areas, lockers and school grounds, with their specially trained K-9 Unit.

PARKING INFORMATION

Driving an automobile to Beverly High School is a privilege. Students who drive a car to school must practice safe driving rules, conform to the Discipline Code, and obey parking restrictions. Students who drive to school should operate at greatly reduced speed (8 miles an hour) in the area of the school, particularly at the front of the building where students are disembarking from buses and school personnel are entering the building from the parking area along the north side drive. Students are to park within the marked areas only. Fire lanes must be kept open. Students are not to park in the faculty parking lot. All cars should be properly locked. The school cannot be responsible for valuables left in cars or damage incurred while parked.

POSTERS AND SIGNS

Posting of information not directly related to Beverly High School must be approved by the principal prior to posting on school property.

Students are not to tape signs or posters to the painted plaster walls or windows. No posters are to be put up in the building except on the bulletin boards.

SAFETY PLAN/SCHOOL RESTRAINING ORDER

If necessary to help students feel safe at Beverly High School, a safety plan can be written by the Principal or Assistant Principal, with the input of the student. Such a plan will identify a clear plan of action and "safe" places the student could go if feeling threatened. Copies of the plan will be given to the student, his/her teachers, each floor office as well as the Main Office and the Guidance Office. The student's parents or guardians, as well as the school police officer will also be notified.

A Beverly High School Restraining Order is put into effect by the Principal when all other attempts to settle a dispute have been exhausted (i.e. Peer Mediation). Violation of this internal restraining order is a suspendable offense.

SCHOOL BUS SAFETY

All rules and regulations of conduct, which are enforced in school, apply to students traveling on school buses. The school district is responsible as much as when they are in a school building. Bus rules are designed to ensure the welfare, safety and security of all students. Students should wait for the bus in a safe place, away from the road.

Each bus rider shall be properly seated, and aisles shall be clear at all times. No standees will be permitted while the bus is in motion. Bus riders should cooperate with the bus driver. Eating and drinking is not permitted on any bus. Drivers will be obligated to refuse all passengers in excess of the rated capacity of their buses.

SMOKING POLICY

Smoking or using an ecigarette or any other use of tobacco or tobacco 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 or any visitors.

Smoking in school or on school grounds warrants a \$50.00 fine for the first offense, increasing by \$25.00 for each subsequent offense. (See page 67 for City Ordinance.)

SPECIAL EDUCATION (SPECIAL NEEDS, CHAPTER 766)

Special Education services, as mandated by state and federal law, are available to students with special needs in Beverly Public Schools.

Federal and state laws declare that no child should be excluded from a free, appropriate public education because of a physical disability, a learning problem, an emotional or behavioral problem or mental retardation. The law provides, at no cost to the family, any special services a child needs in order to learn. A team made up of the classroom teacher, the school principal, parents or guardians, a school psychologist, a school social worker and, if necessary, a learning disability specialist, a speech and language therapist, and other therapists will evaluate any student requesting special services and will recommend appropriate actions.

STUDENT PUBLICATIONS

The school reserves the right to govern the time, place and manner of all student publications. Anyone wishing to distribute publications in school or on school grounds must speak with the principal to determine the appropriate conditions for distribution. Normally, distribution will take place before and after school and at lunch. The school does have the right to discipline students who do not meet the standards set above.

School-sponsored publications must be approved by the advisor and principal in a timely manner before and must:

- ◆ Be free of libel and defamatory statements.
- ◆ Not contain obscenities or profanity. Obscene material appeals to prurient interests and is offensive to community standards.
- ◆ Allow opposing views on controversial issues.
- ◆ Not be inflammatory, i.e., words that would be deemed fighting words, words that would incite violence.
- ◆ Not disrupt the educational environment or interfere with the rights of other students to learn.

UNOFFICIAL PUBLICATIONS

In the interest of a full and free education, students may publish their ideas. The same rules above apply, except that the principal and an advisor do not have to approve of the publication. However, the school does have the right to discipline students who do not meet the standards set above. Students are urged to get informal advice about meeting the standards from the principal before distribution.

STUDENT RECORD REGULATIONS & FERPA

The ***Family Educational Rights and Privacy Act (FERPA)*** is a federal law that provides two basic rights to parents in regards to student records:

1. The right to inspect and review their child's education records
2. The right to prevent unauthorized persons from seeing the same records

The Commonwealth's student record regulations (603 CMR 23.00) are designed to ensure parents and students of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

To request records, please send a written request to your child's school and/or to the Administrator of Special Education and PPS, Beverly Public Schools, 70 Balch Street, Beverly, MA 01915.

Student Records Description: Student records consist of all information

Student Records: Description Student records consist of all information kept by the school and organized in a manner such that a student may be individually identified. Student records include both the Permanent Record (transcript) and a Temporary Record. The transcript shall contain the minimum data necessary to reflect a student's educational progress. This data shall be limited to the student's name, address and phone number; birth date; the name, address, and phone number of parent/guardian; course titles, grades (or the equivalent when grades are not applicable), course credit, grade level completed, and the year completed. A Temporary Record contains the majority of a student's information maintained by the school. This record may include information such as standardized test results, MCAS scores, extracurricular activities, and evaluations by teachers, counselors or other school staff.

Student Records: Destruction of Records Following a student's withdrawal, transfer, or graduation from BHS, the only document that will be kept on file in the Guidance Office will be the Transcript/Permanent Record, which must be kept by the school system for at least sixty (60) years after students leave the system. Upon withdrawal, transfer, or graduation from BHS, students will be given notice at that time of their right to obtain their Temporary Record and that, should a student not obtain it, it will be destroyed by a specified date (which by law must be within seven (7) years of withdrawal, transfer, or graduation). Since there may be some information contained within the folder, such as a student's Health Record, which may be of value in the future, it is suggested that students obtain their Temporary Record and make and keep duplicate copies. If a student received any special education services while at BHS, they may obtain those parts of their Temporary Record from the special education office.

Student Records: Access by Parents and Students A parent with physical custody of a student under 18 years of age or a student who has entered the ninth grade or is at least 14 years old ("eligible student"), has the right to inspect and/or copy all portions of the student record upon request. The record must be made available to the parent or eligible student no later than ten days after the request, unless the parent or eligible student consents to a delay or unless the request is made by a non-custodial parent. A reasonable fee may be charged for the cost of copying the record. The parent and eligible student also have the right to amend the student record or to request deletion of certain information. Instruction on how to do this may be obtained from the Registrar's office. The parent and eligible student may also request to have parts of the record interpreted by qualified school personnel or may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

Student Records: Access Procedures for Non-Custodial Parents State law mandates standard procedures for making student records available to a non-custodial parent. Under M.G.L., Chapter 71, Section 34H, a non-custodial parent is one who does not have physical custody of their child. Such parent must submit a written request to the school principal annually in order to obtain a copy and/or access to their child's record. For more information about making this type of request, contact Administrator of Special Education and PPS, Beverly Public Schools, 70 Balch Street, Beverly, MA 01915.

Student Records: Access by Third Parties With a few exceptions, information in a student's record will not be released to a third party without the written consent of the eligible student and/or a parent having physical custody of a student under 18 years of age. These

having physical custody of a student under 18 years of age. These exceptions are set forth in the federal statute "FERPA", 20 U.S.C., § 1232g and 34 CFR Part 99, and in the Massachusetts regulations, 603 CMR 23.00. In addition, the following information will be released as a routine matter unless a student or parent follows the objection process set forth at the end of this section.

- i. Directory Information: A student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and posthigh school plans.
- ii. Recruiting information for the Armed Forces and Post-Secondary Educational Institutions: Upon request from military recruiters and/or representatives of post-secondary educational institutions, the Beverly Public Schools will provide the name, address and telephone listing for all secondary students. If an eligible student and/or parent does not want Directory Information or Recruiting Information released, they must notify the Beverly High School Principal in writing no later than September 15 of the year in which they first enroll in BHS. Otherwise, said information will be released. A written objection received in accordance with this procedure shall be treated as continuing in effect during a student's enrollment in BHS until and unless the eligible student and/or parent notifies the Beverly High School Registrar in writing that the objection to release is removed.

Student Records: Amendment The eligible student and their parent, or either one, has the right to add information or other relevant material to the record. They also have the right to request the deletion or amendment of any information in the record. The school Principal or their designee is required to make a decision regarding such a request which may be appealed first to the Superintendent and then to the School Committee.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

EDUCATIONAL PROFICIENCY PLAN

The Massachusetts Department of Education has required school districts to prepare individual Educational Proficiency Plans for all students who score below 240 in either Math or English Language Arts on the MCAS. The Educational Proficiency Plan will outline how the school will address and improve areas of weakness in the student's performance. Parents will be notified of the school's development of this plan through their child's guidance counselor.

Violence Prevention Hotline

1-877-STOP VIOLENCE (1-877-786-7846)

1-877-STOP VIOLENCE (1-877-786-7846)

The Violence Prevention Hotline, a school and community service is available to all Beverly residents at all times. The Hotline is designed to improve communication and foster partnerships among law enforcement, mental health, and the schools in an effort to keep Beverly schools safe. The Hotline is available for anyone anonymously and confidentially to report any concerns or issues regarding violence, threat of violence, harassment, or any crimes occurring at school. The main tenet of the program is "Just Tell Someone," encouraging students to speak up and let an adult know of any awareness or concerns about violence. If students are uncomfortable or unable to do this, they may give the information to the Hotline counselor, and the information will then be forwarded to other appropriate resources. All information concerning criminal activity is immediately referred to the Officer in Charge at the Police Department. Issues of a mental health and social service nature are directed to an appropriate community resource.

VISITORS TO BEVERLY HIGH SCHOOL

No visitors will be allowed without permission of the principal. Only students who are considering enrolling at Beverly High School as a choice student or exchange student will be allowed to visit. Young children may not be brought to school without special permission from the principal. This will usually be given only if the child is coming in conjunction with work in a particular class.

PAYMENT FOR MEALS

THE MEAL MAGIC POINT OF SALE SYSTEM/PAYMENT FOR MEALS

Each student has an account and you must make deposits to your student's account. As the student uses their account to make purchases for breakfast and lunch, the meal amount is deducted from the account. So, if a student has \$25 in their account and they purchase a lunch, \$3.00 will be deducted, leaving a balance of \$22.00. The system keeps a running balance so you will always be able to check your account balance on line.

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

- Visit www.sendmoneytoschool.com
- Send a check to the Food Service Office, 100 Sohier Rd. Beverly, MA 01915
- Bring a check to any of the school's cafeterias.
- Please make sure all checks are made out to Beverly Public Schools Food Service.

Student's whose account balances are "0" will only be allowed to charge a lunch item. 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 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 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 Christine Leal at cleal@beverlyschools.org or 978-921-6132, extension x11129.

WORKING PAPERS

In order for a student age 14 to 18 to be employed in the Commonwealth of Massachusetts, he/she must have an employment permit. This form is available at the Main Office. A student between 14 and 16 years of age must be accompanied by a parent to sign the form along with the Principal. Those students between 16 to 18 years of age need only to sign their own name along with the Principal. A birth certificate or passport is required.

DISCRIMINATION/HARASSMENT POLICY SUMMARY FOR STUDENTS

It is the policy of the Beverly Public Schools to provide a safe and secure learning and work environment for all 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 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 conduct for reasons unrelated to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or disability.

Discrimination, sexual and bias-motivated harassment, hate crime, and violations of civil rights, bullying and cyberbullying disrupt the educational process and work place and will not be tolerated. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the Beverly Public Schools. Beverly Public Schools will employ cohesive, whole school practices to combat discrimination and harassment, effectively intervene, and empower bystanders.

The District will investigate promptly all reports and complaints of harassment, discrimination, hate crimes, bullying, cyberbullying, and retaliation, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency or to the Department of Children & Families (DCF). The District will support this Policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, school-related activities, and school-related transportation. The intent of this policy is not merely to provide rules to prohibit inappropriate or illegal behavior, but also to support and educate all members of our school community as to appropriate behavior, which is consistent with individual dignity, respect for others, and an appreciation for the diversity in our schools.

In this school District, hate crime, discrimination, sexual harassment, 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.

UNLAWFUL AND PROHIBITED CONDUCT

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, gender, 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.

physical intimidation, or damage to another's property.

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. 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), 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 toward another individual.

Sexual/Gender Harassment: Sexual/gender harassment is unlawful and prohibited conduct consisting of unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, 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.

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.

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.

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.

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 an 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.

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.

PROCEDURES FOR REPORTING AND INVESTIGATING COMPLAINTS

DISCIPLINE

Any student or staff member of the Beverly Public Schools who is found to be in violation of the district's Non-Discrimination 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 or 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.

Any employee, student, or parent acting for a student may file a complaint with the following agencies:

**The U.S. Equal Employment Opportunity Commission
(Boston Area)**

J. F. Kennedy Federal Building, Room 475
Government Center
Boston, MA 02203
Telephone: 617-565-3200

**Massachusetts Commission Against Discrimination
Boston Office:**

One Ashburton Place, Room 601
Boston, MA 02108
Telephone: 617-727-3990

**Massachusetts Commission Against Discrimination
Springfield Office:**

436 Dwight Street, Room 220
Springfield, MA 01103
Telephone: 413-739-2145

**United States Department of Education
The Office for Civil Rights**

Boston Office:
33 Arch Street, Suite 900
Boston, MA 02110-1491
Telephone: 617-289-0111

**Attorney General's Office
Civil Rights Division**

Office of the Attorney General
One Ashburton Place
Boston, MA 02108
Telephone: 617-727-2200

Essex County District Attorney's Office

10 Federal Street
Salem, MA 01970
Telephone: 978-745-6610

Bullying Prevention and Intervention Summary 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 or employee who believes that he or she has been subject to bullying or harassment is encouraged to file a complaint immediately and should be made aware of the

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 during the school year. 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 Prevention 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 Summary), facilitate lessons and work with students to promote bystander responsibility and to ensure that all students understand the definitions of bullying, harassment, cyber-bullying, 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 within 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 on-line. 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.

Communication will be guided by the Department of Elementary & Secondary Education's, January 2011 Guidance. 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

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. The District will proceed with staff complaints as outlined in the District's Discrimination/Harassment Policy.

The principal or equity coordinator 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 principal or equity coordinator 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) IX & VI Coordinator or legal counsel about the investigation.

Determinations

The principal or equity coordinator will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or equity coordinator 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 principal 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: Second Step, Responsive Classroom, Steps to Respect, Olweus, and Special and Regular Education Interventions.

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 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 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.

V. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyber-bullying, are prohibited:

- (i) 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
- (ii) 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, § 37O, nothing in this Plan requires the District or school to staff any non-school related activities, functions, or programs.

VI. DEFINITIONS

Massachusetts law defines bullying, cyber bullying, hostile environment, retaliation, "perpetrator" and "victim". We will use the terms "aggressor" and "target".

Aggressor is a student who engages in bullying, cyber-bullying, or retaliation.

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

Cyber-bullying 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, § 37O for the legal definition of cyber-bullying.

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

Retaliation is any form of intimidation, reprisal, or harassment directed against a 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, cyber-bullying, 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. 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 or 37H½, 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 schools 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.

The [Bullying Prevention & Intervention Plan](#) may be found in its entirety on the Beverly Public Schools website. [The Bullying Prevention Policy](#) may be found here.

AN ACT PROHIBITING THE PRACTICE OF HAZING COMMONWEALTH OF MASSACHUSETTS, 1985

Chapter 269 of the General Laws states:

Section 17. 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 one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

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, or branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or any 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.

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 five hundred dollars.

Section 19. Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledgee, or applicant for membership in such a group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

BEVERLY PUBLIC SCHOOLS POLICY REGARDING PREGNANT STUDENTS

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy. After giving birth students are permitted to return to the same academic and extracurricular program is before the leave.

The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician. The only exception is if there is a letter from their physician excluding any activities due to health reasons.

Title IX: 20 U.S.C. 1681:34 CFR 106.40(b)

Adopted: December 10, 2008 Revised: June 12, 2013

PROHIBITION AGAINST USE OF TOBACCO BY STUDENTS

COMMONWEALTH OF MASSACHUSETTS

CITY OF BEVERLY

Chapter 71, Section 37H (Massachusetts General Laws)subject to change

“The Superintendent of every school district shall publish the district’s policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use/possession of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by an individual, including school personnel.”

Chapter 72, Section 2A (Massachusetts General Laws)

Prohibition Against Use of Tobacco by Students

“It shall be unlawful for any student enrolled in either primary or secondary public schools in the Commonwealth to use tobacco products of any type on school grounds during normal school hours. Each School Committee shall establish a policy dealing with students who violate this law. The policy may include, but not be limited to, mandatory education classes on the hazards of tobacco use.”

Chapter 15, Section 32 (City of Beverly), Amended in 2001

"Smoking prohibited in municipal buildings and upon public school grounds.

1. Restrictions:

- a. No person shall smoke inside of a municipal building within the City or within 25 feet of an exit way or entry way of any such building, excluding the Beverly Golf and Tennis Club.
- b. No person shall smoke upon any public school grounds within the City.

1. Enforcement. The building inspector, school principals, the

superintendent of schools, department heads, the police chief, the fire chief and their designees shall be authorized to issue citations for violations of these regulations.

2. **Fines.** Any person found in violation of this section shall be punished as follows:
 1. For a first offense – a fine of \$50.00
 2. For a second offense within twelve months of a prior offense – a fine of \$75.00
 3. For a third or any subsequent offense within twelve months of prior offenses – a fine of \$100.00
3. **Definitions:**
 - ♦ A Municipal building is any building owned or exclusively occupied by the City of Beverly or any agency thereof. For the purpose of this section, municipal building shall also include that part of a building not owned by the City but exclusively occupied by any City agency.
 - ♦ School grounds are the interiors of all school buildings and all land appurtenant thereto owned by the City. For the purpose of the section school grounds shall include all athletic fields used by Beverly school athletic teams and shall include the interior of all school buses and City vehicles utilized for the transportation of public school students and athletic teams."

CHAPTER 285 OF THE ACTS OF 1998

AN ACT PROVIDING FOR THE DISTRIBUTION OF INFORMATION TO CERTAIN PARENTS OF CHILDREN ENROLLED IN ELEMENTARY AND SECONDARY SCHOOLS

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:
Chapter 71 of the General Laws is hereby amended by inserting after section 34G the following section:

Section 34H. (a) Each public elementary and secondary school shall provide the following information in a timely and appropriate manner to the parent of a child enrolled in the school if the parent is eligible for information pursuant to this section and requests the information in the manner set forth in this section: report cards and progress reports; the results of intelligence and achievement tests; notification of a referral for a special needs assessment; notification of enrollment in a transitional bilingual program; notification of absences; notification of illnesses; notification of any detentions; suspensions or expulsion; and notification of permanent withdrawal from school. Each school shall also make reasonable efforts to ensure that other written information that is provided to the custodial parent but not specified in the preceding sentence be provided to the requesting parent if that parent is eligible for information pursuant to this section and requests the information in the manner set forth herein. All address and telephone number information shall be removed from information provided pursuant to this section. Receipt of this information shall not mandate participation in any proceeding to which notification pertains nor shall it authorize participation in proceedings and decisions regarding the child's welfare which are not granted through the award of custody. For purposes of this section, any parent who does not have physical custody of a child shall be eligible for the receipt of information pursuant to the

procedures of this section unless said parent has been denied legal custody of the child based on a threat to the safety of the child or to the custodial parent, or who has been denied visitation, or who has been ordered to supervised visitation, or whose access to their child or to the custodial parent has been restricted by a temporary or permanent protective order unless said protective order, or any subsequent order which modified said protective order, specifically allows access to the information described in this section.

(b) A parent eligible for information pursuant to this section who wishes to have this information shall submit a written request to the school principal annually. The initial request shall include: a certified copy of the probate court's order or judgment relative to the custody of the child indicating that the requesting parent has not sought and been denied shared legal custody as defined in section 31 of chapter 208 based on a threat to the safety of the child or the custodial parent and is entitled to unsupervised visitation with his child, or a certified copy of an order by a probate family court judge specifically ordering that this information be made available to the requesting parent which certifies on its face that it is being made after a review of the records, if any, of the judgment of custody and the criminal history of the petitioner, that provision of the requested information has not been determined to pose a safety risk for the custodial parent or to any child in the custodial parent's custody and that it is in the best interest of the child that such information be provided to the petitioner; and an affidavit from the requesting parent certifying that the judgment or order remains in effect and that no temporary or permanent protective order restricting access to the custodial parent or to any child in the custodial parent's custody is in effect.

(c) Upon receipt of a request for information pursuant to this section the school shall immediately notify the custodial parent of the receipt of the request. Notification must be made by registered mail and by first class mail in both primary language of the custodial parent and in English.

The school may seek reimbursement for the cost of postage from the requesting parent. The notification shall also inform the custodial parent that information requested pursuant to this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order which prohibits contact with the child or prohibits the distribution of the information referred to in this section or which is a temporary or permanent order issued to provide protection to the custodial parent or any child in the custodial parent's custody from abuse by the requesting parent unless said protective order or any subsequent order which modifies said protective order, specifically allows access to the information described in this section.

(d) In each subsequent year, the parent eligible for information pursuant to this section shall indicate in the annual request that he continues to be entitled to unsupervised visitation with his child and to be eligible for the receipt of the information pursuant to this section. Upon receipt of a request for information pursuant to this section the school shall immediately notify the custodial parent of the receipt of the request.

Notification shall be made by registered mail and by first class mail in both the primary language of the custodial parent and in English. The school may seek reimbursement for the cost of postage from the requesting parent. The notification shall also inform the custodial parent that information requested pursuant to this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information referred to in this section or which is a

temporary or permanent order issued to provide protection to the custodial parent or any child in the custodial parent's custody from abuse by the requesting parent.

(e) At any time the principal of a school is presented with an order of a probate and family court judge which prohibits the distribution of information pursuant to this section the school shall immediately cease to provide said information and shall notify the requesting parent that the distribution of information shall cease.

Access to Digital Resources Policy (IJND)

This document sets forth the rights and responsibilities for all students and staff and District employees under the District's Internet Safe and Responsible Use Policy and Regulations. The intent of this Access to Digital Resources Policy) is to provide a computing environment in the Beverly Public Schools (BPS) that will enhance teaching and learning, be safe and secure and financially sustainable by the school district.

Most standards and policies outlined in this AUP apply to all students and BPS Staff who use computers and access the internet in our schools, i.e. "BPS Computer Users" **Standards and policies in this document that apply only to BPS students and/or parents will specifically reference these users in the text.**

BEVERLY PUBLIC SCHOOLS COMPUTER USERS RIGHTS AND EXPECTATIONS

A. EDUCATIONAL PURPOSE

1. The district Internet system has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, continuing education, professional or career development, and educationally enriching research.

2. The district internet system has not been established as a public access service or a public forum. The district has the right to place reasonable restrictions on the material you access or post through the system. The user is expected to follow the rules set forth in this policy and the law in his/her use of the district internet system. BPS students are also expected to follow the student disciplinary code outlined in the BPS Student Handbooks in his/her use of the district internet system.

3. Users may not use the district internet system for commercial purposes. This means users may not offer, provide, or purchase products or services through the district Internet system.

4. Users are expected to act in a manner consistent with all other district policies and protocols.

B. LIMITATION OF LIABILITY

The district will not guarantee that the functions or services provided through the district internet service will be without error. The district will not be responsible for any damage the users may suffer, including but not limited to, loss of data, interruptions of service, or exposure to inappropriate material or people. The district is not responsible for the accuracy or quality of the information obtained through the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system. Users can be held financially responsible for any harm that may result from intentional misuse of the system. The student may only use the system if his/her parents have signed a disclaimer of claims for damages against the district.

C. EMAIL

- ◆ School sponsored email should be used for educational or administrative purposes only.
- ◆ Email transmission, stored data, or any other use of online services by students, shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use.
- ◆ All BPS Staff email and all contents are property of Beverly Public Schools.
- ◆ Email that is created or received by a public school employee is a matter of public record and may be subject to public production in accordance with MA public records law.

D. CYBERBULLYING

Cyberbullying is prohibited and is defined as repeated use by one or more students of an electronic expression (including the transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, photo optical system, including but not limited to the electronic mail, the internet communications, instant messages or