

# BEVERLY PANTHERS



2010-2011

Mr. Sean T. Gallagher  
Principal

Mr. Daniel Bauer  
Assistant Principal  
(Gr. 11, Freshman F-M)

Mrs. Erin Brown  
Assistant Principal  
(Gr. 12, Freshmen N-Z)

Mrs. Elizabeth Taylor  
Assistant Principal  
(Gr. 10, Freshmen A-E)

## *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 construction project is proceeding as planned. Once completed, the Beverly community will have a state-of-the-art facility in which we will be preparing all students for the twenty-first century. 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.*

*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 culture and promote constructive change. Do your part to make Beverly High School the best it can possibly be.*

*Mr. Sean T. Gallagher  
Principal*

## **The Mission Statement of Beverly High School**

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.

## 2010-2011 School Calendar

<b>August/September</b> Tuesday, August 31, 2010 Wednesday, September 1 Friday, September 3 Monday, September 6	Gr.1-6, Gr. 9 Students Return Gr.10-12 Students Return * No School – Labor Day Week-end * Labor Day
<b>October</b> Friday, October 8 Monday, October 11	*Staff Development Day: All Schools *Columbus Day
<b>November</b> Tuesday, November 2 Thursday, November 11 Wednesday, November 24 Thursday & Friday, November 25 & 26	*Staff Development Day: All Schools *Veterans Day observed Early Release: All Schools *Thanksgiving Vacation
<b>December</b> Friday, Dec. 24, 2010 through Saturday, Jan.1, 2011	*Christmas Eve *December Vacation
<b>January</b> Friday, January 14 Monday, January 17	*Staff Development Day: All Schools *Martin Luther King Day
<b>February</b> Monday, February 21 Tuesday, Feb. 22 - Friday, Feb. 25	*President's Day *February Vacation
<b>March</b>	
<b>April</b> Monday, April. 18 Tuesday, April. 19 – Friday, Apr. 22	*Patriot's Day *April Vacation
<b>May/June</b> Monday, May 30 Sunday, June 5 Wednesday, June 15, 2011**	*Memorial Day BHS Graduation (2:00 p.m.) Early Release: All Schools (Last Day of School)

**\*No School days**

**\*\*The last day of school will be between June 15 and June 22, 2011, depending on the number of days used for weather-related school closings.**

## Beverly High School Directory

978-921-6132

[www.bhsonline.org](http://www.bhsonline.org)

<b>Main Office</b>	<b>Extension</b>
Sean T. Gallagher, Principal	324
Mrs. Bassett, Secretary	320
Mrs. Matney, Secretary	300
<b>A-Wing Office</b>	<b>Extension</b>
Mrs. Betty Taylor, Asst. Principal	333
Mrs. Story, Secretary	331
Ms. DiCarlo, Guidance Counselor	334
Ms. Angelo, Guidance Counselor	332
Mr. Allen, Guid./School-to-Career	327
<b>Guidance Office</b>	<b>Extension</b>
Mrs. Grasso, Guidance Tech-Ed	374
Ms. Burke, Guidance- Special Ed	346
Ms. Spurvey, Secretary	339
Mrs. Belleau, Registrar	340
Mrs. Prodanas, Guidance Counselor	337
Mr. Thomas, Adjustment Counselor	338
<b>C Wing</b>	<b>Extension</b>
Mr. Bauer, Asst. Principal	344
Mrs. Megrath, Secretary	348
Mrs. Gorman, Adjustment Counselor	345
Ms. Loosian, Guidance Counselor	325
<b>Patten Wing Office</b>	<b>Extension</b>
Mrs. Brown, Asst. Principal	310
Mrs. Morris, Secretary	301
<b>Nurse's Office</b>	<b>Extension</b>
Mrs. Pappas, Nurse	328
Mrs. Orso, Nurse's Assistant	371
<b>Wellness/Athletics Office</b>	<b>Extension</b>
James Coffey, Athletic Director	321
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Mr. Clement, Math, Science & Tech	375

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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 15 of the Program of Studies. If you don't have a Program of Studies booklet, please see your Guidance Counselor.**

### 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, 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

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 which is intended to be dropped. Failure to do so may result in detentions or a suspension.

### Cheating/Plagiarism

All students need to develop the character qualities of honesty and integrity. Students need to "pass" on their own efforts and ability through study and commitment to hard work. To do anything less is unacceptable. Academic dishonesty includes cheating and plagiarism. Copying homework, class work, or a test, is a form of cheating. Plagiarism, which is the use of another person's ideas, images or writing as one's own without giving credit to the true author, is considered cheating.

In regard to use of the Internet: copying and "pasting" of web pages and magazine articles is a great way to take notes and collect information. But make sure to also make note of the source of the information each time you copy and paste. Remember, everything copied or pasted is a direct quote from the original source.

### 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.



**COMMUNICATES EFFECTIVELY THROUGH A VARIETY OF MEDIA**  
**Communicates Effectively**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Working Towards Expectations</b>	<b>Below Expectations</b>
Purpose	Establishes and maintains a thorough understanding of audience and assignment.	Establishes and demonstrates a good understanding of audience and assignment.	Demonstrates a basic understanding of audience and assignment.	Lacks purpose and understanding of audience and assignment.
Content	Content contains extensive details to support the topic.	Content contains sufficient details with examples to support the topic.	Content contains some details or examples to support the topic.	Content contains inadequate details to support the topic.
Organization	Well organized, progression of ideas is logical and transitions are easy to follow.	Mostly organized, Progression of ideas has minor inconsistencies in unity and/or coherence. Transitions are evident.	Somewhat organized, Progression of ideas has major inconsistencies in unity and/or coherence. Poor transitions.	Poorly organized, Progression of ideas is difficult or impossible to follow. Transitions are missing.
Grammar Usage	Insignificant errors that do not interfere with communication.	Few grammar errors that do not interfere with communication.	Some grammatical errors that begin to interfere with communication.	Numerous grammatical errors that interfere with communication.
Presentation	Speaks clearly and distinctly at an appropriate rate. Body language enhances presentation. Creatively uses a variety of effective aids (including technology) to communicate ideas.	Generally speaks clearly and distinctly at an appropriate rate. Body language supports presentation. Moderately effective use of aids (including technology) to communicate ideas.	Occasionally speaks clearly and distinctly at an appropriate rate. Body language limits presentation. Moderately ineffective use of visual aids (including technology) to communicate ideas.	Rarely speaks clearly and distinctly at an appropriate rate. Body language detracts from presentation. Does not/ ineffective use of visual aids (including technology) to communicate ideas.

**COMMUNICATES USING A VARIETY OF MEDIA  
Technology Rubric**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Working Towards Expectations</b>	<b>Below Expectations</b>
<b>Digital Publishing</b>	<ul style="list-style-type: none"> <li>■ Creates a very complex word processing document utilizing two or more applications (ex. Excel, Access) and digital images.</li> <li>■ Advanced use of electronic publishing techniques, such as Web 2.0 tools for managing work (cloud computing) or publishing to the web (wikis, blogs)</li> </ul>	<ul style="list-style-type: none"> <li>■ Independently creates a complex word document with enhanced graphics to illustrate information.</li> <li>■ Can adapt to a variety of electronic platforms such as Web 2.0 tools for publishing work to the web (wikis, blogs) performs the requisite file management.</li> </ul>	<ul style="list-style-type: none"> <li>■ Can prepare a report properly formatted with complete citations.</li> <li>■ Requires support to incorporate images and/or graphs.</li> <li>■ Some file management and electronic publishing skills</li> <li>■ Need assistance to utilize Web 2.0 tools for publishing work to the web (wikis, blogs)</li> </ul>	<ul style="list-style-type: none"> <li>■ Can prepare a report in word processing.</li> <li>■ Requires support to format and complete citations properly.</li> <li>■ Requires support to make attachments or manage files electronically</li> <li>■ Cannot utilize Web 2.0 tools</li> </ul>
<b>Data Organization &amp; Analysis</b>	<ul style="list-style-type: none"> <li>■ Create Spreadsheets to do complex analysis of information (uses an extensive set of statistical tools)</li> <li>■ Can create graphs that tell a story</li> <li>■ Creates complex reports from databases using sophisticated filtering and sorting technology.</li> <li>■ Draws conclusions and sees implications from the data</li> </ul>	<ul style="list-style-type: none"> <li>■ Independently creates and manages spreadsheets and databases.</li> <li>■ Modifies and uses complex graphs to focus and display the results.</li> <li>■ Can easily read and interpret data and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>■ Creates a spreadsheet with simple formulas but requires guidance.</li> <li>■ Limited skills using data inquiry tools (statistical and data sorting)</li> <li>■ Independently creates basic graphs but needs support customizing and interpreting.</li> </ul>	<ul style="list-style-type: none"> <li>■ Difficulty arraying information in spreadsheet format.</li> <li>■ Needs support building formulas</li> <li>■ Can only prepare the most basic graphs</li> </ul>
<b>Multimedia Presentations</b>	<ul style="list-style-type: none"> <li>■ Message is clear and easily understood</li> <li>■ Exceptional integration of visuals, sound and enhancements</li> <li>■ Free of technical flaws</li> </ul>	<ul style="list-style-type: none"> <li>■ Message has some ambiguity and requires additional explanation to be understood</li> <li>■ Good use of visuals, sound and enhancements</li> <li>■ Few technical flaws, none of them seriously impair the presentation</li> </ul>	<ul style="list-style-type: none"> <li>■ Message is somewhat vague and audience is questioning interpretation or puzzled by the message.</li> <li>■ Some use of visuals, sound and enhancements but needs more integration</li> <li>■ Some technical flaws which limit the presentation</li> </ul>	<ul style="list-style-type: none"> <li>■ Message or point is unclear</li> <li>■ Visuals have little or no use of sound or enhancements</li> <li>■ Technical flaws interrupt the presentation</li> </ul>

**COMMUNICATES USING A VARIETY OF MEDIA**  
**Effective Writing**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Working Towards Expectations</b>	<b>Below Expectations</b>
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. I	Writing is filled with errors and errors are so severe that they interfere with communication.

## Read, understand and interpret materials

	Exceeds Expectations	Meets Expectations	Working Towards Expectations	Below Expectations
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 judgements about the text. Provides thorough support of the judgement.	Can analyze and make an accurate judgement about the text. Provides sufficient support for the judgement.	Has difficulty analyzing text. Makes confusing or unclear judgements about the text and provides insufficient support for the judgement.	Cannot analyze the text. Makes inaccurate or biased judgement about the text and provides inadequate support for the judgement.

### Obtain, Evaluate, Analyze and Apply Data Rubric

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Working Towards Expectations</b>	<b>Below Expectations</b>
<b>Obtain</b>	Student demonstrates ability to identify correct tools, accurately obtain data using appropriate units, and displays data effectively.	Student demonstrates 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.
<b>Analyze</b>	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.
<b>Evaluate</b>	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 assess without assistance.
<b>Apply</b>	Student uses data to draw 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.

## ARTISTIC AND CREATIVE EXPRESSION

	Exceeds Expectations	Meet Expectations	Working Towards Expectations	Below Expectations
<b>Plan &amp; Revise</b>	Multiple solutions and revisions, effort at exploring ideas Multiple ideas in plan Responds to feedback 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
<b>Concept</b>	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.
<b>Composition</b>	Risk taking and/or addresses complex visual ideas in composition/form. Successfully uses and understands use of elements and principles.	Some success with composition, form. Some exploration of visual ideas, some use and understanding of elements and principles. (uses at least 2)	Solutions simplistic in composition and form. Shows limited understanding and use of elements and principles. (may not identify all)	Compositions are poorly considered. Little or no consideration to elements and principles.
<b>Technical</b>	Consistently high quality of technical skill. Exceeds assignment objectives. 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.
<b>Vocabulary</b>	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 a limited knowledge of terms and vocabulary

## Problem Solving Rubric

	Exceeds Expectation	Meets Expectations	Working Towards Expectations	Below Expectations
<b>Understanding/ Identify Problem</b>	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.
<b>Strategies/ Reasoning</b>	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.
<b>Procedures/ Apply strategies</b>	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.
<b>Communication</b>	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.

## 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. 18-19. For further information on extracurricular activities go to [bhsonline.org](http://bhsonline.org).

#### Co-curricular Activities/Clubs

Aegis (literary magazine)	Gay/Straight Alliance	Paranormal Club
Amnesty International	German Club	Peer Education
Anime Club	Habitat for Humanity	Philosophy Club
Best Buddies	Hunger Relief Club	Photography Club
Beverlega (yearbook)	JROTC Drill Team	Rachel's Challenge
Book Club	Key Club	Refugee Club
Breakfast Movie Club	The Ledger	Science League
Class Officers	M.O.B. Club	Stage Right
Color Guard	Math Team	Student Advisory Committee
DECA	Model United Nations	Student Council
ECO	National Art Honor Society	World of Difference
French Club	National Honor Society	

#### 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. A candidate for admission must have held or run for at least one elected or appointed leadership position in any arena of the candidate's life from freshman year onward.
- Service: Any service performed in school, community, or 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.
- Character: An applicant's character is determined through two teacher recommendations and two outside recommendations (non-relatives) that are required parts of the NHS application. The candidate should have displayed outstanding character traits such as

honesty, integrity, respect for others, etc. Any previous suspendable/disciplinary offense, infraction of school rules and/or improper conduct may be cause for rejection of a candidate.

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

**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. Athletic fees are based on a sliding scale, depending on the sport. There is no family cap. Athletic user fees should be paid to the Athletic Department prior to the beginning of each sports season. We would not want a family's current financial situation to be a reason for not participating. If you feel the need for help in paying for this opportunity, tuition scholarship information is available in the main office, athletic department and at the Business Office at the Memorial Building.

At Beverly High School, students may participate in the following sports, all of which have varsity teams:

Athletic Teams

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Cheerleading	Boys Basketball	Baseball
Boys Cross-Country	Girls Basketball	Boys Lacrosse
Girls Cross-Country	Cheerleading	Girls Lacrosse
Field Hockey	Gymnastics	Boys Outdoor Track
Football	Boys Ice Hockey	Girls Outdoor Track
Golf	Girls Ice Hockey	Softball
Boys Soccer	Boys Indoor Track	Boys Tennis
Girls Soccer	Girls Indoor Track	Girls Tennis
Girls Volleyball	Swimming	
	Wrestling	

*Athletic Awards*

1. 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.
2. 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.
3. All candidates for any award shall be recommended by the head coach of the sport.
4. To be eligible for an award, a player must finish the playing season as a bona fide member of the playing squad.

5. A player injured in participation during the season thus preventing him/her from fulfilling award requirements may be recommended for an award.
6. 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.
7. 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 Rules for Extracurricular Activities and Athletics**

- A. In order to qualify for participation, a student may have no F's and no more than two D's in the relevant quarter or semester.

Eligibility	
Quarter	Based Upon
1	Final Grades from Semester 2 (Except for 9th Graders, who are eligible at this point in the year)
2	First Quarter Grades
3	Second Quarter Grades
4	Third Quarter Grades

Eligibility for First Quarter is determined by final grades for the Second Semester 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.

- B. A student must take the required number of courses.
- C. 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.
- D. Incomplete grades may not be counted toward eligibility.
- E. A student who repeats work upon which he/she has once received credit cannot count that subject a second time for eligibility.
- F. A student cannot count for eligibility any subject taken during summer vacation, unless that subject has been previously taken and failed.
- G. A student receiving services under Chapter 766 whose Individualized Education Plan is a 502.4 or more restrictive proto-

- type, may be declared academically eligible by the principal provided that all other eligibility requirements are met.
- H. Participants of extracurricular activities must abide by the high standards of citizenship.
  - I. Students must be present in school for the equivalent of four periods or blocks to participate that day in extracurricular activities and/or athletics. Exceptions to this rule must be approved by an administrator.
  - J. Students tardy after 11:06 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:

1. You are not 19 years of age before September 1 of this school year
2. You entered this high school from an elementary or middle school
3. You transferred from another secondary school to this school, and your parents moved to Beverly when you changed schools
4. 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
5. You have not been ruled out of the game in any given sport twice during a season for unsportsmanlike conduct
6. You have not violated the Chemical Health Policy
7. The team eligibility in general consists of four years beyond the 8th grade in consecutive semesters
8. 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**

During the season of practice or play, 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 pos-

session 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 part of an event will be truncated i.e. all fractional part of an event will be dropped when calculating the 25% of the season.

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

Student-athletes who are in violation of the chemical health policy may be required to participate in one / all of the following programs to maintain their team membership.

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

#### **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 principal shall be responsible for viewing attendance records and initiating appropriate actions at the building level to address unexcused pupil absences and tardiness. 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 (978-921-6132, ext. 616) by 9:00 a.m. if a child is going to be absent or late for any reason. This call will keep the school secretary from having to make unnecessary calls to check on missing children.

#### **Absences From School**

Beverly High School defines absences as belonging in one of three (3) categories: documented, undocumented (which are considered excused), and unexcused absences. When returning to school, the student must take responsibility to make up missed work when appropriate.

#### **Categories of Absence**

1. **Documented** - absence does not count against student
  - a. Illness covered by a doctor's note
  - b. Death in the family
  - c. Religious holiday
  - d. Mandated court appearance
  - e. Authorized field trip
  - f. Some dismissals by the Nurse (discretion of the Nurse to determine whether documented), when illness or injury occurs during the school day
  - g. Two days annually may be granted for college visits or permanent career placement visits (must be authorized by student's guidance counselor)
2. **Excused (Undocumented)** - make-up allowed, absence counts against student. This includes, but is not limited to the following:
  - a. Routine absence due to brief illness as approved by parent/guardian
  - b. Non-illness related visits to a doctor's/dentist's office for such things as physicals, braces, or check-ups
  - c. Dismissals from school by parent/guardian or person designated on emergency card because student doesn't feel well enough to remain in school
  - d. Absence from classes for family vacations
  - e. Outside-of-School suspension

### 3. **Truant (Unexcused)** - no make-up allowed

- a. 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.

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

#### **Planned Absences**

The Beverly Public Schools discourage such unexcused 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 will receive a failing grade for the quarter if undocumented absences from class total more than a week and a day of class time for classes that meet daily.

#### **Tardiness**

##### **Tardiness to School**

1. **A block** begins at 8:15 a.m. Anyone tardy to **A block** must report to the attendance monitor at either the Main Office entrance or the Patten Wing entrance. For the safety and security of our students, all other entrances are locked at 8:20 a.m.
2. Anyone tardy to school after **A block** must report to the appropriate wing office.
3. Each three (3) times a student is tardy to school is equivalent to one (1) undocumented absence. Such absences count toward a student's total absences, and notification will be made by letter when a student has accumulated the equivalent of five (5) undocumented absences in a quarter.
4. 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.** Each three (3) times a student is tardy to any class constitutes an undocumented absence. Such absences count toward a student's total absences, and notification will be made by letter when a student has accumulated the equivalent of five (5) undocumented absences in a quarter.

**2.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 in AB block at 9:15 am would be marked absent in the teacher's attendance)**

3.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**

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

**Students dismissed before 11:10 a.m. without a valid excuse will be ineligible for extracurricular activities that day.**

#### **Make-up and Incomplete Work**

1. 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. [Be aware of each teacher's expectations and policies in regard to assignments missed due to absence]
2. 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 passes from the wing office indicating that the reason for their absence has been accepted as legitimate.
3. Students will not be denied quarterly or final exams.

#### **Sanctions/Interventions for Excessive Absences**

Students will receive a failing grade for the quarter if undocumented absences from class total more than a week and a day of class time for classes that meet daily.

It is the student's responsibility to be aware of her/his attendance status in each class. However, after absences which total one week of class time in the quarter, for classes that meet daily, the teacher is required to notify the student and the parent/guardian, by letter, that two more absences from that class may result in a failing quarterly grade for the course in question.

If a child's absence becomes excessive, whether excused or unexcused, 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-In-Need-of-Services (CHINS) Petition (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.

#### **Attendance Review Board**

An Attendance Review Board shall be formed to convene regularly for the purpose of reviewing documentation and parent/guardian/student initiated requests for exception to the attendance regulations and consequences. The Board shall be comprised of five students and five faculty members, elected by their respective constituencies. The Board shall rescind academic failure due to attendance problems, when sufficient documentation is provided to establish that the limits on undocumented absence, as cited on page 21, have not been exceeded. The Board shall be empowered to override, by a 2/3 majority, the attendance regulations/consequences in individual cases.

1. Parent/guardian and student will be advised of the date on which the Attendance Review Board will hold its next meeting, so that proper documentation can be provided to override the "failure imminent" status.
2. Parent/guardian and student should fill out the appropriate form and submit all supporting documentation to the Attendance Review Board for review.
3. The Attendance Review Board will approve as documented any absences, which meet the established criteria.
4. The Attendance Review Board will notify the parent/guardian, the student and the classroom teacher of its decision regarding the student's attendance status."
5. Parents/guardians and students who are dissatisfied with the Board's decision may appear at the next Board meeting to appeal the outcome.

#### **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 return to class.

#### **4th Quarter Attendance for Seniors**

Since fourth quarter is approximately 6 weeks long for seniors, **four undocumented** is the maximum number of absences from class

allowed. More than four 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 academic lab or lunch. 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.

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.

<b>Attendance:</b>	No truancy from school No class cuts No more than 3 unexcused tardies in any class
<b>Academic:</b>	Minimum of C- average in classes, no Incompletes Minimum of 32.5 academic credits per year
<b>Behavior:</b>	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 principal 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 expect-

tancies 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.

1. Detention will run from 2:45-3:27 p.m. in a designated area with two staff members to oversee students.
2. 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.
3. **Students are expected to report to detention on the day assigned unless excused by the Assistant Principal.**
4. Students are expected to work on school assignments and bring appropriate materials to office detention. There is no talking or sleeping.
5. If a student is sent out, appropriate action will be taken by the Assistant Principal.

#### **Failure to serve Office Detention without AP's permission**

1. First Offense - 1 day in-school suspension
2. Second Offense - 2 days in-school suspension
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. Radios, CD, MP3 players of any kind are not allowed to be in use in school
14. Violation of Electronic Device Policy (see pg. 35)
15. Possession of tobacco products (cigarettes, chewing tobacco, etc.), lighters or matches

16. Violation of school parking and/or irresponsible use of vehicles
17. Possession of food/beverage outside the cafeteria
18. Threat to another student
19. Harassment/Dating Violence

**(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 suspension
3. Third Offense - parental letter and 1 day outside suspension
4. Subsequent Offenses - 3 day, 5 day 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 suspension
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. Cheating/Plagiarism
  - First infraction - zero on work, parent conference
  - Second infraction - zero on work, 1 day suspension
3. Gross disrespect
4. Violation of a BHS restraining order
5. Gambling
6. Forgery
7. Lying
8. Removal from ISS
9. 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. Threatening a staff member
6. 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)
7. Destruction of school property
8. Threat to another student
9. Harassment/Dating Violence
10. Stealing
11. 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 (see Chemical Health Policy, pg. 19)
4. Striking 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 (i.e. senior activities / graduation ceremony)
- d. Loss of parking privileges
- e. Not allowed to attend field trips

### **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.

### **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 suspension 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 suspension 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.)

**Massachusetts General Law Chapter 71, Section 37H Student Expulsion**

Any student who is found on school premises or at school sponsored or school related events, including athletic games may be subject to expulsion by the school principal for the following:

- Possession of a dangerous weapon (including but not limited to a gun or knife)
  - Possession of a controlled substance as defined in M.G.L. 94C (including but not limited to marijuana, cocaine, heroin)
  - Assault of a principal, assistant principal, paraprofessional or other educational staff
1. Any student charged with assault, as described above, or charged with possession of a dangerous weapon or a controlled substance shall be notified in writing of an opportunity for a hearing. At said hearing, student may have representation along with the opportunity to present evidence, and/or written testimony, and witnesses on his/her behalf before the principal.
  2. Following expulsion by the principal, the student may appeal to the superintendent within (10) calendar days after expulsion. The student has a right to counsel and the right to present oral and written testimony at the hearing on his/her behalf.
  3. The principal may decide not to expel a student under certain circumstances. In such instances, the student will have to assure the principal/administration that the behavior/issue is going to be addressed and will not occur again. The student will be required to participate in one or all of the following program(s) to maintain his/her school status.
    - A Beverly High School behavior contract drafted by the administration that addresses specific behaviors and school rules/regulations.
    - Receive a professional assessment/evaluation addressing the student's behavior/situation.
    - The student will be enrolled/engaged in ongoing therapy/counseling sessions.
    - The student will have to provide results of a clear drug screen to the administration.
    - The student will be required to perform community service work.

**Massachusetts General Laws Chapter 71, Section 37H ½**

1. The principal may suspend a student upon the issuance of a criminal complaint charging that student with a felony, or upon the issuance of a felony delinquency complaint against that student, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The length of the suspension is within the discretion of the principal.
2. The principal may expel a student upon either (1) the student being convicted of a felony, or (2) an adjudication or admission in court of guilt with respect to the felony or felony delinquency, if the principal determines prior to the expulsion that the student's

continued presence in school would have a substantial detrimental effect on the general welfare of the school.

3. The student has the right to appeal the suspension or expulsion to the superintendent in writing no later than (5) calendar days following the effective date of the suspension or expulsion. At the hearing, the student has the right to present oral and written testimony and has the right to counsel.
4. The superintendent has the authority to overturn or alter a suspension or expulsion decision. The superintendent's decision shall be the final decision of the District with regard to suspension or expulsion.
5. Upon an expulsion of a student under this section, no school or school district shall be required to provide educational services to such student.

#### **Massachusetts General Law Concerning Student Expulsion**

1. When a student is expelled under the provisions of Section 37H, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student.
2. If a student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for expulsion.

#### **Discipline of Special Needs Students**

Special needs students are expected to follow the Beverly High School Code of Conduct, Massachusetts State Statutes and Federal Laws. Federal and state laws govern the disciplining of students with disabilities eligible for special education and regulations promulgated there under. These laws include the Individuals with disabilities act, 20 U.S.C. s.1400, et seq., 34C.F.R. s. 300.519-529 et seq., and Massachusetts General Laws, c. 71B.

Students with disabilities eligible for Special Education who violate school rules are subject to removal from their current placement for up to ten (10) days, to the extent that such a removal would be applied to students without disabilities, without a prior determination as to whether the misconduct is related to the student's disability. Additionally, in certain circumstances, special needs students may be removed for additional periods up to ten (10) consecutive school days in the same school year for separate incidents of misconduct.

School personnel may also order a change in the placement of a student with a disability to an interim alternative educational setting for not more than 45 days if a student:

- Possession of a dangerous weapon (including but not limited to a gun or knife)
- Possession of a controlled substance as defined in M.G.L. 94C (including but not limited to marijuana, cocaine, heroin)
- Assault of a principal, assistant principal, paraprofessional or other educational staff

Additionally, a Massachusetts Department of Elementary Secondary Schools hearing officer, under certain circumstances, may order a change

in the placement of a student with disabilities eligible for special education to an interim alternative educational setting for not more than 45 days. Under the circumstance describe in this paragraph, or if the removal of a student will constitute a change in the students placement, as defined by federal special education law, a students IEP team may convene to re-view the students educational program, conduct a functional behavioral assessment, conduct a manifestation determination, change the existing IEP, and / or develop and implement a behavior modification plan.

For additional information, you may contact the School Principal or the Department of pupil personnel services.

## **OTHER INFORMATION AND REGULATIONS**

### **Academic Labs**

Once the period has begun, no student is to leave his/her seat without permission from the teacher. Permission for students to work together is left to the teacher's judgment. Students may leave the academic lab with a pass only.

### **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. 19 and/or **Expulsion**, pg. 29  
**Backpack Policy**

In the interest of safety, backpacks must be placed in lockers. Students are not allowed to carry backpacks during the school day.

### **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 courtyard, weather permitting, during lunch. This privilege depends on the courtyard 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.

Charging of meals is discouraged at the high school level however, if a student does not have his/her money he/she is given a meal and asked to bring the money on the following day. If the student fails to do so, the kitchen manager notifies the principal and the principal seeks payment. If the principal is unsuccessful, a letter is sent to the parent warning them that if payment is not made the situation will be turned over to Emily Rockwell, Coordinator of Child Welfare.

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

### **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.

### **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, strapless tops for females)
- No exposed undergarments
- Headgear is **NOT** to be worn in 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.**

### **Electronic Device Policy**

To minimize disruption during class time, students with electronic devices such as, but not limited to cell phones, iPods, MP3 players **MUST** have them turned off between the hours of 8:15 a.m. and 2:33 p.m.

**Students are permitted to use cell phones ONLY during the following times:**

- Before school hours inside and outside the building
- After school hours inside and outside the building
- During the student's lunch period in the Cafeteria

**Students are permitted to use iPods, MP3 players, etc. ONLY during the following times:**

- Before school hours inside and outside the building
- After school hours inside and outside the building

- During the student's lunch period in the Cafeteria
- During Academic Labs in a classroom or the library

**First Offense:**

Student will be asked to put item away

**Second and Subsequent Offense:**

Student's electronic device will be confiscated by the staff member and given to an Administrator. The item will be returned to the student's parent/guardian.

**NO use and/or taking of cell phone photographs is permitted during the school day. NO cell phone photographs are permitted in the restrooms or locker room areas at ANYTIME.**

**English Language Learners (ELL)**

English Language Learning 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**

A. Emergency Procedures

Any student observing a fire in the building should notify the nearest teacher. 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.

**B. Fire Drills**

1. All students should:
  - a. Recognize fire alarm signals
  - b. Stop all activity and exit the room quickly and quietly
  - c. Walk, **never run**, out of the building unless directed differently
2. Students are not to go to their lockers for their coats but are to leave the building immediately.
3. Students should assemble in the appropriate location outside the building.
4. 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.
5. Students are not to enter cars in parking lot, nor go on the hill behind the school.
6. Students are not to return to the building until the bell is rung, or students are told to do so by an administrator.

**Fund Raisers**

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. Student and teachers are not allowed to raise funds for school or personal endeavors during the time classes are meeting. 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 Insurance

School 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:

1. 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?"
2. Time for reading and thinking in a quiet place.
3. An opportunity for the student to develop his/her own style of learning.
4. Creating time to pursue the details of a subject. Class time only is not enough.
5. An opportunity to reinforce and practice concepts introduced in class, which can be used by the teacher for assessing mastery of concepts.
6. An opportunity to discover, to explore beyond the classroom material, to try out their own ideas without criterion, a chance to be creative.
7. An opportunity to make connections to ideas for other disciplines.
8. Time to get background or research needed to prepare for the next day's project or lesson.
9. Rehearsal time for performances and presentations of projects.
10. Time to take responsibility for knowing concepts and practicing skills, i.e., practice becoming an independent learner.

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 will be expected to have 30 minutes to 1 hour of homework for each course. 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 a high priority for a student. The regular completion of assignments at home is crucial for a student to be successful. Extracurricular activities, part-time jobs, and other such commitments must not interfere with homework. The following guidelines are designed to provide a framework for all members of the school community:

### ***Parent Expectations***

- a. Help to establish a regular routine for learning at home such as regular study areas and hours.
- b. Monitor and evaluate outside activities to be sure that the student has sufficient study time.
- c. Ask that time be used for reading or reviewing notes when no specific homework assignments have been given.

- d. Recognize that homework is assigned and, if necessary, require the student to keep an assignment record that can be reviewed at home
- e. Give individualized support

#### **Student Expectations**

- a. Consistent with the leveling criteria and curricula requirements, it is the responsibility of the student to:
- b. Expect to average from 2-4 hours per night of homework and study.
- c. Ask for clarification if the assignment is not clearly understood.
- d. Record both daily and long-term assignments and due dates.
- e. Complete homework in proper form, as defined by the individual teacher. Be aware of each teacher's expectations and policies in regard to assignments missed due to absence.
- f. Submit homework on the assigned date and make-up work promptly when absent.
- g. Arrange a proper study area at home and organize time to accomplish homework assignments.
- h. Establish a study schedule free from distraction (television, telephone, etc.)

#### **Teacher Expectations**

- a. Clearly define homework assignments to students
- b. Communicate homework policy and expectations to parents at Open House sessions each semester
- c. Provide a procedure for students to get information given while students were absent, especially long-term assignments
- d. Provide students with feedback on how well they have done on homework assignments
- e. 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 during an academic lab should sign up in the library either the day before, or before school on the day the student wishes 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 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

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 pre-

sent 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 rear of the building where students are disembarking from buses and school personnel are entering the building from the parking area along the rear drive. Students are to park within the marked areas only. Fire lanes must be kept open. Students are not to park behind the wings, near Patten Wing, nor 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***

1. Any student who has a car parked in an assigned space must display a parking tag.
2. 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.
3. Seniors have priority for parking spaces. After they have been assigned places, and if tags are still available, they will be offered to underclassmen.
4. 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 first. 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 wing 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 suspendible offense.

### **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 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 a developmental disability. 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:

1. Be free of libel and defamatory statements.
2. Not contain obscenities or profanity. Obscene material appeals to prurient interests and is offensive to community standards.
3. Allow opposing views on controversial issues.

4. Not be inflammatory, i.e., words that would be deemed fighting words, words that would incite violence.
5. 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 transcript is kept by the school for at least 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 Elementary & Secondary 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 crimi-

nal 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. Little 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 must be accompanied by a parent to sign the form along with the Principal. Those students between 16 to 18 need only to sign their own name along with the Principal. A birth certificate or passport is required.

## **FEDERAL, STATE, AND LOCAL POLICIES/LAWS DISCRIMINATION/HARASSMENT POLICY SUMMARY**

It is the policy of the Beverly Public Schools to provide a safe and secure learning and work environment for all its students and employees without distinction, where all school community members treat each other with respect. All programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, 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 sex/gender, race, color, national origin, ancestry, religion, age, disability, sexual orientation, and any other class or characteristic protected by law. The District also prohibits bullying and cyberbullying of school community members or other harmful conduct for reasons unrelated to race, color, religion, national origin, ethnicity, sex, sexual orientation, or disability.

The Beverly School Committee has developed a Discrimination/Harassment Policy to ensure that the educational opportunities of all students and the employment conditions of all employees are not threatened or limited by such violations of discrimination or harassment, to ensure that differences are respected and individuals are free to work, learn, and develop relationships without fear of intimidation, humiliation, or degradation. Discrimination, sexual and bias motivated harassment, hate crime, 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 our School District.

It will be a violation of the Discrimination/Harassment Policy for any employee or student of the Beverly Public Schools, visitor or contractor working in the District, to harass or discriminate against another employee, adult member of the school community, student, applicant for employment, or other person having business to conduct with the Beverly Public Schools, through conduct or communications. The policy applies to all sites and activities the District supervises, controls, or where it has jurisdiction under the law. It applies to all students, school committee members, school employees, independent contractors, visitors, recruiters, award and scholarship donors, school volunteers, parents, and guardians.

The District will investigate promptly all reports and complaints of harassment, discrimination, hate crimes, bullying, and cyberbullying, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency or to the Department of Children & Families (DCF). The District will support the policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, school-related activities, and school-related transportation. The intent of the 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.

### **RESPONSIBILITIES**

Any employee who becomes aware of an incident of discrimination, harassment, bullying, cyberbullying, and/or retaliation must promptly report the

incident to a school administrator or equity coordinator in their respective school building. Failure of an employee of the Beverly Public Schools to report an incident of discrimination or harassment may result in disciplinary action. All district employees must always take every complaint of discrimination/harassment seriously and act in accordance with the procedures outlined in the policy. All employees are expected to promote the spirit of the policy.

Student bystanders who witness discrimination, harassment, bullying, 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 your school building, provide information to employees and students about the District policy and procedures against discrimination/harassment. They are available to discuss any concern a student, parent, or employee may have. They facilitate the complaint process for colleagues, and function as a “first level” investigator for student complaints. It is their responsibility to investigate and remediate student complaints of discrimination and harassment. The Title(s) VI & IX Coordinator is responsible to process complaints involving employees and adults. The Title(s) VI & IX Coordinator and/or the Superintendent or his/her designee process complaints involving administrators or principals. The Central Office equity coordinator(s) perform an investigative role and make recommendations to the Title(s) VI & IX Coordinator or to the Superintendent regarding corrective action, and/or discipline concerning Central Office complaints.

The response to and resolution of complaints is be guided by the following goals: (a) focus on education and changing behavior rather than simply punishing the offender; (b) engage students and staff in dialogue so that they understand the impact of behavior and attitudes; (c) maintain the confidentiality of victims, offenders, witnesses, and others who report harassment or participate in the investigation of complaints to the extent possible; (d) protect the complainant, witnesses, and others who report discrimination and/or harassment or participate in the investigation of complaints from retaliation; (e) insure prompt, thorough attention and remediation to all complaints.

## **PROCEDURES FOR REPORTING AND INVESTIGATING HARASSMENT**

### **Reporting Procedures**

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

2) 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 an equity coordinator, principal, 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.

3) Any school community member may also 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.

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

5) 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 records the complaint in writing, using the complainant's own words.

6) Nothing in the policy shall prevent any person from reporting alleged prohibited conduct directly to the Title(s) VI & IX Coordinator or to the Superintendent. Furthermore, nothing in the policy prevents 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.

7) 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.

### **Investigation Procedures**

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

2) 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. Even where the designated official does not obtain the identity or cooperation by the alleged victim(s), the District will investigate the allegations, and proceed to Informal and Formal Proceedings, to the extent practicable.

3) Reports of discrimination/harassment and related information is 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.

4) 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.

5) The District employs interim steps to protect parties, and to prevent the possible continuation of discrimination or harassment during infor-

mal and formal investigations. The complainant and respondent will be apprised of the status of the processing and investigation throughout the process.

6) The equity coordinator or the Title(s) VI & IX Coordinator, either verbally or in writing, makes any recommendation(s) for resolving the complaint and present it to the complainant, the respondent, and make recommendations for corrective action and or discipline to respective principal and/or supervisor(s). All formal complaints are responded to in writing. 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 are maintained in separate, confidential files in the Central Office.

### **Informal Complaints**

The informal complaint will be given to the equity coordinator or to the Title(s) VI & IX Coordinator to investigate. The equity coordinator or the Title(s) VI & IX Coordinator will process student complaints. The Title(s) VI & IX Coordinator will process complaints involving employees.

The equity coordinator or Title(s) VI & IX Coordinator will explain the informal process, ask what the student/employee would like, explain prohibition against retaliation and proceed with an internal review of the complaint. At the conclusion of the informal and review levels, the complainant and the respondent are informed, either verbally or in writing, of the decision. 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.

If all of the parties involved within the complaint process agree to extend the informal process, the 10-day process requirement may be waived.

### **Formal Complaints**

If the response was insufficient to satisfy the complainant, or if the complainant and/or respondent are not satisfied with the informal resolution, or if the complaint is determined to be of such magnitude and/or seriousness, a formal process will be instituted. 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.

The allegation(s) will be properly drafted and the investigative procedure will be explained to the complainant. 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. The Title(s) VI & IX Coordinator will work with the equity coordinator to gather as much relevant information as possible concerning the complaint. Any witnesses who have direct knowledge of the alleged discriminatory/harassing act(s) will be interviewed. The Title(s) VI & IX Coordinator will give periodic reports to the Superintendent on the status and outcome of formal complaints.

At the close of a formal investigation, the complainant and respondent will be informed in writing that the alleged harassment was substantiated or unsubstantiated. In accordance with State and Federal law regarding records

privacy, the complainant will also be informed that appropriate corrective action has been taken.

If the evidence shows there is no reasonable cause to believe discrimination or harassment occurred, the complainant and respondent will be notified in writing. If the evidence shows there is reasonable cause to believe discrimination or harassment occurred, attempts will be made, through corrective action(s) and/or discipline, to persuade the respondent to voluntarily cease and remedy such unlawful action(s).

If the complainant is dissatisfied with the response of the equity coordinator or Title(s) VI & IX Coordinator, he/she may submit a written request for review to the Superintendent of Schools and/or his/her designee within 14 (fourteen) calendar days. The Superintendent of Schools 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 or administrator gather all pertinent facts from the complainant and provide an explanation as to the formal and informal procedures. 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/Student- Staff Member Complaints**

In a situation involving a charge of discrimination/harassment between a staff member and a student, or a student and staff member, the information should be brought to the attention of the principal and Title(s) VI & IX Coordinator immediately. They will inform the Superintendent of Schools or his/her designee and the Title(s) VI & IX Coordinator will commence an investigation immediately. Representation in this process is the right of any employee.

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

In the case of substantiated discrimination/harassment by an employee, the Superintendent or designee will include a written statement of the findings, a summary of investigative materials, the corrective action taken, and the consequences of continued discrimination/harassment in the individual's personnel file.

### **Corrective Action**

Upon completion of an investigation and substantiation of the complaint, the School District will take appropriate corrective action. 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 or remediation. School District action taken for violation of the policy is consistent with requirements of applicable collective bargaining agreements, Massachusetts and federal laws, and School District policies. In accordance with State and Federal law regarding records privacy, the complainant will be informed that appropriate corrective action has been taken.

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 Office for Civil Rights, Department of Elementary & Secondary Education, or the US Equal Employment Opportunity Commission. (Addresses and telephone numbers are on the district web-site and in your school office).

If the offender (student or employee) refuses to agree to the corrective and/or disciplinary action, the Beverly Public Schools may order appropriate corrective and/or disciplinary action without consent and may refer the complainant to the Massachusetts Commission Against Discrimination or Office of Civil Rights.

#### **Discipline**

Any student or staff member of the Beverly Public Schools who is found to be in violation of the Discrimination/Harassment 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 and/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.

Employee disciplinary action will be consistent with the requirement of applicable collective bargaining agreements, Massachusetts and Federal laws and school district policies.

Any third parties, such as vendors or contractors doing business with the Beverly Public School System, found to have engaged in discrimination or harassment may be subject to legal action and contract termination consistent with federal and state law.

#### **Retaliation**

The School Administration will discipline or take appropriate action against any student, teacher, administrator, or school personnel who retaliates in any form against a person who makes a complaint, reports or participates in an investigation of a discrimination/harassment complaint. Acts of retaliation may result in immediate disciplinary action, including expulsion or dismissal, even if underlying discrimination/harassment is not proven. Retaliation is an independent prohibited and unlawful act.

A copy of the Discrimination/Harassment Policy, available in its entirety, may be found on the District web-site or in each school office.

**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.

**Prohibition Against Use of Tobacco by Students  
Commonwealth of Massachusetts  
City of Beverly**

*Chapter 71, Section 37H (Massachusetts General Laws)*

"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.**

- A) **Restrictions:**
1. 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.
  2. No person shall smoke upon any public school grounds within the City.
- B) **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.
- C) **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
- D) **Definitions:**
1. 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.
  2. 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.

## Regular Bell Schedule

School opens	8:00
Warning Bell	8:11
AB Block	8:15-9:39
B Block	8:57-9:39
CD Block	9:43-11:07
D Block	10:25-11:07
EF Block	11:11-1:05
E Block	11:11-11:53
F Block	12:23-1:05
<b>First Lunch</b>	<b>11:07-11:37</b>
<b>Second Lunch</b>	<b>11:53-12:23</b>
<b>Third Lunch</b>	<b>12:35-1:05</b>
GH Block	1:09-2:33
H Block	1:51-2:33
(HI)	2:36-3:18

## 2 Hour Delay Bell Schedule

School Opens	10:05
AB Block	10:15-11:09
B Block	10:42-11:09
CD Block	11:13-12:07
D Block	11:40-12:07
EF Block	12:11-1:41
E Block	12:11-12:41
F Block	1:11-1:41
<b>First Lunch</b>	<b>12:11-12:41</b>
<b>Second Lunch</b>	<b>12:41-1:11</b>
<b>Third Lunch</b>	<b>1:11-1:41</b>
GH Block	1:41-2:33
H Block	2:08-2:33

**FINDING YOUR WAY**  
Map of Beverly High School

## Central Office Directory

Marie Galinski, Ed.D.  
Superintendent of Schools  
Tel: 978-921-6100 Ext. 711  
Email: [mgalinski@beverlyschools.org](mailto:mgalinski@beverlyschools.org)

TBA  
Assistant Superintendent of Schools  
Tel: 978-921-6100 Ext. 714

William Burke  
Director of Transportation  
Tel: 978-921-6109  
Email: [wburke@beverlyma.gov](mailto:wburke@beverlyma.gov)

Martha Jo Fritz  
Director of Food Services  
Tel: 978-921-6100 Ext. 718  
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Judy Miller  
Director of Technology  
Tel: 978-922-0401  
Email: [jmiller@beverlyschools.org](mailto:jmiller@beverlyschools.org)

Debra O'Connor  
Director of Pupil Personnel Services  
Tel: 978-921-6100 Ext. 732  
Email: [daoconnor@beverlyschools.org](mailto:daoconnor@beverlyschools.org)

Emily Rockwell  
Coordinator of Child Welfare and Attendance  
Tel: 978-921-6100 Ext. 747  
Email: [erockwell@beverlyschools.org](mailto:erockwell@beverlyschools.org)

**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 25<sup>th</sup>, 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.**