



**BRISCOE MIDDLE SCHOOL
GRADES 6-8
STUDENT AGENDA
& HANDBOOK
2015-2016**



This Student Agenda & Handbook belongs to:

Grade: _____ Homeroom: _____ Locker # _____

Mr. Matthew P. Poska, Principal
Mr. Terrence Conant, Assistant Principal
Mrs. [Jamie Stump](#), Assistant Principal



If found, please return to:
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www.beverlyschools.org

Under *Schools*, select Briscoe Middle School to view our website

BRISCOE MIDDLE SCHOOL STUDENT HANDBOOK

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***These forms need to be completed and returned to your child's homeroom teacher.**

CORI forms are available in the Briscoe main office for any parent/guardian wishing to volunteer their time in school or chaperoning school events.

NOTICE OF NON-DISCRIMINATION

All educational and non-academic programs, activities and employment opportunities at Beverly Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, age and/or, disability, and any other class or characteristic protected by law.

Questions, complaints, or requests for additional information concerning the Beverly Public School District's compliance with the regulations implementing Title VI, Title IX, The Americans with Disabilities Act (ADA), or Section 504 should be directed to:

Suzanne Charochak
504 Coordinator
Tel: 978/921-6100 Ext. 714
Fax: 978/922-6597
scharochak@beverlyschools.org

Emily Rockwell
Coordinator of Child Welfare &
Attendance
Title IV & IX Coordinator
Homeless Coordinator
Tel: 978/921-6100 Ext. 747
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erockwell@beverlyschools.org

Beverly Public Schools
School District Calendar for 2015-2016

August 2015	
Monday, August 31, 2015	Teachers Return
September 2015	
Tuesday, September 1, 2015	Gr. 1-12 Students Return, Full-Day K, Half-day Kindergarten orientation
Wednesday, September 2, 2015	All Students, Full-Day Kindergarten starts / Half-day Kindergarten orientation
Thursday, September 3, 2015	Half-day Kindergarten starts
Friday, September 4, 2015	No School – Labor Day Weekend
Monday, September 7, 2015	*Labor Day
Tuesday, September 22, 2015	*Staff Development Day: All Schools (Primary Day)
Wednesday, September 23, 2015	*Yom Kippur
October 2015	
Friday, October 9, 2015	Elementary and Middle School Early Release
Monday, October 12, 2015	*Columbus Day
November 2015	
Tuesday, November 3, 2015	*Staff Development Day: All Schools (Election Day)
Wednesday, November 11, 2015	*Veteran's Day
Thursday, November 12, 2015	Late Start – BHS ONLY Parent's Morning Back 8:00-10:00 a.m.
Wednesday, November 25, 2015	Early Release: All Schools
Thursday, November 26, 2015	*Thanksgiving
Friday, November 27, 2015	*Thanksgiving Vacation
December 2015	
Thursday, December 10, 2015	Elementary and Middle School Early Release
Friday, December 11, 2015	*Staff Development Day: All Schools
Thursday, December 24, 2015 through Friday, January 1, 2016	*December Vacation *December Vacation
January 2016	
Monday, January 4, 2016	Classes Resume
Monday, January 18, 2016	*Martin Luther King Day
February 2016	
Monday, February 15, 2016	*President's Day
Tuesday, February 16-19, 2016	*February Vacation
Monday, February 22, 2016	Classes Resume
March 2016	
Wednesday, March 2, 2016	Elementary and Middle School Early Release
Friday, March 25, 2016	*Good Friday
April 2016	
Thursday, April 7, 2016	Elementary Early Release
Monday, April 18, 2016	*Patriot's Day
Tuesday, April 19 – 22, 2016	*April Vacation
Monday, April 25, 2016	Classes Resume
Wednesday, April 27, 2016	Early Release – BHS ONLY Parent's Afternoon Back
May 2016	
Friday, May 27, 2016	Elementary and Middle School Early Release
Monday, May 30, 2016	*Memorial Day
June 2016	
Sunday, June 5, 2016	Beverly High School Graduation (2:00 p.m.)
Monday, June 20, 2016	Early Release: (Last Day of School; no snow days)
Monday, June 27, 2016	Early Release: (Last Day of School; including 5 snow days)

***No School for Students**

MISSION STATEMENT

At Briscoe Middle School, our mission is to provide each student with an educational environment that addresses the unique intellectual, physical, emotional and social capabilities of all students.

The school will endeavor to provide a healthy, safe and concerned environment that offers each student the opportunity to develop his or her talents. We will maintain a strong partnership with parents and community members who share the belief that all students can learn and be successful. We will accomplish this mission through the efforts of an administration and staff who understand and respect each student's individuality.

The school will create a challenging academic environment, establish high behavioral expectations, demand reasonable accomplishment of these expectations, and prepare all our students to be life-long learners. We will use an on-going evaluation process to assure success in fulfilling this mission.

THE MIDDLE SCHOOL CHILD CHARACTERISTICS and IMPLICATIONS

Young adolescents...

undergo rapid physical, social, emotional and intellectual changes.

change at different rates, according to highly individual "internal clocks."

grow more rapidly than at any other time in their lives since birth.

develop secondary sex characteristics and the capacity to reproduce.

can be painfully self-conscious and critical. They are defining themselves, and they vary widely in maturation and ability.

seek limited independence and autonomy. They may imagine themselves to be invulnerable to negative risks.

identify with the peer group; they want to belong, and they are developing deepening friendships.

develop new talents, energies and feelings.

identify more maturely with their race, gender and potential for employment.

are idealistic about social and religious issues.

are at a uniquely vulnerable time in their lives.

Therefore they need...

to explore who they are and what they can become.

diverse activities that can appeal to a wide range of skills and interests.

lots of physical activity-not stressed competition-and time for relaxation, too.

accurate information and guidance about sexuality.

many opportunities to achieve and to have their competence recognized by others.

adult guidance in setting limits, but they should be allowed to help make the rules within those guidelines.

opportunities to form positive relationships and experiences with peers.

outlets for creative expression.

relationships with diverse adult role models.

to participate meaningfully in their communities.

reassuring and informed adults and a more caring society.

CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

It is the goal of the Beverly Public Schools to provide a quality education in a safe and secure environment, free of intimidation and fear. Students are expected to conduct themselves in a proper manner and comply with all school rules and regulations so that this goal can be achieved.

Every student has the right to:

1. Receive appropriate instruction and assignments using a variety of teaching methods and media.
2. Receive prompt assessment of his or her progress and receive extra help when needed.
3. Hold his or her own opinions and respectfully express these opinions in:
 - a. Class discussions.
 - b. School publications
 - c. Informal complaints
4. Attend school activities without fear of physical harm or exposure to obscenity, profanity, illegal substances, harassment or hazing.
5. Participate in programs related to his or her interests and educational goals, including:
 - a. Extra-curricular activities
 - b. Intramural sports
 - c. Social events
6. Know the rules and regulations concerning students and the school. Rules and regulations are considered common knowledge when they are explained through one or more of the following:
 - a. This Student Handbook
 - b. Teacher instructions
 - c. Postings throughout the building

Every student has the responsibility to:

1. Attend all his or her assigned classes and activities and participate actively, by:
 - a. Attending all classes unless excused
 - b. Preparing adequately for lessons
 - c. Communicating with teachers and fellow students
 - d. Listening carefully
 - e. Using school resources
2. Enhance the quality of his or her learning, by:
 - a. Accepting personal responsibility for missed assignments
 - b. Completing daily assignments
 - c. Participating actively in classroom activities
 - d. Seeking advice and direction from staff
3. Make every effort to achieve maximum results in his or her educational program, by:
 - a. Accepting constructive criticism
 - b. Making self-evaluation
 - c. Asking for extra help when needed
4. Respect the rights of others who hold different opinions.
5. Respect the rights and property of others, as follows:
 - a. Respect school, personal and public property and the regulations concerning their use
 - b. Refrain from the use of profane or obscene language and gestures
 - c. Refrain from rude and disruptive behavior
 - d. Refrain from physical and verbal abuse of others, such as hazing or other harassment.
6. Dress in a clean, neat and reasonable fashion.
7. Be familiar with this Code of Conduct and abide by the rules contained in it.
8. Accept accountability for his or her actions.
9. Demonstrate pride in his or her school.

Every student has the duty to be a responsible and honest person.

1. You may not forge any note, pass or other official paper work for yourself or for another student.
2. You may not cheat on any quiz, test or other exercise. Dishonesty and cheating deprive you of your most prized possession –YOUR GOOD NAME.
3. You may not plagiarize another author's words without appropriate citing. (Plagiarism is presenting another person's ideas or words as one's own, whether these ideas or words are from books, magazines or the Internet.)

ATTENDANCE

INTRODUCTION

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

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 appearance, 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 tardiness.

PARENTAL NOTIFICATION

To alleviate the concern for a child's being lost because of truancy, etc., parents are requested to call the school by 8:30 a.m. if a child is going to be absent or late for any reason. This call will keep the school secretary from having to make unnecessary calls to check on missing children. For Briscoe Middle School, call 1-978-921-6103, Ext. 1.

ABSENCES

A student who is not in homeroom will be marked absent. Any student marked absent will receive a phone call that morning unless a parent/guardian has already called the office. If a parent/guardian does not call the office, then the absence is unexcused. If you receive a phone call that your child is not in school, please call the office at your earliest convenience.

If no phone call is made a written excuse must be presented when the student returns to school. **Absence notes should include the following: (a) the child's name; (b) the date(s) of absence; (c) the reason for absence, and (d) the parent or guardian's signature.**

EMERGENCY SERVICES

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

PLANNED ABSENCES

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

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

Anyone with questions regarding this policy should contact the principal.

REQUESTING SCHOOL WORK AND ASSIGNMENTS DUE TO ABSENCES

After a student has been absent for three consecutive school days due to illness, a parent/guardian may request school work and assignments to be picked up in the main office.

LEAVING SCHOOL WITHOUT PERMISSION

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

TRUANCY FROM SCHOOL AND/OR CLASS

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

DISMISSALS

Any student requesting to be dismissed during the school day must bring a note explaining the dismissal. Each request must state the specific time and reason for the dismissal and must be signed by a parent or legal guardian. Parents are urged to schedule doctor's appointments at times that do not conflict with school hours.

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

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

TARDINESS

It is important that all children arrive at school on time every day. In the first few minutes of each day, school staff greets each of the children and explains the plans and expectations for the day. This early period is also a time to take care of any problems or concerns a child may have. All children need this transition time to help start the day off on a positive note.

If any child expects to be late to school, the parent is asked to notify the school and send the child with a note explaining the tardiness. When arriving at school, each tardy student must report to the office before proceeding to class so that the office may properly record that child's attendance for the day. For every four tardies during a quarter, the student will be assigned an office detention.

SANCTIONS / INTERVENTIONS FOR EXCESSIVE ABSENCES OR TARDINESS

If a child's absence or tardiness becomes excessive, the District may request medical substantiation and the Principal or his/her designee may notify the Coordinator of Child Welfare and Attendance. Reports of unresolved truancy and chronic absenteeism may result in the filing of a Child Requiring Assistance Petition (CRA).

The M.G.L. chapter 119, section 39E, allows the District to initiate an application for a child Requiring Assistance on behalf of any child between six and sixteen years old who fails to attend school for more than 8 days in a quarter without a proper excuse. In addition, if a child between six and sixteen years old consistently fails to obey the reasonable and lawful commands of the school including chronic tardiness, the law provides that the school may file a Habitual School Offender application.

REGISTRATION OF NEW STUDENTS

Middle School Students in Grades 6 – 8 new to Beverly Public Schools must register in the main office. Prior to admittance, parents must provide a legal birth certificate, a transfer slip from the departed school, authorization to release all student records, up-to-date immunizations, lead screening, physical exam, and a proof of residence as required by state law.

TRANSFERS

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

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 papers that will make the transition as smooth as possible.

SCHOOL CHOICE

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

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

ACADEMIC EXPECTATIONS

CHARACTERISTICS OF A RESPONSIBLE STUDENT

Prepares for class

1. Brings appropriate materials to class
2. Maintains an organized notebook
3. Does quality homework regularly

Maintains good attendance

1. Attends all classes regularly
2. Arrives in all classes on time

Shows initiative

1. Asks questions when learning is unclear
2. Finds time to read for pleasure as well as information
3. Is a self-directed learner

Meets Deadlines

1. Completes all assigned work on time
2. Exhibits higher level thinking and processing skills

Behaves appropriately

1. Works cooperatively
2. Uses time wisely
3. Shows concern for self and others
4. Exhibits respect for all students and adults
5. Follows all class and school rules

HOMEWORK

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

Guidelines

1. Average time allotments per day for homework:
 - a. Grade 6 - an average of 60 minutes for all subjects combined
 - b. Grade 7 - an average of 60 to 90 minutes for all subjects combined
 - c. Grade 8 - an average of 60 to 90 minutes for all subjects combined
2. Homework makeup:
 - a. The initiative to make up work rests with the student. After missing homework assignments for any reason, the student should talk with his or her teacher about making up the work. The student and teacher together should establish a time frame for completing the work. This time frame should reflect the other responsibilities of the student.
 - b. If a student has been absent for three or more consecutive days, the parent may contact the office for make-up work.

AGENDA BOOKS

To help the students organize and manage time, the school has an agenda program for study skills. In September, the school will issue an agenda book to each student. Each student is required to have his or her agenda book at all times. If the student loses the book, he or she will be required to purchase a replacement at full cost of \$5.00 per book. The school believes that the agenda will help students better learn to organize themselves and will give parents a uniform vehicle for overseeing their children's homework assignments.

REPORT CARDS

In middle school, report cards are issued at the end of each quarter. The report card mark is an attempt by the teacher to tell the parent how his or her child is progressing in a particular subject. The factors considered in determining the work include scholarship (knowledge, skills, understanding), effort, participation, initiative, interest, and assignments. All subjects will be graded A, B, C, D or F, with (+) and (-) designations where appropriate. This five-letter scale, as well as Pass/Fail (P/F) in some subjects, will be used consistently on Permanent Office Record Cards and on Report Cards or other reports to parents.

HONOR ROLL

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

Principal's List—all A's (A+, A, A-) in all subjects.

First Honors – A's in at least three major subjects and no mark below a B- in any other subject.

Second Honors—A in one major subject and no grade below B- in any other subject.

Commendations—all B's (B+, B, B-) in all subjects.

GRADE PROMOTION / RETENTION

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

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

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

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

STUDENT RECORDS

Student records are confidential. Records are divided into two parts, the transcript and the temporary record. Parents and eligible students have the right to inspect all portions of the student record, upon request. The student record must be made available to parents and eligible students within ten days after the request (except for in the case of non-custodial parents), unless the parent consents to a delay. Parents have the right to receive copies of any

part of the record, as well as a list of all individuals having access to the record. In addition, parents can ask for an explanation of any item in the record and may request that parts of the record be interpreted by a qualified professional. Parents must provide informed, written consent for anyone else to view their child's record(s). Parents can ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights, and request a hearing on the issue if the school refuses to make the amendment.

The Beverly Public Schools may forward student records to schools in which a student seeks or intends to enroll without consent of the eligible student or parent.
603 CMR23.07(4)(g)

Parents have the right to withdraw their permission for an exchange of information between BPS and other parties, in writing, at any time except to the extent that the BPS and referenced provider(s) have acted upon the original release. Parents have the right to ask for restrictions on the use and sharing of their family/child health and/or treatment information. Furthermore, parents have the right to look at and get a copy of all referenced information concerning their child or family that the Beverly Public Schools keeps on file.

Massachusetts General Laws, Chapter 71, Section 34G, requires that non-custodial parents provide certain documents to the principal of their child's school before they are permitted to have access to student record information. This law is intended to encourage parents to be involved and informed about the education of their child(ren), while protecting the rights and safety of all parties.

TEXTBOOKS

Textbooks are school property provided by the taxpayers for student use and must be returned at the end of the year. All textbooks must be kept covered at all times to prevent excessive wear and soiling.

If a student is issued a book that is marked or soiled at the beginning of the year, he or she should call it to the teacher's attention to avoid being responsible later for the book's condition.

If books are lost, damaged, excessively soiled or worn beyond normal use, the student must pay the replacement cost. If a student finds a lost book after having paid for its replacement and presents it with a receipt to the school office, the school will refund the money.

BEHAVIOR AND DISCIPLINE

POLICY STATEMENT

The following is the Beverly Public Schools Discipline Policy:

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

STUDENT RIGHTS REGARDING DISCIPLINE

Every student has the right to attend the Beverly Public Schools without fear or intimidation. Each member of the school community is equally responsible for the well-being of every other member of the community as a whole. An atmosphere of complete safety provides the maximum opportunity to learn.

Students of the Beverly school system are expected to act in a manner which recognizes education as the major role of the school system, promotes a sense of community in which they can experience respect and demonstrates respect for the uniqueness of others, accepts responsibility and accountability for their actions within the school community, and promotes within their peer structure a sense of school pride, obligation, and commitment.

To support these expectations, we look to parents to send their children to school as disciplined and respected learners, support the rules, regulations, and policies pertaining to discipline within the school community, provide a home environment which continues and extends the educational process, and discourage negative and disruptive behavior.

DISCIPLINE POLICY

Effective school discipline encourages orderly educational processes without stifling creativity, individuality or the joy of learning. It is at best a delicate balance designed to protect and nurture the students' physical, social,

mental and emotional growth. Effective discipline is maintained by the joint efforts of school personnel and the support and cooperation of the community. The ultimate goal of school discipline is to encourage the development of self-discipline.

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

Level I Infractions

- chewing gum
- **inappropriate lunch room behavior**
- **inappropriate bus conduct**
- **attendance/tardiness to class**
- **inappropriate playground behavior**
- **disruptive off/task behavior**
- name calling or teasing
- misuse of electronic devices (e.g. iPods, mp3 players, etc.)
- defiance/disrespect/insubordination/non-compliance

Level II Infractions

- **fighting/physical aggression toward students and/or staff**
- **harassment, taunting, bullying, (including cyberbullying)**
- **damage or destruction of school property or the property of others on school grounds (vandalism, graffiti)**
- repeated **inappropriate** bus behavior
- verbal abuse of a **classmate or staff**
- **inappropriate language, profanity, vulgarity**
- cheating
- **skipping class, truancy**
- inappropriate sexual **and/or physical** conduct
- civil rights violation
- Internet harassment

Level III

- **Possession/use of tobacco products within school buildings, school facilities or on school grounds or on school buses**
- pulling a fire alarm/**making a bomb threat**
- stealing
- extorting money or lunches from classmates
- hazing
- flagrant vandalism
- possession and/or sale of alcohol or controlled substances
- threatening to assault a child or teacher
- severe or chronic harassment
- continual serious disruption of class

Level IV Infractions

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

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

STUDENT DISCIPLINE

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

Suspension

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

Short term suspension is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less.

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

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

In school suspension

At the discretion of the Principal or his/her designee, in-school suspension may also be imposed where a student is determined to have committed a suspendable offense. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days. Students will be subject to limitations on their movements and activities as determined by the Principal or his/her designee. In-school suspension for less than 10 days shall not be considered a short-term suspension. An in-school suspension of more than 10 days shall be deemed a long-term suspension.

For an in-school suspension, the principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal or his/her designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal or his/her designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal or his/her designee shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal or his/her designee, if such meeting has not already occurred. The principal or his/her designee shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal or his/her designee and the parent.

Opportunity for Academic Progress During Suspension/Expulsion

Any student receiving in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.

Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

Student due process rights

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

1. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½).

Short Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

Long Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, a written decision will be issued. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Superintendent. Where the student is excluded in accordance with M.G.L. c. 71, §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c. 71, §37H ½, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76, §17, M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½.

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

Notice and principal's hearing:

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

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

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

The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

a. Short-term Suspension

The principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. The principal shall provide the parent, if

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

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

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

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

b. Long Term Suspension

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

If present, the Parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

If the student is suspended for more than 10 days for a single infraction or for more than 10 days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing in English and the primary language spoken in the student's home. No student will be suspended for greater than 90 days, beginning on the first day the student is removed from the building.

Emergency Removal:

The principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in

writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.

In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the principal as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.

In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

Superintendent's hearing:

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days or the student's request for an appeal. The time may be extended up to 7 calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

At the hearing, the superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the principal's hearing for long-terms suspension. The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The Superintendent's decision is the final decision of the district.

Discipline of Students with Disabilities [Includes students currently on 504 accommodation plans or Individual Educational Programs.]

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

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the

- parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.
3. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
 4. If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.
 5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

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

- A. If prior to the disciplinary action, a district had knowledge that the student may be a student with disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 1. The parent/guardian had expressed concern in writing: or
 2. The parent/guardian had requested an evaluation: or
 3. School district staff had expressed concern that the student had a disability.
- B. If the district had no reason to consider the student disabled, and the parent/guardian requests an evaluation subsequent to the disciplinary action, the district must have procedures to conduct an evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.
- C. The school district has developed procedures consistent with the federal requirements to expedite evaluations.

Student Restraint

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

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

In the event that physical restraint is required to protect the safety of school community members, the Beverly Public Schools has enacted procedures to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint. These procedures are annually reviewed, provided to school staff, and

made available to parents of enrolled students. None of the foregoing statements precludes any teacher, employee or agent of the Beverly Public Schools from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious harm.

HAZING

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

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

SMOKING

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.

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 Student

"It shall be unlawful for any student enrolled in either primary or secondary public school 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:

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

- a. For a first offense- a fine of \$50.00
- b. For a second offense within twelve months of a prior first offense- a fine of \$75.00
- c. For a third or any subsequent offense within twelve months of prior offenses- a fine of \$100.00

D) Definitions:

- a. 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.
- b. School grounds are the interiors of all school buildings and all land appurtenant thereto owned by the City. For the purpose of this 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."

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

Chapter 269 of the General Laws states:

Section 17. Hazing; organizing or participating; hazing defined

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 three thousand dollars or by imprisonment in a house of correction for not more than one year, or 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 wilfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

I. Chapter 269: Section 18. Failure to report hazing

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269: Section 19. Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution’s policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Partnerships for Violence Prevention

Beverly Public Schools actively participates in the Essex County Partnerships for Violence Prevention. A key component of our Partnership for Violence Prevention is the Community Collaborative Initiative. School administrators, law enforcement officers, probation officials, and representatives from the District Attorney's Office, along with Departments of Social Services, Mental Health and Youth Services, meet on a monthly basis to discuss particular youth violence concerns. These meetings provide a forum for professionals to share information about "at risk" individuals and families in an attempt to better coordinate intervention efforts.

Memorandum of Understanding

This collaborative initiative between the Beverly Public Schools and the Beverly Police Department, the Essex County District Attorney's Office, the Departments of Mental Health, Social Services, Youth Services, and Essex County Juvenile Court recognizes the formal working relationships and reporting process between the participating agencies to provide a safe and violence free educational setting. This effort between school administration and law enforcement supports "no tolerance" for violence, weapons, drugs, harassment, and other civil rights violations in accordance with state and federal Safe School Acts.

Incident Reports

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

- Any serious incident of assaultive behavior, such as any assault resulting in any injury of a staff or student, provoked or unprovoked attacks, or use of a dangerous weapon as defined in the student handbook and/or statute, or use of any object in a manner capable of causing injury;
- Destruction or attempted destruction of property by any means, including graffiti, arson, or vandalism;
- Theft of school property or personal property;
- Violation of a restraining order, a "stay away" order; or a no-contact order;
- Threats to assault another or to damage property; bomb threats, false fire alarms;
- Incidents of domestic/dating/relationship violence;
- Repeated incidents of criminal harassment;
- Any sexual assault or inappropriate sexual behavior which may include indecent exposure, sexual touching or fondling, and forcible rape or rape and abuse of a child (statutory rape);
- Civil rights incidents; any assaults, threats, destruction of property, or harassment committed with intent to intimidate because of race, color, sex, religion, national origin, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or, disability, and any other class or characteristic protected by law or with intent to interfere with one's free exercise of civil rights.
- Unlawful possession of a dangerous weapon as defined by statute or as defined in the student handbook;
- Actual or constructive possession (the ability to exercise control) of what is reasonably believed to be a controlled substance as defined by state law;
- Having a reasonable belief that any student has sold or offered to sell or otherwise distributed a drug which is believed to be a controlled substance under the law; and
- Finding any student who is reasonably believed to be in possession of or to be under the influence of alcohol, inhalant, or other drugs.

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

Search and Seizure

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

Search

It is the policy of the Beverly Public Schools that a student may be subjected to a search of his/her person, locker, and/or cubby, desk, gym bag, purse or any other space which might conceal material.

Seizure

If, at the conclusion of the search, alcohol, weapons, or illegal substances are found, the materials 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.

Body Search

If there is reasonable suspicion a student may be subjected to a body search. A body search is defined as a search of a student's outer clothing and pockets. 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 that 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 and laws which are potentially being violated. The search will be conducted by an administrator. In the rare event that a body search is necessary, every effort will be made to seek the direct assistance of the student's parent or guardian. If a parent or guardian is unavailable, the administrator shall ask assistance from another teacher or administrator of the same sex as the student. Another adult must always be present. The search should not be conducted in the presence of any other students or non-necessary parties

FALSE ALARMS

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

DISCRIMINATION AND HARRASSMENT POLICY FOR STUDENTS

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

The Beverly School Committee is committed to the prevention, remediation, and accurate reporting of discrimination and harassment, bias incidents, and civil rights violations, including hate crimes, based upon race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or, disability, and any other class or characteristic protected by law. The district also prohibits other harmful duct for reasons unrelated to race, color, sex religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or, disability, and any other class or characteristic protected by law.

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

The District will investigate promptly all reports and complaints of harassment, discrimination, hate crimes, bullying, and cyberbullying, and take prompt, effective action to end that behavior and prevent its 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.

In this school District, hate crime, discrimination, harassment, sexual harassment, and retaliation, are unacceptable and will not be tolerated. Discrimination and harassment, including sexual harassment, are unlawful and hurt all people. In addition, the bullying behavior, as defined in the District's Bullying Policy, staff to staff, student to student, staff to student, student to staff, is prohibited.

Unlawful and Prohibited Conduct Defined

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

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

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

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

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

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

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

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

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

Responsibilities

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

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

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

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

Procedures for Reporting and Investigating Complaints

Reporting Procedures

1. Any student, employee, or other person (who is not a school employee, independent contractor, or school volunteer), who becomes aware or has a reasonable belief that an incident prohibited by this policy has occurred or may have occurred on school property or in a school-related activity is strongly encouraged to and should promptly report the incident(s) to the building principal or equity coordinator, or to the Title(s) VI & IX Coordinator. In situations where a student or other person does not feel comfortable reporting the incident to a designated official, he/she may report it to a trusted school employee, who must promptly transmit the report to a designated official.
2. Any school community member may report possible incidents of discrimination, harassment, bullying, cyberbullying, retaliation, or hate crime directly to an equity coordinator, principal, or to the Title(s) VI & IX Coordinator.
3. If the reported incident involves students from more than one school or school district, the principal or designee will promptly notify by telephone the principal or designee of the other school(s) of the incident in accordance with state and federal privacy laws and regulations.
4. When a report or complaint involves physical injury the principal (or his/her designee) will promptly report the incident to the Superintendent and Title(s) VI & IX Coordinator.
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 of the Title(s) VI & IX Coordinator will record the complaint in writing, using the complainant's own words.
6. Nothing in this policy shall prevent any person from reporting alleged prohibited conduct directly to the Title(s) VI & IX Coordinator or the Superintendent. Furthermore, nothing in this policy will prevent any person from reporting alleged prohibited conduct to an administrator other than the administrators designated, or in the case of a student, to any district employee who should then transmit the information to any equity coordinator or Title(s) VI & IX Coordinator.
7. All complaints or reports about a violation of this policy must be documented. It is advised that incidents are recorded on the District's "Discrimination/Harassment Incident Report Form". This form is available in all school offices and on the district website.
8. The equity coordinator and/or Title(s) VI & IX Coordinator will maintain any and all documentation regarding a Discrimination/Harassment complaint.
9. 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.
10. If the complaint involves an administrator, principal, or the designated Title(s) VI & IX Coordinator, the complaint shall be made or filed directly with the Superintendent. If a complaint involves the superintendent, the report will be filed directly with the School Committee.

Students

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

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

Employees/Contractors/Volunteers

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

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

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

Reporting Sexual Abuse and Other Serious Criminal Conduct

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

Investigation Procedures

1. The Beverly Public Schools will investigate all forms of discrimination, harassment, and prohibited behavior based on our policy. Such investigation may include discussions with all involved parties, identification and questioning of witnesses, and other appropriate actions.
2. Reports of discrimination/harassment and related information will be kept confidential in a manner consistent with the district's obligations under law, to the extent possible, without handicapping the ability to perform an investigation, or the need to take appropriate action to fulfill the obligation to protect others.
3. 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.
4. The District will employ interim steps to protect parties, and to prevent the possible continuation of discrimination or harassment or prohibited behavior during informal and formal investigations. The complainant and respondent will be apprised of the status of the processing and investigation throughout the investigative process.
5. The equity coordinator or the Title(s) VI & IX Coordinator will either verbally or in writing, make any recommendation(s) for resolving the complaint and present it to the complainant, the respondent, and make recommendations for corrective action and/or discipline and steps to prevent reoccurrence to the building principal and/or supervisor(s). All formal complaints will be responded to in writing. Parents/guardians or a victim and perpetrator will be notified, including the action taken to prevent further episodes. The principal, designee will be notifying law enforcement when criminal charges may be pursued against the perpetrator.

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

Informal Complaints

The equity coordinator or the Title(s) VI & IX Coordinator will process student complaints, completing the investigation within 14 (fourteen) days. The Title(s) VI & IX Coordinator will process complaints involving employees within 14 days.

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

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

Formal Complaints

If the response was insufficient to satisfy the complainant, or if the complainant and/or respondent are not satisfied with the informal resolution, or if the complaint is determined to be of such magnitude and/or seriousness, a formal process will be instituted and completed within 14 (fourteen) work days unless there is good cause for delay which shall be documented.

The Title(s) VI & IX Coordinator will assist the equity coordinator with the investigation, may assume responsibility for the investigation, or may authorize an investigation by a third party who shall report to the Title(s) VI & IX Coordinator.

At the close of a formal investigation, the complainant and respondent will be informed in writing that the alleged complaint was substantiated or unsubstantiated. In accordance with State and Federal law regarding records privacy, the complainant will also be informed that appropriate corrective action has been taken. If the evidence shows there is no reasonable cause to believe discrimination/harassment has occurred, attempts will be made, through corrective action(s) and/or discipline, to stop the behavior and prevent its reoccurrence.

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

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

Student Complaints

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

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

Staff Member – Student Complaints

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

If an alleged sexual harassment constitutes sexual abuse of a child by a “caretaker” (e.g. a school staff member), the principal will report the suspected abuse to the Department of Children & Families (DCF), as required by M.G.L. 119, Section 51A and to the Superintendent of Schools.

Corrective Action

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

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

Discipline

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

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

Retaliation

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

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

BULLYING PREVENTION AND INTERVENTION POLICY FOR STUDENTS

I. Leadership

District leadership is committed to developing and maintaining a strength-based safe school climate where everyone is treated with dignity and respect.

It is the responsibility of every employee and student to recognize acts of bullying and harassment and take every action necessary to ensure applicable policies and procedures of the District are implemented. It is a violation of our policy for any visitor or member of the school community to engage in or condone bullying, retaliation and/or harassment.

The Bullying Prevention and Intervention plan applies to students and members of a school staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extra-curricular activity or paraprofessionals.

Any student who believes that he or she has been subject to bullying or harassment is encouraged to file a complaint immediately and should expect a prompt and thorough investigation of the complaint, including ending the prohibited behavior and restoring the target's sense of safety and well-being.

II. Training and Professional Development

Training will include, but is not limited to, a review of the District's responsibilities around bullying and harassment, a review of the District's Bullying and Discrimination/Harassment Policies and the Bullying Prevention and Intervention Plan in their entirety with all staff and students.

Building based equity coordinators receive specialized training in bullying and harassment prevention, investigation, and remediation. Equity coordinators will continue to participate in and receive related and specialized training in the 2014-15 school year. Equity coordinators work closely with the District's Title(s) VI & IX Coordinator and with parents and staff to prevent and remediate bullying and harassment.

Copies of the District's updated Bullying and Intervention Plan, Bullying and Discrimination/Harassment Policies, are distributed each year to all staff and are posted in their entirety on our district website. Age-appropriate summaries, are posted throughout all school buildings.

Equity coordinators, school adjustment counselors and classroom teachers (utilizing Olweus, Second Step, Steps to Respect, Responsive Classroom and the District's Age-Appropriate Discrimination/Harassment/Bullying Summary), facilitate lessons and work with students to promote bystander responsibility and to ensure that all students understand the definitions of bullying, harassment, cyberbullying, retaliation, target, and aggressor.

Team chairs are designated to assist school adjustment counselors and building equity coordinators in preventing and responding to bullying and/or retaliation for students with disabilities.

Middle and high school ADL World of Difference Peer Leaders will continue with anti-biased diversity training with the district.

III. Access and Resources

Behavioral health consultation continues to be available on an on-going basis to District Equity Coordinators, teachers and principals. The District has mapped school resources at the universal, selective, and intensive levels. Behavioral health consultants are available to families and staff to assist in developing effective classroom management techniques and to develop behavioral plans for the classroom and/or at home. The District has utilized behavioral health consultants for the past fourteen years and collaborates regularly with representatives from the Department of Children and Families, Department of Mental Health, Essex County Juvenile Court, Beverly Bootstraps, the YMCA and the CSA. We hope to continue to access grant funding for additional behavioral health interventions and pro-social programming. The District has close relationships with community and mental health providers and can often successfully secure appropriate resources to meet student/family needs.

Social skills groups and facilitated play, including lunch bunches, after school mentoring, social pragmatic groups, and respite opportunity (TLC) are facilitated by school adjustment counselors, speech therapists, paraprofessionals, teaching fellows, mental health clinicians, and behavioral consultants who specialize in working with students and families with disabilities. In addition, our special education staff and consultants provide interventions in collaborative problem solving, pragmatics, sensory processing, executive functioning and social autopsies and rehearsals.

Equity coordinators refer to the Department of Elementary & Secondary Education January 2011 Guidance during investigations and for remediation of bullying incidents involving a student who has been bullied due to perceived or actual sexual orientation or gender identity

IV. Procedures for Reporting and Responding to Bullying and Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports, made by or to a staff member, shall be recorded in writing using the complainant's own words. Reporting forms are available in all school offices and on-line. Use of a Reporting Form is not required as a condition of making a report. A reporting Form will be included in the beginning of the year packets for students and parents/guardians. The Reporting Form is available in the most prevalent language(s) of origin of students and parents or guardians (Spanish and Portuguese). In addition, the District has developed a method for anonymous complaints and an anonymous report form which includes an area to note positive student behavior. Anonymous reporting boxes are placed in no fewer than three areas in each school building. Students are informed of the locations of the anonymous reporting boxes.

Reporting by Staff

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

Reporting by Students, Parents or Guardians, and Others

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

Safety

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

Obligations to Notify Others

Notice to parents or guardians

Communication will be guided by the Department of Elementary & Secondary Education's, January 2011 Guidance. Upon investigation and determination that bullying or retaliation has occurred, the principal or equity coordinator will promptly notify the parents or guardians of the target and the aggressor of the determination and of the procedures for responding to the bullying and retaliation.

Communication will occur in the primary language in the home utilizing foreign language staff or a translator, if indicated.

In cases when sensitive information is shared, i.e. actual or perceived sexual orientation or gender identity expression, building principals and equity coordinators will first confer among themselves, seek consultation, as indicated, and meet with parents or guardians in person. Building principals and equity coordinators will use their discretion in discussing the incident and avoid sharing any information that may endanger the mental or physical well being and safety of the student.

Notice will be consistent with confidentiality requirements of the Massachusetts Student Record Regulation, 603 CMR 23.00 and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07. (DESE Notification of Bullying or Retaliation Regulations).

The principal or equity coordinator will inform the parent/ guardian of the actions taken to prevent further acts of bullying or retaliation.

Notice to another School or District

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

Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or equity coordinator has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.06 and locally established agreements with the local law enforcement agency. Notice to law enforcement does not replace the District's responsibility to investigate and remediate consistent with school policy.

If an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

Investigation

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

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

Determinations

The investigator will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the investigator will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The investigator will: 1) determine what corrective action is required, and 2) determine what disciplinary action is appropriate.

Depending upon the circumstances, the principal or equity coordinator may choose to consult with the student's teacher(s) and/or school counselor, special education liaison or team chair, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

Responses to Bullying

Teaching appropriate behavior through skills-building: Second Step, Responsive Classroom, Steps to Respect, Olweus, and Special and Regular Education interventions.

The District will utilize building based initiatives, including the implementation of evidence-based curriculum with fidelity, and individualized interventions to prevent bullying and retaliation. In addition, the District anticipates working closely with parents/guardians around bullying prevention efforts and remediation.

Taking Disciplinary Action

If the principal or equity coordinator decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or equity coordinator, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

Disciplinary procedures for students with disabilities will include Special Education staff; will be governed by the federal Individuals with Disabilities in Education Act (IDEA); and will be consistent with state laws regarding student discipline.

If the principal or equity coordinator determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Promoting Safety for the Target and Others

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

V. Prohibition Against Bullying and Retaliation

Acts of bullying, which include cyberbullying, are prohibited:

(i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, witnesses, or who has reliable information about bullying, is also prohibited.

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the District or school to staff any non-school related activities, functions, or programs.

VI. Definitions

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

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

Bullying as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

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

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

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

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

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

VII. Relationship to Other Laws

Some student misconduct that falls under a school's antibullying policy also may trigger responsibilities under

one or more of the federal anti-discrimination laws and regulations enforced by the Department's Office for Civil Rights (OCR) and will be responded to consistent with the District's Discrimination/Harassment Policy. Consistent with state and federal laws, and the policies of the Beverly Public Schools, no person shall be discriminated against in admission to the Beverly Public Schools or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or, disability, and any other class or characteristic protected by law. Nothing in the plan prevents the school or District from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or District policies.

In addition, nothing in The Plan is designed or intended to limit the authority of the school or District to take disciplinary action or other action under M.G.L. c. 71, §§ 37H 37H1/2, or 37H3/4 or other applicable laws, or local school or District policies in response to violent, harmful, or disruptive behavior, regardless of whether The Plan covers the behavior.

Conduct need not meet the legal definition of bullying to violate the schools expectations for appropriate behavior. Conduct that violates, or is prohibited by other policies, may be subject to disciplinary measures and corrective action. The District will take prompt and effective steps to end and prevent discrimination/harassment and prevent any hostile environment or retaliation.

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

SCHOOL PROGRAMS AND ORGANIZATIONS

ADVOCACY

The advocacy program at Briscoe Middle School is designed to establish strong relationships between students and staff. Each month there are two 45-minute advocacy blocks which are utilized to either support the school climate through the implementation of our Second Step program or continue to build a sense of community in the building through team building activities.

ACCOMMODATION PLANS (SECTION 504)

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

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

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

Questions, complaints, or requests for additional information concerning the Beverly Public School District's compliance with the regulations implementing Section 504 should be directed to Mrs. Suzanne Charochak , 504 Coordinator at 978-921-6100, ext. 715.

BEHAVIORAL HEALTH SERVICES

Beverly Public Schools and behavioral health providers work together collaboratively to promote student success both socially and academically. The District utilizes behavioral health consultants and works with clinicians in coordinating behavioral health services in school and for students and families within the community. For further information on the services and supports available, please call Emily Rockwell at 978-921-6100, ext. 747.

BREAKFAST & LUNCH

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

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

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

ENGLISH AS A SECOND LANGUAGE (ESL)

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

EXTRACURRICULAR ACTIVITIES

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

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

Any student interested in any of these activities should speak to his or her homeroom teacher for additional details. Applications to become a Student Council Representative are accepted in the month of September. These students are responsible for attending Student Council meetings, reporting important information back to their homerooms, and raising homeroom concerns in Student Council meetings.

GUIDANCE SERVICES

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

At Briscoe Middle School, the guidance office is located in Room 221. The guidance telephone number is 921-6103. Mrs. Fortunato's extension is x270, Mr. Houlihan's extension is x271, and Mrs. Sotirakopoulos' extension is x221.

HOMELESS CHILDREN

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

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

For further information on the services and supports available, please call Emily Rockwell, Homeless Coordinator, at 978-921-6100, ext. 747.

LIBRARY MEDIA CENTER

Students are welcome to use the Library Media Center at all times during the school day for research, book selection, or computer access. The library is open before school, during homeroom, and after school. Unless otherwise announced, the library remains open on Mondays through Friday until 3:30. Library information literacy skills are integrated into the classroom curriculum, and students are encouraged to take advantage of the available resources, including reference materials, books, electronic databases, and the

Internet. Only students who have signed the "Acceptable Use of Technology Agreement" may use the computers. As in the rest of the building, students are expected to respect other people, property and themselves.

MATHEMATICS PLACEMENT PROCESS (Grade 7 and 8)

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

OLWEUS

The Olweus Program is a comprehensive, school-wide program designed and evaluated for use in elementary and middle schools. The program's goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy.

PARENT/TEACHER ORGANIZATION (PTO)

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

CITYWIDE PTO

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

RECYCLING

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

SCHOOL & COMMUNITY SUPPORT PROJECT

We would like to extend a special welcome to all children and parents living in adoptive, foster, or kinship families. We are fortunate to be recipients of the School and Community Support Project Grant, funded by the Departments of Education and Social Services to provide support services to foster/adoptive/kinship and at-risk children in our elementary schools. Services include: training for educators, parents, DCF personnel; behavioral consultation service to teachers, and direct behavioral interventions to identified children and families; and after school homework assistance. Please either contact the Principal at your child's school or call Emily Rockwell at 978-921-6100, ext. 747 if you are interested in hearing more about the grant or if we may be of any help to you or your child.

SCHOOL COUNCIL

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

SCHOOL CRISIS TEAMS

Schools have established Crisis Teams and Response Protocols to intervene during a crisis to ensure safety and respond in the aftermath of a tragedy.

The Crisis Team works closely with safety officials and individuals to coordinate preventative mental health and counseling services within the school. Parents are apprised of any "crisis-related" activity through written notices or telephone calls from the school.

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

SPECIAL EDUCATION

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

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

GENERAL INFORMATION

ASSEMBLIES

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

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

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

BICYCLES, SCOOTERS, SKATEBOARDS, HEELYS, ETC.

Due to safety concerns, children are discouraged from riding their bicycles, roller blades, scooters, heelys, and/or skateboards to school. If these items are brought to school, they are the responsibility of the student. Bicycles should be secured to the bicycle rack with the student's own lock. Skateboards, scooters, heelys, etc. should be stored in students' lockers and may never be used in school. Students should not be riding any bicycles, scooters, skateboards (etc) on school ground.

BUILDING HOURS

Briscoe Middle School opens for students at 8:30 a.m. The school day begins at 8:45 a.m., and ends at 3:00 p.m. Students are encouraged to stay after school for extra help, make-up work, or extracurricular activities. A late bus leaves Briscoe at approximately 3:50 p.m. every afternoon except Friday to accommodate bus students who choose to stay after school. The late buses pick students up in front of the building.

CAFETERIA

On their way to lunch, students will go to their lockers and may use the bathroom facilities on the first floor. Students arriving at the cafeteria should sit and wait to be dismissed to buy lunch. Students should be reasonably quiet while eating, courteous to each other and practice good manners at the table. Any student who needs to leave the cafeteria for any reason must receive permission from a cafeteria supervisor. Students are expected to assume responsibility for the cleanliness of their table and surrounding area. Papers, wrappers, napkins, etc. are to be deposited in the barrels provided. Students are to remain seated until dismissed by a cafeteria supervisor. Orderly behavior in the corridors is expected of all students. Students will only use the "East" or "North" stairs when arriving to and leaving from the cafeteria. Students whose behavior has been deemed unsatisfactory may be

assigned to another area for lunch or may be disciplined in any other appropriate manner. The administration reserves the right to change the cafeteria procedure based on disciplinary circumstances that may be prevalent in a particular lunch.

CARE OF SCHOOL AND PERSONAL PROPERTY

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

EDUCATIONAL TRIPS

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

EVACUATION and LOCKDOWN PLANS

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

FIRE AND SAFETY DRILLS

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

GUM

Students are not to be chewing gum in the school building. Students who are seen chewing gum in school, whether in class, hallways, or anywhere in the building, will be asked to dispose of it. Repeated offenses will result in disciplinary action.

HOMEROOM

All students are organized into homerooms by grade and team. At the beginning of each day, students will recite the Pledge of Allegiance and morning announcements will be read. Students are expected to listen carefully to all announcements and take notices home the same day they are issued.

LOCKERS

Each student will be assigned a locker which should be kept neat, orderly and locked at all times. Students should not share lockers or locker combinations, unless the office or homeroom teacher assigns two students to a single locker. Students may go to lockers before and after school and at times designated by their teachers. Students are not allowed to carry book bags/backpacks during the school day. All lockers are the property of the school, and may be inspected at any time.

PERSONAL APPEARANCE

The school expects **every** student to dress in a manner that does not disrupt or impede the education process but allow for 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 dress that is potentially disruptive or threatening to health or safety:

- ◆ 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.
- ◆ Clothing must not be revealing. This includes the following examples, but is not limited to:
 - Female students cannot wear tank tops at any time. Shirts should not reveal their midriff, be too low, or open in the back. Shorts and skirts must be Bermuda length. Wearing leggings or shorts under skirt/shorts does not negate the dress code policy. Additionally, at NO time should any undergarments be showing.
 - Male students cannot wear tank tops at any time. Pants and/or shorts must be worn at the student's waist at all time. Additionally, at NO time should any undergarments be showing.

- ◆ 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.

RESOLVING CONCERNS

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

SCHOOL VOLUNTEERS

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

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

SCHOOL BUS SAFETY

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

TELEPHONES, ELECTRONIC DEVICES, and OTHER FORMS OF TECHNOLOGY

Students are not permitted to use iPods, MP3 Players, Cellular Phones, or other similar communication, game, or video recording devices while school is in session or during school functions. Additionally, students should not be in possession of a laser pointer or any other device that distracts from the learning environment. Any such items may be confiscated if an adult sees or hears them. In the event of an emergency or with the permission of a teacher or other school adult, students may be allowed to use the office telephone during the school day.

1st Offense - student given back the phone at the end of the school day

2nd Offense – parent must come into school to retrieve the phone and a discipline referral will be made

TECHNOLOGY

The Beverly Public Schools makes available to all students and employees electronic technology including, but not limited to, access to the Internet and the World Wide Web, and use of computers and file servers located in each school for limited educational purposes.

Supervised and limited access to network services is given to users who agree to act in a considerate and responsible manner and is granted to users with a signed User Agreement and permission of their building principal or supervisor. For users under the age of eighteen, parent permission is required. Access is a privilege - not a right.

Individual users of district computers and networks are responsible for their behavior and communications over the networks. It is presumed that users will comply with the expectations outlined in the Acceptable Use of Technology Agreement. Violations of the Agreement may result in a loss of access as well as other disciplinary or legal action.

Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as home computers, television, telephones, movies, radio, and other potentially offensive media.

In cooperation with the Office of the District Attorney, a guide for parents entitled “Keeping Kids Safe on the Internet” has been posted on the district website. Parents are encouraged to read this useful information.

VISITOR POLICY

Parents and visitors to all schools are required to report to the office, sign in, and obtain visitor identification before proceeding to classrooms or other parts of the building.

WEBSITE

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

WEATHER EMERGENCY POLICY

The safety of Beverly school children will never be put at risk because of dangerous weather. If the Superintendent believes that weather conditions could endanger any child, school will either be postponed or canceled. The Superintendent will issue this decision by 6:00 a.m. A phone call using the district wide communication system from the Superintendent will alert parents to delayed openings and school closing. When emergency weather conditions exist, parents should monitor the following television and radio stations between 6:00 and 7:00 a.m.: WBZ TV (Channel 4); WCVB TV (Channel 5); WHDH TV (Channel 7); BEV-TV Comcast; WBZ Radio 1030 AM; WRKO Radio 680 AM; WHDH Radio 850 AM; WBMX Radio 98.5 FM; Web site: www.beverlyschools.org; Voice Mail Message: 978-921-6100.

HEALTH AND RELATED ISSUES

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

ACCIDENT INSURANCE

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

CHILD ABUSE AND NEGLECT REPORTING

Massachusetts General Laws, Chapter 119, Section 51A places an important responsibility on public and private school teachers, educational administrators, health care professionals, guidance and adjustment counselors, school psychologists, attendance officers, social workers, and others who work with children to report to the Department of Child and Family Services (DCF) if they have reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse, including sexual abuse, or neglect.

It is the practice within the Beverly Public Schools that any teacher or other school employee who suspects that a child's physical or mental health or welfare may be affected by abuse or neglect shall submit a report to the principal of the school in which the child is enrolled. A 51A report will then be made to the DCF by either the principal or the mandated reporter. It is not the responsibility of educators to prove that the child has been abused or neglected or to determine whether the child is in need of protection.

COMMUNICABLE DISEASES

A communicable disease is one that may be transmitted directly or indirectly from one individual to another by means of an infectious agent.

Your child should be immunized against diphtheria, whooping cough, tetanus, poliomyelitis, measles, mumps and rubella, and chicken pox as required by law.

Parents should keep children at home and away from other children if they have:

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

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

DENTAL PROGRAM

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

ELEVATOR POLICY

Students must obtain a pass from the nurse to use the elevator. A note from the physician is required to initiate this process. Situations will be evaluated on a case by case basis. Those student permitted to utilize the elevator may only have one additional student accompany them. Please contact the school nurse at 978-921-6013 ext. 119 with any questions.

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.

HEAD LICE/PEDICULOSIS

The American Academy of Pediatrics and the National Association of School Nurses no longer endorse a "No Nits" policy in schools. Exclusion has been proven to be an ineffective tool in reducing lice outbreaks. It is the policy of the Beverly Public Schools to contain infestation of head lice (Pediculosis) by minimizing absences due to unnecessary exclusion of students, thus maximizing student's academic performance.

The school nurse will examine the head of any child suspected of having an active lice infestation, and notify the parent or guardian. Since the presence of nits (eggs) alone does not indicate active infestation, a student found with just nits present will be sent back to class, and the parent will be notified and given information on how to treat and manage head lice infestation. The student will be checked by the school nurse in one week. If live lice are found during the nurses' examination, the nurse will evaluate the severity of the infestation and determine if the student will return to class or be dismissed for treatment. Once the treatment has been completed, the student may return to school **only** after the school nurse re-examines the student before returning to class.

Targeted Pediculosis screenings of the affected student's family and close contacts will be performed by the school nurse. "Mass" screenings for students for nits alone have also been proven to be ineffective and will only be performed in situations where multiple cases have been found in a single classroom. A notice to inform the entire classroom will be sent home **only** if multiple cases are found.

In the case of head lice infestation, as in any health-related issue, school nurses and school staff are committed to maintaining student's privacy and the family's right to confidentiality. We encourage parents to contact their child's school nurse and physician if they have questions surrounding the identification and treatment of Pediculosis.

HEALTH SCREENING

Vision and hearing screening will be conducted on 7th graders and for any other student on an as-needed basis throughout the school year. Please contact the nurse with any concerns or to receive information on free vision care for needy students. Postural screenings are administered to all middle school students. If any screening results are abnormal, the school nurse will notify the parents by mail. Also, students height and weight is measured in order to calculate their Body Mass Index (BMI).

HIV/AIDS

Children with HIV/AIDS

It is the policy of the Beverly Public Schools to protect the rights of all its students. Students with 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 extra-curricular activities.

Employees Who Have HIV/AIDS

Pursuant to the laws protecting disabled individuals, Federal and State laws mandate that persons with AIDS not be discriminated against.

In light of this, the Beverly Public Schools recognizes that employees with AIDS have the right to continue to work.

MEDICATIONS AT SCHOOL

Parents are urged to give medications at home before or after school. It is our policy to have all medications, even cough drops, administered by the school nurse. Medications are kept in a locked cabinet in the nurse's office.

All prescribed medications must be in their original container accompanied by a physician medication order form. The parent is required to give a signed parental/ guardian medication consent form to the nurse granting permission to administer the medication as prescribed (i.e., indicate dosage information and the time and dates it is to be administered). The school nurse will make arrangements with the parent for the return of any medications.

Non-prescription medications may be administered to students based on protocols developed by the school physician and approved by the school committee. The list of medications and protocols approved for administration are posted on the district website and will be sent home on the first day of school. In the event your child needs oral medication during the school day, every effort will be made to contact parents before it is given. Over-the-counter medications outside of the standard Beverly Public Schools protocols will require both a parent and physician signed medication consent, and should be contained in their original packaging.

NUTRITION AND FOOD ALLERGIES

Briscoe Middle School is a peanut aware buildings. All snacks or food consumed in class should be peanut and tree nut free.

In response to growing concerns regarding childhood nutrition and food allergies the Beverly Elementary Schools are implementing the following guidelines:

- A *peanut/tree nut free* table will be maintained in the cafeteria during lunch. Participation at this table is voluntary; any student may eat at this table provided they do not bring peanut/tree nut containing foods to the table.
- Families and staff should encourage and model healthy eating.
- Families and staff should encourage the eating of fruits and vegetables
- Staff is encouraged to use non-food items as rewards or gifts

PHYSICAL EDUCATION POLICY

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

SEVENTH GRADE ENTRY REQUIREMENTS

All students must have a physical examination before entering 7th grade. They must also furnish proof of the following: (a) MMR – 2 doses; (b) tetanus booster within the past 5 years; (c) doctor certified history of chickenpox or vaccine; (d) Hepatitis B vaccine – 3 doses. Appropriate forms are mailed at the end of each child's 6th grade year and should be returned before the start of 7th grade. TO COMPLY WITH MASSACHUSETTS STATE LAW, THE SCHOOL MUST EXCLUDE ANY STUDENT WHO DOES NOT HAVE NECESSARY IMMUNIZATION DOCUMENTATION.

**Beverly Public Schools
Central Office Personnel**

Steve Hiersche.
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**Beverly Public Schools
Food Service Department
Payment for Meals**

Payment for Meals

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

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

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

1. Visit www.sendmoneytoschool.com to deposit money into your student's account. Please note that there is a \$2 transaction fee for using this service.
2. Send a check to the Food Service Office, 100 Sohier Rd, Beverly, MA 01915
3. Bring a check to any of the School's cafeterias.

Please make sure all checks are made out to Beverly Public Schools Food Service.

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

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

If you have any questions please contact Nancy Antolini at 978-921-6100 (ext. 11129)

2014/2015 Prices all levels

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

Middle school students who forget their lunch money are given a PB& J (or a Sun butter & Jelly if they have a peanut allergy) and an envelope with their name, date and amount owed and are asked to return it with payment the following day. If they fail to do so the information is given to the principal and he/she 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 Elementary and Secondary Education has suggested that the parents of children, who have charged meals and have failed to submit payment, and continue to send their child to school with neither a bag lunch nor money to purchase a school meal, be reported to Emily Rockwell, Coordinator of Child Welfare and that a 51A could be filed.

Beverly Public Schools Acceptable Use of Technology Agreement

Beverly Public Schools is making available to our students electronic technology including, but not limited to, access to the Internet and the World Wide Web, and use of a file server located in each school for storage of student files. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege - not a right. Access entails responsibility. The full text of the district guidelines and requirements are available on the district web site or from the office of the superintendent. Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network. Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should understand that files stored on district servers are not private. Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio, and other potentially offensive media.

Students are prohibited from:

- Using another's password or allowing someone else to use their password
- Trespassing in another's folders, work or files
- Sending or displaying offensive messages or pictures
- Using obscene language
- Agreeing to meet with someone you have met online without the approval of your parents. You will report any contact of this nature, or any message you feel is inappropriate to the school authorities immediately
- Responding to unsolicited on-line contacts
- Purchasing goods or services on-line through the Beverly Public School networks
- Re-posting messages sent to them without the permission of the person who sent the message
- Posting private information about themselves or another person
- Downloading any files unless it is required for school related work
- Posting chain letters or "Spamming", that is, sending an annoying or unnecessary message to other people
- Copying ideas or writing of others and presenting them as if they were your own as it is plagiarism and will be treated as such
- Harassing, insulting or attacking others
- Intentionally wasting system resources
- Attempting to bypass system security measures
- Damaging computers, computer systems or computer networks
- Employing the network for commercial purposes
- Violating any federal, state, local or common law, criminal statute or laws including but not limited to copyright, libel and slander laws

Students will:

- Immediately report to a teacher or system administrator any possible security problems they have identified. However, students will not look for security problems as this may be construed as an illegal attempt to gain access.

Violations of these procedures may result in a loss of access as well as other disciplinary or legal action.

User Agreement and Parent Permission Form

As a user of the Beverly Public Schools' computer network, I hereby agree to comply with the rules stated above.

Student Signature _____ Date _____

As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use - setting and conveying standards for my daughter or son to follow when selecting, sharing or exploring information and media.

Parent/Guardian Signature _____ Date _____

Name of Student _____

School _____ Grade _____

Beverly Public Schools

Permission for Photo/Video/Internet & Student Handbook Acknowledgement Form

Permission for Photo/Video/Internet

During the school year, opportunities arise for students' pictures to be taken: special programs, field trips, classroom activities, student achievements, etc. Your permission is required in order for your child to be included when these opportunities arise.

In some cases, photographs or videos may be shared outside of school or the classroom setting (e.g. newspapers, Channel 10 & 22). Once these photos/videos are shared outside of the school, they are accessible for use on the Internet.

Please indicate below, whether or not you will give permission for your child/ren to participate in photo/video opportunities.

Kindly return this form to the school so that it can be kept on file.

Student Name(s)	Grade	School

_____ I give my permission for my child/ren to be photographed or videotaped during school-related activities.

_____ I do **not** give my permission for my child/ren to be photographed or videotaped during school-related activities.

Student Handbook Acknowledgement Form

I have received and read Briscoe Middle School's 2014-2015 Student Handbook.

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

Parent/Guardian Signature

Date

Student Signature

Date