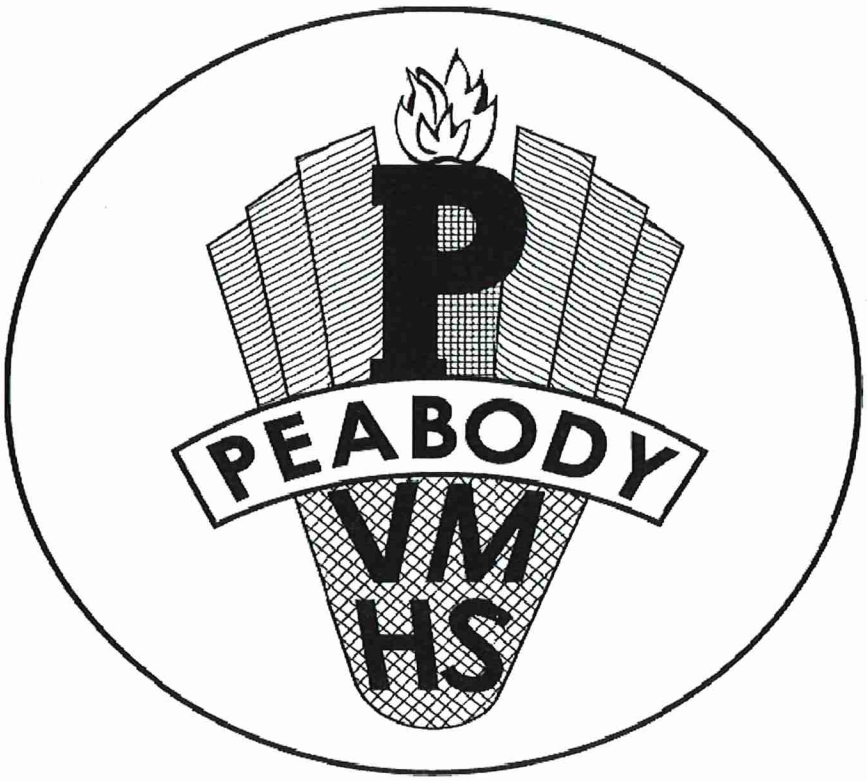
THE TANNER



STUDENT & PARENT/LEGAL GUARDIAN HANDBOOK

2021.2022

Peabody Veterans Memorial High School

Approved by the Peabody School Committee on August 24, 2021

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Superintendent

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Director of Guidance

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*Peabody Veterans Memorial High School, in partnership with district, family and community, prepares **all** students to become lifelong learners, achieve college and career readiness **and** contribute positively to society.*

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485 Lowell Street
Peabody, Massachusetts 01960
Tel: 978-536-4500

Dear Students and Parents/Guardians:

Welcome to the 2021-2022 school year. Our Student/Parent Handbook contains a great deal of useful information for you. Please review the Academic and Social Expectations carefully. If there is any topic that you feel is either unclear or deficient, please contact one of our building administrators with your concerns. Our handbook is a work in progress and we welcome your input. The handbook is a helpful guide to assist students and parents to better understand the school's programs and procedures. We are eager to partner with parents and community in order to allow all of our students to achieve their fullest potential.

The back of the handbook includes several important sign-off sheets that students, parents and/or guardians must sign and return during the first week of school. These pages include the following:

- Peabody Public Schools User Agreement for Use of Computer Technology
- Handbook/Student Directory Form (must be signed and returned during the first week of school)

We wish you the best in the upcoming school year, and all of the teachers and staff at PVMHS look forward to helping your child achieve a comprehensive education.

Home-School Communication Guide

As parents and caregivers, you play such an important role in the success of Peabody's children. You were one of your child's first teachers and have a deep understanding of their unique strengths and talents, challenges and areas for growth. Your knowledge and experience are critical to the home-school relationship, and with your help and partnership, we know that we can provide your child an excellent experience in the Peabody Public Schools - an experience that addresses your child's individual academic, social, and emotional needs.

One of the key areas that can help create a positive experience for your child is in the area of communication. To that end, we respectfully ask for your partnership and shared responsibility for modeling collaboration and problem-solving through open and honest communication.

While we recognize that it is often instinctual to "go to the top," doing so may actually slow down the process of problem-solving, as the contact is not as familiar with the specific issue and will need to gather data from multiple sources before even beginning to address the issue. Approaching the individual closest to your issue is often the fastest way to resolution.

First Point of Contact - Your Child's Teacher has a wealth of knowledge and information. In many instances where you need to go beyond the information in the student handbook and communicate directly with your child's school, your child's teacher is generally the first point of contact. If your concern is not adequately addressed at the teacher level, the following information will help guide with next steps. Please note that this is a general guide that addresses some of the most common questions families have regarding non-emergency issues.

If the issue is related to academics (i.e. course selection, curriculum)...	**If the issue is related to school policy or is administrative in nature (i.e. grades, attendance, discipline, etc.)...**	**If your question / concern is related to your child's overall educational program, medical needs, or their social and emotional growth**	**If your question or concern is related to extra-curricular activities or athletics...**
Please contact your child's department head or guidance department (school counselor).	Please contact the Dean assigned to your child. Grades can be accessed through ASPEN.	Please contact your child's school counselor, special education liaison, nurse, or Dean.	Please contact the extra-curricular advisor or coach. Each extra-curricular activity has a staff advisor / coach who can help answer your questions.
If the question / issue is not resolved at the level of department head or guidance, please contact your child's dean.	If the issue is not resolved at the dean level, please contact the Assistant Principal.	If the issue is not resolved at this level, please contact the Assistant Principal or Team Chairperson (special education)	If the issue is not resolved by the advisor/coach, please contact the Assistant Principal (extra-curricular/clubs) or Director of Athletics (sports).
If the issue is not resolved at the dean level, please contact the Assistant Principal or Principal's office.	If the issue is not resolved at the Assistant Principal level, please contact the Principal.	If the issue is not resolved at this level, please contact the Principal.	If the issue is not resolved by the Assistant Principal or Director of Athletics, please contact the Principal.

If you are unsure about the correct contact for your particular question or concern, please call the Main Office at 978-536-4500. The Main Office staff members will be able to quickly identify the person with whom you need to speak and be able to answer any questions on how to best connect with the appropriate staff member.

Finally, if going through the channels above does not bring resolution to your question or issue, the Central Office team is here to support you, and our contact information is below. We thank you for your partnership and support and look forward to working with you to build a positive experience for your child(ren).

Quick Guide School Contact Information

School	Principal	Main Office
Brown Elementary	Ms. Lauren King	978-536-4100
Burke Elementary	Ms. Lacey Becotte	978-536-5400
Carroll Elementary	Ms. Tracy Smith	978-536-4200
Center Elementary	Ms. Jacqueline Orphanos	978-536-5475
McCarthy Elementary	Ms. Michelle Zottoli	978-536-5625
South Elementary	Dr. Mark Higgins	978-536-5700
Welch Elementary	Ms. Michelle Massa	978-536-5775
West Elementary	Ms. Julie Broughton	978-536-5850
Higgins Middle School	Mr. Todd Bucey	978-536-4800
Peabody Veterans Memorial HIgh School	Mr. Steven Magno	978-536-4500
Peabody P.R.E.P.	Dr. Chris Lord	978-536-6500
Director of Early Childhood	Ms. Nancy Charest	978-536-5631
Central Office	Dr. Josh Vadala, Superintendent Dr. Kelly Chase, Assistant Superintendent	978-536-6500
Special Education Administrator Assistant Special Education Administrator	Carla Chioda Shannon Crompton	978-536-6060 978-536-4544

Email:
To email a staff member, please use the following format: last name, first initial, @peabody.k12.ma.us (i.e. smithk@peabody.k12.ma.us)

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II. PEABODY PUBLIC SCHOOLS PHILOSOPHY/VISION/MISSION STATEMENTS

PHILOSOPHY

The philosophy of the Peabody Public Schools is to creatively develop, via a sustained community partnership, a stimulating learning environment which encourages and nurtures an understanding and appreciation of the full continuum of knowledge, traditions and values of our multi-cultural society; and that actively assists each individual to acquire the skills and the positive self-image needed to function effectively in a constantly changing world.

VISION

Peabody schools inspire, empower, and challenge our students to pursue excellence in reaching their potential.

Professional educators and community partners collaborate to ensure success at the highest level

in a safe, student-centered environment. We are a community of life-long learners who value the individual while promoting integrity, courage, and the acceptance of differences.

Goals and Objectives

1. To improve academic performance in all subjects.
    - 1.1 To horizontally and vertically align the curriculum, PreK - 12.
    - 1.2 To utilize a variety of instructional strategies to support individual student success.
    - 1.3 To implement a variety of assessments that authentically evaluates student success.
2. To expand community involvement that will foster a sense of ownership and share responsibility for our schools
    - 2.1 To build a framework of communications that reflects a positive image of our schools.
    - 2.2 To cultivate relationships with community groups that will actively support educational efforts.
    - 2.3 To establish programs that foster active and on-going family involvement and support of our school system.
3. To develop internal and external resources.
    - 3.1 To maximize existing resources and continue to procure alternate sources of funding.
    - 3.2 To hire and retain the highest quality staff.
    - 3.3 To cultivate and support leadership within the school district.
4. To provide a safe and healthy environment with a shared sense of respect and responsibility among students, staff, and family.
    - 4.1 To improve communication among and between students, staff, and families.
    - 4.2 To increase civic awareness and promote acceptance of differences among students, staff, and families
    - 4.3 To continue to make improvements to our facilities.

MISSION

We prepare students to be life-long learners and critical thinkers who meet the challenges of citizenship in an ever-changing world.

Core Values

We believe...

- ☐ Students come first.
- ☐ Each student can learn and succeed given the proper support, environment, and attention to individual learning style.
- ☐ A challenging, supportive, and respectful environment is essential for teaching and learning.
- ☐ Student achievement is predicated upon high quality professional development.
- ☐ Education is the foundation of good citizenship.
- ☐ A well-rounded education consists of core academics, fine and applied arts, physical education, and technology skills.
- ☐ Respect for self and others is essential and reflected in all learning.
- ☐ High expectations for student achievement are shared by students, family, school, and community.
- ☐ Education is the shared responsibility of students, family, school, and community.

III. PEABODY VETERANS MEMORIAL HIGH SCHOOL MISSION STATEMENT

Peabody Veterans Memorial High School, in partnership with district, family and community, prepares **all** students to become lifelong learners, achieve college and career readiness **and** contribute positively to society.

PVMHS Beliefs about Learning

Students learn best when:

- learning is clearly the top priority for all staff and themselves.
- it is in collaboration with teachers, families, district and community.
- in an appropriately challenging and positive environment that empowers them to contribute.
- surrounded by a physically and emotionally safe space where mutual respect is evident.
- they come to school, as attendance is critical in ensuring students reach their greatest potential.
- engaged in authentic learning that gives them opportunities for personal and practical application.
- explicitly taught how to analyze, synthesize and apply across disciplines.
- given multiple ways and opportunities to demonstrate their learning.
- teachers are provided enough time to give constructive feedback.
- provided with sufficient mental health supports.
- given appropriate tools and resources.

PVMHS Vision of the Graduate

Path Finder

Demonstrates functional, independent living skills at their own level.
Creates and implements a life plan of short and long term goals.
Seeks out interests and passions to pursue beyond high school.

Effective Communicator

States claims and thought processes with clarity.
Employs active listening strategies to advance understanding.
Demonstrates ability to probe for specificity when concepts are not understood.

Global Thinker

Contributes to solutions that benefit the broader community.
Uses digital technologies to learn, think and participate in society.
Embraces diverse perspectives and cultures when considering local, national and global issues.

Problem Solver

Engages in inquiry and action research to overcome obstacles.
Evaluates information for validity, relevance and impact.
Reasons through and weighs evidence to reach conclusions.

Artist Innovator

Expresses thoughts, ideas and emotions meaningfully through the arts.
Exhibits divergent and imaginative designs to seek out a better way.
Stretches outside comfort zone in a continuous cycle of learning.

Team Player

Presents ideas but is willing to adjust or defer them.
Exhibits empathy for others in an attempt to understand their perspectives.
Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals.

Self Manager

Embodies a growth mindset by demonstrating resilience in spite of hardship.
Shows strong understanding and belief of self to engage in reflection for improvement.
Practices healthy and positive lifestyle and relationships to promote overall physical and mental well-being.

Non-Discrimination Notice

The Peabody School Committee reaffirms its policy of non-discrimination related to race, religion, color, age, sex, gender identity, national origin, sexual orientation, disability, genetic information, veteran status, and homelessness in all matters involved in procuring, employing, promoting, transferring or terminating the employment of personnel.

In a similar manner, it reaffirms its policy against discrimination related to race, religion, color, age, sex, gender identity, sexual orientation, national origin, disability or homelessness in the admission, instruction, counseling or dismissal of students regarding any courses or programs offered by the Peabody Public Schools and indicates its desire that each student be provided educational opportunities consistent with his/her aspirations and abilities.

The Committee further indicates its acceptance of all federal and state non-discrimination laws applicable to parents, students, employees and the general public.

IV. PVMHS ADMNISTRATION/DEPARTMENT HEADS

Main Telephone / 978-536-4500

PRINCIPAL
Steven Magno- Ext. 4501

ASSISTANT PRINCIPAL
Samantha Meier - Ext. 4501

HOUSE ADMINISTRATORS

A House	B House	C House
Mr. William Krol	Mr. Edmund Tarralo	Ms. Ashlen Fidalgo
Ext. 4550	Ext. 4555	Ext. 4560

DIRECTOR OF GUIDANCE
Mr. Robert Quist-Ext. 4531

VOCATIONAL PROGRAM DIRECTOR
Mrs. Maria Ferri - Ext. 4505

COMMUNITY SCHOOL ADMINISTRATOR
Mr. Kevin Canty - Ext. 4554

PEABODY LEARNING ACADEMY SUPERVISING TEACHER
Mr. Seith Bedard - Ext. 5570

DEPARTMENT HEADS

English	Mrs. Michalene Hague	Ext. 4518
Mathematics	Mrs. Jeanna Posteraro	Ext. 4519
Science	Mr. George Hyatt	Ext. 4516
Social Studies	TBD	Ext. 4517
Special Education	Leslie Entwistle	Ext. 4525
Foreign Language	Ms. Debra Jackson	Ext. 4520
Visual Arts	Ms. Kathryn Millman	Ext. 4522

DISTRICT-WIDE ADMINISTRATORS

ATHLETIC DIRECTOR
Mr. Dennis Desroches - Ext. 4750

DIRECTOR OF PERFORMING ARTS
Mr. Jon Simmons - Ext. 4570

DIRECTOR OF TEACHING, LEARNING & INTEGRATED TECHNOLOGY
Emily Moore – Ext. 4821

PVMHS ATHLETIC DIRECTORY

Mr. Dennis Desroches
Athletic Director

Mr. Dennis Grube
Faculty Manager

FALL SPORTS	HEAD COACH
Field Hockey	Ms. Palmieri
Boys Soccer	Mr. McKeen
Girls Soccer	Mr. Desroches
Football	Mr. Bettencourt
Boys Cross Country	Mr. Braz
Girls Cross Country	Mr. Braz
Golf	Mr. Cronin
Volleyball	Mrs. Keene

WINTER SPORTS*	HEAD COACH
Boys Ice Hockey	Mr. Wright
Boys Basketball	Mr. Broughton
Girls Basketball	Mr. McKeen
Gymnastics	Mr. Mentzer
Co-ed Swimming	Ms. Shea
Boys Indoor Track	Mr. Braz
Girls Indoor Track	Mr. Braz
Girls Ice Hockey	Ms. Roach
Wrestling	Mr. Pinette

SPRING SPORTS*	HEAD COACH
Baseball	Mr. Bettencourt
Boys Lacrosse	Mr. Schidler
Softball	Ms. Palmieri
Boys Tennis	Ms. Kelly
Girls Tennis	Mr. Vasseur
Boys Outdoor Track	Mr. Braz
Girls Outdoor Track	Mr. Braz
Girls Lacrosse	Mr. Desroches

***Subject to change - Any changes will be announced before the start of the season.**

V. GUIDANCE SERVICES

The guidance staff at Peabody Veterans Memorial High School is dedicated to helping each student develop a clear understanding of who they are, their interests, and their aptitudes in order to maximize their success at PVMHS and after graduation. Appointments may be made at the student's request at any time during the school year during study periods and before and after school.

Scheduling

All Students must be scheduled for 35 periods per week.

1. During the first week of school:
    - Any student without a program will be scheduled first.
    - Students with errors in their programs will have their programs corrected.
    - Students may add a course, if available.
    - Scheduled classes must be attended until program changes are actually completed.
2. During the rest of the year:
    - Make an appointment with your guidance counselor to discuss the reason for the requested change.
    - Guidance will seek input from the teachers and Department Heads.
    - Guidance will make a decision if the reason is appropriate and related to the curriculum.

Schedule Changes

Parents are requested to consult with the guidance counselor concerning any desired change in their child's program. No student program changes may be made without the involvement and approval of the student, the legal guardian, the teacher(s), Department Head, and guidance counselor.

Level Changes

All level change requests (either up or down) must be referred to the appropriate Department Head in writing by the parent. A meeting may be then arranged with parents, the student, Department Head, guidance counselor, and the teacher. Changes are based upon teacher recommendation, guidance and/or administrative approval, and space availability. Students are leveled according to their achievement the previous year. If the request of level change is denied, the parents can request a meeting with the Principal to discuss a waiver.
NOTE: This process also applies to AP course selection.

PVMHS Graduation Requirements

Students must complete 115 credits as well as all required courses and the MCAS to graduate and receive a diploma. Students must pass English in grades 9-12; ***students are not allowed to enroll in more than one English course. Exceptions*** will be considered for seniors only on a case-by-case basis.

Successful completion of standardized tests does not substitute for course credit completion. Earning a HiSET (formerly G.E.D.) does not entitle a student to a high school diploma.

• English	4 years (20 credits)
• Mathematics	3 years (15 credits)
• Social Studies (1 to be U.S. History)	3 years (15 credits)
• Science & Technology	2 years (10 credits)
• Physical Education & Wellness	4 years (7.5 credits)
• Community Service (40 Hours)	4 years (4 credits)

Required course credits: 67.5 (65 for Vocational Students)
Elected course credits: 47.5 (50 for Vocational Students)
A student's year of graduation will be evaluated at the end of the sophomore year (grade 10) and again at the end of the junior year (grade 11).

- To move from sophomore to junior status a student must have achieved a minimum of 40 credits.
- To move from junior to senior status a student must have achieved a minimum of 75 credits.

Interim Reports/Grade Reporting
Interim Reports are issued after five weeks of each marking period. The Interim Report informs parents as to their child's current academic status. We suggest that parents who have questions as to their child's progress first contact the teacher. If you require further assistance please contact the Department Head and/or the Guidance Counselor.

Honor Roll

- Exceptional Honors: All A's (90's-100)
- Highest Honors All B's and A's with a majority of A's (85-100)
- Honorable Mention: All B's and A's,with a majority of B's (85-100)

Summer School Policy
Under the Promotion Policy of the Peabody School Committee, which reads, "To be eligible to employ summer school credit as a supplement to his/her regular year's work, a student must have received passing grades in at least half of the quarters during which the course was taught during the regular school day." This means that a student is eligible to attend summer school only if he/she received passing grades for two quarters in a major subject that is scheduled daily for a full year.

If students have any doubts about the validity of their anticipated summer school enrollments, they should verify the course's acceptability beforehand. Additionally, no summer course taken for enrichment will be approved for credit without prior approval from the Principal in writing. Under normal circumstances no more than two courses can be taken in summer school programs.

English 12 Guidelines
In order to qualify for taking Senior English as a Night School course during the school year, the eleventh grade student must have passed the Freshman and Sophomore English courses and have passing grades for the first two quarters of Junior English. In order to obtain credit for Senior English at night, the eleventh grade student must maintain a passing average for the third and fourth quarters of the Junior English class and for the Senior English night class; the student must maintain attendance during his/her day classes and be present at all night school classes, with no more than two absences. Students will be asked to sign a contract agreeing to these requirements. A student who does not fulfill the terms of the agreement will not receive credit for the requisite classes and will not graduate with the Senior class in June.

Future Plans
Counseling students on college selection, as well as on career education, is a vital role of the Guidance Department. Students planning to further their education will find many catalogues of various schools and colleges in the New England Area and on other known colleges in the United States in the Guidance areas. Most of these books can be borrowed for home use.

ASVAB (Armed Services Vocational Aptitude Battery) Scheduled upon request through counselor.

Scholarship information for Seniors is available beginning in January from all counselors. This includes local, state, national and school scholarships.

AFL/CIO Scholarship Exam - Grade 12 - TBA

Representatives from various schools and colleges schedule visits to address Juniors and Seniors who are interested in their schools. These representatives present their school courses, entrance requirements and other activities. The annual "College Night" provides parents and students an opportunity to meet with college representatives at PVMHS.

College Board Testing

Juniors are encouraged to take SAT I in November and SAT II in appropriate subject areas in May. Seniors are encouraged to take PSAT's in November. Applications are available from the Guidance Counselors. It is the student's responsibility to fill out the application correctly and either mail or e-mail it to the College Board.

When registering check the location/school where the exam will be administered. Most colleges, including the Massachusetts State Colleges, require these exams. Peabody Veterans Memorial High School's CEEB code is #221-725.

Advanced Placement Exams are available to those students taking AP courses.

SAT & ACT Testing Dates

Please refer to the District Testing Calendar (see page 68)

Student Records

Below is a summary of parent and student rights under state law and the Family Educational Rights Privacy Act (FERPA). Note that copies of the state student records regulations are available in the Student Records Office at Peabody Veterans Memorial High School.

The **student record** consists of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth as defined under state law.

Under state student record regulations, an **eligible student** is any student who has reached 14 years of age or who has entered 9th grade.

Confidentiality of Student Record

With few exceptions, no individuals or organizations other than the parent, eligible student, and school personnel working directly with the student may access information in the student record without the specific, informed, written consent of the parent/eligible student.

Transcripts

The Records Office at Peabody Veterans Memorial High School can supply transcripts in support of college applications. Two types of transcripts can be provided:

Unofficial

Unofficial transcripts are clearly marked "Unofficial" and do not have an official stamp on them. Parents/students may need them for a variety of purposes. Unofficial transcripts are provided as they are at the date of issue and may lack certain information.

Official

Official transcripts have an official signature and are stamped with the school seal. Official transcripts are sent by the school in support of college application and contain listings of in-school activities and

honors that are brought to our attention. Official transcripts do not list out-of-school activities or honors. The student, as part of the college application procedure, should provide such information in the form of a resume. Official transcripts will contain all relevant information in the possession of PVMHS at the time of their issue. Transcripts are retained for 60 years.

Release of Student Directory Information

PVMHS may release to third parties, without prior consent, "a student's name, address, telephone listing, date and place of birth, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, degrees, honors and awards, and post high school plans." Parents of eligible students have the right to request, in writing to the Principal, that their information not be released without prior consent and should do so no later than September 15th each year.

Inspection of Student Record

A parent, and an eligible student may inspect their own student record. The record must be made available to the parent/eligible student within ten (10) days of the request, unless the parent/eligible student consents to an extension of this timeframe. If the parent/eligible student requests copies of the student records, the district may charge the parent/eligible student for said copies.

Amendment of Student Record

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. The parent and the eligible student also have the right to request in writing that information in the student record be amended or deleted. The parent and student have a right to a conference with the school principal to make their objections known. The principal must issue a written decision within one week of the conference. The regulations provide the parents/eligible student with a right of appeal if they are dissatisfied with the decision.

Transfer of Student Record

PVMHS will forward the student record of any student who seeks or intends to transfer to another public school district, upon request of the receiving school.

Non-Custodial Parents

Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request annually to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first class mail that
the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, § 34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c. 71, § 34H; 603 CMR 23.07.

Destruction of Temporary Record

Temporary records (all portions of the student record other than the transcript) will be retained for a maximum of 7 years, and then they must be destroyed after notification to the student who will have the opportunity to claim them if s/he so desires.

Any student who graduates in the Class of 2020 or who transfers or withdraws from PVMHS in the 2019-2020 school year, may pick up his/her temporary records in the Student Records Office any time before December 1, 2027. After December 1, 2027, the above records will be destroyed.

Complaints

A parent or eligible student has a right to file a complaint regarding education records with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920, 800-872-5327; or with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148, 781-338-3300.

VI. STUDENT SERVICES

AFTER SCHOOL HELP

Teachers' Sessions:

After school help by subject teachers is available to all students. All teachers will inform their students of the day they stay for after school help.

Peer Tutors:

Peer tutors are National Honor Society students that volunteer their time, weekly. Students, who are interested, please see Ms. Perri.

COMMUNITY SCHOOL PROGRAM

Peabody Community High School is a therapeutic special education school that operates within a "Reality Therapy/ Choice Theory" framework. The school provides students with a support system and the tools necessary to be successful in life. The staff at CHS strives to create a school where students' individual strengths and needs are supported in order to gain academic and emotional growth and more effective decision- making skills. Students have to complete the listed graduation requirements of Peabody Veterans Memorial High School to earn their diploma.

INSTRUCTIONAL SUPPORT TEAM (IST)

The Instructional Support Team (IST) is a vehicle for educators to come together to discuss and implement intervention strategies to support students' success. The goal of the IST to promote practices that are responsive to students' academic, social and emotional needs. The IST will meet on a regular basis to discuss and evaluate the success of the recommended interventions. Evidence of each referred student's progress is documented through work products (portfolio of homework, tests, note taking, etc.), and additional information regarding classroom behavior, attendance and discipline. Information will be collected and the IST Coordinator will organize communication regarding upcoming meetings. Based on the student's performance in response to the strategies and adjustments in instruction, classroom management materials, testing, etc., team decisions are made as to the student's ability to succeed in the general education classroom.

LIBRARY/MEDIA RESOURCE CENTER

The Library serves as the information center of PVMHS. Both students and faculty are invited and encouraged to make use of the many services and resources that are available.

The goals of the library are:

- To provide resources to support the PVMHS curriculum.
- To teach students to locate and access information in a variety of formats.
- To provide support for class research assignments.
- To provide Internet access within the guidelines of the PVMHS *Internet & Computer Use Policy.*
- To provide books, magazines and newspapers which encourage recreational reading.

Library Atmosphere and Conduct

The library is a place for study, research and leisure reading. Responsible and appropriate behavior is expected. Consideration for students and others who wish to work in this academic setting is the rule. Food and drink are not permitted in the Library.

Inappropriate behavior may result in the loss of library privileges and detention.

Library Usage

All students are welcome to use the Library. The following guidelines apply:

- Individual students may come to the library from class only with permission from the teacher.
- A pass from the teacher or a Dean is required.
- Students check in at the circulation desk.
- Passes are not required before or after school.

Directed Study Hall Students

Students come directly to the library and fill out a library pass. Passes are picked up by the study hall monitor in order to take attendance. Students must remain in the library for the entire period.

Lunch

Students may come to the library during their scheduled lunchtime. Students must sign in at the circulation desk and remain in the library for the entire lunch period. Students entering the library after the lunch bell must have a pass from a teacher or Dean. Because of the large number of students using the library during lunch, there is a limit of 10 to 15 students for study hall students.

LOST AND FOUND

A lost and found department is maintained in the cafeteria. Students who lose items should report the loss there.

PEER MEDIATION

Students and staff are trained to mediate conflict in order to deescalate and avoid confrontation. Referrals for Peer Mediation may be made in each House.

SERVICES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Some students with disabilities require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to, speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in special classroom. Parents or teachers may refer students they are concerned about to the Pupil Services Office. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s). Upon receipt of the parent(s)' consent, an evaluation will be conducted and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . ." Title II of the Americans with Disabilities Act of 1990 (Title II) is a federal law that applies to public entities, including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.

The Section 504 regulations require a school district to provide a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Individuals who have complaints regarding the District's compliance with Section 504 can bring suit in federal district court against the District or persons in their individual capacity. Parents and employees can also file complaints with the U.S. Department of Education, Office for Civil Rights regional office at 5 Post Office Square, 8th Floor, Boston, MA 02118. In regard to concerns related to the identification, evaluation, and placement of students with disabilities, parents or guardians can make a hearing request with the Massachusetts Bureau of Special Education Appeals at One Congress Street, 11th Floor, Boston, Massachusetts 02114.
Employees can also file a complaint with the Equal Employment Opportunity Commission located at John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203.

Procedure to obtain approval for accommodations for College Board Tests:

- Student gets SAT accommodation forms from his/her Guidance Counselor.
- Student and legal guardian(s) fill in pages 1 and 2 of the accommodation form.
- Student returns the accommodation form to his/her Guidance Counselor.
- Special Ed. Dept. Head will fill in pages 3 and 4 of the accommodation form according to student's IEP (Student accommodations are decided at his/her Team meeting).
- The College Board will notify the student of approval for accommodations.

TRANSITIONAL PARTNERS

Upper-classmen are trained to mentor selected incoming ninth graders by helping them adjust to high school life. They meet every other week for lunch in the Melting Pot to discuss strategies for success. Interested parties should contact Ms. Molk at Student Assistance Services, ext. 4538.

WORK PERMITS

- Work permits are **required** for all minors between fourteen and eighteen years of age.
- Work permits and promise of employment forms are obtained at the Office of Attendance, located at the Peabody Public Schools Administrative Office located at 27 Lowell Street.
- All minors between the ages of fourteen and eighteen years of age must first obtain a promise of employment form at the Administrative office before securing employment. Promise of employment forms are also available in the PVMHS Main Office. The Promise of Employment must be completed by the potential employer prior to going to the Office of Attendance for the work permit.

- All minors between the ages of fourteen and eighteen must obtain a work permit after securing employment.
- Evidence of age must be presented when applying for a work permit.
- Such proof shall consist of (a) birth certificate or (b) baptismal certificate or (c) passport.
- No one under sixteen years of age is permitted to work before 7:00 a.m. or after 7:00 p.m.
- No one between sixteen and eighteen years of age is permitted to work before 6 a.m. or after 10:00 p.m.
- Anyone between sixteen and eighteen years of age may be employed in restaurants until, but not after, 12:00 a.m. on Fridays and Saturdays and during school vacation periods.
- No one between fourteen and eighteen years of age is permitted to work in, about, or in connection with any factory, workshop, manufacturing or mechanical establishment at any time.

VII. APPROVED STUDENT CLUBS & ORGANIZATIONS

Animae Club	Observer
Art Club	Peer Mediation
Best Buddies	Photography Club
Chess Club	Keys to Success
Community Service Club	Peabody Poetry Collaborative
Computer/Robotics Club	Robotics Cluc
Culture Club	School Newspaper
DECA	Science Club
Environmental Club	Ski Club
International Club	Stage One
Gay/Straight Alliance Club	Spirit Committee
Legacy Club	Student Council
Math Team	Student Government Day
Media Communications	Tabletop Gaming Club
META (Year Book)	Transitional Partners
Mock Trial Club	Video Media Club
National Honor Society	Webpage Design Club
National Technical Honor Society	

PVMHS is continually looking for exciting ways to get students involved in programs and activities. If you are interested in starting a new club or group, please see your House Administrator to discuss the options!!

VIII. ATHLETICS

The following rules are established by the Massachusetts Interscholastic Athletic Association (M.I.A.A), which governs all high school competition.

M.I.A.A. Rule 45 Loyalty to the High School Team: Bona Fide Team Members

A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. Students cannot be given special treatment (late arrival, early dismissal, etc.) for non-school athletic programs. ***Saturday and Sunday practices ONLY may be excluded from this rule and no waiver is required.***
First Offense: Student-athlete is suspended for 25% of the season (see chart on Rule 62). Second Offense: Student-athlete is suspended for an additional 25% of the season, and is ineligible for tournament play immediately upon confirmation of the violation. See Rule 98 for additional tournament restriction and Rule 88 for waiver guidelines.

45.1 A student-athlete must be a Team Member for 50% of the regular season schedule for that sport to participate in any MIAA Tournament competition (team member: any student-athlete who attends practices or games for his/her sport teams – e.g. Freshman basketball player moved to JV and then Varsity).

45.2 If ineligible, cannot be in uniform. Attendance at event to be determined by the High School Principal.

M.I.A.A. Rule 51. Student Eligibility: Baseline Eligibility Requirements

For a student to practice with, or to represent a MIAA member school in athletic competition, the student must be duly enrolled in that school. Additionally, the student must be a candidate for that school's diploma, subject to the jurisdiction of that school's principal (i.e. the principal must have the authority to suspend the student from classes), and under the supervision of that school principal (i.e. the principal must have control and knowledge of the student's daily attendance and achievement). Ultimately the interpretation and application of Association rules rests with the MIAA executive director/staff and the Board of Directors. This rule complements Rule 52, 53, 54 and 55. 51.1 An ineligible student who is duly enrolled in the school may practice with his/her team if approved by your school administration.

53. Student Eligibility: Middle School Students on Senior High Teams

A middle school student is eligible to represent a senior high school on its athletic teams only when the MIAA member high school includes those grades and they are under the MIAA Handbook July 1, 2015 – June 30, 2017 53 direct "jurisdiction" and "supervision" of the high school principal (see Rule 51 for definitions).

55. Student Eligibility: Membership in School

55.1 A student shall have been a member of the MIAA member secondary school for a minimum of two months (exclusive of the Summer vacation) and have been issued a report card preceding the contest, unless entering from an elementary or junior high school at the start of the school year or transfers in from another school. A pupil's attendance at school does not start when he/she registers in that school, but rather when he/she begins attending classes.

55.2 When a student drops out of school and then decides later to return to the same school, he/she cannot become eligible for athletics until a report card has been issued and until the expiration of a minimum of two calendar months from the date of his/her return to the same school.

55.3 Except as may be otherwise specified by statute or state regulation, a student must be a resident of and domiciled in a municipality which normally contributes student population to the school.

56. Student Eligibility/School Requirements: Physical Examinations/Medical Coverage/Concussions

56.1 All students must pass a physical examination prior to participation in High School Athletics. A physical exam covers the student for 13 months from the exam date. A student's eligibility will terminate once aphysical has reached the 13 month limit. Physical examinations must be performed by a duly registered Licensed Physician, Physician's Assistant or Nurse Practitioner. The Sports Medicine Committee recommended physical examination form is in the MIAA White Book.

Rule 56.4 below regarding concussions). Whenever a medical person is on duty at an athletic event, he/she shall be responsible for both teams (unless the other team has its own medical person present). When a physician is not present at an athletic event, a licensed/certified athletic trainer, if available, shall be considered the higher medical authority on-site when an EMT is providing medical coverage at the same event. His/her judgment will be final. Physical disqualification by the medical person renders the student ineligible. The Penalty for playing an ineligible student is forfeiture.

56.3 Medical Alert Bracelets/Anklets are approved for wearing in all sports, provided they are taped to the body and marked in red.

56.4 Any student-athlete who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the practice or competition and must not return to practice or competition that day, and further shall not return to play until cleared (in writing to the Athletic Director) by an appropriate health-care professional (as determined by the Department of Public Health). Whenever it is decided to disqualify a student athlete from further participation for a suspected concussion or other injury, the person making that decision must communicate about this matter with the injured athlete's coach and athletic director in a timely fashion.

58. Student Eligibility: Academic Requirements

58.1 A student must secure during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third quarter eligibility) a passing grade, and full credit, in the equivalent of four traditional year-long major English courses. A transfer student may not gain academic eligibility if he/she was not, or would not be, eligible at the sending school, unless transfer was necessitated by a move of parents and then eligibility would be determined by receiving schools eligibility standards (see Rule 57.7.1). I MIAA Handbook July 1, 2015 – June 30, 2017

58.2 A student cannot at any time represent a school unless that student is taking courses which would provide Carnegie Units equivalent to four traditional year-long major English courses.

58.3 To be eligible for the fall marking period, students are required to have passed and received full credits for the previous academic year the equivalent of four traditional year-long major English courses.

58.4 Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking period are to be issued to the parents of all students within a particular class. Note: The MIAA academic eligibility standards are designed to ensure that a student is fully enrolled in school and actively engaged in his/her academic life on a consistent basis throughout the school year. When utilizing a 4 x 4 block schedule, a student must pass at least two of the four required 'major' courses (or equivalent) in each academic marking period.

58.5 Incomplete grades may not be counted toward eligibility until they are made up following school policy.

58.6 A student who repeats work upon which he/she has once received credit cannot count that subject a second time for eligibility.

58.7 A student cannot count for eligibility any subject taken during the summer, unless that subject was pursued and failed during the immediately preceding academic year.

58.8 All cooperative team athletes must meet the eligibility standards of their own school as well as the host school.

59. Student Eligibility: Time Allowed for Participation After First Entering Grade Nine

59.1 A student shall be eligible for interscholastic competition for no more than four consecutive years after initially entering Grade 9. This limitation shall apply without regard to actual participation or attempt to participate.

59.2 In no case may a student be eligible to participate in more than four of each of the three annual athletic seasons. In special cases where a student has been absent from school because of an accident or illness, the executive director, or his/her designee, shall have the authority to extend the student's eligibility upon presentation of a doctor's certificate on the student's behalf, a letter from the principal attesting to the inability of the student to attend school during a specific period because of an accident or illness, and waiver application for Rule 59. In instances where an extended eligibility is granted, the student may be declared eligible only for the season(s) that the student's accident/illness prevented participation.

60. Student Eligibility: Age A student shall be under 19 years of age, but may compete during the remainder of the school year, provided that his/her 19th birthday occurs on or after September 1 of that year. For Freshman competition only, a student shall be under 16 years of age but may compete during the remainder of the school year provided that the sixteenth birthday occurs on or after September 1 of that year. Principals must exercise great care in determining age of contestants, and in all doubtful cases, must secure birth certificates from the town clerk of the pupil's place of birth.

61. Student Eligibility: Graduation

61.1 A student must be an undergraduate: i.e., he/she shall not be a graduate of any secondary school. Any student who has the credits required for a diploma shall be regarded as a graduate with the following exceptions:

61.1.1 An early graduate of a high school may represent his/her school in athletics until the end of the sport season in which he/she is participating, if otherwise eligible. The diploma must be withheld until at least the season is completed, and the student may not attend classes outside of that high school during that season.

61.1.2 A student who earns the credits required for a diploma prior to attending eight semesters in a four-year high school, and who is not granted a diploma may continue to participate if he/she continues to take at least the equivalent of four traditional yearlong major English courses.

M.I.A.A. Rule 95
Any student who violates Rule 45 will also be ineligible for the M.I.A.A. Tournament in that sport in that season.

In addition, students who fail or receive a medical excuse in Physical Education will be declared ineligible for that marking period (local policy).

Pre-Season Responsibilities for Student Athletes
The coach of each sport will hold an informational meeting prior to the start of the season. Candidates are expected to attend.

A parent-athlete meeting is held prior to each season. The athlete and one parent or guardian must attend the meeting the first season each year the athlete plays.

All candidates for athletic teams must meet the following requirements prior to attending any tryouts or practice sessions:

1. Have evidence of a passed physical examination that is valid for the school year. A registered physician must perform the examination.

2. Have submitted a signed parental form.

3. Be less than 19 years of age on or before September 1 of that year for Varsity or be less than 16 years of age on or before September 1 for grade 9.

4. Be academically eligible.

5. If a transfer student, must notify Athletic Director.

Peabody Public Schools provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation. Peabody Public Schools is, however, generally permitted to establish and utilize skill-based eligibility criteria for participation in extracurricular programs and activities (e.g., school-sponsored athletics) so long as the criteria are rationally related to the purposes and goals of the specific program or activity. Peabody Public Schools' administrators, in their discretion, may deny or limit a student's access to co-curricular activities as a disciplinary sanction.

PROGRAM OF ACTIVITIES

Fall Season
Cross Country V/JV - Boys/Girls Field
Hockey V/JV/Freshman - Girls Football
V/JV/Freshman - Boys Soccer
V/JV/Freshman - Boys/Girls Volleyball
V/JV/Freshman - Girls Golf V - Co-ed

Winter Season
Basketball V/JV/Freshman - Boys/Girls Gymnastics - Girls
Hockey V/JV - Boys/Girls
Indoor Track V/JV - Boys/Girls
Swimming - Co-ed

Spring Season
Baseball V/JV/Freshman - Boys
Outdoor Track V/JV - Boys/Girls
Lacrosse V/JV/Freshman - Boys
Lacrosse V/JV/Freshman - Girls
Softball V/JV/Freshman - V/JV/Freshman - Girls
Tennis V - Boys/Girls

Team Tryouts/Selection

During the tryout period, each coach will provide an explanation of his/her expectations and team rules. If a student is not selected for a team, they may contact the coach personally for an explanation. If a student makes the team, they are expected to follow all team and school rules.

The coaching staff of each sport has the sole responsibility for selecting the members of a team, determining the level of play most beneficial to the development of each player and the amount of playing time.

Player concerns should be addressed first between the player and the coach. If a significant resolution is not resolved, parents should plan a meeting with the coach. If a resolution is not reached between the athlete, parent, and coach, the matter may be presented to the Athletic Director.

School Insurance/Injuries
The school provides secondary health insurance coverage for all student-athletes injured during the season. The insurance plan takes up where family insurance, if any, leaves off (as with all insurance plans, there are limits on benefits of this plan). All claim forms must be picked up and filed with the Athletic Director within 90 days of the injury.

School Equipment Responsibilities
Students are responsible for, and expected to maintain proper care of, all equipment issued to them. Students are responsible for payment of any items lost, stolen or damaged.

Student-athletes are not to wear uniforms, practice or game, at any time other than those allowed by the specified team regulations.

Class Attendance Policy
Any student-athlete who is absent from school on the day of a scheduled game or practice session will not be allowed to participate in that game or practice. A student-athlete must be in attendance at school prior to 9:58 a.m. or the start of 4th period. Students dismissed before 10:45 a.m. or the end of 4th period will not be considered to be in attendance that day and will be ineligible to participate in any event scheduled for the same day. Students dismissed after 10:45 due to illness will be ineligible to participate in any event that day. Student-athletes who display a pattern of excessive or inappropriate dismissals, regardless of length, will similarly be withheld from practice and/or games.

Chemical Health Rule
During the school year, a student shall not, regardless of the quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol; any tobacco product including e-cigarettes and vaping, marijuana; steroids; or any controlled substance. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

A. First Violation
When the administration confirms, following an opportunity for the athlete to be heard, that a violation occurred, the athlete shall lose 1/3 of the season. (For example: an 18 game season, 6 games would be the penalty, if 10 games, 3 games would be the penalty. The 1/3 will always be the lower number in a season with an odd number of games) In addition, the athlete shall be assigned to meet with the PVMHS Student Assistance Services Staff to discuss and learn about drug/alcohol abuse. This penalty shall carry over to additional seasons if the violation occurs late in the season. An athlete shall not be allowed to serve the penalty in a sport they have not already participated in. If no other sport is played, the penalty shall be served the following year. In the case of a freshman, the penalty will be served the next season the athlete participates in.

B. Second Violation
When the administration confirms, following an opportunity for the athlete to be heard, that a second violation has occurred, the athlete shall lose eligibility for one calendar year from the date of the offense. The athlete shall be allowed to return to athletics after 12 weeks if the student of his/her volition becomes a participant and completes an approved out of school chemical dependency program or treatment program designed by SAS for the Athletic Department. The athlete attending will pay any costs of attending the program.

C. Subsequent Violation(s)
When the administration confirms, following an opportunity for the student to be heard, that a third violation has occurred; the athlete shall not be eligible to participate in athletics for the remainder of the school year with no exceptions. This penalty may carry over to the next school year. (Minimum of 6 months of school calendar; penalty will carry over to the next school year if there is less than 6 months left in the current school year.) The athlete must participate and complete an approved out-of-school chemical dependency program or treatment program in order to participate in athletics in the future at PVMHS.

D. Team Captain Privileges

Any athlete who violates the chemical health rule at any time during his/her high school career, in or out of season, shall forfeit the privilege of being captain of a high school team.

This rule is not retroactive and will begin the first day of practice for fall sports in August. An athlete committing a violation during an out-of-season period will have the same penalties enforced as if the athlete was in season. The rule is in effect from the first day of practice in August through the last day of school.

SUPERINTENDENT'S EXCEPTION TO THE CHEMICAL HEALTH RULE

Any student allowed under the "Superintendent Exception" to the Athletic Handbook Chemical Health rule which states that no student will be allowed to serve game suspensions in a sport he/she has not previously played in, will be responsible for the following:

1. Completing the season of the chosen "alternate" sport as a student-athlete in good standing: academically, athletically and socially, and without further violation of the student handbook;
2. Being a productive and cooperative member of the sport in which the student participates;
3. Understanding that if any violation of this agreement occurs before the season ends, then ALL games/meets served under suspension will NOT be counted, and that the student must serve the full suspension during the next season of his/her primary sport;
4. Securing the signatures of the coach, athletic director and high school principal acknowledging that the dictates of this agreement have been met.
5. If required by the high school principal, serve faithfully any and all mandated counseling through the high school clinic and/or school counselors

It should be understood that the superintendent will review past behavior and disciplinary record, grades and high school principal recommendation before allowing/denying the exception.

Signatures:

I have read and agree to the stipulations of this agreement:
Parent/Guardian:_____
Student:_____
Final Approvals (at season's end):
Coach:_____
Athletic Director:_____
High School Principal:_____

Adopted: January 9, 2018

Athletic Participation Warning:
Although most athletic injuries are usually minor,
serious injury, including permanent paralysis or death may occur.

IX. STUDENT RESPONSIBILITIES

Attendance Pilot Policy

"Every Student, Present and Punctual, Every Day"

Attendance at school, and in every class, is critical to student success. Attendance is required by Massachusetts Law as well as Peabody Public School Policy. The following pages in this Student & Parent/Legal Guardian Handbook will explain the new Student Attendance Pilot Policy. This page is designed as a quick reference for your use.

The Massachusetts Department of Elementary and Secondary Education (DESE) defines three categories of absence. Those definitions are described in detail in the following pages; they are Excused, Documented Unexcused, and Unexcused Absence.

Absences and tardiness can and will affect student grades and course credits. In any instance where you have a question or concern regarding make-up work, course credit, or questions regarding extended absences, please contact your student's Dean or Program Director. PVMHS staff will work with you to assist in the success of your student.

CALL IN:

PVMHS policy and procedure requires that parents/legal guardians contact the school when a student is going to be absent or late – the school day begins at 7:20 a.m. Contact your student's respective House or Program to notify PVMHS staff. The following numbers should be used:

A House 978-536-4551
B House 978-536-4556
C House 978-536-4561
Peabody Learning Academy 978-536-5575
Community School 978-536-4554

WRITTEN NOTE:

When arriving to school late, or returning to school after an absence, a note from the parent/guardian must be submitted THAT DAY,

and the note must include the name of the student, reason for arriving late to school or being absent, date of the absence/tardy arrival, signature of the parent/guardian and phone number. This note must be turned in to the House or Program office.

EARLY DISMISSAL:

A written note is also required for Early Dismissals. This note should be presented to the House or Program office at or before 7:20 a.m. at the start of the school day.

Attendance Pilot Policy

"Every student, Present and Punctual, Every day"

Attendance Policy

Policy JH, LEGAL REFS: M.G.L. 76:1; 76:16; 76:20, Individual School Handbook, from the Peabody Public Schools Policy Manual

School Attendance

Chapter 76, Sec. 1 of the Massachusetts General Law (MGL) states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians and guardians should be familiar.

Research indicates that poor school attendance is directly linked to decline in academic achievement. Student attendance is critical to student success at all grade levels. Chronic absenteeism is defined as missing 10% or more of a school year, which is 18 or more absences per school year (that is only 4-5 days per quarter/1-2 days per month). The U.S. Department of Education cites absenteeism as a cause of low academic achievement, links chronic absenteeism to an increased likelihood of dropping out of school, and has shown that it may impact students' long-term outcomes. Missing 10% of the school year can cause students to fall behind in math and reading skills. Being late to school can lead to poor attendance. Regular attendance helps students feel better about school and about themselves.

The Massachusetts Department of Elementary and Secondary Education (DESE) defines an excused absence as the following:

1. Hospitalization,
2. Bereavement or
3. Observance of religious holidays as defined by DESE.

A student may also be excused for other exceptional reasons with ap-proval of a school administrator. A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Par-ents will help their students by refusing to allow them to miss school needlessly. Accordingly, parents/guardians will provide a written explanation for the absence and tardiness of a student. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable.

Regular and punctual school attendance is essential for success in school. Students benefit not only from teacher instruction but also through interaction with peers. Attendance is one of the few factors that is within a student's and parent's or legal guardian's control. Students must be in school punctually and regularly in order for successful learning to take place. Parents/guardians and legal guardians are partners with the school in ensuring that students have excellent attendance and attend school in accordance with state law and Department of Education regulations.

ATTENDANCE PROCEDURES

Parental Notification

To alleviate the concern for a student being lost because of truancy, etc., parents/guardians are requested to call their student's house: A House 978-536-4551; B House 978-536-4556; C House 978-536-4561; Peabody Learning Academy 978-536-5575; Community School 978-536-4554 if a student is going to be absent or late for any reason.

Absences from School
Peabody Veterans Memorial High School defines absences as belonging in one of three (3) categories: excused, documented unexcused and unexcused absences. When returning to school, the student must take responsibility to make up missed work.

Maximum Allowed Absences
Credit for all courses is based on Class Attendance as well as Academic Achievement. Students are allowed no more than four (4) absences each course (unexcused) per quarter. No more than eight (8) absences each course (unexcused) per semester (2 Quarters). No more than sixteen (16) absences each course (unexcused) for the year.

Categories of Absence:

Excused per DESE – make-up allowed, excused absence recorded. This includes the following (does not count toward maximum allowance):

- Hospitalization (HOS*) as documented by a note from the doctor/hospital on official letterhead.
- Bereavement (DO*) as documented by parent/guardian to the respective Dean.
- Observance of religious holidays as defined by DESE (RH*) – documented by note from parent/guardian, will be absent from school due to religious observance.

Documented Unexcused – make-up allowed, unexcused absence recorded. This includes, but is not limited to the following (does not count toward maximum allowance):

- Illness covered by a doctor's note (MD*) documented by a note from a doctor on official letterhead.
- Court appointment (CA*) as documented by an official court note - mandated court appearance.
- Serious illness in family (DO*) as documented by parent/guardian to the respective Dean.
- Medical appointment (MD*) as documented by a note from a doctor on official letterhead. Non-illness related visits to a doctor's/dentist's office for such things as physicals, braces, or check-ups.
- Some dismissals by the Nurse (discretion of the Nurse to determine whether documented), when illness or injury occurs during the school day.
- Authorized field trip (FT*) - School-sponsored field trip.
- College visits (CV*) - Three days annually may be granted for college visitor/permanent career placement visits (must be authorized by the student's guidance counselor and provide written documentation from the college on letterhead verifying visit).
- Accepted College Day (CD*).
- In-School and Out-of-School suspension (ISS* or OSS*).

ASPEN Absence Codes used in the Parent Portal

Unexcused – make-up allowed, unexcused absence recorded (counts toward maximum allowance).

- Any absence not documented in the categories previously listed will be considered unexcused.
- Routine absence due to brief illness as approved by parent/guardian.
- Dismissals from school by parent/guardian or person designated on the emergency card because student doesn't feel well enough to remain in school.

When returning from an absence, the student is required to present to their House Office, a note of explanation from the parent/guardian and the reason for the absence. This note must contain: date of absence, reason for absence, signature and phone number of parent/guardian. If absences or tardies are unresolved, students should contact their Dean.

Extended Unexcused Absence – This is for students who have a documented medical (physical, mental, or social/emotional) issue that impacts a student's attendance. These students do not go through an appeals process. Instead, the student provides medical documentation to his/her team (i.e., Guidance Counselor, Nurse, Administrator). After a follow up conversation with the student's family and support personnel, the documentation is on file for the student. Extended Unexcused Absence can be granted for one or more quarters.
In all instances where a student is on an IEP or a 504 plan and which are not covered by the preceding Extended Unexcused Absence provision, before consequences are imposed under this policy for absences, the school shall first determine whether the absences are caused by or have a direct and substantial relationship to the disability or are a direct result of the district's failure to implement the plan. If the determination is that either of these conditions account for the absences, the school shall grant an Extended Unexcused Absence until appropriate accommodation can be made in the plan. Otherwise the absences shall count and the provisions of this policy shall apply.

No Credit (N) - N grade due to poor attendance

- If a student accumulates more than four (4) absences (unexcused) per term in any course, they will receive a grade of "N" on their report card, indicating No Credit due to poor attendance.
- If a student receives an "N" for one term, they can still receive a passing grade for the semester or year if they maintain a passing grade average and are not absent more than four (4) (unexcused) times in the other terms.
- Two "N" in a semester course, they will receive No Credit for the course.
- Four "N" in a full year course, they will receive No Credit for the course.
- It is important to remember that when a student receives an "N", it is a notice that both student and parent/guardians need to monitor school attendance more closely and set a goal to improve attendance.
- It does not represent that a student is failing the course from a lack of achievement.
- If a student receives one or more "N" grades, they will be ineligible for Honor Roll.
- If a student receives No Credit for a course, it is recommended that they set up a meeting with their Dean and guidance counselor to make arrangements to repeat the course or its equivalent.

N Grade Implications

- If a student is failing the course, the report card would reflect the failing grade, not an "N."
- Goal of this policy is to help students gain the maximum benefit from the high school curriculum and the dialogue that occurs between students, teachers and peers.

Attendance Review Panel

- If a student receives an "N" for the term, semester or year and believe that circumstances merit a waiver of the attendance policy, they may submit a written appeal to the Attendance Review Panel.
- This panel meets at the end of each marking term. The Attendance Review Panel appeal forms can be obtained from the Main Office.
- Provide a written explanation of the reason for the appeal prior to meeting with the Attendance Review Panel.
- All appeals must be initiated no later than one week following the distribution of report cards.
- The Attendance Review Panel can only excuse specific dates.
- Students should specify these dates on the appeal form and provide official documentation of each absence being appealed, such as doctor/hospital notes, court documents, etc.
- Students should be prepared to provide evidence if there are any extenuating circumstances.
- Students are expected to appear in person before the Attendance Review Panel so that issues requiring clarification can be addressed. parents/guardians/guardians are encouraged to attend and will be notified of the Attendance Review Panel meeting.

- The student's Dean will confirm the Attendance Review Panel's meeting time and place with the student.
- Failure to attend the meeting when a student is present in school on the day it is scheduled will result in the loss of the right to appeal.
- Seniors may appeal the Attendance Review Panel's decision should it constitute loss of credit in a course needed to graduate. This request must be submitted to the Principal within five days of the date of the letter from the Attendance Review Panel.
- Attendance Review Panel will consist of the following members:
- Dean of the student submitting appeal
- Three teachers - one chosen by the student and two standing members

Planned Absences

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

We understand, however, that there may be times when such absences are unavoidable. Students and parents/guardians need to recognize that planned absences can imperil the student's academic status for courses that are missed. Although make-up is allowed, the absence counts toward the maximum allowance. Students may lose credit for the quarter if the number of absences 4 (four) (unexcused) per course. While teachers may let students make up missed assignments, tests, and quizzes, teachers are neither expected nor required to provide make-up work or special assignments prior to vacations. Teachers are not expected or required to provide special tutoring for those students whose parents/guardians take them on vacation during school time.

Tardiness to School

The school day begins at 7:20am. Students who arrive after 7:20am must obtain a pass from their house office before going to class.

- Students are permitted a maximum of three (3) tardies per quarter.
- On the fourth (4) and every subsequent tardy, they will be assigned an office detention to be served from 2:00 p.m. to 2:45 p.m.
- **Students who are tardy to school after 7:30 a.m. without a documented excuse will be ineligible for extracurricular activities that day.**

Tardiness to Class

- Students are expected to be on time for every class and if they are tardy they will serve a teacher detention that day. The teacher will inform the student about the teacher detention. The student who arrives to class halfway through the class, will be considered absent for attendance purposes.

Dismissals

- All dismissal notes should be submitted to the Dean Office at 7:20 am.
- Dismissals must comply with the criteria for documented and excused absences
- Students dismissed, without a documented excuse, will be ineligible for extracurricular activities that day.
- Students who leave the building without following dismissal protocol may be subject to discipline.

INDIVIDUAL RESPONSIBILITIES

Student Responsibilities

- It is each student's responsibility to make responsible decisions about attending all classes on a regular basis.
- Monitor their own attendance and speak with their teachers if there are any questions about attendance records.
- When returning from an absence, the student presents a note of explanation from the parent/guardian and the reason for the absence to their House Office.
- The student must obtain and make-up class work missed due to absences. It is the student/parent/guardian's responsibility to see their teachers to obtain missed work.
- When a student misses a class due to tardiness or dismissal in which a test/quiz is given, the student will be expected to take the test/quiz the day of their return or at the convenience of the teacher. It is the student's responsibility to connect with the teacher and to make these arrangements.

Parent/Guardian Information and Responsibilities

- The parent/guardian should monitor their child's attendance.
- Discuss the importance of good attendance with their children.
- When returning from an absence, send a note with your student to present to their House Office.
- The student must obtain and make-up class work missed due to absences. It is the student/parent/guardian's responsibility to see their teachers to obtain missed work.
- Special circumstances will be reviewed by the Dean.

Faculty, Staff, and Administration Responsibilities

- Record each student's attendance in Aspen for each class on a daily basis.
- Submit daily attendance records each day.
- Reconcile all adjustments to a student's attendance the following day.
- Deans and School Attendance Officer will work with students and parents/guardians whose absences or tardies are excessive.

ELIGIBILITY TO PARTICIPATE IN ALL ACTIVITIES

- Assigned detentions must be served before a student attends a club, organization, activity and/or sport. Students will not be allowed to tryout, sign-up, attend, nor participate in clubs, activities and sports if they have not served their detentions.

Child Requiring Assistance (CRA)

Court process that an Attendance Officer can file in Salem Juvenile Court for any student between the ages of six (6) and no more than sixteen (16) years of age who misses more than eight (8) absences in an academic quarter.

Supervisor of Attendance

Chapter 76, Sec. 19 of the MGL states that each school committee must employ a supervisor of attendance. The Peabody Public Schools Supervisor of Attendance will be involved in investigations involving truancy.

STUDENTS PERMANENTLY LEAVING SCHOOL

No student who has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school which the student last attended has sent notice within a period of 5 days from the student's tenth consecutive absence to the student and the parent or guardian of that student in both the primary language of the parent or guardian, to the extent practicable, and English. The notice shall initially offer at least 2 dates and times for an exit interview between the Superintendent, or a designee, and the student and the parent or guardian of the student to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview and that interview shall occur within 10 days after the sending of the notice. The time for the exit interview may be extended at the request of the parent or guardian and no extension shall be for longer than 14 days. The Superintendent, or a designee, may proceed with any such interview without a parent or guardian if the Superintendent, or a designee, makes a good faith effort to include the parent or guardian. The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements.

The Superintendent or a designee shall convene a team of school personnel, such as the principal, guidance counselor, teachers, attendance officer and other relevant school staff, to participate in the exit interview with the student and the parent or guardian of the student. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and the alternative education programs and services available to the student.

SOCIAL ELIGIBILITY

To become a "student in good standing" an individual student must fulfill all student obligations and expectations. He/she must be attaining a total of at least 20 or more credits or the equivalent of 20 credits on their previous quarterly report card as well as abiding by the tenets of the attendance policy. In addition, a student must be in compliance with the PVMHS discipline criteria in order to avoid penalties. Social activities include but are not limited to all extracurricular activities and school-sponsored events (i.e. dances, proms, sporting events, all class sponsored activities, etc.) Consequences include, but are not limited to, the following:

- A student receiving Dean's detention is ineligible for participation in all school-sponsored social events beginning on the day of the infraction. After serving the assigned detention(s), the student will return to "student in good standing" status. A student is ineligible until the consequence is satisfied.
- A student assigned to in-school suspension is ineligible for participation in all school-sponsored social events beginning on the day of the infraction. Once the in-school suspension has been served, the student will remain ineligible for fifteen (15) consecutive school days before returning to "student in good standing" status. Each infraction carries an increment of fifteen (15) consecutive school days.
- A student receiving out-of-school suspension is ineligible for participation in all school-sponsored social events beginning on the day of the infraction. Once the suspension has been served, the student will remain ineligible for twenty-five (25) consecutive school days before returning to "student in good standing" status. Each infraction carries an increment of twenty-five (25) consecutive school days. A student suspended out of school more than twice will lose all social eligibility for the equivalent of one school year.

The days of ineligibility do not include vacation periods. Also, ineligibility consequences may be carried over to the next school year or until deemed fulfilled satisfactorily at the discretion of the administration.

ACADEMIC DISHONESTY

Academic dishonesty (cheating and plagiarism) cannot be tolerated. It casts a shadow of doubt on the credibility of one's academic performance preceding the cheating incident and may have a direct effect on how people perceive the student for consideration of future awards, honors or letters of recommendation.

Cheating

Cheating includes (among other things) use of unauthorized papers during a quiz or exam (no matter what the content), copying from another student's paper during a quiz or exam, unauthorized access to old exams or to an exam given to another section of the class, or the exam given to the class if you are taking it late for some reason, copying another student's homework assignments, using or turning in a photocopy of another student's assigned work, paying someone to write a paper or do an assignment for you, buying a term paper, or leaving a test or exam without permission or before turning in your paper.

Plagiarism

Plagiarism includes copying any sentence or sentences verbatim from the reference source without using quotation marks and without providing a complete reference (author, date, source of material, volume, pages, etc.), or printing out an article directly from a computer database (such as Encarta or off the Internet) and turning it in as your own work. Students must read, synthesize, write their own original sentences and learn to paraphrase. Even when paraphrasing, a complete reference must be provided to the paraphrased sentences.

NEVER steal words directly from any source or rearranged words. Facts and ideas must be presented as your own. Students are responsible for doing their own work, even if they "work together". If two papers are turned in that show great similarity such that the instructor interprets it as evidence of cheating or plagiarism, both will

be penalized. (If several papers are turned in together or at the same time, and each contains evidence of cheating or plagiarism, they will be considered as separate offenses.) This policy applies to cheating or plagiarism on extra credit work as well.

Consequences

In the event of cheating, the student(s) involved:

- Will receive a grade of F/0 on the exam, test, quiz, or assignment.
- The student's parents and guidance counselor will be notified.
- The student(s) will be referred to administration for possible further disciplinary action.
- A letter will be placed in the students file.

BUSING

WALKERS AND RIDERS

Students in grades Kindergarten through Grade 6 who live more than 2 miles from their school will receive bus transportation free of charge. (D.E.S.E. mandatory distance criteria)

The School Committee has voted to charge a bus fee to help offset the growing costs of education. The fee for a child to take the bus is $325.00 per year, with a family maximum of $650.00. **ONE WAY PAYMENT** (AM home to school or PM school to home) is **$225.00** per student with a family cap of $650.00. The fee will be charged to the following groups of students:

* all Kindergarten students who live between 1/2 mile and 2 miles from their school;
* all students in Grades 1 thru 5 who live between 1 and 2 miles from their school;
* all students in Grade 6 who live between 1.5 and 2 miles from their school;
* all students in Grades 7 and 8 who live more than 1.5 miles from their school;
* all students in Grades 9 thru 12 who live more than 2 miles from their school.

Distances will be measured from a point on a sidewalk directly in front of a regularly used entrance to the school of attendance along regularly traveled routes to a similar point on the sidewalk or road directly in front of an entrance to the student's residence. In both cases the entrance used will be that which provides the shortest route between home and school.

Unless required by law, no transportation would be provided for students attending school outside the city limits.

Bus passes will be mailed home the week before school starts. There will be a fee of $5.00 for students in Kindergarten thru Grade 5 and $10.00 for students in Grades 6 thru 12 for a replacement pass.

LEGAL REFS.:	Chapter 71S68	
	Chapter 71B	S8
	Chapter 74S8	
CROSS REF.:	Open Enrollment JFBA	

BUSES/BUS BEHAVIOR

(File: JICCB-R)

Bus eligibility requirements are established by the Peabody School Committee. Bus routes are published in local newspapers during the latter part of August. Only those students who are eligible may ride the school bus to which they have been assigned.

Buses are a special service provided by the City of Peabody for those elementary students living more than a mile from school, 1/2 mile for Kindergarten.

You are reminded that all school rules apply to the bus also. Rules must be followed by bus riders so that the trips to and from school are safe and enjoyable for everyone.

While on the bus, students should remain seated, and keep hands and head inside the bus at all times. Remember that loud talking and laughing divert the driver's attention and make safe driving difficult. Students may have the privilege of riding on the school bus revoked for infractions of bus regulations.

Suspensions of bus privileges will be immediate after proper notification of parents/guardians. In such a case, parents will be responsible for transporting their children to school. School bus drivers have orders to stop only at designated pick up or drop off points. School buses are not to be used for:

1. Bringing friends home.
2. Transportation to social events, religious schools, private lessons, or medical appointments.

Should an emergency situation occur and bus transportation is necessary, parents/guardians should write a note to that effect. Those notes must be brought by the student to the Principal's office for approval as early as possible. It must be noted that certain requests may not be honored due to safety concerns. In such cases parents/guardians will be duly notified so that other arrangements can be made.

STUDENT CONDUCT ON SCHOOL BUSES

BUS REGULATIONS

Rules of Conduct on Buses (File: JICCA-R)

Pupils are under the jurisdiction of the school authorities from the time they board the bus until they leave the bus, which returns them home. It is a privilege to ride on the school bus. Students are considered to be on school grounds when riding the school bus. If riders are not well behaved and courteous, they endanger the health and safety of other riders and may be deprived of the privilege of riding. A bus driver's authority on the bus is comparable to that of a classroom teacher.

1. While waiting for the bus, pupils should stand back on the sidewalk, tree belt or driveway. They should not play on or near the street, or on private property.
2. Bus windows will be open only with the permission of the driver on a particular day's run. Head, arms, and all other parts of the body must be kept inside the bus.
3. Pupils must refrain from horseplay.
4. Pupils are not to throw objects of any kind nor litter in or out of the bus.
5. Pupils are expected to take good care of the bus seats and other equipment.
6. Pupils will cooperate with the driver at all times for the safety of all.
7. Smoking and the drinking of any alcoholic beverage are, by State law, illegal at all times on school buses.
8. The emergency door is for emergencies only. Pupils are not to touch said equipment on the bus except in an emergency, and then only on instruction from the driver.
9. Pupils must use extreme care in crossing streets after existing from the bus. The following procedure must be used if a pupil must cross the street after leaving the bus.
   a. He/she shall immediately go to a position about eight feet ahead of the bus.
   b. Then he/she shall make sure that all traffic has stopped before stepping to the center of the street.
   c. He/she shall cross quickly to the other side once he/she is sure no traffic is moving in either direction.
10. Other persons having any complaint should put it in writing along with their signature and submit the grievance to the Principal or designee. He/she will then investigate the problem and take appropriate action.
11. Typical infractions of regulations which may cause loss of transportation privileges include, but are not limited to: smoking, possession and/or consumption of an alcoholic beverage, possession and/or consumption of drugs, profane or foul language, damage to the bus, boisterous conduct, throwing objects, fighting, excessive fooling, tampering with the emergency door or other safety equipment, playing with matches, disrespect to the driver, harassment.

All other school rules and regulations apply when riding the bus.

POLICY REGARDING BICYCLE RIDER SAFETY AND RESPONSIBILITY

It is the policy of the Peabody Public Schools that all students riding bicycles to and from school shall follow all State and local laws and rules, including but not limited to obeying the required rules of the road, wearing bicycle helmets, parking/storing bicycles as directed and locking bicycles while using the appropriate bicycle racks/storage equipment. Students failing to follow this policy shall be referred, when necessary, to the Peabody Police.

CAFETERIA/FOOD IN SCHOOL

Cafeteria

All food must be consumed while seated at tables. This includes snacks purchased from the snack bar, which are not to be consumed while en-route to a table. Students are not to leave the café with any food or drink.
Students may not sit on the ventilators or congregate in groups along the walls or window areas, in the snack bar area, vending machines, or the phone.

Before the lunch period ends, all debris should be placed in designated receptacles. Custodians will be available to clean up any accidental spillage, but students are responsible for keeping their tables and the area around their tables clean. If a student or a group of students are identified as littering or misbehaving in the cafeteria, they may be detained to help clean the cafeteria for a period of time and may lose the privilege to eat in the cafeteria for a period of time. Other more serious offenses will result in an in-school suspension or out-of- school suspension for breaking the rules of conduct in the cafeteria. Disorderly students may have the privilege of eating in the cafeteria suspended.

Note: At lunch the same rules apply as during the rest of the school day. Cell phones are not to be used during the entire school day 7:20 – 1:50. See infractions and consequences for further detail.

Food in School

As a rule, no food or drink is allowed in the classroom or hallway due to health regulations. Exceptions to this are limited to water due to the IAQ issues and approved activities.

CHILD NEGLECT AND/OR ABUSE

Teachers and education personnel are required by law (see Appendix C) to file a report with Social Services if they have reason to believe a student has been neglected and/or abused in accordance with the state law.

COMPUTERS/INTERNET USE

Student Computer Use

Computer facilities and software are available for student use at PVMHS; their use is encouraged in the following areas:

1. To learn computer programming and its applications.
2. To assist in computer aided instruction in both related and non-related course work.
3. To provide a means for independent study of computer related subjects, or to assist in an independent study of a non-related subject area.

In order to maintain a functional operation in a valid educational environment, the following limitations must be adhered to:

1. Computers are not to be used to plagiarize any works (refer to school policy on plagiarism).
2. Computers hardware and software are not to be vandalized (refer to school policy on vandalism).
3. Computer hardware and their operating systems are not to be tampered with.
4. Computer hardware and software are to be used only for valid educational pursuits.
5. Computer hardware and software are not to be used for monetary gain.
6. Duplication of copyrighted or copy-protected software is prohibited.

7. Duplication of another student's course work programs is prohibited.
8. Use of any 'bootleg' or non-educational programs is prohibited.
9. Tampering or attempting entry into unauthorized files is prohibited. The penalty for violation of policy relating to computer use will result in loss of computer privileges or if necessary the removal from computer class in order to maintain the well-being of the entire student body.

Computer/Internet Use

Computers and Internet access are services provided by Peabody Veterans Memorial High School. Computer technology will allow students and staff to access and use information sources from distant computers, communicate and share information with individuals or groups of other students and staff, and significantly expand their knowledge base. (See Appendix I for our Internet & Computer Use Policy)

CYBERBULLYING

Neither the school's network nor the broader Internet may be used for purposes of harassment. All forms of harassment in cyberspace, often referred to as cyberbullying, are unacceptable.

Cyberbullying, which is prohibited by state law, is defined as: bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition (below) of bullying.
Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition (below) of bullying.

"Bullying" is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Individuals who feel that they have been the victim of such misuses of technology should not erase the offending material from the system. They should print a copy of the material and immediately report the incident to a school administrator. All reports of cyberbullying will be handled in accordance with the Peabody Public Schools' Bullying Prevention and Intervention Plan. Sanctions may include, but are not limited to, the loss of computer privileges, detention, suspension, or expulsion from school.

DRESS REGULATIONS

The Student Council of the Peabody Veterans Memorial High School believes that the necessity of a dress code arises only from the effect of the general appearance of the student body on the educative process. The Student Council accepts the opinion that how a student is dressed is the responsibility of the parent except in the instance when the appearance and dress of the student can disrupt the educational environment. Students are encouraged to wear clothes suitable to the learning environment, covering from the shoulders to mid-thigh and with an appropriate neckline. This includes clothing that is clean, neat and in good taste.

Clothing and accessories that are considered inappropriate include:

- T-shirts that promote sex, violence and drugs.
- T-shirts or other clothes that are sexually suggestive (too tight, too short, too low, see-through materials).
- Clothes, accessories or inappropriate make-up that teachers, students or other staff find offensive because they cause disruption in the classroom.
- Clothes or scarves that may incite confrontations between students.
- Abbreviated attire similar to what would be appropriate for beach or physical education activity including tank tops and shirts with thin straps. From shoulders to mid-thigh must be covered.
- Hats, head coverings, with the exception of religious headwear, and bare feet are not allowed. Flip-flops can be hazardous.
- Accessories such as spiked collars, chains and pierced jewelry that may be dangerous are not allowed.

EDUCATIONAL FIELD TRIPS

Attendance on school-sponsored trips, not part of required class activities, is not a student's right, but is a privilege. No student may attend such a trip if, in the determination of the principal of his or her designee as part of the disciplinary action, the student's pattern of behavior has been so inappropriate or anti-social as to be deemed disruptive to the planned trip. Teachers may deny field trips. It is the responsibility of the student to make up all work missed during the field trip the following day.

A field trip is like any other school day except that students are learning in a different setting. Field trips are planned to teach students in an academically enriching manner. It must be noted that these trips often necessitate that the students leave the school grounds, and these trips may extend beyond the normal school day. Student participation must be considered a privilege. If students have not demonstrated acceptable behavior or conscientiousness concerning the completion of school work, they may not be invited to participate in field trips. Staff members are encouraged to notify selected students or parents that participation in field trips is in jeopardy.

EMERGENCY DISMISSAL AND EVACUATION

PLAN A: EMERGENCY DISMISSAL

Emergency Dismissal of students because of hazardous driving or walking conditions will be broadcast at least (1) one hour prior to the dismissal and will take place at the discretion of the Peabody Public Schools.

1. All parents shall be guided by weather conditions.
2. Cancellation of classes shall be made to the media by the Peabody Public Schools -WBZ Radio & TV, and TV channels 4, 5, 7, and 25. In addition a secondary message will be issued via the Connect-Ed® parent outreach system.
3. No phone calls shall be made to parents by school personnel.
4. Children are expected to return home immediately following their dismissal.
5. Parents shall rehearse with their children an alternative plan in the event that parents are not home. Children shall not return to school.

PLAN B: EMERGENCY EVACUATION

Evacuation of students because of disastrous conditions shall be at the discretion of the Peabody Public Schools. Students and staff may be assisted by emergency responders according to the city's multi-hazard plan.

1. All students shall remain with their classroom teachers.
2. All children, teachers and nurses shall be transported to nearby schools designated as "safety schools," or other locations designated as shelters. Safety schools and/or shelters will be within walking distance unless the incident requires transportation to a distant location away from the incident.
3. The Principal or his/her designee shall contact the Superintendent for transportation to a distant location away from the incident.
4. The nurse will make every effort to bring all scheduled and prn Emergency drugs such as Epi- Pens, Inhalers, and Benadryl that have been appropriately prescribed according to state regulations. The nurse will also bring the Medications Manual to assure appropriate administration.
5. Parents shall be notified by telephone by the Peabody Public Schools. The telephone numbers will be taken from the student's emergency contact phone numbers on the emergency form.
6. Teachers shall dismiss each student to his/her parent designee after securing the signature of said parent or parent designee.

FIRE DRILL

Fire drill instructions are posted in every classroom indicating the exit from that room. Both primary and secondary exits are designated in these instructions. Secondary exits are used only if the primary exits are blocked. It is important that pupils adhere to these instructions and leave by the designated exit as quickly as possible without running and report to the teacher at their assigned area outside so that accurate attendance can be taken. Students are expected to:

1. Know the proper exit and route from any place in the building.
2. Leave via the nearest exit if you are in the lavatory or hallway when the alarm rings.
3. Walk in a quiet and orderly manner. Talking is not permitted during a fire drill.
4. Avoid walking through a group of people.
5. Return to the building upon direction of supervisory personnel. 6.

There is a strict law against pulling a false alarm. A false alarm is not a prank. It puts the lives of responding firemen in danger as they rush to get to the school, and students can get hurt needlessly as well.

Other safety drills may be conducted.

HARASSMENT/ SEXUAL HARASSMENT

Discrimination or harassment by administrators, teachers, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and prohibited.

Discrimination means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion, by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.

Harassment means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent, or pervasive to create a hostile environment for the individual at school. Harassment may include name-calling, off-color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of hostile environment.

Sexual Harassment means unwelcome, sexually-offensive or gender-based conduct which is sufficiently severe, persistent, or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L.
c. 151C, § 1, the term "sexual harassment" may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges, or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating, or sexually offensive educational environment.

The Peabody Public Schools' grievance procedure for complaints of discrimination and/or harassment is available in Appendix D.

HAZING

Hazing is defined 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 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, rest or extended isolation." M.G.L. c. 269, §17.

Hazing is strictly prohibited in Peabody Public Schools, at school sponsored events, and during school related activities. Students who engage in hazing will be subject to disciplinary action. Individuals who observe acts of hazing are required by law to report such conduct to law enforcement authorities.

See **Appendix E** for the full Massachusetts hazing statute.

HOMEWORK

Homework extends and reinforces the work of the classroom teacher. Desirable homework habits start at school with thorough instruction and clear assignments and are supported by good study habits, e.g. beginning work promptly, having the necessary materials on hand, and working in a comfortable atmosphere free from distractions.
Parent(s) guardian may help a child by providing a similar home atmosphere for homework purposes. A definite time and place will help establish a routine. Parental encouragement is always welcome. Checking work for errors and constructive criticism is always useful. However, at no time should a parent perform the work.
Should there be any questions about homework assignments, a discussion between parent and teacher is recommended.

The amount of homework assigned shall be gradually increased from grade to grade. The following schedule is a guide.

Grades 1-3	15 minutes to 45 minutes
Grades 4-5	45 minutes to 60 minutes
Grade 6	60 minutes per day
Grade 7	70 minutes per day
Grade 8	80 minutes per day
Grades 9 -12	A minimum of two hours per night for all subjects combined is suggested to maintain average grades.

NOTE: Principals or designee shall periodically monitor the amount of homework assigned in order to ensure the attainment of a balance among assignments and to prevent persistent assignment overload.

Teachers are aware that classes and individuals differ greatly in ability, study habits, and attitudes. To the extent possible, these differences are recognized in assigning homework.

In general:

- Homework shall be assigned at the discretion of the teacher.
- Assignments are written form whenever appropriate.
- Knowledge of the assignment and of skills necessary to complete the assignment is checked before class is dismissed.
- Students are encouraged to use common materials, forms and procedures in submitting homework. Work is expected to be neat, clean and legible.
- Teachers are expected to collect and check each assignment, reviewing errors, recording results.

IDLING OF MOTOR VEHICLES

Under state law, for the safety of staff and students, operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, are prohibited from prolonged idling of such vehicles on school grounds, and violators may be subject to a fine.

INSURANCE

Students are able to purchase, at a minimum cost, insurance for each school year. This insurance covers a child against many kinds of accidents, on the way to and from school, as well as at school. The school is in no way responsible for the insurance; it merely facilitates the handling of such insurance.

LOST, DESTROYED OR DAMAGED PUBLIC PROPERTY

It is the policy of the Peabody Public School Committee that students be held responsible for public property, including books, which is provided free of charge for their use.

A person destroying, damaging, mutilating, or losing public property because of negligence shall be held responsible to pay for the loss incurred. The actual cost of repairs, or an estimate of that cost, will be presented to the individual or people responsible, together with a bill for same. The replacement value of an item will be used in the event that an item must be replaced. If the responsible parties are students, a copy of the bill will be forwarded to the School Business Administrator who will arrange for collections, receive all funds and deposit same with the city Collector.

File: JICB Adopted: June 10, 2003

PARENT/TEACHER COMMUNICATIONS

Report cards are sent home four times a year; see important dates on page 67. Progress reports will be sent home between these marking periods to alert you to your child's performance. In the event that there are problems concerning a student's education, the following procedural steps should be taken:

- Teacher Conference
- Principal/ Supervisor Conference
- Superintendent of Schools Conference

Parent/teacher conference days will be scheduled for each school year.

PASSES

Any student who is in the corridor during class time must have an official visible pass indicating his or her destination, the date and time, with a teacher/administrator signature. It is the student's responsibility to obtain the required pass. There are no "telephone passes"; if a student needs to use the telephone during class time, he or she should see the Dean or someone in the Main Office. Students are not allowed to leave the class to purchase drinks from the machines.

PROGRAMS FOR ELL STUDENTS

The Peabody Public Schools currently offers English Immersion programs taught in English with the support of English as a Second or Other Language teachers.

Support services in English as a Second or Other Language (ESOL) are provided for all limited English proficient (LEP) students. Elementary LEP students are placed in classrooms according to their grade level and are taught grade and age appropriate content while receiving intensive English language instruction from the ESOL teacher.

PUBLICITY/DIRECTORY

Publicity

Students from time to time may participate in school activities which are covered by the news media including newspapers, TV, cable TV, and Web sites. If you do not wish to have your child's name or picture used in this manner, please notify the Principal in writing prior to September 15th of each school year.

Directory

The Peabody Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information:
(1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) participation in officially recognized activities and sports, (7) weight and height of members of athletic teams,
(8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed in accordance with School Committee Policy for purposes including but not limited to Homeroom Lists, Class Lists, and Honor Rolls, in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters unless the parent or eligible student specifically directs otherwise, as required by the No Child Left Behind Act.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the Principal on or before the 15th day of each September.

In the event that a refusal is not filed it is assumed that neither a parent of a student or eligible student objects to the release of the directory information designated.

REGISTRATION/TRANSFER

Registration:

"Proof of Peabody residency must be provided at the time of registration". At least two forms of proof must be presented. These documents must include Parent/guardian name and current address. Acceptable forms of identification are:

- Current Massachusetts driver's license
- Copy of a lease or mortgage
- Current: Electric, gas, water, or telephone bill

If a child resides with anyone other than the parents, an official document stating legal custody/guardianship must be provided.

At the time of registration, all medical documentation consisting of current immunizations and physicals as required by state law must be submitted and reviewed by the school nurse.

In accordance with the McKinney-Vento Homeless Assistance Act, exceptions to all of the above requirements may be made for students who qualify as homeless.

McKinney-Vento Act defines "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes—

- Children and youths who are:
  - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubled-up");
  - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
  - living in emergency or transitional shelters; or
  - abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

The McKinney-Vento Homeless Education Assistance Act requires that schools immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency, as long as the student has been properly immunized. Information on lead screenings as well as immunization records may be transferred over the phone. Parents or Guardians intending to register students who are homeless should be aware of the following guidelines:

1. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
2. Children who move from a homeless situation into a permanent residence during the course of a school year have the right to stay in the school they were attending while they were temporarily homeless. If the child or youth continues his or her education in the school of origin but begins living in an area served by another school district, the school district of origin and the school district in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the school districts cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.

3. Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;

If a homeless student arrives without records, the school district's designated Homeless Education Liaison will assist the family and contact the previously attended school system to obtain the required records;
A child who is homeless and attending any school served by the local educational agency is eligible for Title I services;
A child who is homeless and attending any school served by the local educational agency is eligible for the Free and Reduced Lunch Program.
For further information, please contact Ashley MacDonald, Peabody Public Schools Coordinator for the Homeless, at (978) 536-4828 macdonalda@peabody.k12.ma.us.

The City of Peabody Board of Health offers free immunization clinics monthly in the health department office, lower level, City Hall, 24 Lowell Street, Peabody, MA for any student who needs an immunization shot. Please call the Public Health Nurse at (978) 538-5931 for times and dates.

Transfer:

1. If you are relocating outside the city of Peabody, please notify the school in advance of your move so that we may give you a transfer slip to bring to your child's new school.
2. If you are relocating within the city of Peabody and transferring to another school, please notify the school so that we may give you a transfer slip to bring to your new school. "Proof of Peabody residency must be provided." **(Refer to Registration Procedures.)**

SCHOOL PROPERTY

It is expected that all pupils will take a natural pride in maintaining the condition of the school building. Books, furniture, walls, lockers, etc. within the school are to be treated with care. Any defacing of school property will warrant replacement, restitution or restoration.

It is the policy of the School Committee that students be held responsible for public property which is provided free of charge for their use with reasonable wear and tear anticipated.

A person apprehended for destroying, damaging or mutilating public property is to be held responsible for paying for the damage caused. The actual cost of repairs, or an estimate of that cost, will be presented to the individual, or people responsible together with a bill for the sum. The current value of an item will be used in the event an item must be replaced. If the responsible parties are students, a copy of the bill will be presented to the parents of students involved also. Any amount due will be made payable to P.V.M.H.S. and in turn will be forwarded to the School Business Administrator for deposit with the City Collector.

Lockers

Lockers are the property of Peabody Veterans Memorial High School, and students shall not have any expectation of privacy regarding the contents of their school lockers. The school administration reserves the right to inspect student lockers without notice.

SCHOOL VISITS

Parents and other school visitors must report to the Principal's Office. No one is permitted beyond the Principal's Office without approval.

The school committee encourages parent(s)/guardian(s) and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parent(s)/guardian(s) to several classrooms in a given grade for the purpose of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged because the school district's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.

SENIORS

Graduation

To attend graduation exercises a senior must be present at all graduation rehearsals during school hours. College visits and orientations are not excused. Seniors should avoid all conflicts. Attendance at graduation rehearsals does not guarantee receiving a diploma. Students not wishing to attend the graduation ceremony must notify the guidance counselor and may obtain their diplomas on any school day following graduation day.

SEARCH AND SEIZURE

Search of a student's person, car or possessions will occur when there is reason to believe that the student is hiding evidence of an illegal act or a school violation. When practical, the student may be present when a search of his/her possessions (including automobiles) is conducted. Items confiscated during an inspection, investigation or search will be held by school administration pending further investigation or disciplinary action and may be turned over to law enforcement officials or destroyed by the school.
(See Appendix A, Article F)

I. A student search by a public school official or teacher will be found reasonable under the U.S. Supreme Court standard if:

a. There are reasonable grounds for suspecting that the student has violated or is violating either the law or rules of the school.
b. The search itself is conducted in a manner reasonably related to its objectives and not excessively intrusive in the light of the age and sex of the student and the nature of the infraction.
c. "Reasonable grounds" for student search may include, for example, a school official's personal observation that the student possesses contraband material on school premises, or the official's receipt of a report to that effect from a teacher, another school employee, student, or some other reliable source.

II. Search of student lockers, backpacks, pocketbooks and cars on premises:

a. Certain items (including, for example, weapons, illegal drugs, alcoholic beverages, tobacco products for students under the age of 18 including e-cigarettes and vaping, stolen property, and so on) may not be stored in lockers, backpacks, pocketbooks or cars.
b. The school retains the right to inspect lockers periodically. All lockers are school property and there is no expectation of privacy by student
c. The school also retains the right to inspect backpacks, pocketbooks, and students' cars (on the premises) for compliance with these rules.

SPECIAL FUNCTIONS: DRESS AND BEHAVIOR

Students, faculty and parents have voiced concerns regarding student attire at semi-formal dances and proms. These guidelines for appropriate dress have been developed to address those concerns.
PVMHS students are encouraged to wear to formal functions clothing that is suited for the occasion and their age group.

Footwear should coordinate with the outfit.

At social functions including senior week, all school rules are in effect for students and their guests:

- A student may be denied attendance to a social function due to failing to following school rules and regulations.
- There is no smoking allowed at school-sponsored events.
- Dancing must be appropriate, not suggestive or lewd.
- Students may not exit and re-enter the event.

The main purpose of the semi-formal or prom is to enjoy time with one's close friends and classmates. The use of cell phones within the function detracts from this intent. While we understand the students' desire to communicate with others, students who need to make a call may do so in the outer lobby, away from the dining and dancing venues.

STUDENTS AND THEIR MOTOR VEHICLES

The privilege of students using motor vehicles for transportation to and from school is a cooperative relationship, which is permitted as long as it does not become a problem for school officials. Parking privileges are afforded to seniors first and then juniors as space become available. The following regulations must be observed. Failure to cooperate will result in loss of privilege:

PARKING PROCEDURES & RULES

The privilege of students using motor vehicles for transportation to & from school is a cooperative relationship, which is permitted, as long as it does not become an issue for school officials. The following regulations must be observed and are at the discretion of the administration. Failure to cooperate will result in loss of privileges.

FIRST OFFENSE: **Minimum of Two Week suspension of parking privileges**
SECOND OFFENSE: **Minimum of One Month suspension of parking privileges**
THIRD OFFENSE: **Loss of privilege to park motor vehicles on school property for remainder of the school year.**

Parking Fee:

PRIOR TO MARCH 1: $100.00
ON OR AFTER MARCH 1: $40.00

1. Students are required to register their motor vehicle by **Monday, August 24, 2020.** Form & documents to be brought to Mrs. Ograbisz (PVMHS Main Office) or Officer Costa (Security Office) along with a **CHECK or MONEY ORDER** made payable to the **City of Peabody.**
   Sticker will **NOT** be issued unless all documents are in possession.
2. This permit must be displayed on the **DRIVERS DOOR WINDOW ONLY.** Sticker is not to be taped to the window, it is to be properly used & placed on the window. Stickers placed on other areas of the vehicle will be in violation & subject to enforcement as not having a proper sticker on the vehicle.
3. Motor vehicles **WITHOUT** a valid school registration sticker **PROPERLY** displayed at all times, will be subject to Peabody Police Department parking ticket process & may be towed from campus at the motor vehicles owner's expense & risk.
4. Parking in unauthorized areas, **INCLUDING** the faculty/staff lots, the visiting parking areas, side access road, & the ice rink, will result in loss of driving privileges. Illegally parked motor vehicles are subject to ticketing and/or towing. Disciplinary action may be taken.
5. All motor vehicles **SHOULD** be locked while parked on campus. Owner is responsible for their motor vehicles. Parking on campus is at the risk of the owner/operator.

6. Vandalism to motor vehicles should be reported to the security office at the high school as soon as possible. There are no video cameras to outside areas of the school campus, so unless witnessed, damage will not be able to be viewed by school personnel.
7. Motor vehicles are not to be used for any purpose during the school day without administrative authorization. Students who use their vehicles without authorization (ie: leaving campus without permission), will lose their parking privilege.
8. Students are **NOT** allowed in the parking areas or in their motor vehicles during the school day (7:15-1:50) unless permission is granted by school administration. **ALL** students must report to the security office & if given permission, **MUST** be accompanied outside to the vehicle by a security monitor.
9. Students according to **STATE LAW** are to yield the right away to school busses & pedestrians at all times.
10. Student drivers MUST operate their vehicles in a safe, courteous & lawful manner at all times. Motor vehicles are to **STAY OFF GRASS AREAS & SIDEWALKS**. Operation or parking on grass areas or sidewalks are subject to discipline by law enforcement.
11. The front of PVMHS school building, School Safety Zone, is **OFF LIMITS** from 6:45 to 7:30 & 1:30 to when busses leave campus, approximately 2:05.
12. Student drivers must obey all posted traffic signs & obey all applicable traffic laws at all times & must be parked between the painted lines **ONLY**.
13. School officials may conduct reasonable searches of motor vehicles parked on campus property, at their discretion.
14. An operator under suspension of privileges may **NOT** bring a vehicle onto school property. Failure to adhere to this rule Will result in disciplinary action, administratively and/or law enforcement. Also subject to vehicles being towed from campus at owner's expense.
15. Any student who is late for school eight (8) times will lose parking privileges. The privilege will be revoked on the day attending In-School suspension & each additional late day will result in the same one day suspension. Any student who leaves school without permission, will also be denied parking privileges. In addition, any student who violates the discipline code may be denied driving privileges.
16. If a student brings a motor vehicle on to the school property after his/her driving privileges are revoked, this will result in a one day Out of School Suspension & the student parking privilege will be reviewed for suspension for the remainder of the school year.

TELEPHONE

Please do not ask the school secretary to deliver personal messages to pupils, EXCEPT IN A REAL EMERGENCY.

TEXTBOOKS

Lost, destroyed or damaged texts, or allied material, will be handled as follows:

1. The student responsible for the loss will be presented with a bill to cover the loss as follows: (Parents will be advised of action also.) Students must return books at the time of their final exam.

   a. 100% cost value of new books
   b. 50% for used books
   c. 50% for workbooks or other expendable materials

2. New books are those which, when issued, have not been used previously. Used books are all the others.
3. Any amount due will be made payable to The City of Peabody via bank check or money order and in turn will be forwarded to the School Business Manager for deposit with the City Collector.
4. For seniors all financial obligations must be met before the first graduation rehearsal. Students may not attend

graduation rehearsals and ceremony if financial obligations are not met.

5. Students who are not returning to PVMHS are responsible for returning books and school supplies to guidance prior to leaving.

UNAUTHORIZED WEAPONS AND OTHER DANGEROUS ITEMS

According to Massachusetts State Law:

".....Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him/her under the provisions of chapter one hundred and forty, carries on his/ her person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means."

In addition, students should not bring toy weapons to school premises, or on school buses. Toy weapons include items such as: mock guns, knives, water pistols, laser pointers, or any other item suspected to be a threat to the safety and security of others or interfere with the educational environment.

POLICY REGARDING CONFISCATION OF CONTRABAND

It is the policy of the Peabody Public Schools that all contraband collected or seized by school administration, including but not limited to weapons, drug and/or tobacco instruments of delivery, illegal drugs and/or tobacco products, shall not be returned to students, parents, or guardians, and may be turned over to local law enforcement authorities for appropriate disposal and/or further action. This policy shall also be included in the Parent-Student Handbooks for all grade levels.

UNIFORM STUDENT CITIZENSHIP CODE

This is a copy of the Student Citizenship Code applicable to all Students in Peabody Public Schools. It is forwarded at this time because it is understood from discussion among members of the Task Force on Drug and Alcohol Abuse that not many parents are aware of its existence and it is alleged that school staff members apply its clauses in different ways on different occasions. Whereas this code provides for the use of judgement in "fitting the punishment to the crime" and thereby recognizes that the "punishment" for unacceptable conduct will not necessarily be the same in all cases (depending on whether the offense is a first or a fifth or is considered to have been done with premeditation or was an error, for example), there should be no parents who are unaware of its provisions. This distribution is aimed toward that end.

Of particular interest to the Task Force are those clauses dealing with drugs and alcohol and associated conditions. **They are:**

- Section C3 Criminal Acts
- Section C4 Tobacco, e-cigarettes and vaping
- Alcohol and Drugs Article Deterrents toUnacceptable Conduct Article E Expulsion

Article F Search and Seizure

None of these articles or sections deal with possible penalties which may derive from police action and prosecution in the event an infraction of the law is involved. Court action is applied in addition to school action.

This code is included in student handbooks each year. Each school may publish additional rules and regulations that may be more specific in application to the age group involved.

{refer to Appendix A}

VISITING STUDENTS (SHADOWING)

As a general rule, there will be no visitors' passes issued. If a student is attending a private school and is contemplating enrollment at PVMHS, the parents of the student should contact the Guidance Department and schedule a meeting and tour of the building. Other circumstances will be handled by the Administration.

X. INFRACTIONS / CONSEQUENCES

DISCIPLINE

Philosophy

When thinking of discipline, punishment often comes to mind. Discipline is more than just punishment or reacting to a problem. Discipline is instruction, a learning process, rather than simply punitive actions. It is therefore imperative that parents and school staff work together to support each other. We will seek your support in the best long-term interests of the students.

Thus, our philosophy of discipline is based on the premise of educating students about appropriate behavior and making restitution when misbehavior has occurred.

The purpose of the consequences is to help change unacceptable behavior to acceptable behavior and therefore help students be more successful during their high school years and beyond.

Holding students accountable through logical consequences:

Logical Consequences are:

- Respectful
- Relevant
- Realistic
- Clear and specific
- Related to the rules
- Intended to preserve the student's dignity
- Intended to increase student's internal control
- Intended to increase student motivation

Definition of Consequences

Detention

A student receiving a Dean's detention will be detained from 1:55 to 2:45 p.m. on that same day. The students are expected to complete academic work they have missed due to tardies, cutting class or missing class for disciplinary reasons. Any student without work will be provided with supplemental material to enhance his/her academic skills. Detention will be held in C-399. Detention takes precedence over work and/or all other after- school activities.

Restitution

Restitution describes a process that allows the person who did damage to others and the community to "repair" the damage. An example is given in *Restitution* by Diane Gossen (1996). Two boys were caught throwing icy snowballs at passing cars. They then had to come up with a plan to make amends, even though they could not possibly "make it up" to the owner of the vehicles. Their reparation consisted of cleaning and putting salt on the walks of two elderly people they were close to. They had to make all of the arrangements themselves including getting the salt and finding transportation to these places.

Friday Two-Hour Detention

The detention session begins at 1:55 PM. Anyone entering the room after the start is considered absent.
The students are expected to complete academic work they have missed due to tardies, cutting class or missing class for disciplinary reasons. Any student without work will be provided with supplemental material or community service to enhance his/her academic/social skills. Depending on the infraction students may also be required to complete restitution. Students are responsible for their own transportation. Failure to attend a two- hour detention will result in an out-of-school suspension the following week.

Social Probation

Students who violate school rules and/or fail to follow reasonable expectations may be placed on probation for a period of time to be determined by the high school administration. During the probationary period the student will be denied the opportunity to participate in school activities and functions such as dances, clubs, class office, student council, athletics, etc. Students are allowed on school grounds during normal school hours. Conditions of the probation will be outlined by the principal or house administrator with the objective of improving that student's behavior and restoring his or her privileges.

In-School Suspension
The removal of a student from regular classroom activities, but not from the school premises, for no more than *(10)* consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. * *Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.*

Students are suspended from class and all activities and must report to the In-School Suspension room upon assignment with their signed in-school contract. Students will be in In-School Suspension from 7:20 AM until 2:45 PM and are required to complete all assigned work. Any student without work will be provided with supplemental material to enhance his/her academic skills. All assigned work will be turned in to the In-School Suspension teacher at the end of the day. Students tardy to In-School Suspension will face additional consequences.

Long-Term Suspension
The removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Expulsion
The removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.

No Trespassing- If a No Trespassing Warrant is filed against an individual, they are not allowed on school property or any school functions both on and off school premises.

DISCIPLINARY DUE PROCESS

A student has the right to be heard prior to any imposition of suspension. Prior to the imposition of discipline, a student will be given an opportunity to receive notice of, and respond to, the allegations or charges against them (except in cases of extreme emergency). Before suspending a student from school, depending on the alleged conduct, the administrator will apply the appropriate level of disciplinary due process consistent with Massachusetts and federal law as described below.

SUSPENSION/EXPULSION

Definitions

Written Notice: Written correspondence sent 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.

Principal: The primary administrator of the school or the Principal's designee for disciplinary purposes.

Due Process for Infractions other than Dangerous Weapons, Narcotics, Assaults on Staff or Felony Complaints (M.G.L. c. 71, Section 37H ¾)

In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Emergency Removals; M.G.L c. 71, § 37H ¾: –

A 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. In such a case, 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, during which time the principal shall: (1) make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate

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 must provide the student an opportunity for a hearing with the principal that complies with either the short-term due process or long-term due process set forth below,, as applicable, and the parent an opportunity to attend the hearing.

Additionally, the Principal is required to 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 of notice of the decision for short-term suspension or long-term suspension at set forth below, whichever is applicable.

A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

In-School Suspension M.G.L c. 71, § 37H ¾:

In-School Suspension; M.G.L c. 71, § 37H 3/4: means removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 CMR 53.00.

Due Process for In-School Suspension; M.G.L c. 71, § 37H 3/4: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.

Principal's Decision – In-School Suspension; M.G.L c. 71, § 37H ¾: – On or before the day of suspension, the principal shall send written notice to the student and parent about the In-School Suspension, including the reason and the length of the In-School Suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Short-Term Suspension; M.G.L c. 71, § 37H 3/4
Short-term suspension; M.G.L c. 71, § 37H 3/4: means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Due Process for Short-Term Suspension; M.G.L c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice he case of disciplinary; M.G.L c. 71, § 37H 3/4: Except as provided in cases of In-School Suspension or Emergency Removal, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

> The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student's suspension; the opportunity for the student to have a hearing with the principal concerning the proposedsuspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; the date, time, and location of the hearing; the right of the student and the student's parent to interpreter services at the hearing if needed to participate; if the student may be placed on long-term suspension following the hearing with the principal; the rights set forth in 603 CMR 53.08 (3)(b); and the right to appeal the principal's decision to the Superintendent.
>
> The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts 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.

Principal's Hearing - Short-Term Suspension; M.G.L c. 71, § 37H 3/4:At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Principal's Decision – Short-Term Suspension; M.G.L c. 71, § 37H 3/4: 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, as provided in M.G.L. c. 76, 21. 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.

Long-term suspension; M.G.L c. 71, § 37H 3/4: means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or in section 37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Due Process for Long-Term Suspension; M.G.L c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing.

> Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the following rights: (1) in advance of the hearing, 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; (2) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; (3) 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; (4) the right to cross-examine witnesses presented by the school district; and (5) 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.

Principal's Hearing - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: The student will have the rights identified in the written notice and 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.

Principal's Decision – Long-Term Suspension: M.G.L c. 71, § 37H 3/44

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 principal decides to suspend the student, the written determination shall: (1) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; (2) set out the key facts and conclusions reached by the principal; (3) identify the length and effective date of the suspension, as well as a date of return to school; (4) include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; (5) inform the student of the right to appeal the principal's decision to the Superintendent or designee, but only if the principal has imposed a long-term suspension.

Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language: (a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that (b) the Long-Term Suspension will remain in effect unless and until the Superintendent decides to reverse the principal's determination on appeal.

Superintendent Appeals – Long-Term Suspension; M.G.L c. 71, § 37H 3/4:

A student who is placed on Long-Term Suspension under M.G.L c. 71, § 37H ¾ following a hearing with the principal shall have the right to appeal the principal's decision to the Superintendent. The student or parent shall file a notice of appeal with the Superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar. 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.

Superintendent Appeal Hearing; M.G.L c. 71, § 37H 3/4: The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension. The Superintendent shall make a good faith effort to include the parent in the hearing. 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.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension as identified above.

Superintendent's Decision; M.G.L c. 71, § 37H 3/4: The Superintendent shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place, and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Superintendent; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate.
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 decision of the Superintendent shall be the final decision of the school district, with regard to the suspension.

Opportunity to Make Academic Progress:

Less Than 10 Consecutive Days - Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

More than 10 Consecutive Days - Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, in accordance with the school's education service plan.

Due Process for Offenses of Dangerous Weapons, Drugs, Assaults on Staff and Criminal Felony Matters (M.G.L. c. 71, §§ 37H and 37H 1/2 Offenses)

Short-Term Suspension; M.G.L. c. 71, §§ 37H and 37H 1/2 - For disciplinary offenses involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Exclusion/Expulsion; M.G.L. c. 71, §§ 37H and 37H 1/2 - Unlike M.G.L. c. 71, § 37H 3/4, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H 1/2, a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student for means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2)

possession of a controlled substance; (3) assault on a member of the educational staff; or (4) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½. The Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. §§ 37H and 37H 1/2 in cases of suspension for more than ten (10) consecutive days.

Dangerous Weapons, Drugs and Assaults on Staff - M.G.L. c, 71, §37H

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.

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

Principal's Hearing, Long-Term Exclusion – 37H - Any student who is charged with a violation of either paragraphs 1 or 2 shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal.

After said hearing, the Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent – Long-Term Exclusion – 37H - Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

Opportunity to Make Academic Progress - Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21.

Suspensions or expulsions are decisions that must consider a student's due process rights. Building Principals or designees are required to report to the police department the presence of any weapon on school premises.

Felony Complaints - M.G.L. c. 71, § 37H

½ Issuance of a Felony Criminal Complaint

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing – Long-Term Exclusion – 37H 1/2 - The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent.

Appeal to the Superintendent- Long-Term Exclusion - 37H 1/2 - The student shall have the right to appeal the suspension to the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to be represented by counsel at student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the City of Peabody with regard to the suspension.

Adjudication of Delinquency, Admission of Guilt or Conviction

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing – Long-Term Exclusion - 37H 1/2 - The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal ant the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

Superintendent's Appeal – Long-Term Exclusion - 37H 1/2 - The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. The hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to be represented by counsel at student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the City of Peabody with regard to the expulsion.

Opportunity to Make Academic Progress

Peabody Public Schools shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21.

DISCIPLINE OF STUDENTS WITH DISABILITIES

The following procedures apply to suspension of students with disabilities when suspensions exceed ten (10) consecutive schools days or when a pattern has developed for suspensions exceeding ten (10) cumulative days. These procedures include the responsibilities of the team and the responsibilities of the district.

a. A suspension of longer than 10 consecutive school days or a series of short term suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a potential disciplinary change in placement.
b. Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrators, the parents and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.
c. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year.
d. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of his/her disability.
e. Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days if:
    1) The student is in possession of a dangerous weapon on school grounds or at school-sponsored events;
    2) The student is in possession of or using of illegal drugs on school grounds or at school-sponsored events;
    3) The student engaged in solicitation of a controlled substance on school grounds or at school- sponsored events; or
    4) The student inflicted serious bodily injury to another at school or at school-sponsored events.

The interim alternative setting must enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the student's IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring.

At the conclusion of the forty-five (45) school day period, *the student shall be returned to his/her previous placement* unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal. If the conduct does not involve a dangerous weapon, controlled substance, or serious bodily injury, the school may remove the student to an interim alternative setting for 45 days only: 1) with parental consent *or* 2) by obtaining authorization from a court or BSEA Hearing Officer. In order to obtain an order from the a court or

BSEA Hearing Officer, the school must prove that maintaining the student's placement is substantially likely to result in injury to the student or others.

f. The parent shall have the right to appeal the manifestation Team's determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

Below are guidelines of consequences for certain infractions. This list is not intended in any way to limit the discretion of school administrators' discretion to impose more or less severe disciplinary sanctions based on individualized circumstances.

INFRACTION	CONSEQUENCES
Arson:	Restitution Up to 10 days of Out-of-School Suspension Referral to Police and Fire Departments Possible court action, Possible expulsion Re-entry may be conditional upon referral to one of the following: * School counselor * Outside services through a community agency * Outside Referral for risk assessment
Asked to Leave class	(1) Dean's detention (2) Dean's detention In school suspension Out-of-school suspension Additional logical consequences at the discretion of the Dean
Asked to Leave Dean's Detention	Two hour Friday detention 1 day of out of school suspension
Asked to Leave Friday Detention	1 day of Out-of-School Suspension Additional consequences at the discretion of the Dean Social Probation
Asked to leave In-School Suspension:	Legal guardian must collect the student immediately 1 day of Out-of-School suspension. Social Probation
Bomb Threat/Any Threat Involving Another Person any Dangerous Weapons/Devices:	Restitution Up to 10 day Out-of-School Suspension, Referral to Police, Possible court action Possible expulsion Social Probation Re-entry may be conditional upon referral to one of the following: * School counselor * After school group counseling * Outside services through a community agency
Bus Infractions:	Students who abuse bus privileges will receive consequences varying from restitution, detention, social probation, suspension, and/or loss of riding privilege. **All school rules are in effect on the bus.**

Cheating:		
	1st offense	Restitution Zero on work Legal guardian notification by teacher Dean's detention
	2nd offense	Restitution Zero on work 2 hour Friday detention Paper on cheating and the implications there of Legal guardian notification by Dean
	After the 2nd offense	Restitution Zero on work Legal guardian conference requested with student, teacher and Dean Referral to school counselor with recommendations to follow
Civil Rights Violation:		
	1st offense	Restitution, Written reflection (letter to victim) Two hour Friday detention up to a 5 day Out-of-School Suspension. Possible police action, Possible expulsion hearing Legal guardian notification
	After 1st offense	Restitution Paper on civil rights, letter to victim Up to 10 day Out-of-School Suspension, Social Probation Police notification, Possible expulsion hearing Referral to counselor
Creating a Disturbance in Assemblies, Cafeteria:		Restitution Up to 5 days of Out-of-School Suspension Possible Saturday school Possible suspension of assembly/cafeteria privileges/social probation Legal guardian notification/conference
Cutting Class:		
		Dean's detention
	2nd offense	Dean's detention
	3rd offense	In school suspension
	After 3rd offense	Consequence at the discretion of the Dean Legal guardian notification

Cutting Class
Out of Bounds:
(Leaving the school building)

1st offense	(2) Dean's detentions
2nd offense	1 day of In-School Suspension
3rd offense	Out-of-School Suspension
After 3rd offense	Dean's discretion

Cutting Class
Truant: **Truant officer will be notified**
(Off School Property)

1st offense	1 day of In-School Suspension
2nd offense	1 day Out-of-School Suspension Notification to Legal guardian
After the 2nd offense	Dean's discretion

Note: All truancies count as an absence for each class missed. All work missed will receive zero credit.

Poor Classroom Behavior
Insubordination

1st offense	(1) Dean's detention
After first	Dean's discretion

Disrespectful Behavior:

1st offense	(1) Dean's detention
2nd offense	(2) Dean's detention
After 2nd offense	Up to 5 days Out-of-School Suspension Dean's discretion

Dress Code Violation:

1st offense	Student may be provided with PVMHS clothing. Student may be sent home
2nd offense	(3) Dean's discretion

Driving/Parking Violations:

1st offense	Minimum of a two-week suspension of driving privileges.
2nd offense	Minimum of a one-month suspension of driving privileges.
3rd offense	Duration of the suspension of the student's driving privilege is at the discretion of the Dean.

Excessive Tardiness to School:

4th – 7th offense	Two hour Friday detention
After 7th offense	In-School Suspension Loss of parking privileges, if applicable Consequence at the discretion of the Dean

Failure to Attend Assigned Detention

1st offense	(2) Dean's detentions
2nd offense	1 day of In-School Suspension
3rd offense	Dean's discretion

Failure to Stay for Detention Period of In School Suspension: Out-of-School Suspension

Failure to Identify Oneself:

1st offense	Minimum (1) Dean's detention Up to 2 days of Out-of-School Suspension
2nd offense	Minimum two Dean's detention Up to 5 days of Out-of-School Suspension

Failure to Sign in for School:

(A student late for school must report to his/her Dean's Office and sign in.) Failure to do so will result in the following:

1st offense	(1) Dean's Detention
2nd offense	1 day of In-School Suspension
3rd offense	Consequence at the guardian notification

Fighting:

1st offense	Restitution Up to 5 day Out-of-school suspension Legal guardian notification Mediation upon return to school School Resource Officer Notification

2nd offense

Up to 10 day Out-of-School Suspension
Police referral, possible expulsion
Re-entry may be conditional upon referral to one of the following:
* School counselor
* After school group counseling
* Outside services through a community agency

Forgery:

1st offense

Legal guardian notification
Notification to person whose name was forged
Police notification.
Dean's discretion

Gambling, Gambling Paraphernalia:

1st offense

All items will be confiscated

2nd offense

All items will be confiscated
Legal guardian notification
Police referral
Dean's discretion

Harassment

Use of Force, Intimidation, Bullying, Teasing:

1st offense

Meeting with Administrator/Counselor to gain understanding of the issue
Up to 5 days Out-of School suspension
Possible referral to counseling

After the 1st offense

Up to 10 days of Out-of-School suspension
Police referral, Possible expulsion
Legal guardian conference requested Referral to counseling

Hazing:

1st offense

Up to 5 days of Out-of-School Suspension
Police referral
Removal from club, organization, or team

After the 1st offense	Up to 10 days out of school suspension Possible expulsion Police referral Legal guardian conference requested
Lying, Reporting False Information:	
1st offense	Restitution Minimum Dean's detention
After the 1st offense	Restitution Dean's discretion Legal guardian conference requested
Physical Assault of Another Person:	Restitution Up to 10 days of Out-of-School Suspension Referral to Police, Possible court action Possible expulsion Re-entry may be conditional upon referral to one of the following: * School counselor * Outside services through a community agency
Possession, Use, Dealing or Distribution of Drugs, Weapons: (including over-the-counter narcotics, or controlled substance, drug paraphernalia)	5-10 day Out-of-School Suspension Legal guardian notification Police referral Possible Expulsion/Expulsion hearing
Possession, Use, Dealing or Distributing of Alcohol:	5-10 days of Out-of-School Suspension Legal guardian notification Police referral Possible Expulsion/Expulsion hearing
Possession or Use of Fireworks:	3-5 days of Out-of-School Suspension Legal guardian conference requested Confiscation of material Referral to the Police and Fire Departments

Possession of cell phones, other electronic devices, laser pens, noise makers and any other disruptive devices:		
	1st offense	Confiscation to end of day Dean's discretion
	After the 1st offense	Confiscation of item Legal Guardian can collect the item from the Dean Minimal (2) Dean's detentions, possible suspension
Possession and/or Use of Tobacco, including e-cigarettes and vaping, Matches or Lighters:		
	1st offense	1 day of In-School Suspension
	2nd offense	2 day of In-School Suspension
	After the 2nd offense	Consequences are at the Dean's discretion
Sexual Assault:		Up to 10 days of Out-of-School suspension Possible expulsion Police referral Referral to counseling
Sexual Harassment:		
	1st offense	Dean's detention
Stealing		
	1st offense	Restitution 3-5 day of Out-of- School Suspension Possible police referral Legal guardian contacted
	After the 1st offense	Restitution 5-10 days of Out-of-School Suspension Police referral Legal guardian conference
Tampering with Fire Alarm, Fire Extinguisher or Fire Related Devices		Restitution 5-10 days of Out-of-School Suspension Possible expulsion hearing Referral to the Fire Marshall
Tampering with Electronic Equipment		Restitution Minimum In-School Suspension Consequences discretion of the Dean
Threatening Acts, Gestures or Words Made to Another Person		Up to 5 days of Out-of School Suspension Police referral, Possible expulsion Re-entry may be conditional upon referral to one of the designees

Throwing snowballs:		Dean's discretion 1-5 days of Out-of-School Suspension
Vandalism		
	1st offense	Restitution A student who destroys or defaces property will be held to a strict level of accountability in regards to the cost of repairing the damage
	After 1st offense	Up to 1-5 days of Out-of-School Suspension Consequences at the Dean's discretion
Vulgarity, Profanity:(Word or Action)		
	To school personnel	
	1st offense	3 days of Out-of-School Suspension Legal guardian contacted
	After 1st offense	Up to 10 days Out-of-School Suspension Legal guardian contacted
	To a student	Minimum 1 day In-School Suspension Consequences at Dean's discretion
	Random occurrence	Minimum (1) Dean's detention

ALL RULES AND REGULATIONS ARE IN FULL EFFECT
AT ALL SCHOOL-SPONSORED AND SCHOOL-RELATED EVENTS
AND
CONSEQUENCES ARE SUBJECT TO THE DEANS DISCRETION

PARENT INFORMATION

THE IMPORTANCE OF PARENT (Legal Guardian) INVOLVEMENT

We see parental involvement as a critical component in the overall academic success of students.

PTSO

PVMHS Parent Teacher Student Organization

Membership in the PSTO is $10.00 for the year. Meetings are usually held on the 3rd Thursday of the month at 7:00 P.M. in the library. {If you are an ACTIVE member (attend at least 4 of the scheduled meetings) and the parent of a senior, your child will automatically qualify for the PTSO Scholarship.} Elections for officers of the PTSO are held at the first meeting in September. The PTSO oversees the election of the School Council; School Council is usually held during the first open house of the school year.

SCHOOL SITE COUNCIL

The school council consists of members of the faculty, staff, students and community. The council's main responsibility is to work as an advisory group for the principal. Elections are held at least one time per school year.

PARENT ADVISORY BOARD

The Parent Advisory Board (PAB) serves to communicate the issues and concerns for the families of school children, to advocate for the provision of high academic standards, programs, policies and environments conducive to learning and safety, and to maintain an open flow of communication to and from parents and the School Committee.

The PAB consists of a parent representative and an alternate representative elected by parents at each elementary school, the middle school, the high school, Title 1 and Special Education. Members meet on a monthly basis with a subcommittee of the Peabody School Committee. All meetings are open to the public, and parents are welcome to attend the meetings in order to gain a perspective on the topical issues and challenges we face in our schools.

Parents are encouraged to contact their Parent Advisory Board representatives with any school-related questions or concerns. For more information about the Parent Advisory Board such as meeting dates and times, Vision, Mission and Policy Statement and list of members, please visit the Peabody School Department website at www.peabody.k12.ma.us and click on the Parent Advisory Board link located on the Home Page.

PARENTAL NOTIFICATION REGARDING TITLE I

Title I Funds shall be used to provide educational services that are in addition to the regular services provided for Peabody School District students. By adoption of this policy, the Peabody School Committee ensures equivalence in the provision of curriculum materials and supplies.

The Federal No Child Left Behind Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, Peabody Public Schools will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

* Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
* Whether the teacher is teaching under emergency or provisional status because of special circumstances.
* The teacher's college major, whether the teacher has any advanced degrees, also the field of discipline of the certification or degree.
* Whether paraprofessionals provide services to your child and, if so, their qualifications.
* NCLB Report Cards are published annually.

Peabody Public Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any information listed above for your child's teacher, please contact the Office of the Superintendent of Schools.

PARENTAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.

2. *Receive notice* and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

3. *Inspect,* upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

The Peabody Public Schools will/has develop(ed) and adopt(ed) policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by DOE; and any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenuvenue, SW
Washington, D.C. 20202-5901

PARENTAL NOTIFICATION REGARDING SEXUAL EDUCATION & HUMAN SEXUALITY ISSUES

Massachusetts General Law c. 71, § 32A notes that parents be provided an "opt-out" provision for courses (typically sex education or sciences) school assemblies, or other instructional activities and programs that focus on human sexual education, the biological mechanics of human reproduction and sexual development, or human sexuality issues. Parents wishing to review curricula and/or exempt their child/children from instruction of the aforementioned topics must contact the building Principal in writing.

CORI

It is the policy of the Peabody School Committee that the results of a CORI (Criminal Offender Records Information) check be on file with the Superintendent of Schools for volunteers designated.

A file shall be maintained of CORI volunteers. The result of the CORI check should be on file prior to initial involvement with the school or department. CORI checks shall be renewed every three years.

If you plan to volunteer at any time during the school year, please complete the CORI form in the back and bring it with your photo identification to your school office or to: Human Resources, 27 Lowell Street, Peabody, MA 01960.

E-MAIL

Please be advised that all incoming and outgoing e-mail on the Peabody Public Schools e-mail system is public record as per the Public Records Law.

8/ 18 & 8/19 NEW TEACHERS(NT)
8/23 FRESHMAN ORIENTATION
8/24 – TEACHER ADMIN DAY
8/25-8/26 -TEACHER PD
8/30 grades 1-12 report

#SCHOOL DAYS = 2

AUG '21

Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	NT	NT	20	21
22	23	T	T	T	27	28
29	30	31				

SEPT '21

Su	M	T	W	Th	F	S
			1	2	NS	4
5	NS	NS	8	9	10	11
12	13	14	15	NS	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

8/31-9/2 Kindergarten Screening
9/3 – NS
9/6 - NS (LABOR DAY)
9/7 – NS (ROSH HASHANAH)
9/8 Kindergarten 1st Day
9/8 Title 1 & Integrated Pre-K 1st Day
9/16 – NS (YOM KIPPUR)

 # SCHOOL DAYS = 18

10/11- NS (COLUMBUS DAY)
10/20 – ER/PD

 # SCHOOL DAYS = 20

OCT '21

Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	ER/PD	21	22	23
24	25	26	27	28	29	30
31						

NOV '21

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	NS	12	13
14	15	16	17	18	19	20
21	22	23	1/2D	25	26	27
28	29	30				

11/2- PD/NS (ELECTION DAY)
11/11- NS (VETERANS DAY)
11/24 - ½ DAY
11/ 25 & 11/26 NS (THANKSGIVING)

 # SCHOOL DAYS = 18

12/24- 12/31 - NS (WINTER VACATION)

 # SCHOOL DAYS = 17

DEC '21

Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JAN '22

Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1/1 – NS (NEW YEARS)
1/17-NS (MARTIN LUTHER KING DAY)

 # SCHOOL DAYS =20

2/21- 2/27 NS (FEBRUARY VACATION)

 # SCHOOL DAYS = 15

FEB '22

Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	NS	NS	NS	NS	NS	26
27	28					

MARCH '22

Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	ER/PD	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3/16 – ER/PD

 # SCHOOL DAYS = 23

4/15 –NS (GOOD FRIDAY)
4/18 – 4/22 NS (SPRING VACATION)

 # SCHOOL DAYS = 15

APR '22

Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	NS	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY '22

Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	NS	31				

5/31 - NS (MEMORIAL DAY)

 # SCHOOL DAYS = 21

 # SCHOOL DAYS = 11
TOTAL SCHOOL DAYS: 180
(5 snow days)

PVMHS GRADUATION: JUNE 3, 2022 (SUBJECT TO CHANGE)

JUNE '22

Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NS=NO SCHOOL
ER=EARLY RELEASE ALL
ERE=EARLY RELEASE ELEMENTARY
ERM=EARLY RELEASE MIDDLE SCHOOL
T =TEACHERS ONLY
NT = NEW TEACHER ORIENTATION
PD/NS = PROF. DEV NO SCHOOL
PD/ER = PRO. DEV. EARLY RELEASE
1/2D = ½ Day of School

PEABODY PUBLIC SCHOOLS
2021.2022 SY CALENDAR
APPROVED BY THE PEABODY SCHOOL COMMITTEE ON MAY 11, 2021

rev. 8.13.21

PEABODY VETERANS MEMORIAL HIGH SCHOOL: STUDENTS REPORT 7:15 A.M. / DISMISS 1:50 P.M.

FRESHMAN ORIENTATION: 8/23/21

OPEN HOUSE: (6:00-8:00 P.M.) 9/9/21

QUARTERS END: 11/5/21, 1/21/22, 4/1/22 & END OF SCHOOL YEAR

MID TERMS: 1/18/22-1/21/22 ANTICIPATED LAST DAY FOR SENIORS: 5/23/22 - FINAL EXAMS WEEK FOR SENIORS: 5/24/22 – 5/27/22

PROGRESS REPORTS: 10/1/21, 12/10/21, 3/4/22 & 5/6/22 (grades 9-11 only)

PARENT/TEACHER CONFERENCES: 11/10/21 & 3/10/22 (NO EARLY DISMISSAL; EVENINGS ONLY) 6:00-8:00 P.M.

HIGGINS MIDDLE SCHOOL: STUDENTS REPORT 8:10 A.M. / DISMISS 2:30 P.M.

PARENT ORIENTATION: Grade 6: & Grade 7: 9/22/21 Grade 8: 9/29/21 (6:00-8:00 P.M.)

QUARTERS END: 11/5/21, 1/21/22, 4/1/22 & END OF SCHOOL YEAR

PARENT/TEACHER CONFERENCES: 12/2/21 & 3/3/22 (12:30-2:30 & 6:00-8:00) (STUDENTS DISMISSED AT 12:00 P.M.)

ELEMENTARY SCHOOLS: STUDENTS REPORT 8:50 A.M. / DISMISS 2:55 P.M.

ORIENTATION: 9/13/21 (Brown, Burke & West) - 6:00-8:00 P.M.

9/14/21 (Center, South, Carroll, McCarthy & Welch) - 6:00-8:00 P.M.

TERMS END: 12/3/21, 3/11/22 & END OF SCHOOL YEAR

PROGRESS REPORTS: 10/15/21, 2/4/22 & 5/6/22

REPORT CARDS ISSUED: 12/10/21, 3/18/22 & END OF SCHOOL YEAR

PARENT/TEACHER CONFERENCES: 10/27/21 & 4/7/22 (12:55-2:55 & 6:00-8:00 P.M.) (STUDENTS DISMISSED 12:25 P.M.)

KINDERGARTEN: STUDENTS REPORT 8:50 A.M. / DISMISS 2:55 P.M.

K SCREENING: AUGUST 31, SEPTEMBER 1 & 2, 2021

1st Day for K STUDENTS: WEDNESDAY-SEPTEMBER 8, 2021

1st Day for Title One Pre-K Students: WEDNESDAY-SEPTEMBER 8, 2021

2021.2022 PD EARLY RELEASE DATES: 10/20/21 & 3/16/22 (brunch to be served):

EARLY RELEASE TIMES FOR PROFESSIONAL DEVELOPMENT DAYS:
High School: 10:30 A.M.
Middle School: 11:30 A.M
Elementary Schools: 12:00 P.M.

EARLY RELEASE TIMES FOR PARENT TEACHER/CONFERENCE DAYS (breakfast & lunch served):
ERM - MIDDLE SCHOOL 12:00 P.M. - 12/2/21 & 3/3/22
ERE - ELEMENTARY 12:25 P.M. - 10/27/21& 4/7/22

DISMISSAL TIMES FOR ½ DAYS – DAY BEFORE THANKSGIVING (11/24/21)
& LAST DAY OF SCHOOL ONLY: (breakfast to be served)
High School: 10:30 A.M.
Middle School: 11:30 A.M.
Elementary Schools: 12:00 P.M.

PEABODY PUBLIC SCHOOLS
2021.2022 SY CALENDAR
APPROVED BY THE PEABODY SCHOOL COMMITTEE ON MAY 11, 2021

rev. 8.13.21

BELL SCHEDULE, SCHOOL CLOSINGS, AND CANCELLATIONS

Daily Bell Schedule for Two Lunches

	Block/(Minutes)	Time
Passing Bell		7:10
Tardy Warning Bell		7:19
Period 1 Begins		7:20
Period 1	A Block (60)	7:20-8:20
Period 2	B Block (46)	8:24-9:10
Period 3	C Block (46)	9:14-10:00
Period 4	D Block (46)	10:04-10:50
Period 5	E Block	10:50-12:08
Lunch 1 10:50-11:18		Class Time 2nd Lunch 10:54-11:40 (46)
11:30--Teachers on lunch duty swap between Lunch 1 and Lunch 2		
Class Time 1st Lunch 11:22-12:08 (46)		Lunch 2 11:40-12:08
Period 6	F Block (46)	12:12-12:58
Period 7	G Block (48)	1:02-1:50
Dismissal		1:50

Café Capacity: 760
First Lunch: 3rd Floor Classes: 678
Second Lunch 1st and 2nd Floor Classes (ROTC and Wellness): 691

SCHOOL CANCELLATION

Notification of "no school", "delayed opening", or "emergency dismissal" due to inclement weather will be announced by stations, WBZ-TV and Radio, and TV channels (4, 5, 7, and 25).

In addition a secondary message will be issued via the Connect Ed® parent outreach system.

The decision to cancel school or delay the opening of school will be made by approximately 5:40 AM. Students and parents are urged not to call the School Department office, the high school office, Police Department or Fire Department. These calls will interfere with possible emergency Communications. Delayed openings, in anticipation of rapidly changing conditions or "freak" mini squalls, may be called allowing the School Administration lead time to reassess the situation. If school opening is delayed, all bus transportation and other services will be delayed accordingly.

Students should plan to arrive at school in relation to the delayed opening time. School dismissal will be at the usual time.

When school is cancelled for inclement weather, or closed for holidays, it is the School Department policy that all activities including athletic events, practices, night school, etc., are cancelled as well. Extenuating circumstances may exist that an activity must be held. Approval by administration is necessary so that custodial services may be arr

XIV.IMPORTANT DATES

Peabody Public Schools

27 Lowell Street Peabody, Massachusetts 01960
978-531-1600

***** GRADUATION****June 3, 2022*****
(all dates subject to change)

Marking Periods – 2021.2022

PVMHS, VOCATIONAL, COMMUNITY, P.L.A. & Peabody P.R.E.P.

1. August 30, 2021 to November 5, 2021
2. November 8, 2021 to January 21, 2022
3. January 24, 2022 to April 1, 2022
4. April 4, 2022 to TBA Gr. 12 & Gr. 9-11

(*depending on school closures*)

Professional Development Days – 2021-2022

November 2, 2022 - **Full Day PD/No School**

2021-2022 Professional Development Early Release

October 20, 2021 (early release) **10:30 a.m**.

March 16, 2022 (early release) **10:30 a.m.**

Progress Reports – 2021-2022

PVMHS, VOCATIONAL, COMMUNITY, P.L.A. & Peabody P.R.E.P.

October 1, 2021
December 10, 2021
March 4, 2022
May 6, 2022 (grades 9-11 only)

Visiting Nights Schedule – 2021-2022

PVMHS, VOCATIONAL, COMMUNITY, P.L.A. & Peabody P.R.E.P.

Parent/Teacher Conferences: November 10, 2021
6:00-8:00 p.m.
Parent/Teacher Conferences: March 10, 2022
6:00-8:00 p.m.

Report Cards – 2020-2021

PVMHS, VOCATIONAL, COMMUNITY, P.L.A. & Peabody P.R.E.P.

To Be Determined

(depending on school closures)

Mid Term Exams – 2021-2022

PVMHS, VOCATIONAL, COMMUNITY, P.L.A. & Peabody P.R.E.P.

January 18, 2022 - January 21, 2022

November 2021 MCAS ELA and Mathematics Retests

Subject Area	Type of Test	Prescribed Test Administration Dates
Mathematics Note: For November 2021, Mathematics will be administered before ELA.	Next-Generation CBT (PBT available as an accommodation)	• **November 9:** Mathematics Sess. 1 • **November 10:** Mathematics Sess. 2
	Legacy (PBT only) *Last legacy retest administration in Mathematics*	• **November 9:** Mathematics Sess. 1 • **November 10:** Mathematics Sess. 2
ELA	Next-Generation CBT (PBT available as an accommodation)	• **November 16:** ELA Session 1 • **November 17:** ELA Session 2
	Legacy (PBT only) *Last legacy retest administration in ELA*	• **November 16:** ELA Composition Sess. A and B • **November 17:** ELA Reading Comprehension Sess. 1 and 2 • **November 18:** ELA Reading Comprehension Sess. 3

February 2022 MCAS Biology Test

Subject Area	Type of Test	Prescribed Test Administration Dates
Biology	Legacy (PBT only) *Last legacy administration in Biology*	• **February 2:** Biology Session 1 • **February 3:** Biology Session 2

March 2022 MCAS ELA and Mathematics Retests

Subject Area	Type of Test	Prescribed Test Administration Dates
ELA	Next-Generation CBT (PBT available as an accommodation)	• **March 9:** ELA Session 1 • **March 10:** ELA Session 2
Mathematics	Next-Generation CBT (PBT available as an accommodation)	• **March 15:** Mathematics Sess. 1 • **March 16:** Mathematics Sess. 2

Spring 2022 MCAS Tests for Elementary and Middle Schools

Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE Next-Generation CBT (PBT available as an accommodation)	
ELA test sessions	March 28–Apr 29 (Note that ELA will be administered earlier than Mathematics and STE.)
Mathematics test sessions	April 25–May 27
STE test sessions	April 26–May 27

Spring 2022 MCAS Grade 10 ELA and Mathematics Tests

Grade 10 ELA

Next-Generation CBT (PBT available as an accommodation)		
Prescribed Administration Dates *Test the maximum number of students who can participate concurrently.*	ELA Session 1	March 22
	ELA Session 2	March 23
Administration Dates Only if Needed *Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only).*	ELA Session 1	March 24
	ELA Session 2	March 25
Grade 10 Mathematics Next-Generation CBT (PBT available as an accommodation)		
Prescribed Administration Dates	Mathematics Session 1	May 17
	Mathematics Session 2	May 18
Administration Dates Only if Needed	Mathematics Session 1	May 19
	Mathematics Session 2	May 20

Spring 2022 MCAS High School STE Tests

Biology and Introductory Physics Tests Next-Generation CBT (PBT available as an accommodation)		
Prescribed Administration Dates	Session 1	June 7
	Session 2	June 8
Administration Dates if Needed	Session 1	June 9
	Session 2	June 10
Chemistry and Technology/Engineering Tests Legacy (PBT only)		
Session 1	June 7	
Session 2	June 8	

2022 ACCESS for ELLs

Grades K–12 CBT for grades 1–12, with paper alternative for students with disabilities and newcomers (The kindergarten test and Alternate ACCESS remain paper-based.)	
ACCESS for ELLs test sessions	January 6–February 10

2022 MCAS Alternate Assessment (MCAS-Alt)

Grades 3–8 and High School	
Submission deadline	April 1

Appendix A

PEABODY STUDENT CITIZENSHIP CODE PREAMBLE

The goal of the Peabody Public School System is to provide all students with an equal educational opportunity regardless of sex, gender identity, color, national origin, religion, race, age, disability, homelessness or sexual orientation. The Constitutions of the United States and the Commonwealth of Massachusetts mandate the right of student to receive the kind of education, which will result in an informed and literate citizenry. In order to achieve this goal, every member of the school community is obligated to abide by certain rules and regulations which will foster and facilitate the training and learning process as well as protect the rights of all students. A basic responsibility of those who enjoy the rights of citizenship is to respect the laws of the community and the rights of the other members of the community.

ARTICLE A
THE RIGHT TO STUDY AND LEARN

Section A1: **General Policy**

It is the policy and goal of the Peabody School Committee to provide every student in its schools the intellectual freedom, educational resources, and guidance with which and the physical environment within which he/she may study and learn to the best of his/her ability.

Section A2: **Right to Form Ideas**

Every student has an absolute right to form and hold his own ideas and beliefs.

A2.1 The encouragement of this right requires that each student be permitted to disclose or tentatively express any ideas in the course of academic dialogue without penalty or embarrassment.

A2.2 The encouragement of this right further requires that academic evaluation not be affected by the exercise of this right.

Section A3: **Responsibilities**

The maintenance of an environment conducive to the protection of this right requires:

A3.1 That all students' efforts in study and learning be protected from interference by non-students;

A3.2 That the administration and faculty of each school consequently shall have the right and duty to maintain such an environment by all reasonable means.

ARTICLE B
FREEDOMS AND RESPONSIBILITIES

Section B1: **Freedom of Speech**

BI.I Students are entitled to express verbally their personal opinions. Such expression shall not interfere with the freedom of others to express themselves or with the educational process.

Section B2: **Freedom to Publish**

B2.1 Students are entitled to express in writing their personal opin- ions and circulate petitions. The distribution of such material shall not interfere with or disrupt the educational process. The building administrator may impose reasonable restrictions on the time and place for such distribution.

B2.2 Students who edit, publish, or distribute handwritten, printed, duplicated or other matter among their fellow students within the school must assume responsibility for the content of such publications.

B2.3 Students distributing or receiving such materials shall be responsible for the removal of all litter produced by them.

B2.4 No materials of a commercial nature may be distributed except materials involved in a school sponsored activity.

B2.5 Distribution shall be non-coercive.

B2.6 Students shall have access to specified bulletin boards for the posting of notices or other communications concerning school activities or matters of general interest to students. Posted notices shall be dated and shall disclose the sponsoring individual or organization. School authorities may remove notices, which are in violation of any applicable restriction, or which are outdated, or which have been posted more than 10 days. No student notices or other communications shall be affixed in any manner to any school premises other than a student bulletin board except by express permission of the building administrator.

B2.7 Any school newspaper under the management of student editors should be free of prior censorship or institutional control of editorial policy. Student editors may be subject to discipline for breach of reasonable standards of journalism such as prohi- bitions against libel, pornography, intentional distortion or reckless disregard for the facts. Authorship shall be disclosed and opinion shall be identified as such. The student editors shall have an obligation to provide reasonable opportunity for the expression of views by fellow students, teachers, and administrators which differ from editorial policy.

Section B3: **Freedom of Assembly**

B3.1 Students have the freedom to assemble peacefully. All student meetings or gatherings in school buildings or on school grounds may function only as part of the educational process as defined by existing curriculum or as authorized by the School Committee or school administrators. Building administrators must be informed in advance and may impose reasonable restrictions on the time and place of student gatherings or assemblies. Gatherings or assemblies which interfere with or disrupt the operation of the school or a classroom are prohibited.

Attendance at such meetings and assemblies is limited to students regularly enrolled in that building unless the building administrator or personnel designated by him/her give prior approval.

B3.2 The right to associate freely outside of school jurisdiction shall not be infringed by school personnel.

Section B4: **Responsibilities**

B4.1 Ideas and beliefs will be communicated in such a way as to maintain an orderly educational process.

B4.2 The communication of ideas and beliefs shall be encouraged, but the disruption of normal school activities will not be allowed and no communication of a commercial, obscene or defamatory nature, nor any communication advocating racial or religious intolerance is permitted.

ARTICLE C
STUDENT CONDUCT

The Peabody School Committee is charged with the responsibility for governing the Peabody Public Schools - "general charge of all the public schools" are the words used in the statutes (General Laws Chapter 71, Section 37) in defining the powers and duties. These powers are construed broadly. Court cases and general practice have established the local School Committee as having the authority

and the responsibility subject to specific requirements in the General Laws, to establish policy and to make such rules and regulations as may be necessary to carry out its charge.

The Peabody School Committee recognizes that young citizens require instruction, guidance and practice in developing the kind of self-discipline that is the mark of a mature individual. It realizes that full responsibility for the growth and development of good citizens is shared with the home, church and other forces in the community. It accepts the schools' role in the process as a major one and seeks to cooperate with other agencies in that task. Growth in good citizenship is a normal expectation of students in the United States. That growth is normally guided by example, by instructions, by counseling, by direction, and by reasonable restraint if necessary. It is the professional educator's role to employ all such methods as required. It is recognized that, in spite of all positive efforts, there will be occasions when unacceptable behavior will occur. An occasional mistake or lapse might be tolerated or overlooked but continual or flagrant misconduct may not be. It is the responsibility of teachers and administrators to employ whatever means necessary, subject to any restrictions imposed by the General Laws, to restrain any student from hurting others or him/herself in any way and to achieve an atmosphere conducive to good instruction and learning.

Principals of schools are charged with developing specific rules and regulations for their schools for the reasonable control of student behavior. Such rules and regulations may not conflict with these policies. Copies of such rules are to be filed with the School Committee; published, distributed and discussed with all students.

The following categories are recognized among the most common types of misconduct (while a student is under jurisdiction of the school) that must be corrected. Continued or flagrant abuses in these categories will be cause for suspension or expulsion. They are not to be considered as an exclusive or exhaustive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school system or the proper functioning of the educational process.

Section C1: Abuse of Freedom

Conduct in violation of the duties and prescriptions of Articles A and B of this Code is not permitted.

Section C2: Disruptive Conduct

C2.1 A student shall not, by any type of conduct, intentionally cause disruption of any function, process or activity of the school.

C2.2 Neither shall a student engage in any type of conduct for the purpose of causing such disruption or obstruction as is reasonably likely to result.

Section C3: **Criminal Acts**

The commission of or participation in any act defined as a crime by state or federal law or by local ordinance is prohibited in school buildings, on school property, at school-sponsored events, or when otherwise school-related. The school may take disciplinary action whether or not criminal charges result.

Section C4: **Tobacco, including e-cigarettes and vaping, Alcohol and Drugs**

Students are not permitted to possess or use tobacco, including e-cigarettes and vaping, alcohol or drugs (unless prescribed by a physician) on school property or at school events. This would include, but not be limited to. Possession on one's person and/or in one's locker.

Section C5: **Dress and Appearance**

Dress and appearance must not present health or safety problems or cause disruption. Students are further required to comply with any building dress regulations which may be in existence from time to time.

Section C6: **Cooperation with School Personnel**

Students must obey all oral or written instruction made within the scope of authority of school personnel.

Section C7: **Off-Campus Events**

Students at school-sponsored, off-campus events shall be governed by appropriate school district rules and regulations and are subject to the authority of school district personnel.

Section C8: **Attendance and Truancy**

It is the belief, supported by the past experience of the PVMHS faculty and administration, that there is a positive correlation between good attendance and high achievement on the part of our students. In keeping with that belief, it is appropriate to draft policies designed to encourage the formation of good attendance habits on the part of our students. Additionally, it is appropriate for students to begin to take responsibility for their own behaviors, in a fashion no different from what is necessary in the world beyond secondary school. Irregular patterns of attendance are unacceptable in any setting, least of all during the formative years of a person's life.

A broad definition of education goes beyond simply mastering the facts and concepts from the pages of textbooks. Education includes the development of habits that serve students well in their future life, fulfilling the general goal of being productive citizens of the society in which they live.

The following revision of the PVMHS Attendance Policy is a step toward improving our students' preparation for effective functioning in the post-secondary school world.

C8-1 Students are expected to be present at PVMHS on all days that school is in session. Massachusetts General Laws Chapter 76, Section I states-, "Every child between maximum and minimum ages ... attend school during the number of days required by the Board of Education. The Superintendent may excuse cases of necessary absences." Section 2 of the same Chapter stipulates "Every person in control of a child ... shall cause him to attend as... required." These laws refer to the

compulsory school attendance ages but clearly the intent of the law is to develop in all students the practice of regular school attendance.

C8-2 Massachusetts statute did not enumerate specific exceptions to the school attendance law. It is the feeling of the PVMHS faculty and administration that, illness (verified by a physician if appropriate), family emergencies (crisis, unforeseen happening), and religious observances would qualify as acceptable reasons for absence.

C8.3 Within the framework of points 1 and 2 above, students are expected to attend school on all days school is in session, and attend all classes on those days.

C8-4 Nothing in this policy should be interpreted to mean that students are "allowed" or "entitled" to miss school/class. Maximums are exactly that: maximum allowable absences in a given student's circumstances. Perfect attendance for all students, as unattainable as that goal may be in a practical sense, should be the goal for all students.

C8.5 Classroom teachers/homeroom teachers are responsible for ascertaining a child's presence in school, recording each student's attendance on a daily basis and maintaining records of attendance should disputes as to a student's attendance arise.

C8.6 A student absent more than 5 times in a marking period for any reason from a class that meets every day will receive a failing grade for that marking period. Classes that do not meet every day will have a lower prorated absence limit. Seniors during fourth marking period will be limited to four absences in consideration of the shortness of the marking period.

C8.7 A student absent more than 20 times during the year will be withdrawn/failed from that course and assigned to a study period for the remainder of the year, regardless of their class standing. Classes meeting on less than a daily basis will have a lower prorated absence limit.

C8.8 Extended absences for reason of illness or serious family problems may be excused by the Unit Director, if the proper documentation is established by the student as soon as the issue surfaces.

C8.9 It is the responsibility of the student (and parents) to see that the proper documentation for all absences is provided to the Unit Director in a timely fashion. Lacking such documentation, the classroom teacher will activate section(s) six (6), seven (7) of this policy either or both, whichever applies.

C8.10 Students may be excused from strict adherence of the "no more than 5 absences" per term rule as described in C8.6 for special school-sponsored programs approved by the Principal. However, the intention of the grading/attendance policy is to limit the number of classes missed in a subject and it is the responsibility of the student to see that the combination of different circumstances (illness, cuts, approved school absences) do not exceed five.

C8.11 Because some students will be ill for extended periods or have special problems that would involve extenuating circumstances, a Review Board will be established to consider appeals. Students (and parents) may appeal to the Attendance Review Board if they are not satisfied with the Unit Director's decision. A further appeal to the Principal or his/her designee can be made if the student (or parent) is not satisfied with the Review Board's decision. The Principal's decision will be final.

ARTICLE D
DETERRENTS TO UNACCEPTABLE CONDUCT

The general conduct of a child in school is the product of what he has learned at home, at church, at school, on the street corner, etc. Although many influence that learning, it is the school staff that must accept primary responsibility for molding that conduct in school.

Students generally learn more from adults by emulation than they do by exhortation. A good teacher sets a good example of a mature adult as a considerate, fair, industrious and competent person.

Students who are successful in school, who are progressing with work at their level of ability and are aware of it, are much more likely to exhibit good school conduct than those who are continually failing. This suggests that the greater the degree of individualized instruction and the greater the degree of teacher respect for the conditions surrounding each student, the fewer discipline

problems are apt to arise. Student self-respect is built on these foundations. Good conduct is built on self-respect.

Classroom atmosphere affects student conduct. Where work is relevant, routines of operation are well established, reasonable rules and regulations are well formulated

as a result of democratic involvement of those affected, and surroundings are pleasant and attractive, students tend to be more comfortable and less disruptive. Good communication between home and school tends to support good student conduct.

It may also serve as a means of resolving behavioral problems. Good communication is to be encouraged.

Although prevention is preferable to a cure, it is recognized that no social organization can exist free of controls or penalties for those who overstep the bounds of good conduct. When it becomes necessary to apply such controls or deterrents, it is general practice that they should not be more severe than necessary to achieve desired ends.

Among those deterrents that are acceptable in schools are the following:

Section D1: Discussion

A teacher-student discussion of the problem may provide the student with an awareness of why his/her conduct is inappropriate, alert the teacher tothe student's individual needs, and provide an opportunity for the student and teacher to work out a satisfactory solution.

Section D2: Direction

A directive may be given to a student engaged in unacceptable behavior by suggesting an alternative action that will redirect his/her attention. When a student's behavior presents an extremely unacceptable or dangerous situa- tion, a firm, direct command may be necessary to curtail further development of the problem.

Section D3: Restraint

Physical restraint is an emergency procedure of last resort, and will only be used when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other less intrusive behavior interventions. Any use of physical restraint will be administered in compliance with 603 CMR 46.00.

Section D4: Group Action

When appropriate, group discussions, as a class or as a more formalized student government organization, may be employed to suggest solutions and aid in correcting behavior.

Section D5: **Detention**

A familiar deterrent in school circles, it involves detaining students during non-school hours. It is frequently required for those who are repeat- edly tardy or who arrive in class without assigned work completed, but is often assigned as a deterrent for further minor misbehaviors. To be effective, detention assignments must be carried out and accounted for. Reasonable consideration of other plans of students or their parents may be given on occasion. However, repeated excuses, like repeated infractions, cannot be tolerated.

Section D6: **Suspension**

Suspensions are of several types and severity depending on the nature of the problem.

ARTICLE F

SEARCH AND SEIZURE

It is the policy of the Peabody Public Schools to subject a student to a search of his or her person and/or personal possessions, including clothing, gym bag, purse, backpack, or motor vehicle for reasonable suspicion. If the authorized school personnel have, independent of information provided by the police, a reasonable suspicion to believe that such student is carrying or concealing material, the possession of which is prohibited by federal, state, or local law, or by the provisions of the School Discipline Code (e.g., alcohol, drugs, illegal substances, or weapons or any other object which may result in physical injury or harm to students on the school grounds or in the school building). Lockers and desks used by students remain the property of the school and may be opened without notice at any time as part of non-investigatory school practices. The contents of personal items found in desks and lockers may be searched as provided by the law. The Principal(s) or designee shall include this practice in the student handbook or inform students in writing at the beginning of each school year. The Principal or designee shall keep a record of such searches detailing time and date, the reason for the search, the witness(es) to the search, what or who was searched, and what was found. If contraband or evidence of a crime is found, the police shall be notified at once.

The Police will communicate regularly with the school administration to share information with the schools on felony arrests and any other community concerns that affect the safety and general welfare of all students. The Police and/or the District Attorney will also communicate to the Principal or the designee, incidents reported directly to the police that take place during school hours, on school property, or during school events.

Appendix A1

Students with Disabilities–Discipline

NON-DISCRIMINATION

The Peabody School Committee reaffirms its policy of nondiscrimination related to race, religion, color, age, gender identity, national origin, sexual orientation, homelessness or disability in all matters involved in procuring, employing, promoting, transferring or terminating the employment of personnel. In similar manner, it reaffirms its policy against discrimination related to race, religion, gender, sexual orientation, national origin or disability in the admission, instruction, counseling or dismissal of students regarding any courses or programs offered by the Public Schools and indicates its desire that each student be provided educational opportunities consistent with his/her aspirations and abilities .The Committee further indicates its acceptance of all federal and state laws and regulations dealing with the civil rights of parents, students and employees of the School Department.

Appendix B

SUSPENSION/EXPULSION

NON-DISCRIMINATION

The Peabody School Committee reaffirms its policy of non-discrimination related to race, religion, color, age, gender identity, national origin, sexual orientation, homelessness or disability in all matters involved in procuring, employing, promoting, transferring or terminating the employment of personnel. In similar manner, it reaffirms its policy against discrimination related to race, religion, gender, sexual orientation, national origin or disability in the admission, instruction, counseling or dismissal of students regarding any courses or programs offered by the Public Schools and indicates its desire that each student be provided educational opportunities consistent with his/her aspirations and abilities. The Committee further indicates its acceptance of all federal and state laws and regulations dealing with the civil rights of parents, students and employees of the School Department.

MGL Ch. 71 Sec. 37H ½

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension, provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the

student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

M.G.L. c.71, §37H3/4

This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross- examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

Appendix C

CHILD ABUSE

MASSACHUSETTS GENERAL LAWS, CHAPTER 119, Section 51A

SECTION 51A

Injured children reports; immunity; privileged communication; penalties; notice of determination. Mandated Reporters

Any physician, medical intern, hospital personnel engaged in the examination, care or treatment of persons, medical examiner, psychologist, emergency medical technician, dentist, nurse, chiropractor, podiatrist, osteopath, public or private school teacher, educational administrator, guidance or family counselor, day care worker, or any other person paid to care for or work with a child in any public or private facility, or home or program funded by the Commonwealth or licensed pursuant to Chapter 28A, which provides day care or residential services to children, probation officer, clerk/magistrate of a district court, social worker, foster parent, firefighter or police officer, who, in his or her professional capacity shall have reasonable cause to believe that a child under the age of 18 is suffering serious physical or emotional injury resulting from abuse inflicted upon him or her including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the Department by oral communication and by making a written report within 5-48 hours after such oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, he shall immediately either notify the Department or notify the person in charge of such institution, school facility, or that person's designated agent, whereupon such person in charge or his or her said agent shall then become responsible to make the report in the manner required by this section. Any such hospital personnel preparing such report may take, or cause to be taken, photographs of the areas of trauma visible on a child who is the subject of such report without the consent of the child's parents or guardians. All such photographs or copies thereof shall be sent to the Department together with such report. Any such person so required to make such oral or written report who fails to do so shall be punished by a fine of not more than one thousand dollars.

Appendix D

HARASSMENT/DISCRIMINATION PROCEDURE

The Peabody Public Schools is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability. Harassment by administrators, teachers, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Peabody Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definitions

For the purposes of this procedure:

A. A "Complaint" is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion.
B. "Discrimination" means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.
C. "Harassment" means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.
D. "Sexual Harassment" means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term "sexual harassment" may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:— (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

   When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events.
Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Peabody Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

How to make a complaint

A. Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal listed below. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.
B. District staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.
C. Students and employees will not be retaliated against for making a Complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.
D. Students and employees are encouraged to utilize the District's Complaint Procedure. However, students and employees are hereby notified that they also have the right to report complaints to:

The United States Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor Boston,
Massachusetts 02110-1491
Telephone: (617) 289-0111
Fax: 617-289-0150
TDD: 877-521-2172
or
Program Quality Assurance Services
Massachusetts Department of Elementary and Secondary Education 75
Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700 TTY:
N.E.T. Relay: 1-800-439-2370
FAX: 781-338-3710

Complaint Handling and Investigation

A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
C. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
    1. The Complainant shall have the opportunity to present witnesses and other relevant evidence to the investigator.
    2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
    3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
    4. The investigator will keep a written record of the investigation process.
    5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
    6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
    7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
    8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
    9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.

D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to:
    1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any;
    2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
    3. Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) calendar days of receipt of the Complaint, unless the investigation is extended under the provision described above.

E. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designees determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent.

F. If the employee or the student's parents or legal guardians are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

The District's Civil Rights Coordinator may be contacted at:

Kelly Chase, Assistant Superintendent of Schools: 978-536-6508

chasek@peabody.k12.ma.us

Appendix E

HAZING

The following statute regarding hazing was recently passed by the Massachusetts Legislature: Chapter 269

of the General Laws is hereby amended by adding the following three sections:

Section 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical and mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment of forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

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

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, 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 that fails to make such report.

Appendix F

EXCERPTS FROM THE MASS DEPT. OF PUBLIC HEALTH AIDS – SCHOOL ATTENDANCE POLICY

Epidemiological studies show that AIDS is transmitted via sexual contact or blood to blood contact. To date, there is no recorded transmission of AIDS to family members who are non-sexual contacts. This fact is also observed with medical personnel who directly care for and are exposed to AIDS cases. Since there is no evidence of casual transmission by sitting near, living in the same household, or playing together with an individual with AIDS, the following guidelines are recommended by the Governor's Task Force on AIDS for implementation in school systems throughout the Commonwealth.

1. All children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) and receiving medical attention are able to attend regular classes.
   A. If a child has cutaneous (skin) eruptions or weeping lesions that cannot be covered, he/she should not be in school.
   B. If the child exhibits inappropriate behavior which increases the likelihood of transmission (i.e. biting or frequent incontinence), he/she should not be in school.
   C. Children diagnosed with AIDS or with clinical evidence of infection with the AIDS associated virus (HIV), who are too ill to attend school, should have an appropriate alternative education plan
   D. Siblings of children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) are able to attend school without any further restrictions.

2. The child's personal physician is the primary manager of the child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) Management includes acting as the "gate keeper" for the child's attendance at school in accordance with the policy outlined above.
   A. The child's personal physician, after consultation with the family, is responsible for reporting cases of AIDS to the Massachusetts Department of Public Health's Division of Communicable Disease. The school Superintendent will be notified by the child's personal physician and will provide assistance in identifying those educational or health care agents.
   B. Only persons with an absolute need to know should have medical knowledge of a particular student. In individual situations, the Superintendent might notify one or more of the following:
      • Principal • School Nurse • Teacher
   C. Notification should be by a process that would maximally assist patient confidentiality. Ideally, this process should be by direct person to person contact.
   D. If school authorities believe that a child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) has evidence of conditions described in #1 then the school authorities can dismiss the child from the class and request authorization from the child's personal physician so that class attendance is within compliance with the school policy.

If school authorities and the child's personal physician are in conflict, then the case should be referred to the Department of Public Health for review by an appointed physician who would determine the permissibility of attendance.

Appendix G

CHAPTER 622 - AN EQUAL OPPORTUNITY EMPLOYER

It is the policy of the Peabody Public Schools not to discriminate on the basis of sex, race, religion, color, national origin, homelessness, sexual orientation, or disability in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of 1971, Section 504 of the Federal Rehabilitation Act of 1973, and other state and federal anti-discrimination laws.

Inquiries regarding compliance with Title IX, Chapter 622 and Section 504 may be directed to:

Human Resources
Peabody Public Schools
27 Lowell Street
Peabody, MA 01960

Massachusetts Board of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Office for Civil Rights
U.S. Department of Education 8th Floor
5 Post Office Square
Boston, MA 02109

Appendix H

Responsible Use Agreement
Peabody Public Schools
Grades 9 - 12

Peabody School Committee supports the ethical use of technology and is committed to providing a technology rich learning environment that nurtures the development of skills and competencies that foster self-sufficiency, promote responsible citizenship, and ensure success in the global economy. Our goal in providing access to these resources is to enhance learning experiences and to educate students in responsible and appropriate use.

I, _____, understand that the use of school technology is a privilege and agree to protect myself, protect others, and protect school property when using technology.

I also understand that failure to follow this agreement may result in a loss of privileges and I may face other disciplinary actions as determined by the Peabody Public Schools.

Protecting yourself	❑ I will limit the content and amount of information I post. ❑ I will keep my accounts private and access appropriate sites. ❑ I will think before I post.
Protecting others	❑ I will utilize successful methods to stop cyberbullying. ❑ I will report any concerns I have about the mental health of my peers. ❑ I will cite sources and use others information and ideas ethically.
Protecting School Property	❑ I will protect school property. ❑ I will recognize that school property (physical and digital technology) is proprietary of the school district. ❑ I will take ownership for my mistakes by accepting consequences.

Student Name (printed) Student Signature Date

A parent or guardian MUST sign below.

I, _____, parent/guardian of _____ have read and understand the contents of this agreement. This agreement conforms to Policy IJND - Access to Digital Resources contained within the District Policy Manual. I accept full responsibility and liability, both legal and financial, for my child's actions, whether foreseen or not. I release Peabody Public Schools, its staff, administrators, and/or its agents, from liability and/or consequences resulting from my child's use and/or misuse of these resources.

Parent Name (printed) Parent Signature Date

Appendix I

PVMHS CELL PHONE / ELECTRONIC DEVICE POLICY

All students will be allowed to use their cell phones in the cafeteria during lunch. Students may use their cell phones during class time for instructional purposes with the teacher's permission. Teachers do not have to allow cell phone usage in their classrooms. Phones must be silent and out of sight during passing time. The use of cell phones in the hallway is prohibited, as it is considered disruptive.

CELL PHONE USER AGREEMENT

Purpose: PVMHS uses instructional technology as one way of supporting our mission to teach the skills, knowledge and behaviors students will need as responsible citizens in the global community. Students learn collaboration, communication, creativity and critical thinking in a variety of ways throughout the school day. In an effort to be proactive with today's growing social and interactive technology trends, it is our hope that this new policy will increase awareness and training while putting into practice social and professional etiquette relating to electronic devices. PVMHS will allow cell phones to be used for instructional purposes and during lunch periods. Students in possession of a cell phone must comply with the Cell Phone Policy /PVMHS Acceptable Use Agreement.

Video and/or audio recording with a cell phone is not permitted at any time. Failure to comply may result in suspension.

Cyber Safety: We will review cyber-safety rules with students frequently throughout the course of the school year and will offer reminders and reinforcement about safe cell phone behaviors. In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules while using personal devices. The use of a cell phone is not a right but a privilege.
When abused, privileges will be withdrawn.

Students who utilize cell phones or other electronic devices in the halls, in classes without permission, or in a manner that is disruptive will be referred to the Dean.

Appendix J

INFORMATION REGARDING KNOWN SEX OFFENDERS

As a parent or guardian, you may be interested in this information. It is not intended to create unease, but rather to educate the public and help to ensure the safety of our children. The following will provide you with the way you can get information on known sex offenders living in the community. This information comes from the Commonwealth of Massachusetts Sex Offender Registry Board, PO Box 4547, Salem, MA 01970 - Phone (978) 740-6400, For Questions Call 800-93MEGAN or accesses their web page at http://www.mass.gov/sorb/

WHAT IS A SEX OFFENDER?

A sex offender is any person who resides, works or attends an institution of higher learning in the Commonwealth and who has been convicted of a sex offense, or who has been adjudicated as a youthful offender or as a delinquent juvenile by reason of a sex offense, or a person released from incarceration or parole or probation supervision or custody with the department of youth services for such a conviction of adjudication, or a person who has be adjudicated a sexually dangerous person or a person released from civil commitment on or after August 1, 1981.

For a listing of crimes that require registration as a sex offender please visit our Who Has to Register [http://www.mass.gov/sorb/] page.

Sex offenders will be classified according to the degree of dangerousness they pose to the public and their likelihood for re-offense. An offender's classification will be:

- a Level 1 or "low risk" offender,
- a Level 2 or "moderate risk" offender, or
- a Level 3 or "high risk" offender

In addition, if the Board, in finally giving an offender a Level 3 classification, also concludes that such sex offender should be designated a Sexually Violent Predator, the Board shall transmit a report to the sentencing court explaining the Board's reasons for so recommending, including specific identification of the sexually violent offense committed by such sex offender and the mental abnormality from which he suffers. The sentencing court shall then have the ultimate decision to determine whether such sex offender is a sexually violent predator.

Obtaining Information about Sex Offenders Living/Working in Your Community

Any member of the public who is at least 18 years of age or older may request sex offender information. The information will be provided to any person who is seeking the information for his/her own protection or for the protection of a child under the age of 18 or for the protection of another person whom the requesting person has responsibility, care, or custody.

You may request sex offender information at Local Police Departments or through the Sex Offender Registry Board directly. The Board also intends to post Level 3 sex offender information on the Board's Internet Web site [http://www/mass.gov/sorb/] For copies of the form to request sex offender information from your Local Police Department please visit the Sex Offender Registry Board Forms and Publications page [http://www.mass.gov/sorb/Forms.htm].

Appendix K

PHYSICAL RESTRAINT POLICY AND PROCEDURES

CONTENTS

I. OVERVIEW
II. DEFINITIONS
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VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT
VII. REPORTING PHYSICAL RESTRAINT USE
VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE
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I. OVERVIEW

The Peabody Public Schools ("the District") seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

II. DEFINITIONS

Mechanical Restraint: the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Principal: instructional leader of a public school education program or his or her designee.

Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Time-Out: a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.
DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

> *Inclusionary time-out*: when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.
> *Exclusionary time-out*: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

III. PROHIBITIONS

Chemical restraint, mechanical restraint and seclusion are prohibited in all public school education programs.

IV. SPECIFIC RIGHTS

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or
(4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 § 51A.

V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, explains the differences between "inclusionary time-out" and "exclusionary time-out" as follows:
"Inclusionary time-out": when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

The use of "inclusionary time-out" functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. "Inclusionary time-out" includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

If the student is not "separated from the learning activity" or the classroom, the student will be in "inclusionary time-out" and the requirements that accompany the use of "exclusionary time-out," listed below, do not apply. A student is not "separated from the learning activity" if the student is physically present in the classroom and remains fully aware of the learning activities.

"Inclusionary time-out" does not include walled off "time-out" rooms located within the classroom; use of those is considered to be "exclusionary time-out."

"Exclusionary time-out": the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

The following requirements apply to the use of "exclusionary time-out":

- "Exclusionary time-out" may be used only for the purpose of calming;
- During "exclusionary time-out," the student must be continuously observed by a staff member;
- The staff member will either be with the student or immediately available to the student at all times;
- The space used for "exclusionary time-out" must be clean, safe, sanitary and appropriate for calming;
- *Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting;*
- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed;
- *Students must never be locked in a room*;
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student;
- An "exclusionary time-out" must be terminated as soon as the student has calmed; and
- An "exclusionary time-out" may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student's continuing agitation.

VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

Legal Standard for Use

Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student's behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; *and* the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student's property damage, disruption of school order, refusal to comply with rules/directions, or verbal threats, unless the above harm standard is also met.

Brief physical contact to promote safety is not considered a restraint. DESE's *Question and Answer Guide to Implementation of 603 CMR 46.00, The Regulations for the Prevention of Physical Restraint and Requirements if Used,* issued on July 31, 2015, states that "brief physical contact to promote safety refers to measures taken by school personnel consisting of physical contact with a student for a short period of time solely to prevent imminent harm to a student, for example, physically redirecting a student about to wander on to a busy road, grabbing a student who is about to fall, or breaking up a fight between students."

Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior.

Safety
To ensure student safety, staff will review and consider a student's medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation, and will use only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

Duration
A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately. For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal's approval. This approval must be based on the student's continued agitation justifying the need for continued restraint.

Follow-up
Follow-up procedures will be implemented after the release of the student from physical restraint. These will include reviewing the incident with the student to address the precipitating behavior, reviewing the incident with staff who administered the restraint to discuss whether proper restraint procedures were followed, and considering whether any follow-up is appropriate for students who witnessed the incident.

Prone and Floor Restraints
Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the

program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint have received in-depth training in accordance with 603 C.M.R. 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

VII. REPORTING PHYSICAL RESTRAINT USE

All physical restraints, regardless of duration, will be reported.

Reporting within School and to Parents
The reporting process within the school and to the student's parents is as follows: The staff will immediately verbally inform the Principal, and the Principal will make reasonable efforts to verbally inform the student's parents within 24 hours of the restraint. The staff will file a detailed written report no later than the next school day, and the Principal will e-mail or mail the written report to the parents within three (3) school days of the restraint. There are no individual waivers permitted for these reporting requirements.

Report Contents
The report will include: names and job titles of those involved, including observers; date and time the restraint began and ended; the name of the administrator who was verbally informed; the name of the Principal or designee who approved extending the restraint beyond twenty (20) minutes, when such approval was obtained; what was happening before the restraint; the efforts staff used to prevent escalation of the student's behavior, including the specific de-escalation strategies that the staff used; the alternatives to restraint that staff attempted; the justification for initiating the restraint; a description of the holds used and why they were necessary; a description of the student's behavior and reaction during the restraint, and any medical care given; information regarding any further actions the school has taken or may take; and information regarding opportunities for the student's parents to discuss the restraint with the school.

Reporting to the Department of Elementary and Secondary Education
The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in injury to either a student or a staff member within three
(3) working days of the restraint. When the restraint resulted in injury, the District shall also send the DESE a copy of the records of physical restraints maintained by the principal for the 30-day period prior to the date of the reported restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

Two types of administrative reviews will be conducted in regards to the use of physical restraint. The Principal will conduct a Weekly Individual Student Review and a Monthly School-Wide Review.

Weekly Individual Student Review
A Weekly Individual Student Review will be conducted in regards to any student who has been restrained multiple times during the week. The Principal will convene a review team to assess the progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss

the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, and develop a written action plan.

Monthly School-Wide Review
A Monthly School-Wide Review will also be conducted by the Principal. In this review, the Principal will consider patterns of restraints, number of restraints, duration of restraints and any injuries caused by restraints. The Principal will assess whether the restraint prevention and management policy needs to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

IX. TRAINING REQUIREMENTS

General Training
The Principal will ensure that all staff receive training on the District's Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

In-Depth Training
The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4).

X. SPECIFIC PROCEDURES

The District has developed and implemented specific procedures regarding appropriate responses to student behavior that may require immediate intervention.

File: JKAA

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."
This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC
ADOPTED: August 2015
LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00
Revision approved by the Peabody School Committee: June 14, 2016

Restraint Complaint Procedure
Any individual who wishes to file a complaint regarding physical restraint practices; should immediately report their concern to the school principal or designee. If the school principal receives the report, he or she will notify the Assistant Superintendent of the complaint. The Assistant Superintendent will promptly investigate the complaint and provide the complainant of the outcome of the complaint within a reasonable time period of receipt of the complaint.

Appendix L

The Peabody Public Schools

Bullying Prevention and Intervention Plan
M.G.L. c. 71, § 37O

A safe learning environment is one in which every student is provided with the opportunity to develop emotionally, academically, and physically in a supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in our schools. The Peabody School Committee and the Peabody Public Schools expect that all members of the school community will treat each other in a civil manner and with respect for differences.

The Peabody Public Schools is committed to providing all students with a safe learning environment that is free from bullying, cyber-bullying, and retaliation. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate harmful and disruptive behaviors that can impede the educational process in our schools. While any student could be subject to bullying and harassment, the District recognizes that certain students may be more vulnerable to becoming the target of bullying including students with disabilities. The Peabody Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and to provide all students with the skills, knowledge, and strategies to avoid and respond to bullying.

The Peabody Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation in our school buildings, on school grounds, in school- related activities, or that occurs outside of school and creates a hostile school environment for the targeted student. We will investigate promptly all reports and complaints of bullying, cyber- bullying, and retaliation, and take prompt action to restore a safe learning environment for students who are bullied and to prevent further bullying or harassment by students who are identified as perpetrators of bullying.

The Peabody Public Schools' Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying, cyber-bullying and retaliation that may compromise the safe learning environment for any student. The District is committed to working with students, staff, families, law enforcement agencies, and the community to address and prevent bullying and harassment within our schools. In consultation with these constituencies, the District has established this Bullying Prevention and Intervention Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation.

The Peabody School Committee's Anti-Bullying Policy

It is the policy of the Peabody Public Schools to maintain educational environments that are free from bullying, cyber-bullying, and retaliation. It shall be a violation of this policy for any student or staff in the Peabody Public Schools to bully another student through conduct or communication of a bullying nature and/or to retaliate against any individual for reporting bullying or cooperating with an investigation thereof. Students who engage in bullying, cyber-bullying, or retaliation shall be subject
to a range of disciplinary sanctions including, but not limited to, reprimand, detention, suspension, expulsion or other sanctions as determined by the school administration. Except where bullying has resulted in the student's permanent expulsion, students who engage in bullying shall also be required to participate in remedial activities designed to develop the skills and proficiencies necessary to avoid engaging in further bullying behavior(s).

For purposes of this policy, bullying is prohibited:

1. On school grounds, property immediately adjacent to school grounds, at a school sponsoredor 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

2. at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. This prohibition shall not be construed, however, as requiring district schools to staff or supervise any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also strictly prohibited and may result in suspension or expulsion from school.

Definitions

Bullying: The repeated use by one or more students, or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

1. Causes physical or emotional harm to the victim or damage to the victim's property;

2. Places the victim in reasonable fear of harm to himself or of damage to his/her property;

3. Creates a hostile environment at school for the victim;

4. Infringes on the rights of the victim at school; or

5. Materially and substantially disrupts the education process or the orderly operation ofa school. For the purposes of this policy, bullying shall include cyber-bullying.

Cyber-bullying: Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include:

- The creation of a web page or blog in which the creator assumes the identity of another person; or
- The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses 1 to 5 above; inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses 1 to 5, inclusive, of the definition of bullying.

Hostile Environment: 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 the target's education.

Target / Victim: A student who has been subject to bullying or retaliation by another student or group of students.

Aggressor/ Perpetrator: A student a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, who engages, either individually, or as part of a group, in bullying, cyber-bullying or retaliation.

Local Law Enforcement Agency: local police department.

Principal: The administrative leader of a Peabody Public School or his/her designee for the purposes of investigating and responding to reports of bullying, cyber-bullying or retaliation.

Retaliation: Intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Complaint and Investigation Procedures

1. Reporting bullying or 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.
Reports made by students, parents, guardians, or other individuals who are not school or school district staff members, may also be made anonymously, although no student shall be subject to discipline solely on the basis of an anonymous complaint. The Peabody Public Schools will make a variety of reporting resources available to the school community including, but not limited to face to face reporting, an Incident Reporting Form, telephone and email. Use of an Incident Reporting Form is not required as a condition of making a report.

Each school within the District will include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents and will post a copy of the Incident Reporting Form on the school's website. Incident Reporting Forms will also be available in the school's main office, the counseling office, the school nurse's office, and other locations determined to be appropriate by the principal/designee. The Incident Reporting Form will be made available in the primary language of the student's household.

2. Reporting by Staff

A staff member will promptly report to the principal/designee any instances of bullying or retaliation witnessed by the staff member or that is reported to the staff member by a student, parent, or other individual. The requirement to notify the principal/designee shall not, however, limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

3. Reporting by Students, Parents or Guardians, and Others

The Peabody Public Schools expects students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal/designee. Any individual who wishes to file such a complaint may request, and shall be provided with, assistance from a school staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal/designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. The filing of a false or fabricated complaint of bullying, cyber-bullying, or retaliation is strictly prohibited and shall result in disciplinary action.

Procedures for Responding to a Report of Bullying or Retaliation

1. Preliminary Determinations

Upon receiving a complaint, the principal/designee will confer with the complainant to obtain an understanding and statement of the alleged facts. If, based on the facts alleged, the principal/designee determines that the conduct complained of would not constitute bullying as defined by M.G.L. c. 71, § 37O and District policies, the principal/designee shall document that determination on the Incident Reporting Form and shall take no further action with regard to the complaint. If the Principal/designee determines that such facts, if true, would constitute bullying, as defined above, the principal/designee will promptly commence an investigation of the complaint.

Upon commencing an investigation, the principal/designee will make a preliminary determination as to the need for

immediate interventions to protect the safety of the alleged target. Such interventions may include, but are not limited to, creating a personal safety plan for the target; 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/designee may take additional steps deemed necessary by the school administration to protect the safety of the target and any witnesses while the investigation is ongoing.

2. Notice to Law Enforcement

At any point after receiving a report of bullying, cyber-bullying or retaliation, the principal/designee will notify the local law enforcement agency if the principal/designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Notice to law enforcement agencies will be consistent with the requirements of 603 CMR 49.00 and other applicable state and federal laws and regulations pertaining to student records and privacy. In making this determination, the principal/designee may consult with the school resource officer, if any, and other individuals the principal/designee or designee deems appropriate.

3. 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, director or designee first informed of the incident will promptly notify, by telephone, the principal, director or designee 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.

Investigation Procedures

1. Investigation

Upon receipt of a report or complaint that would, if true, constitute bullying, cyber-bullying or retaliation, the principal/designee will promptly commence an investigation. In investigating any such complaint, the principal/designee will interview students, staff, and any witnesses to the alleged conduct. To the extent practicable and consistent with the principal/designee's obligation to promptly and thoroughly investigate and address the matter, the principal/designee will maintain confidentiality during the investigative process and shall not disclose unnecessary or confidential information to interview subjects. During any such interviews, the principal/designee will inform the target, aggressor, and all witnesses that retaliatory treatment of any individual for reporting or cooperating with an investigation of bullying will result in disciplinary action that may include suspension or expulsion from school.

The principal or designee 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. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. In determining the steps necessary to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents, the principal or designee shall consider that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

2. Determinations

Within fifteen (15) school days of the principal/designee's receipt of the complaint of bullying, cyber- bullying or retaliation, the principal/designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal/designee will determine what remedial action may be required, if any, and determine what responsive actions and/or disciplinary action is necessary. The principal/designee's findings and determinations shall be documented in writing on the Incident Reporting Form.

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

3. Notice of Investigative Findings

Upon determining that bullying or retaliation has occurred, the principal/designee or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal/designee shall not be precluded from notifying the parents of a target or aggressor prior to completion of the principal/designee's investigation.

In notifying the parents of a target or aggressor of an investigation or the principal/designee's findings thereon, the principal/designee shall maintain the privacy and confidentiality of any

individual or child who is not the child of the parents to whom the notice is provided. The principal/designee shall ensure that any notice to the parents complies with applicable state regulations including, but not limited to, 603 CMR 49.00, and shall not report specific information to the target's parent(s) about the disciplinary action taken against an aggressor unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations. The notice to the parents or guardians of the victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents of the victim should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

4. Requests for Reconsideration

If either the complaining party or the individual against whom the complaint was made is dissatisfied with the outcome of the investigation, that person may request, in writing, a reopening of the investigation or reconsideration of the investigative findings. The written request
shall state the reasons for request and shall be delivered to the Superintendent of the Peabody Public Schools within ten (10) school days of the parents/guardians receipt of notice of the investigative findings. Within five (5) school days of receipt of any such request, the Superintendent shall decide whether or not to reopen the investigation and shall provide written notification of that determination to the appealing party and to the other party involved.

The filing of a request for reconsideration or a reopening of the investigation shall not stay the imposition of disciplinary sanctions or the implementation of any safety interventions determined to be appropriate by the principal/designee.

Responses to Bullying

1. Education and Skill Building

In determining the appropriate response to an incident of bullying, cyber-bullying or retaliation, the principal/designee shall consider a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d)(v). Skill-building approaches that the principal/designee or designee may consider include, but are not limited to:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- Providing relevant educational activities for individual students, or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and non-academic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti- bullying curricula and social skills building activities at home.

2. Disciplinary Action

If the principal/designee determines that disciplinary action is warranted, the disciplinary sanction will be determined on the basis of facts found by the principal/designee, 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.

Individuals found to have engaged in bullying, cyber-bullying, or retaliation may be subject to a range of disciplinary consequences including, but not limited to, reprimand, detention, suspension, expulsion or other sanctions as determined by the principal/designee. Any such disciplinary sanctions shall be imposed in accordance with the due process requirements of applicable laws, regulations, and District policies.

3. Promoting Safety for the Target and Others

Upon determining that bullying or retaliation has occurred, the principal/designee shall, in conjunction with relevant school personnel, consider what services, adjustments and/ or interventions, if any, are needed in the school environment to enhance the target's sense of safety and that of any witnesses. Any such adjustments or interventions to be provided for the target shall be documented in writing in an Individual Safety Plan.

4. Monitoring of Interventions

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal/designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal/designee or designee will work with appropriate school staff to implement them immediately.

5. Counseling and Other Services

Students who have been found to have engaged in or to have been subject to bullying and their families may be referred for and provided with linguistically and culturally appropriate counseling and other services by the principal/designee. Where appropriate and consistent with applicable laws, regulations, and policies, students found to have engaged in, or to have been the victim of, bullying and their families shall also be referred to outside agencies and/or services providers for appropriate services. It shall be the responsibility of the building principal, through consultation with staff, community service organizations, and District administration to identify resources and services available to such students and their families within the District and in their local communities.

1. Annual staff training on the Plan.

Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal/designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school- based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

2. Ongoing professional development

The goal of professional development is to establish a common understanding of all of the elements of the district's Anti-Bullying Program necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:

- Developmentally (or age) appropriate strategies to prevent bullying;
- Developmentally (or age) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyber-bullying; and
- Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- recognizing that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics; and
- maintaining a safe and caring classroom for all students.

District-Wide Bullying Prevention Curriculum

The Peabody Public Schools shall implement age and grade appropriate anti-bullying curricula in each grade, inclusive of grades K-12. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students encouraged in acts of bullying or retaliation; including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

Collaboration with Families

1. Parent Education and Resources.

The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.

Each year the school or district will inform parents or guardians of enrolled students about the anti- bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

Publication of Policies, Procedures and Information on Bullying

All student handbooks will now refer to, and include age appropriate summaries of, the Peabody Public Schools' Bullying Prevention and Intervention Plan and policy on bullying. In addition to the information provided in each student handbook, copies of the District Plan will be available on the District's website, each school's website, in each school's main administrative office, Guidance Office, Nurse's Office, and in other locations determined to be appropriate by the school administration.

The District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

Implementation of Plan

It shall be the responsibility of the building principal/designee to implement and adhere to the District's Bullying Prevention and Intervention Plan within his/her school. In addition to ensuring compliance with the procedures set forth in the Peabody Public Schools' Bullying Prevention and Intervention Plan with the school building, the principal/designee shall be responsible for developing a building-based process for recording and tracking incident reports, and for accessing information related to targets and aggressors. The appropriate documentation will be placed in the student's cumulative folder.

Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, homelessness, disability or sexual orientation. 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,37H½, 37H3/4other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior. Incident Reporting Form on next page.

_____Incident Reporting Form

Name of School

Name of Target (of behavior)	

Name(s) of Aggressor (person who engaged in behavior)	

Describe the details of the incident (including names of people involved, what occurred, and what each person did and said—use actual words if possible).

Date of incident		Time of incident	

Location of incident	

Witnesses (people who saw the incident or have information about it):

Has this happened before? Yes ☐ No ☐
If yes, describe:

Do you have immediate safety concerns? Yes ☐ No ☐

Signature:	Date:

Choose whether you are a:

Student ☐ Parent ☐ Staff Member ☐ Administrator ☐ Other ☐

Appendix M

VANDALISM

The Peabody School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

Every citizen of the city, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under the control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to him/her and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges.

Parents and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

Appendix N

File: JH

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the

date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC/LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20

Appendix O

File: JII

STUDENT COMPLAINTS AND GRIEVANCES

The School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well-conceived, and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community.

The traditional "open door" policy in the public school system will be continued within the limitations imposed by law and school policies. Students--and their parents and/or guardians--who believe that a student has received unfair treatment may bring forward their grievance. Appeals of individual disciplinary cases will be required to follow the district's policy on student discipline. There is no opportunity to appeal disciplinary decisions to the school committee. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, procedures will begin with the authority imposing the penalty (for example, Principal or teacher) and may ultimately be referred to the Superintendent and on to the School Committee if a policy needs to be approved or changed.

Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner.

SOURCE: MASC/CROSS REF: JIC Student Discipline

Appendix P

File: JK

STUDENT CONDUCT

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law or in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC LEGAL REF.: M.G.L. 71:37H; 71:37H1/2; 71:37H3/4; 71:37L; 76:16; 76:17; 603 CMR 53.00

PARENT/STUDENT SIGN OFF SHEETS

Peabody Public Schools

27 Lowell Street Peabody, Massachusetts 01960
Telephone: 978-531-1600
Fax: 978-536-6590

RELEASE OF STUDENT RECORDS

In accordance with the Massachusetts Department of Education, Student Record Regulations (603 CMR 23.00-23 12 dated 6/8/90), please include as soon as possible all academic records, achievement test scores, MCAS scores, Special Education records, attendance, health records, behavior and related information that may be helpful for the proper educational placement of this student. Massachusetts' law requires that a transfer form must accompany these records.

Name of Student:_____ Grade _____
(Last) (First) (Full Middle Name)

SASID #: _____

Current School:__ Name of School

_____
Street Address

_____
City State Zip Code Country

_____ _____
Telephone # Fax#

New School: _____
Name of School

_____
Street Address

_____
City State Zip Code Country

_____ _____
Telephone # Fax #

_____ _____
Parent /Legal Guardian Signature Date

Access to Records by *Authorized* School Personnel. Parents, and Eligible Students. Student records can be accessed by authorized school personnel, parents, eligible students, and clerical personnel for clerical purposes. (23.02) Effective November 1998, Massachusetts law has changed and now requires that non-custodial parents provide written verification in the form of a probate court order or judgment relative to custody of the child, specifying, in detail, that they have not been denied custody based on a threat to the safety of the child or the custodial parent.

FOR INDIVIDUAL SCHOOL USE ONLY

_____
Date of Authorization

_____
Date Records Mailed

_____
By

Records Included:
_____ Academic Records
_____ Achievement Test Scores
_____ *MCAS* Scores
_____ Special Education Records
_____ Attendance Records
_____ Health Records
_____ Behavior Records

RELEASE OF STUDENT DIRECTORY INFORMATION

I request that my child's Student Directory Information **NOT** be released to:

_____ Government Military Recruiters

_____ College Recruiters Other

_____ 3rd parties

_____

Student's Name (please print)

_____

Parent/Guardian Signature Date

Student Driver Permission Form

PEABODY Veterans Memorial High School

Peabody Public Schools admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, religion, national origin, sexual orientation or disability.

STUDENT DATA

Student's Name: Last: _____ First: _____ Middle: _____ Mr. ☐ Ms. ☐

Home Address: Street and Number: _____

City/Town: _____ State: _____ Zip Code: _____

Technical Program: _____ Email: _____

Home Phone # _____ Cell #: _____

Description of the Internship Program:

Do you have transportation to/from the Internship? ☐ Yes ☐ No

Do you have a driver's license? ☐ Yes ☐ No License Number: _____

Do you agree to follow all the rules and regulations for participation in this program as outlined in the student handbook? ☐ Yes ☐ No

PARENT/GUARDIAN INFORMATION

Parent/Guardian's Name: Last: _____ First: _____

Home Address: Street and Number: _____

City/Town: _____ State: _____ Zip Code: _____

Home Phone Number: _____ Work Phone Number: _____

Home Email: _____ Work Email: _____

SIGNATURES

1 The statements and information furnished by us in this application are true and complete.

2 We give permission for the student named in this application to participate in cooperative education.

3 We give permission for representatives of the school to release academic and technical records including Competency Attainment Lists, and grades, past and present, as well as any other pertinent information that may be required by potential cooperating employers for the purpose of evaluation.

4 We understand that if at any time, in the opinion of the cooperative education coordinator, the student is not meeting the requirements of this program with regards to grades, attendance, attitude and/or performance his/her placement will be terminated.

5. If the student driver is allowed by law to transport passengers, said passengers must also file signed parental authorization for such transportation arrangements and place this on record with the Peabody Public Schools.

Our signatures certify that we have read and agree with the above statements.

Signature of Student	*Date*	*Signature of Parent/Guardian*	*Date*

TECHNICAL LEAD TEACHER/DEPARTMENT HEAD

Has this student completed two years of instruction in this Career Technical Education Program?	☐ Yes	☐ No
Has this student satisfactorily completed all appropriate safety instruction in this vocational technical program?	☐ Yes	☐ No
Has this student attained a sufficient level of achievement in the school-based CTE Program in preparation for transition into a work-based learning environment at this time?	☐ Yes	☐ No
Do you recommend this student for this internship placement?	☐ Yes	☐ No

Please indicate the total number of shop hours that this student has completed in this program to date. _____

Additional comments and/or information: _____

Signature of PVMHS Principal Date	**Signature of CTE Director**	**Date**

TEACHER'S RECOMMENDATIONS

This student has met the initial eligibility requirements, as outlined in the student handbook, and is applying to participate in the cooperative education and needs your recommendation in order to do so. If you feel that this student has demonstrated the necessary skills to be successful in the workforce and you would like to recommend him/her for placement at this time, check yes. Please note that if it becomes necessary to withdraw your recommendation during the school year, simply notify the Worksite Liaison/Cooperative Education Coordinator in writing.

SUBJECT	SIGNATURE	RECOMMENDATION
Shop		☐ Yes ☐ No
Related Instruction		☐ Yes ☐ No
English Language Arts		☐ Yes ☐ No
Mathematics		☐ Yes ☐ No
Science		☐ Yes ☐ No
Social Studies		☐ Yes ☐ No

ADMINISTRATOR'S RECOMMENDATIONS

Guidance Counselor		☐ Yes ☐ No
Director		☐ Yes ☐ No
Cooperative Education Coordinator		☐ Yes ☐ No
Dean		☐ Yes ☐ No

Approved by the Peabody School Committee
November 26, 2019

THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF PUBLIC SAFETY AND SECURITY
Department of Criminal Justice Information Services 200
Arlington Street, Suite 2200, Chelsea, MA 02150
TEL: 617-660-4640 | TTY: 617-660-4606 | FAX: 617-660-5973
MASS.GOV/CJIS

This form is not to be faxed. Please return form to organization .

Criminal Offender Record Information (CORI) Acknowledgement Form

To be used by organizations conducting CORI checks for employment or licensing purposes.

PEABODY PUBLIC SCHOOLS is registered under the
(Organization)
provisions of M.G.L. c.6, § 172 to receive CORI for the purpose of screening current and otherwise qualified prospective employees, subcontractors, volunteers, license applicants, or current licensees.

As a prospective or current employee, subcontractor, volunteer, license applicant or current licensee, I understand that a CORI check will be submitted for my personal information to the DCJIS. I hereby acknowledge and provide permission to PEABODY PUBLIC SCHOOLS
(Organization)
to submit a CORI check for my information to the DCJIS. This authorization is valid for one year from the date of my signature. I may withdraw this authorization at any time by providing PEABODY PUBLIC SCHOOLS
(Organization)

with written notice of my intent to withdraw consent to a CORI check.

I also understand, that PEABODY PUBLIC SCHOOLS may conduct
(Organization)
subsequent CORI checks within one year of the date this Form was signed by me.

By signing below, I provide my consent to a CORI check and affirm that the information provided on Page 2 of this Acknowledgement Form is true and accurate.

_____ _____
Signature of CORI Subject *Date*

THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF PUBLIC SAFETY AND SECURITY
Department of Criminal Justice Information Services
200 Arlington Street, Suite 2200, Chelsea, MA 02150
TEL: 617-660-4640 | TTY: 617-660-4606 | FAX: 617-660-5973
MASS.GOV/CJIS

SUBJECT INFORMATION

Please complete this section using the information of the person whose CORI you are requesting.
The fields marked with an asterisk (*) are required fields.

* First Name: _____ Middle Initial: _____

* Last Name: _____ Suffix (Jr., Sr., etc.): _____

Former Last Name 1: _____

Former Last Name 2: _____

Former Last Name 3: _____

Former Last Name 4: _____

* Date of Birth (MM/DD/YYYY): _____ Place of Birth: _____

* Last **SIX** digits of Social Security Number: ___ ___ -- ___ ___ ___ ___ ☐ No Social Security Number

Sex: _____ Height: _____ ft. _____ in. Eye Color: _____ Race: _____

Driver's License or ID Number: _____ State of Issue: _____

Father's Full Name: _____

Mother's Full Name: _____

Current Address

* Street Address: _____

Apt. # or Suite: _____ *City: _____ *State: _____ *Zip: _____

SUBJECT VERIFICATION

The above information was verified by reviewing the following form(s) of government-issued identification:

_____

_____

_____

Verified by:

_____

Print Name of Verifying Employee

_____ _____

Signature of Verifying Employee *Date*