



BEVERLY HIGH SCHOOL

2016-2017

STUDENT HANDBOOK

Mrs. Elizabeth Taylor
Principal

Ms. Julie Angelo
Assistant Principal
(Gr. 9)

Ms. Jennifer De Stefano
Assistant Principal
(Gr. 12 and Gr. 10 L-Z)

Mr. Mark Thomas
Assistant Principal
(Gr.11 and Gr. 10 A-K)

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

PHONE _____

STUDENT NO. _____



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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. The Beverly High School facility was designed to provide student access to 21st century skills. 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, 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.

Mrs. Elizabeth Taylor
Principal

Mission Statement

The mission of Beverly High School is to provide a safe, respectful environment in which all students are challenged to reach their academic and social potential.

Beverly High School Academic Expectations

Beverly High School students will:

- Communicate clearly through a variety of media.
- Read, understand, and interpret materials.
- Apply a variety of problem-solving skills.
- Obtain, evaluate, analyze, and apply data.
- Pursue and participate in modes of artistic and creative expression.

Beverly High School Social Expectations

Beverly High School students will:

- Practice responsible citizenship.
- Respect self and others.
- Accept responsibility.
- Work cooperatively.

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
Lora Bassett, Administrative Assistant	11191
Annmarie Matney, Administrative Assistant	11193
Mark Thomas, Asst. Principal	11252
Laurie Megrath, Administrative Assistant	11250
Julie Angelo, Asst. Principal	11442
Sally Story, Administrative Assistant	11442
Jennifer DeStefano, Asst. Principal	11343
Mary Morency, Administrative Assistant	11341
Guidance Department	Extension
TBA, Guidance Counselor	11106
Michelle Burke, Guidance Counselor	11107
Danielle DiCarlo, Guidance Counselor	11110
Tina Grasso, Guidance Counselor	11105
Melinda Loosian, Guidance Counselor	11108
Eileen Perry, Guidance Secretary	11102
Lori Spurvey, Registrar	11103
Kendra Stinson, Adjustment Counselor	11115
Helen Gorman, Adjustment Counselor	11114
Nurse's Office	Extension
Kim Pappas, Nurse	11126
Jodi Elder, Nurse	11119
Nurse's Assistant	11119
Wellness/Athletics Office	Extension
Daniel Keefe, Athletic Director	12140
Linda Zambouras, 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.

Grading

The school year is comprised of two semesters. Each semester contains two marking periods, for a total of four quarters for the year. Halfway through each quarter, computerized warning cards are issued to students. Report cards are issued at the end of each quarter.

Achievement grades are given to students 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 F. Other letters contained in achievement records are:

I = Incomplete
FA = Failed due to attendance policy (equals a 59)
P = Pass
W = Withdraw
WF = Withdraw failure
M = Medical

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 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 solid transitions.	Organized and easy to follow; uses 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	Few, if any, grammatical or usage errors.	Some errors, but grammar is fundamentally solid.	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.	Some errors; little interference with comprehensibility.	Barely comprehensible for the target language.	Not comprehensible.

ACTIVITY RUBRIC

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)	No Evidence (0)
Activity Level	<p>Student is always engaged in the assigned task</p> <p>Student always assists others and/or cooperating as an integral part of a team/group during a game, physical activity, and/or leadership role</p>	<p>Student consistently engages in the assigned task</p> <p>Student consistently assisting others and or being a part of a team/group during a game, physical activity, and/or leadership role</p>	<p>Student inconsistently engages in the assigned task without assisting</p> <p>Student inconsistently contributes to a team/group during a game, physical activity, and/or leadership role</p>	<p>Student rarely engages in the assigned task but participation level is minimal.</p> <p>Student rarely contributes to a team/group during a game, physical activity, and/or leadership role</p>	<p>Student refuses to participate in the assigned task</p> <p>Student does not contribute during a game, physical activity, and/or leadership role</p>

Open Response Rubric

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)	No Evidence (0)
CONTENT	<p>Response demonstrates exceptional understanding of topic.</p> <p>Explains extensive, relevant supporting evidence.</p>	<p>Response demonstrates solid understanding of topic.</p> <p>Explains sufficient, relevant supporting evidence.</p>	<p>Response demonstrates partial understanding of topic.</p> <p>Uses minimal or vague supporting evidence.</p>	<p>Response demonstrates little understanding of topic.</p> <p>Uses irrelevant supporting evidence.</p>	<p>Response is not passed in, or is totally irrelevant to topic.</p>
WRITING	<p>Has a logical and cohesive progression.</p> <p>Contains few to no grammatical errors.</p>	<p>Has a mostly logical and cohesive progression.</p> <p>Contains only minor grammatical errors.</p>	<p>Progression of ideas is disconnected.</p> <p>May contain major grammatical errors that may cause interference with communication.</p>	<p>Progression of ideas is difficult to follow.</p> <p>May contain severe grammatical errors that cause interference with communication.</p>	

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. Explains evidence effectively. Directly and relevantly cites sources.	Contains sufficient and effective details with examples to support topic. Generally cites sources.	Contains few details or examples to support topic. Infrequently cites sources.	Lacks relevant details and examples to support topic. Does not cite source.
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	Student demonstrates ability to identify correct tools, accurately obtain data using appropriate units, and displays data 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 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

Technology Rubric (Multimedia Presentations)

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)
Script and Content	<p>Creativity is evident Includes required content and more information than required Original content enhances the purpose of the Podcast in a innovative way Keeps focus on the topic Script within content and time limits</p>	<p>Includes required content Content is organized Keeps focus on the topic Script under or over time limits but within 30 seconds</p>	<p>Missing required content but adds more relevant information Includes unnecessary content Lists “facts” not a true “script” Script under or over time limits more than 30 seconds</p>	<p>No script or planning evident</p>
Graphics /visuals	<p>All images are of high quality, not distorted or “pixelated” All images are for public use and not copyrighted. All images are cropped, as needed Number, type and variety of images support topic and information being presented AND use of these images is creative Graphics that include text are formatted properly; size, font and color make it easy to read</p>	<p>Most images are of high quality, not distorted or “pixelated” One image is copyrighted, remaining are for public use and not copyrighted. All but 1 image is cropped, as needed Number, type and variety of images support topic and information being presented Most graphics that include text are formatted properly; size, font and color make it easy to read</p>	<p>Some images are of high quality, not distorted or “pixelated” Two images are copyrighted, remaining are for public use and not copyrighted. Most images are not cropped, as needed Number, type and variety of images mostly support topic and information being presented Some graphics that include text are formatted properly; size, font and color make it easy to read</p>	<p>Most mages are not of high quality, and are distorted or “pixelated” Three or more images are copyrighted, remaining are for public use and not copyrighted. Images are not cropped, as needed Number, type and variety of images do not support topic and information being presented and/or are distracting Graphics that include text are font formatted properly; size, font and color make it difficult to read</p>
Sounds, effects, jingles	<p>All sound and spoken audio is distortion free and has NO background noise Well rehearsed, smooth delivery in a conversational style – no monotone voice Highly effective enunciation and presenter’s speech is clear and intelligible, not distant and muddled. All sound effect volume does not overtake spoken voice; use of Ducking is evident Sound effects are relevant to content and used creatively to enhance topic understanding and entertainment value Timing of audio effects is perfect and aids the understanding of the mood being communicated</p>	<p>All sound and spoken audio is distortion free and has little or no background noise Rehearsed, smooth delivery – no monotone voice Enunciation, expression, pacing are effective throughout the Podcast Sound effect volume does not overtake spoken voice; used Ducking, but may not use it effectively at all times Sound effects are relevant to content, not random or distracting Timing of audio effects is correct</p>	<p>Most sound and spoken audio is distortion free and has little or no background noise Appears unrehearsed with uneven delivery Monotone voice recording Most sound effect volume does not overtake spoken voice; use of Ducking attempted Most sound effects are relevant to content, not random or distracting Timing of most audio effects is correct</p>	<p>Sound and spoken audio has distortion and/or has background noise Delivery is hesitant and choppy; sounds like the presenter is reading Monotone voice recording Sound effect volume overtakes spoken voice; no use of Ducking Sound effects irrelevant to content, and/or are random or distracting Timing of audio effects off</p>

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.
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PRIMARY MUSIC RUBRIC (Pursue and participate in modes of artistic and creative expression)

	Advanced (4)	Proficient (3)	Basic (2)	Working Toward Expectations (1)
Instrumental Techniques	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.
Vocal Techniques	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.
Music Listening	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)
Theoretical Understanding	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

Music Vocabulary	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.
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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	Ski & Snowboard Club	Cyber Patriot Team
National Art Honor Society	Math Team	Aegis (literary magazine)
Beverlega (yearbook)	Model United Nations	The Refuge
Cheerleading	National Honor Society	Video Game League
Class Officers & Student Gov't	Photo Club	Botany Club
Color Guard	Peer Education/Peer Mediation	Ultimate Frisbee Club
D.E.C.A.	Science League	Anime Club
ECO (Environmental Concerns Organization)	Stage Right	Paranormal Club
World of Difference	Ping Pong Club	Dance Team
Gay/Straight Alliance	Quiz Bowl Team	Gaming 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 (3.60 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 willingly, 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
<ul style="list-style-type: none"> ➤ Cheerleading ➤ Boys Cross-Country ➤ Girls Cross-Country ➤ Field Hockey ➤ Football ➤ Golf ➤ Boys Soccer ➤ Girls Soccer ➤ Girls Volleyball 	<ul style="list-style-type: none"> ➤ Boys Basketball ➤ Girls Basketball ➤ Cheerleading ➤ Gymnastics ➤ Boys Ice Hockey ➤ Girls Ice Hockey ➤ Boys Indoor Track ➤ Girls Indoor Track ➤ Swimming & Diving ➤ Wrestling 	<ul style="list-style-type: none"> ➤ Baseball ➤ Boys Lacrosse ➤ Girls Lacrosse ➤ Boys Outdoor Track ➤ Girls Outdoor Track ➤ Sailing ➤ Softball ➤ Boys Tennis ➤ Girls Tennis

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 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 inter- scholastic

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 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. 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. Students may 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.

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 three (3) categories: documented, excused, and unexcused absences. When returning to school, the student must take responsibility to make up missed work when appropriate.

Categories of Absence

Documented – (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)

Excused – (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 (Truant) - no make-up allowed.

- Truancy from class or school

When returning from an absence, the student is required to present to the appropriate wing 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 Appeals Board

If a student is over the allowed number of absences, he/she may appeal to the Attendance Appeals 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 up 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 8:30 a.m.

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. 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 excused 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 at class halfway through the class will be considered absent for the teacher's attendance purposes. (For example, a student arriving first block at 9:15 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 wing 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.

If a child's absence whether documented or excused 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 undocumented 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.

Students are required to sign out on a form indicating times and destination. The sign-out station is located in the senior Assistant Principal's office. Students will present their student ID card with the special Senior Pass sticker to the Assistant Principal and/or a staff member at all times.

Attendance: No truancy from school
 No class cuts
 No more than 3 unexcused 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
 - No driving students without passes off campus
 - 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

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

1. First Offense - 1 day in-school detention
2. Second Offense - 2 days in-school detention
3. Third Offense - 1 day outside suspension
4. Subsequent Offenses – 3-5 days outside suspension

Student Misconduct

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 Wing 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 (is not allowed).
14. Possession of tobacco products (cigarettes, chewing tobacco, etc.), lighters or matches.
15. Violation of school parking and/or irresponsible use of vehicles
16. Possession of food/beverage outside the cafeteria
17. Threat to another student
18. Harassment/Dating Violence
19. Dress Code Violation

(NOTE: Infractions listed above are subject to the discretion of the Administration.)

Level I Infraction Penalties

1. First Offense - two periods of detention
2. Second Offense - parental letter and 1-day in-school detention
3. Third Offense - parental letter and 1 day outside suspension
4. Subsequent Offenses – 3 to 5 days outside suspension, with parent

conference

Level II Infractions - Section A

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

Level II Infraction Penalties - Section A

1. First Offense - 1 day in-school detention
2. Second Offense - 1 day outside suspension, parent conference

3. Third Offense - 3 days outside suspension, parent conference

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, 1 day suspension
4. Gross disrespect
5. Violation of a BHS restraining order
6. Gambling
7. Forgery
8. Lying
9. Removal from ISD
10. Harassment/Dating Violence

Level II Infraction Penalties - Section B

1. First Offense - 1 day outside suspension, parent conference
2. Second Offense - 3 days outside suspension, parent conference
3. Subsequent Offenses - 5 days outside suspension, parent conference

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. Violation of a restraining order
5. 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)
6. Destruction of school property
7. Threat to another student
8. Harassment/Dating Violence
9. Stealing
10. Use of profanity, obscenity directed at a staff member

Level III Infraction Penalties – Section A

1. First Offense – 3 days outside suspension, parent conference
2. Second Offense - 5 days outside suspension, parent conference
3. Subsequent Offenses – Suspension from school for more than five days

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 III Infraction Penalties – Section B

Offenses – 5 to 10 day suspension and possible expulsion

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

Student Suspensions

Suspension from school (in-school or outside) involves the denial of a student’s privilege to attend school and its activities. This action is taken when it is obvious that no other action is suitable or likely to result in the correction of a student’s unacceptable behavior. If the suspension is the result of a student’s behavior at a school sponsored activity, the student may be subject to restrictions as mentioned above, for 30 to 90 days.

A parent-student-counselor-administrator conference is necessary before a suspended student will be allowed to return to school. Suspensions vary in length from one day in-school detention to ten days out of 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.

Generally, a rudimentary “hearing” is held before the student is suspended. However, a student who “poses a continuing danger to person or property or ongoing threat of disrupting the academic process” may be removed at once according to the Court. The “hearing” would then be held “as soon as practical.” In such suspensions, the student is not guaranteed the right to a full-scale hearing, or to be represented by counsel or to present witnesses on his/her own behalf.

The student is provided with an oral and/or written notice of the charges; the student is permitted to respond on his/her own behalf; and if the student denies the charges, evidence supporting the suspension will be given. Parents are also notified of the suspension, and a definite time and condition for reinstatement will be specified.





A student serving an out-of-school suspension is not to be in the school building, on school grounds, or at school functions until he/she has been readmitted or unless he/she has permission from the principal.

In-school detention is designed to keep students in a restricted environment and eliminate the social aspect of school. The intent is to reduce the failure rate associated with outside suspension.

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.)

Student Expulsion

Any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter 94C (Education Reform Act, 1993), including, but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal. The principal may decide not to expel a student for involvement with drugs or alcohol under certain conditions. In such instances, students will have to assure the principal that they are free of drugs and alcohol before reentering school. To ensure that this problem will not occur again, the student will be required to:

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

Any student who assaults a principal, assistant principal, teacher, teacher's aide or other education staff on school premises or at school sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

Any student who is charged with a violation of either paragraph above shall be notified in writing of an opportunity for a hearing. The student may have representation and may present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his or her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph above; provided however, that any principal who decides that said student should be suspended shall state in writing to the School Committee his/her reasons for choosing the suspension instead of the expulsion as the most appropriate remedy. In this statement, the principal shall represent that, in his opinion, the continued presence of this student in school will not pose a threat to the safety, security and welfare of the other students and staff in the school.

Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

When a student is expelled under the provisions of this section and applies for admission to another school, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the student's expulsion.

Discipline of Special Needs Students (Regulations may be subject to change)

Special needs students are expected to follow the School Code of Conduct. If a student's Individualized Educational Plan (IEP) calls for a modification of the discipline code, the specific program written into the student's IEP will be followed.

The school principal shall review and approve all suspensions of special needs students to insure compliance with state and federal policy.

A student with special needs may be suspended from school for up to ten (10) school days (cumulative) during a school year (or during the life of a new or amended Individualized Educational Plan), following regular student discipline procedures. If a suspension of more than ten (10) days is proposed, the school must convene an emergency team meeting immediately, during the period of the short-term suspension.

The team determines whether the student's misconduct is related to the student's special needs or results from an inappropriate special education program/placement or an IEP that was not fully implemented. If any of those circumstances are found, long-term suspension or expulsion may not be imposed.

If the team concludes that the student's misconduct is related to the student's handicapping condition, the result of an inappropriate special education placement, or the result of the IEP not being fully implemented, it will be modified to reflect a new plan designed to better meet the student's needs. Following parental approval, the student's plan will be fully implemented.

If the team concludes that the student's misconduct is related to the student's handicapping condition, or the results of an inappropriate special education placement, and that the original IEP was fully implemented, the original IEP will be modified to reflect a new plan designed to better meet the student's needs. Following parental approval, the student's plan will be fully implemented.

If a suspension results in an exclusion of more than ten (10) days in a school year, -immediate written notification of the suspension and request for approval of the alternative plan must be made to the Division of Special Education through the Department of Education Special Education liaison, with a copy to the student's parents. A copy of the alternative plan must be included, and the request for approval must demonstrate that:

- The school has complied with the procedures required by Goss v. Lopez and by the School Committee's Code of Conduct, a copy of which is on file with Massachusetts State Department of Education.
- The school has considered less restrictive disciplinary measures, including modifying the student's IEP to set out specific methods of discipline.
- The disciplinary action is for a stated and limited number of days.
- The action is necessary in light of the needs of the student and other students in the school.
- The school administrators have conferred with appropriate special education staff as to the disciplinary action and have met the requirements outlined above.

Exceptions to the "10 days maximum" suspension rule include a student who is in possession of weapon in school at a school function, in possession of a weapon in school at a school function, in possession or use of illegal drugs, or is involved in the sale or solicitation of a controlled substance. In such instances, a special needs student may be excluded up to forty-five (45) calendar days. In these cases, the school will utilize an interim alternative educational setting.

Should a parent refuse to agree to the plan the school has proposed, and the student is deemed to be a danger to himself or others, the school administration may seek a temporary restraining order from Federal District Court of the State Superior Court to enforce the suspension pending acceptance of the proposed plan for the student.

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.

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

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 allow 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):

- ^ Appropriate 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.
- ^ No clothing considered to be revealing will be allowed on males or females (e.g., cut-off shirts, sleeveless t-shirts for males, midriff shirts, open-back, too tight or very short bottoms, strapless tops or spaghetti strap tops for females)
- ^ No exposed undergarments
- ^ In the interest of safety/security, students are not permitted to wear any type of head covering including hats, baseball caps, hoods, scarves and bandanas at any time in the school.
- ^ 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 72.

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 Exchange Program

Exchanges between Beverly High School and a partner school in Europe is a thirty-year old tradition, originally started by BHS foreign language teachers to strengthen and improve the study of world languages in the United States and to expand international communication and cooperation. 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.

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 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. *HIV/AIDS*- It is the policy of the Beverly Public Schools to protect the rights of all its students. Students with the HIV/AIDS infection 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 HIV/AIDS 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 HIV 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 AIDS 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 4 hours of homework on any given night. If a student is regularly doing over 4 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. Students who wish to use the library should sign in to use the library.

Library computers offer Internet access, reference CD-ROM's and other software to aid research. Students are encouraged to use the computers in the library to aid their research, whether for classroom assignments or for independent study. The computers may not be used for any other reason. Violation of this rule may result in suspension of computer privileges.

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.

Lockers/Search and Seizure

The Beverly Public Schools recognizes that students have a reasonable expectation to privacy in the contents of their lockers and personal belongings. However, student lockers are part of school property and the school is responsible for the student throughout the school day. The administration reserves the right to inspect lockers periodically to ensure their proper use.

It is the policy of the Beverly Public Schools that a student will be subjected to a search of his/her person, locker, desk, gym bag, purse or any other space which might conceal material if there is reasonable suspicion that the student(s) is carrying or concealing alcohol, drugs, illegal substances, weapons, or any other object which may result in physical injury or harm to themselves, other students, or staff. Examples of reasonable suspicion include, but are not limited to:

- ▲ Eyewitness reports of a student carrying illegal or contraband articles
- Statements by the student himself/herself that he/she is carrying an illegal item
- Behavior which provokes alarm among teachers or is threatening to students or staff
- A student leaving and then reentering the building without permission.

If reasonably suspected, students will be informed of the purpose of the search and the specific rules or laws that the student is suspected of violating.

A building administrator will conduct the search. At the conclusion of the search, if the administrator finds any illegal substance, the items found will be confiscated and sent to the police. If illegal materials are found which are not the focus of the search, these, too, will be confiscated and sent to the police. *In addition, any other items found during searches, which violate school rules, shall also be seized and turned over to a parent/guardian after meeting with the appropriate administrator(s).*

In the event that bodily search (defined as a search of students' outer clothing and pockets etc.) is considered necessary, the administrator will ask assistance from another administrator or teacher of the same sex as the student. Another adult must always be present for a body search. The search should not be conducted in the presence of any other students or non-essential parties. In the event that the health, safety, and welfare of the administrator(s) and/or staff are threatened during the search procedure, or the student becomes belligerent or defiant, a police officer will be requested to assist. Every effort will be made to seek the assistance of the parent / guardian.

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 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.

Student Parking Policy

- ^ Any student who has a car parked on school property must display a parking tag.
- ^ In order to receive a tag, a student must complete a parking permit form and show a valid license and registration.
- ^ There is a fee assessed to students who wish to park at Beverly High School. If the student may be driving more than one vehicle to school, all cars must be listed on the form. No more than one tag per year will be given to a student.
- ^ Seniors have priority for parking spaces. After they have been assigned places, and if tags are still available, they will be offered to underclassmen.
- ^ Violation of this parking policy may result in loss of privileges, ticket or towing at the student's/owner's expense.

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 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 Records

Pursuant to state law, the school maintains two types of records about students. One is known as the transcript; the other, the temporary record. The transcript includes information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade levels completed. The school keeps the transcript for a minimum of sixty (60) years after the student leaves the system.

The temporary record contains the majority of information maintained by the school about the students. This includes such things as standardized test results; class rank; school sponsored extracurricular activities; and evaluations and comments by teachers, counselors, and other persons, as well as other similar information. The temporary record is destroyed five years after the student has left the school system.

At Beverly High School, the discipline record of students, which is part of the temporary record, is destroyed during the summer following a student's graduation. Before it is destroyed, a parent or student may request to receive a copy of any of the information contained in it. If no such request is made, the folder will be destroyed.

A parent or student may examine any part of this folder and, for a reasonable fee, request that copies of parts of the folder be provided.

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)**

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.

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.

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 Nancy Antolini at nantolini@beverlyschools.org or 978-921-6132, extension x11129.

Price 2015/2016 All Levels

Breakfast	\$2.00
Lunch	\$3.00
Milk	\$0.75

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.

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.

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

Reporting Procedures

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

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

If the reported incident involves students from more than one school or school district, the principal or designee will promptly notify by telephone the principal or designee of the other school(s) of the incident in accordance with state and federal privacy laws and regulations.

When a report or complaint involves physical injury, the principal (or his/her designee) will promptly report the incident to the Superintendent and Title(s) VI & IX Coordinator.

If the complainant does not choose to file a written complaint to an equity coordinator, supervisor, principal, or Title(s) VI & IX Coordinator, then the equity coordinator, supervisor, principal or the Title(s) VI & IX Coordinator will record the complaint in writing, using the complainant's own words.

Nothing in this policy shall prevent any person from reporting alleged prohibited conduct directly to the Title(s) VI & IX Coordinator or the Superintendent. Furthermore, nothing in this policy will prevent any person from reporting alleged prohibited conduct to an administrator other than the administrators designated, or in the case of a student, to any district employee who should then transmit the information to an equity coordinator or Title(s) VI & IX Coordinator.

All complaints or reports about a violation of this policy must be documented. It is advised that incidents are recorded on the District's "Discrimination/Harassment Incident Report Form". This form is available in all school offices and on the district website.

The equity coordinator and/or Title(s) VI & IX Coordinator will maintain any and all documentation regarding a Discrimination/Harassment complaint.

Upon receipt of a report, the equity coordinator or Title(s) VI & IX Coordinator will attempt to identify and obtain the cooperation of the person(s) who is the victim of the alleged conduct, if there is one.

If the complaint involves an administrator, principal, or the designated Title(s) VI & IX Coordinator, the complaint shall be made or filed directly with the Superintendent. If a complaint involves the Superintendent, the report will be filed directly with the School Committee.

Students

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

Reports of discrimination, and/or retaliation may be made anonymously; however, no disciplinary action will be taken solely on the basis of an anonymous report.

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

Employees/Contractors/Volunteers

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

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

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

Reporting Sexual Abuse and Other Serious Criminal Conduct

Massachusetts General Laws Chapter 119, § 51A, makes administrators, teachers, school nurses, guidance counselors, and other school staff members mandated reporters for purposes of reporting child abuse and neglect to the Department of Children & Families (DCF). Under M.G.L. c. 119, § 51A, a school staff member who has reasonable cause to believe that a student under the age of 18 years is suffering physical, sexual, or emotional abuse or neglect by a parent, guardian, school staff member, or other caretaker, must immediately report the abuse or neglect either directly to the Department of Children & Families (DCF) or to the person designated by the school to accept those reports, who, in turn, must promptly report the abuse to the Department of Children & Families (DCF).

The principal, Title(s) VI & IX Coordinator, and/or Superintendent will notify law enforcement if they believe criminal charges may be pursued against a perpetrator. Certain forms of discrimination and harassment, identity theft or fraud; sexual harassment, including cyber and sexting, unwanted sexual touching, or sexual assault may constitute a crime and will be reported to the Beverly Police Department and/or to the Department of Children & Families (DCF).

The principal, Title(s) VI & IX Coordinator, and/or Superintendent will report physical injury, destruction of public property, potential hate crimes, illegal harassment, and other acts of a serious criminal nature to the Beverly Police Department for criminal investigation. In addition, a hate crime will be reported to the Essex County District Attorney's Office.

Investigation Procedures

The Beverly Public Schools will investigate all forms of discrimination, harassment, and prohibited behavior based on our policy. Such investigation may include discussions with all involved parties, identification and questioning of witnesses, and other appropriate actions.

Reports of discrimination/harassment and related information will be kept confidential in a manner consistent with the district's obligations under law, to the extent possible, without handicapping the

ability to perform an investigation, or the need to take appropriate action to fulfill the obligation to protect others.

Attempts will be made to address and resolve the complaint informally. The Beverly Public Schools may elect to utilize a formal or informal process, depending on the nature and severity of the conduct alleged.

The District will employ interim steps to protect parties, and to prevent the possible continuation of discrimination, harassment, or prohibited behavior during informal and formal investigations. The complainant and respondent will be apprised of the status of the processing and investigation regularly throughout the investigative process.

The equity coordinator or Title(s) VI & IX Coordinator will either verbally or in writing make any recommendation(s) for resolving the complaint and present it to the complainant, the respondent, and make recommendations for corrective action and/or discipline and steps to prevent reoccurrence to the building principal and/or supervisor(s). All formal complaints will be responded to in writing. Parents/guardians of a victim and perpetrator will be notified, including the action taken to prevent further episodes. The principal, designee will be notifying law enforcement when criminal charges may be pursued against the perpetrator.

Any complainant or respondent may request records as the law allows. This request would be made through the Title(s) VI & IX Coordinator. All materials gathered in the course of the investigation, including the complaints, responses, witness statements, investigators' notes, and supporting documentation will be maintained in separate, confidential files in the Central Office.

Informal Complaints

The equity coordinator or Title(s) VI & IX Coordinator will explain the informal process, ask what the student/employee would like, explain prohibition against retaliation and proceed with an internal review of the complaint. At the conclusion of the informal and review levels, the complainant and the respondent will be informed, either verbally or in writing, of the decision. Attempts will be made, through corrective action(s) and/or discipline, to stop the behavior and prevent its reoccurrence.

The complainant will be asked if they agree with the proposed resolution. They will be strongly encouraged to come forth immediately if there is any further misconduct by the respondent. The complainant may file a formal, oral and/or written, grievance with the equity coordinator, principal, or Title(s) VI & IX Coordinator within 14 (fourteen) calendar days after receiving the response to the informal complaint.

If all of the parties involved within the complaint process agree to extend the informal process, the 14-day process requirement may be waived.

Formal Complaints

If the response was insufficient to satisfy the complainant, or if the complainant and/or respondent are not satisfied with the informal resolution, or if the complaint is determined to be of such magnitude and/or seriousness, a formal process will be instituted and completed within 14 (fourteen) work days unless there is good cause for delay which shall be documented. The Title(s) VI & IX Coordinator will assist the equity coordinator with the investigation, may assume

responsibility for the investigation, or may authorize an investigation by a third party who shall report to the Title(s) VI & IX Coordinator.

At the close of a formal investigation, the complainant and respondent will be informed in writing that the alleged complaint was substantiated or unsubstantiated. In accordance with State and Federal law regarding data or records privacy, the complainant will also be informed that appropriate action has been taken. If the evidence shows there is reasonable cause to believe discrimination/harassment has occurred, attempts will be made, through corrective action(s) and/or discipline, to stop the behavior and prevent its reoccurrence.

If the complainant is dissatisfied with the response of the equity coordinator or Title(s) VI & IX Coordinator, he/she may submit a written request for review to the Superintendent and/or his/her designee within 14 (fourteen) calendar days. The Superintendent and/or his/her designee must respond, in writing, within 7 (seven) calendar days. The Superintendent reserves the right to extend the 7-day response period where business needs so require, upon notice to the parties.

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

Student Complaints

The equity coordinator will investigate the allegations and conduct interviews with witnesses. The investigation will be initiated expeditiously, and will be completed in a timely manner.

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

Staff Member - Student Complaints

In a situation involving a charge of discrimination or harassment or prohibited behavior between a staff member and a student, the information should be brought to the attention of the principal and Title(s) VI & IX Coordinator immediately.

If an alleged sexual harassment constitutes sexual abuse of a child by a "caretaker" (e.g. a school staff member), the principal will report the suspected abuse to the Department of Children & Families (DCF), as required by M.G.L. 119, § 5 IA and to the Superintendent of Schools.

Corrective Action

Upon completion of an investigation and substantiation of the complaint, the School District will take appropriate corrective action for the respondent and complainant, as indicated. Such action may include, but is not limited to, a written or verbal apology, directive to stop the offensive behavior, parent/supervisory conference, counseling, training, parent engagement, or remediation.

If the complainant (student or employee) does not agree to the corrective action or cannot agree to a resolution, he/she may appeal to the Superintendent of Schools; take the complaint to the US Department of Education, Office for Civil Rights, Department of Elementary & Secondary Education, or the US Equal Employment Opportunity Commission.

Discipline

Any student or staff member of the Beverly Public Schools who is found to be in violation of this Policy is subject to appropriate disciplinary action, up to and including warning, suspension, legal action, exclusion, expulsion, transfer or discharge.

If the student's discriminating or harassing conduct warrants, disciplinary procedures exercised by the principal will be instituted in accordance with the student handbook and the policy of the Beverly Public Schools. An incident report to the School Resource Officer of the Beverly Police Department will be filed and/or a referral to the Essex County Juvenile Court may be filed. A 51A Report or Child Requiring Assistance Petition may be filed.

Retaliation

The School Administration will discipline or take appropriate action against any student, teacher, administrator, or school personnel who retaliates in any form against a person who makes a complaint, reports or participates in an investigation of a discrimination/harassment complaint. Acts of retaliation may result in immediate disciplinary action, including expulsion or dismissal, even if underlying discrimination 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

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.

 **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.

 **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



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.

Approved August 10, 1998.

ACCEPTABLE USE POLICY

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 Acceptable Use Policy (AUP) 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" = 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 facsimile communication, creation of web pages or blogs in which the creator assumes the identity of another person, the knowing impersonation of another person, the knowing impersonation of another person as the author of posted content or messages or the distribution of communications to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons), alone or in combination with any written or verbal expression or physical acts or gestures, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school: or (v) materially or substantially disrupts the education process or the orderly operation of school. See Massachusetts General Laws, Chapter 71, Section 370.

E. Access to Materials

For students to be permitted to gain independent access to the web or individual email accounts, they must agree to and abide by the standards set out below. For students under 18, parents must provide signed permission forms before students will be permitted to gain independent access to the web or individual email accounts. If the Beverly Public Schools does not receive a signed user agreement and if applicable a signed parental permission form, students will not gain independent access to the web or individual email accounts, but they still may have exposure to the Internet during classroom instruction or library research exercises.

1. Users will not use the district internet system to access material in violation of the following standards:
2. Prohibited Material. Prohibited material may not be accessed at any time, for any purpose. The district designated the following types of materials as prohibited: obscene materials, pornography, material that appeals to a prurient or unhealthy interest in, or depicts or describes in a patently offensive way, violence, nudity, sex, death, or bodily functions, material that has been designated as for "adults" only and material that promotes or advocates illegal activities.
3. Restricted Material/Sites. Occasionally materials that may have been considered prohibited may have educational value when used in a class context. This included materials such as literary, artistic, political, or scientific value. In addition, restricted material includes materials that promote or advocate the use of alcohol, drugs and tobacco; harassment or

bullying; hate and discrimination, satanic and cult group membership, school cheating, and weapons. Social networking and personal advertisements sites are also considered to be restricted materials.

4. Limited Access Material. Limited access material is material that is generally considered to be non-educational or entertainment. Limited access material may be accessed in the context of specific learning activities that are directed by a teacher. Limited access material includes such material as electronic commerce, games, jokes, recreation, entertainment, sports, and investments.
5. If a student mistakenly accesses inappropriate information, he/she should immediately disclose this access to his/her teacher. This will protect a student against a claim that he/she has intentionally violated this policy.

F. Privacy and Communication Safety Requirements

Personal contact information includes student name together with other information that would allow an individual to locate the student, including, but not limited to, parent's name, home address or location, work address or location, or phone number.

- ▲ Users will not disclose personal contact information, except to education institutions for educational purposes, companies or other entities for career development purposes, or with specific staff approval.
- ▲ Users will keep their log-in and password private. Use by anyone other than yourself creates a security risk for both your own files and the network. Seek help from an administrator if you forget your password or cannot get into your account.
- ▲ User shall not allow others persons to use their name, login, password, or files for any reason unless specifically directed by a faculty or staff member.
- ▲ Using the school's internet system, students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances.

G. Illegal, Unauthorized, and Inappropriate Uses and Activities

- ▲ Users will not use computers to make sound recordings or digital images of others without the consent of those being recorded.
- ▲ Users will not attempt to gain unauthorized access to the district internet system or to any other computer system through the district internet system or go beyond his/her authorized access. This includes but is not limited to, attempting to log in through another person's account or access another person's files.
- ▲ Users will not make deliberate attempts to disrupt the district internet system or any other computer system or destroy data by spreading computer viruses, by any malicious attempt to harm or destroy data or hardware.
- ▲ Users will not use the district internet system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, gambling, engaging in criminal gang activity, threatening the safety of a person, harassment, discrimination, bullying, or cyberbullying of other students, etc.
- ▲ Restrictions against inappropriate language apply to all speech communicated through the district internet system, including but not limited to public messages, private messages, and material posted on web pages.
- ▲ BPS students will not agree to meet with someone they met online without the approval of their parents. Students must report any contact of this nature, or any messages that feel inappropriate, to school officials immediately.

- ^ BPS students will not respond to any unsolicited online contacts
- ^ Users will act in accordance with the district harassment and discrimination and bullying policies. (e.g. cyberbullying)
- ^ Users will not repost messages sent to him/her without the permission of the person who sent the message.
- ^ Users will not access, send, or forward materials or communications that are obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language, images or materials.
- ^ Users will not knowingly or recklessly post false or defamatory information, images or materials about a person or organization.
- ^ Users will not post information or images that could cause damage or a danger of disruption.
- ^ Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
- ^ Users will not discuss highly sensitive or confidential school department information on email communications.
- ^ BPS Internet and email systems may not be used for political or social advocacy or solicitation. This prohibition includes fundraising or advocacy for any non- school organizations

H. Privacy

- ^ The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the district internet system.
- ^ In the event there is a claim that the student user has violated this policy, any other district policy, or student disciplinary code in his/her use of the district internet system, an investigation will be conducted. The student will be provided with notice and opportunity to be heard in the manner set forth in district policy and the student disciplinary code as outlined in the BPS Student Handbooks.
- ^ If the violation also involves a violation of district policies or other provisions of the student disciplinary code, it will be handled in a manner described in the policies or code. Additional restrictions may be placed on the student's use of the internet.
- ^ The district will not turn over student's information for any financial gain.

I. Plagiarism and Copyright Infringement

- ^ Users will not plagiarize works that are found on the Internet or the school's network. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- ^ Users will respect the rights of copyright owners in his/her use of materials found on, disseminated through, or posted to the internet. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. Copyright law can be very confusing. If a student has questions, he/she should ask the librarian.
- ^ Users may not download copyrighted materials to any school computer without express permission of the copyright holder, unless it is used in an educational context following fair use guidelines.
- ^ Users must comply with trademark, copyright laws and all license agreements.

J. System Security and Resource Limits

System Security

- ⤴ Users are responsible for his/her individual account and should take all reasonable precautions to prevent others from being able to use his/her account. Under no conditions should a User provide his/her password to another person, unless directed by faculty or staff member.
- ⤴ Users will immediately notify a teacher or the system administrator if he/she has identified a possible security problem. The student should not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- ⤴ Users will not damage the computers, computer systems, or computer networks. Users will avoid the inadvertent spread of computer viruses by following the district virus protection procedures.

Resource Limits

- ⤴ The student will use the system only for educational and career development activities and limited, personal research.
- ⤴ Users will not download large files, or use excessive amounts of bandwidth unless absolutely necessary for academic use.
- ⤴ Users will not misuse district, school, or personal distribution lists or discussion groups for sending irrelevant messages.

K. Consequences

- ⤴ Violations of any aspect of the Beverly Public Schools Acceptable Use Policy will result in enforcement of the school's disciplinary code. Students committing these infractions will be subject to sanctions such as, but not limited to, detentions, suspensions, expulsions, legal consequences and fines.
- ⤴ Illegal, unauthorized, and/or inappropriate uses and activities will be investigated and remediated as outlined in the Discrimination/Harassment and Bullying Policies. Student bystanders who witness discrimination, harassment, bullying, cyber bullying and/or retaliation are strongly encouraged to report the incident to the principal, building equity coordinator, Title(s) VI & IX Coordinator, or any other school staff member.

Approved: February 9, 2011

I have read the Beverly Public Schools Acceptable Use Policy. I agree to comply with the policy. I understand disciplinary action may be taken as a result of violating these standards.

Users please print your name here: _____

School: _____

Signature: _____

Date: _____

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.

Beverly Public Schools
Acceptable Use Policy Agreement for Students under Age 18

Parent/Guardian Permission for Users under 18 Years of Age

- ^ I have read the Acceptable Use policy for the Beverly Public Schools
- ^ I understand that this access is designed for educational purposes.
- ^ I recognize that some controversial materials exist on the Internet.
- ^ I understand that the level of my child's independent access to the Internet depends on my child's grade level, as explained in the Acceptable Use Policy.
- ^ I give permission for my son/daughter to have the access to the Internet that corresponds with his/her grade level.
- ^ I have discussed with my son/daughter his/her responsibilities regarding the use of the Beverly Public Schools Network and internet access.
- ^ My son/daughter understands and agrees to follow the Acceptable Use Policy of the Beverly Public Schools.
- ^ I understand that any violation by my son/daughter of the terms of the Acceptable Use Policy may result in suspension or revocation of his/her email account or independent access to the World Wide Web, school disciplinary action and, if warranted, referral to law enforcement authorities.
- ^ I will not hold the Beverly Public Schools liable or responsible for any materials my son/daughter accesses, acquires, or transmits via the Beverly Public Schools Computer network and/or Internet connection.

Student's Name: _____

School: _____

Parent/ Guardian Name: _____

Signature: _____

Date: _____

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Release of Student Information To Military Recruiters Or
College/University Recruiters

Under the federal "No Child Left Behind" Act, public high schools must give the names, addresses and telephone numbers of students to the U.S. military and college/university recruiters if the recruiters request the information. However, students or their parents have the right to instruct the school in writing that this information is not to be released to either the military or colleges or both.

If you do not consent to the release of this information to military recruiters and/or colleges, please check the appropriate box or boxes below. To be certain your wishes are respected, return this form to the Guidance Office by September 25th, although signed forms returned after that date will be effective after receipt by the Guidance Office.

IF FORM IS NOT RETURNED, YOUR NAME WILL REMAIN ON THE LIST

_____ DO NOT release student contact information to Military Recruiters

_____ DO NOT release student contact information to College/University Recruiters

Student's name (Please Print) _____

Student's ID # _____

Name of School _____

Signature of Student or Parent***

Date Signed: _____

***Students have the right to request that their contact information not be released to recruiters. Parents can override a child's decision by notifying the school in writing, only if the student is under 18. We encourage parents and students to discuss this information.

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