

Danvers High School

2022 - 2023

Manual del estudiante



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ESCUELAS PÚBLICAS DE DANVERS DECLARACIÓN DE LA MISIÓN

Las Escuelas Públicas de Danvers son una comunidad dinámica de estudiantes independientes dedicados al respeto, la responsabilidad, la creatividad y la búsqueda de la excelencia académica y personal

DECLARACIÓN DE LA VISIÓN DE LA ESCUELA SECUNDARIA DANVERS

Las Escuelas Públicas de Danvers son una comunidad inclusiva de estudiantes que respeta las diferencias, donde todos los estudiantes son valorados por sus fortalezas y talentos únicos, y los desafíos se abordan de manera cuidadosa y eficaz. Es evidente un ambiente acogedor para los estudiantes y las familias y se valora y celebra la diversidad. El espacio de instrucción actualizado que incorpora la tecnología actual mejora la participación y el aprendizaje de los estudiantes en todas las escuelas

. Las escuelas son entornos de aprendizaje dinámicos donde la instrucción basada en la investigación es facilitada por educadores talentosos y comprometidos que establecen altas expectativas y son expertos en contenido y pedagogía. educadores trabajan en colaboración para implementar currículos y evaluaciones rigurosos y bien alineados; diversas estrategias de enseñanza y aprendizaje, y tecnologías actuales para lograr objetivos y abordar desafíos para el aprendizaje de los estudiantes. Los datos se utilizan constantemente para tomar decisiones de instrucción y crear condiciones de aprendizaje óptimas. educadores reciben un apoyo constructivo a través de un sistema de evaluación y supervisión bien implementado, oportunidades significativas de desarrollo profesional y liderazgo escolar y distrital comprometido.

El liderazgo es cohesivo y consistente en todo el distrito escolar, promoviendo los valores fundamentales de cuidado, calidad, compromiso y colaboración en todos los aspectos de la comunidad escolar. La organizativa del distrito facilita el logro de las metas. Los sistemas y estrategias de comunicación se utilizan hábilmente para establecer la confianza y cultivar la comprensión de los padres y la comunidad de las metas y prácticas del distrito. Los líderes del distrito y los miembros de la comunidad continúan aumentando el acceso a fuentes alternativas de financiamiento para el sistema escolar.

Todos los estudiantes están completamente comprometidos e involucrados en su aprendizaje. Demuestran responsabilidad personal y están logrando su máxima capacidad. Son comunicadores hábiles y solucionadores de problemas que participan en la investigación colaborativa, hacen un uso efectivo de la tecnología y aplican su aprendizaje a situaciones de la vida real. Los graduados de Danvers High School dejan el sistema escolar sintiéndose confiados y bien preparados para continuar su aprendizaje en la amplia gama de opciones universitarias y profesionales disponibles para ellos. Continúan hasta convertirse en ciudadanos productivos, responsables y solidarios de la comunidad global y logran su definición de éxito.

DE LAS ESCUELAS PÚBLICAS DE

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Pamela Ames	Trans/Oper. Gerente	X 2219	transportation@danvers.org
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PERSONAL DEL DHS: consulte nuestro sitio web para obtener un directorio de personal actualizado:

<https://danverspublicschools.org/dhs/staff-directory/>

EQUIPO DE LIDERAZGO

***NOTA: LLAME A LA OFICINA PRINCIPAL AL 978-777-8925 Y UTILICE LAS SIGUIENTES EXTENSIONES**

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INFORMACIÓN ACADÉMICA

ESTUDIOS

La siguiente es una breve descripción de los requisitos de los cursos en Danvers High School. Un **programa de estudios** se publica anualmente y brinda descripciones más detalladas de los cursos que se ofrecen en la Escuela Secundaria Danvers. Para satisfacer las diversas necesidades del alumnado, el plan de estudios se presenta en dos (2) niveles.

INGLÉS

Los estudiantes deben tomar cuatro (4) años de inglés ofrecidos en un plan de estudios tradicional.

ESTUDIOS SOCIALES

Los estudiantes deben tomar cuatro (4) años de Estudios Sociales.

MATEMÁTICAS

Se ofrece un programa secuencial en matemáticas con una materia optativa de último año para un curso avanzado de cálculo. Los estudiantes deben tomar cuatro (4) años de matemáticas.

IDIOMA MUNDIAL

El Departamento de Idiomas Mundiales ofrece programas en francés y español. Los estudiantes deben tomar dos (2) años de idioma mundial.

CIENCIAS

Se ofrece un programa secuencial de cuatro años en ciencias con asignaturas optativas de último año para cursos avanzados en biología y química. Los estudiantes deben tomar cuatro (4) años de ciencia.

ARTES UNIFICADAS

Se encuentra disponible un programa secuencial de cuatro (4) años que se ofrece en arte, así como amplias ofertas en música y actuación.

EDUCACIÓN FÍSICA Y SALUD

Se requieren cursos de salud en los grados 9 y 10. La Educación Física es obligatoria cada año. El programa de educación física es selectivo y cubre el rango desde la aptitud física hasta los deportes recreativos de por vida.

EDUCACIÓN

educación profesional ofrece una amplia variedad de asignaturas optativas que están disponibles para los estudiantes interesados en explorar habilidades alternativas, habilidades para la vida, habilidades relacionadas con metas profesionales, habilidades pretécnicas y habilidades prevocacionales. Las artes industriales, la ingeniería, el dibujo arquitectónico y la educación empresarial se incluyen en esta área de estudio.

CRÉDITO 4 VIDA (C4L)

La Escuela Secundaria Danvers está comprometida con el desarrollo de las habilidades financieras de los estudiantes. Para cumplir con este compromiso, las personas mayores participarán en Credit for Life, un programa desarrollado por First Ipswich Bank en respuesta a

la creciente necesidad de que los jóvenes se den cuenta de los beneficios de la educación financiera.

CALIFICACIONES

Las calificaciones con letras se usan para informar el progreso académico y el GPA de un estudiante, mientras que las calificaciones numéricas reales se usan para finalizar el rango en la clase. La siguiente tabla se usa para informar el progreso académico y el promedio de calificaciones de un estudiante:

numérica Calificación	letras Califica ción	GPA
97 - 100	A+	4.0
93 - 96	A	3.84
90 - 92	A-	3.67
87 - 89	B+	3.33
83 - 86	B	3.0
80 - 82	B-	2.67
77 - 79	C+	2.33
73 - 76	C	2.0
70 - 72	C-	1.67
67 - 69	D+	1.33
65 - 66	D	1.0
0 -64	F	1

Debido a que los procedimientos de calificación pueden variar de un departamento a otro y de un maestro a otro, a El estudiante debe prestar especial atención a los estándares de calificación explicados por cada maestro. Aunque los estudiantes son calificados principalmente sobre la base de los logros, otros factores como la actitud, la participación, la finalización de las tareas y la voluntad de cooperar y asumir responsabilidades serán parte de la evaluación que mide el crecimiento del estudiante. Excepto en circunstancias de ausencias legítimas a largo plazo o en los casos en que hacerlo pueda entrar en conflicto con la filosofía de la educación basada en resultados, se debe recuperar una calificación de Incompleto (I) dentro de un período de dos (2) semanas. Para obtener más información, consulte los informes de progreso, las boletas de calificaciones, los exámenes, los sistemas de ponderación y el cuadro de honor. Los estudiantes extranjeros de intercambio recibirán una calificación de aprobado/reprobado en todos los cursos. Si un estudiante de intercambio desea una calificación con letra, debe cumplir con todos los requisitos del curso.

SISTEMA DE PONDERACIÓN

Se alienta a los estudiantes a tomar cursos que sean apropiados para sus habilidades. Para que el rango en la clase refleje el esfuerzo de trabajo que los estudiantes ponen en sus estudios, se aplican los siguientes "pesos" a las calificaciones obtenidas para fines de rango en la clase.

El sistema de ponderación se aplica de la siguiente manera:

- Diez por ciento (10%) de la calificación obtenida en cursos AP
- El cinco por ciento (5 %) de la calificación obtenida en los cursos de honores Los puntos de calidad se aplican únicamente a las calificaciones C- a A+ (70-100).

CUADRO DE HONOR Máximos

honores: todos los A (o todos los 90 y superiores)

Altos honores: todos los A y B (o todos los 80, 90 y superiores)

Honores: A, B y una (1) C (o una (1) 70 y superiores)

RANGO EN LA CLASE

La Escuela Secundaria Danvers informa el rango de los tres mejores estudiantes. El rango de todos los demás estudiantes se informa en deciles (en otras palabras, 10%, 20%, 30%, etc.). Todos los cursos, excepto educación física y aprobar/reprobar, se utilizan para determinar el rango de clase.

BOLETINES DE CALIFICACIONES

Las calificaciones se emitirán trimestralmente y estarán disponibles en Powerschool para que las familias y los estudiantes las revisen. Si necesita una copia impresa de una transcripción, comuníquese con nuestra oficina de orientación.

PROGRAMA DE EXÁMENES Y PRUEBAS

Todos los cursos tendrán formas de evaluación parciales y finales. Los exámenes tienen una duración de noventa (90) minutos y se administrarán al final del primer semestre y durante los últimos cuatro (4) días escolares de junio. Los exámenes contarán el diez por ciento (10%) del promedio de cada semestre respectivamente. El contenido del examen cubrirá todo el semestre. Los estudiantes de último año tienen la opción de contratar maestros individuales para diseñar proyectos en lugar de exámenes finales. Los estudiantes de último año también tienen la oportunidad de optar por no tomar un examen final en cualquier clase donde se logre un promedio acumulativo general del noventa por ciento (90%). Los exámenes finales de último año se dan durante los períodos regulares de clase al final del año escolar. Los estudiantes que están legítimamente excusados de un examen deben ver a su maestro de clase para recuperarse. Los estudiantes que tienen ausencias injustificadas no pueden recuperar su examen. Los estudiantes tienen la oportunidad de participar en una variedad de opciones de pruebas estandarizadas. Danvers High School ofrece:

Los PSAT, SAT y Advanced Placement (AP). Los horarios de estas pruebas se encuentran en el calendario escolar anual. También se puede encontrar información más específica en la oficina de orientación y en línea en www.collegeboard.org. Los estudiantes que siguen cursos de colocación avanzada deben tomar el examen AP para obtener crédito AP. Los estudiantes deben pagar una tarifa por cada examen. Los exámenes AP se administran durante las primeras dos (2) semanas de mayo.

El Departamento de Educación de Massachusetts ha desarrollado el Sistema de Evaluación Integral de Massachusetts (MCAS) basado en los marcos del plan de estudios. El cronograma para el año escolar es el siguiente:

noviembre	otoño
Febrero	biología
Marzo	Reevaluaciones de primavera
Marzo	Artes del lenguaje inglés
Mayo	Matemáticas
Junio	Ciencia y tecnología

TAREA

La administración y el cuerpo docente de Danvers High School creen que la tarea es una parte integral del programa de instrucción y proceso de aprendizaje, que permite a los estudiantes dar seguimiento a su compromiso personal con el trabajo académico. La tarea es fundamental para el aprendizaje y desarrollo del individuo y para su preparación para la educación superior y/u oportunidades vocacionales.

Se asignan tareas para reforzar y aumentar las lecciones enseñadas en clase y para proporcionar ejercicios en el desarrollo de la responsabilidad y de buenos hábitos de trabajo y estudio. Estas asignaciones están destinadas a mejorar el conocimiento del estudiante en las diversas áreas temáticas.

Aunque los marcos de tiempo sugeridos son útiles para implementar la política de tareas, la asignación efectiva de tareas es igualmente, si no más, una cuestión de calidad. También se da el caso de que las asignaciones pueden variar de un día a otro. La facultad de Danvers High School está de acuerdo en que nunca hay un momento en que los estudiantes se queden sin tarea. Los estudiantes pueden revisar, ver una vista previa o mejorar su tarea actual.

TRABAJO DE RECUPERACIÓN

Los estudiantes pueden recuperar el trabajo perdido. Al regresar a la escuela, los estudiantes deben hacer arreglos para recuperar dicho trabajo directamente con el maestro para determinar la cantidad máxima de días permitidos para entregar el trabajo de recuperación.

En el caso de que un maestro de salón considere adecuado asignar una calificación de Incompleto (I) al final de un trimestre, el estudiante tendrá dos (2) semanas para entregar todo el trabajo adeudado. Al final de las dos semanas, el maestro enviará una calificación numérica al registrador de datos del estudiante con el fin de actualizar las boletas de calificaciones.

PROMOCIÓN/RETENCIÓN

Se recomienda encarecidamente que los estudiantes repitan los cursos reprobados en la escuela de verano. De lo contrario, los estudiantes deben repetir sus cursos reprobados el siguiente año escolar. Los estudiantes que no acumulen los créditos necesarios pondrán en riesgo su graduación a tiempo.

ESCUELA DE VERANO

La escuela de verano se ofrece a través de APEX (cursos en línea) o asistiendo a un programa de escuela de verano en otra escuela secundaria. El acceso a la escuela de verano para obtener créditos debe ser aprobado por el equipo administrativo del DHS. El propósito del verano es:

1. Proporcionar un medio para que los estudiantes que han reprobado cursos durante el año escolar establezcan crédito para el mismo curso a través del estudio de verano
2. Proporcionar instrucción de recuperación para los estudiantes que exhiben una deficiencia marcada en áreas académicas identificadas

Criterios para acceder a los programas de escuela de verano :

1. Se debe haber recibido una calificación de F durante el año escolar regular en el curso para el cual se establecerá el crédito.

Criterios para recibir crédito por el trabajo del programa de la escuela de verano:

1. Si asiste a los programas de otro distrito escolar, se deben cumplir todos los criterios de dicho programa.
2. Finalización de todas las tareas y evaluaciones requeridas por los programas APEX.
3. Calificaciones de 70 o más para cualquier curso de verano. La calificación se enviará al equipo administrativo de DHS para su aprobación final.

GRADUACIÓN

Los ejercicios de graduación se realizan generalmente un sábado de junio a las 10:00 am. Consulte el calendario para conocer la fecha real. Los miembros de la facultad están invitados a asistir. Ningún estudiante asistirá o participará en la graduación hasta que se completen todos los requisitos.

Marshalls: Los estudiantes de tercer año que son elegidos para servir como mariscales para la graduación perderán tiempo de clase durante los ensayos de graduación. Se espera que recuperen todo el trabajo perdido y que tomen los exámenes finales según lo programado al final del año académico. Los mariscales son los diez (10) mejores juniors al final del primer semestre de su tercer año.

Valedictorian, salutatorian y ensayista son los tres (3) mejores estudiantes de la clase senior al final del primer semestre del último año.

REQUISITOS DE GRADUACIÓN

ASIGNATURA	CRÉDITOS POR	Todos los estudiantes deben tener un programa completo (a menos que existan circunstancias especiales) con entre 32.5 y 35 créditos. Los estudiantes deberían haber obtenido 35 créditos al final del grado 9, 70 créditos al final del grado 10 y 105 créditos al final del grado 11. Los estudiantes del último año deben obtener no menos de 25 créditos durante su último año para calificar para la graduación.
Inglés	20	
Estudios sociales	20	
Ciencias	20	
Matemáticas	20	
Idioma mundial	10	
Bellas artes*	2.5	
Alfabetización informática	2.5	
Tecnología	2.5	
Salud	5	
Educación física**	10	
Electivas	12.5	
TOTAL:	125	

PROMOCIÓN DE 2023 Y MÁS ALLÁ REQUISITOS DE GRADUACIÓN:

MATERIAS	CRÉDITOS
Inglés	20
Estudios sociales	20
Ciencias	20
Matemáticas	20
Idioma mundial	10
Bellas artes*	5
Tecnología e ingeniería (incluye ciencias informáticas)	5
Salud	5
Educación física**	5
Optativas/Especialidades	15
TOTAL:	125

*Los cursos se pueden seleccionar de todos los cursos de arte y música.

*** Los estudiantes pueden solicitar participar en el programa alternativo de educación física en los grados 11 y 12 (ver la sección de educación física para más detalles).*

REQUISITO DE SERVICIO COMUNITARIO

Danvers High School valora el aprendizaje que se extiende más allá del salón de clases. Al invertir en el servicio comunitario, los estudiantes amplían el entorno de aprendizaje, mejoran el crecimiento personal y contribuyen a su comunidad. Se requiere que los estudiantes realicen 40 horas de comunidad o 10 horas por año durante su tiempo en DHS. La finalización del servicio comunitario es un requisito de graduación.

SERVICIOS DE ORIENTACIÓN

A lo largo de los años, los servicios proporcionados por el Departamento de Orientación de la Escuela Secundaria Danvers se han ampliado para satisfacer las necesidades siempre cambiantes de nuestro alumnado. A cada estudiante se le asigna un consejero vocacional que está disponible para ayudar tanto con asuntos relacionados con la escuela como con asuntos personales. Si surge una crisis, los estudiantes deben sentirse libres de ver a su consejero vocacional según sea necesario. Sin embargo, en otras situaciones, se recomienda que los estudiantes hagan citas para ver a su consejero de orientación con la secretaria del departamento de orientación. Los servicios disponibles incluyen seminarios de ayuda financiera, colocación postsecundaria, información ocupacional, planificación de selección de cursos, consultas con padres y maestros, enlace para referencias a agencias externas, asesoramiento individual, coordinación de servicios escolares para estudiantes y padres, sesiones de orientación de desarrollo, asesoramiento de trabajo social, difusión de información sobre becas y coordinación e implementación de las pruebas ASVAB, PSAT y SAT. Las siguientes preguntas y respuestas definen más específicamente las políticas y los procedimientos del departamento de orientación:

¿Cómo puede un padre programar una reunión con el maestro/consejero de su hijo? Las conferencias de maestros se llevan a cabo en diciembre y marzo de cada año. Se pueden organizar conferencias adicionales comunicándose con los maestros a través de su correo de voz o cuentas de correo electrónico. En caso de que sea necesario que los padres se reúnan con todos los maestros de sus hijos a la vez, los padres deben comunicarse con el departamento de orientación y el departamento de orientación coordinará la reunión.

solicitotarea cuando estoy ausente? Cuando un estudiante anticipa estar ausente por dos (2) o más días consecutivos, los padres pueden solicitar tareas a través de la oficina de orientación. Las solicitudes deben hacerse a la secretaria de orientación a las 8:30 am. Esto asegurará suficiente tiempo para contactar a todos los maestros. Las asignaciones y los materiales relevantes se pueden recoger en el escritorio de la secretaria de orientación después de las 2:40 p. m. del día siguiente. Tenga en cuenta que es necesario un tiempo de respuesta de veinticuatro (24) horas para que los maestros tengan tiempo suficiente para reunir los materiales. Los estudiantes que estén ausentes por solo un (1) día deben comunicarse con un compañero de clase para sus tareas.

¿Cómo obtengo informes de progreso semanales de mis maestros? Los estudiantes pueden recoger un formulario de informe de progreso semanal en la oficina de orientación el viernes y distribuirlo a sus maestros a medida que van a cada clase. Los estudiantes son responsables de traerlo a casa al final del día. Previa solicitud, los padres pueden obtener un suministro de informes en blanco y dárselos a su hijo o hija los viernes, según lo consideren apropiado

VISITAS UNIVERSITARIAS Los

consejeros de orientación tienen formularios de solicitud de visita a la universidad disponibles en la oficina de orientación. Todos los estudiantes deben completar un formulario de solicitud de aprobación previa antes de visitar una universidad.

BECAS

La Escuela Secundaria Danvers se enorgullece del hecho de que nuestra comunidad otorga una cantidad sustancial de becas a sus estudiantes de último año que se gradúan. Los folletos de becas y las solicitudes están disponibles para las personas mayores en la oficina de orientación o a través del sitio web durante la mitad del invierno. Las becas se otorgan en un evento durante la semana del último año.

PROCESO DE SELECCIÓN DE CURSOS PARA LOS GRADOS 9, 10 Y 11

Enero El	<ul style="list-style-type: none">● <u>programa de estudios actualizado</u> estará disponible para su revisión en nuestro sitio web.● Los estudiantes deben revisar el Programa <u>de Estudios</u> con los padres.
Principios de febrero	<ul style="list-style-type: none">● Los estudiantes recibirán hojas de selección de cursos en un salón especial.<ul style="list-style-type: none">○ Durante el día, los maestros harán recomendaciones de cursos para el próximo año.○ Los estudiantes regresarán al salón principal al final del día para presentar las hojas de selección de cursos que se devolverán a la orientación.● Los consejeros de orientación se reunirán con cada grado.● Los consejeros de orientación revisarán las opciones de los estudiantes y finalizarán las selecciones de cursos.● Todos los formularios de exención de educación física y los formularios de ayudantía estudiantil deben presentarse durante este tiempo.
Mediados de febrero	<ul style="list-style-type: none">● Los estudiantes ingresarán toda la información de selección de cursos.
Primavera	<ul style="list-style-type: none">● Se desarrollará el horario maestro.
Principios	<ul style="list-style-type: none">● de mayo Se generará un cronograma interno para orientación.
Junio	<ul style="list-style-type: none">● Los consejeros de orientación tendrán horarios estudiantiles refinados.
Agosto	<ul style="list-style-type: none">● Los horarios de los estudiantes estarán disponibles para ver en Powerschool.
Septiembre	<ul style="list-style-type: none">● Las clases y la carga de maestros serán equilibradas.

CAMBIOS DE PROGRAMA/HORARIO

Los cambios en los horarios de los estudiantes solo pueden verse afectados si el horario maestro puede acomodar tales solicitudes. No se podrán realizar cambios después de la segunda (2ª) semana de cada semestre. Todos los cambios realizados después del primer ciclo completo requieren la firma del director.

POLÍTICA DE COLOCACIÓN DE ESTUDIANTES

El Sistema de Escuelas Públicas de Danvers reconoce y valora la singularidad de cada niño y su responsabilidad de asegurar el éxito de cada estudiante. Esta responsabilidad incluye la colocación del estudiante. Con base en las recomendaciones conjuntas de los maestros y consejeros de orientación, los estudiantes se ubican en niveles curriculares y optativos. Se debe mantener la integridad de las recomendaciones de la escuela y el rigor del desafío curricular. La escuela no considerará solicitudes de maestros o niveles específicos. Sin embargo, si las necesidades de aprendizaje de un niño requieren una explicación o aclaración, se puede enviar una carta del padre/tutor discutiendo tales necesidades al Comité de Exención. Se proporcionará una respuesta de la escuela a los padres de manera oportuna y razonable. Si los padres o tutores no están de acuerdo con las recomendaciones del maestro y la razón ofrecida para la colocación de su hijo, pueden preparar una solicitud por escrito en la que deben presentar su razón y evidencia para la reconsideración.

Algunos criterios para la colocación pueden incluir:

- Manejo personal y social del estudiante
- Estilos y necesidades de aprendizaje de los estudiantes.
- Estilo de enseñanza del profesor
- Problemas no académicos de los estudiantes (salud, sociales, de comportamiento)
- Diversidad en el aula (académica, cultural, de género)
- Tamaño de la clase
- de planes postsecundarios para estudiantes

serán revisadas por el Comité de Exención. El Comité de Exención está compuesto por el/los maestro(s) del área de contenido del curso(s) en cuestión, el consejero del estudiante y el director de la escuela secundaria.

ASISTENCIA

La asistencia diaria de un estudiante a la escuela es un mandato de las Leyes Generales de Massachusetts (Capítulo 76, Sección 1). El proceso de educación requiere continuidad de instrucción, participación en el salón de clases, experiencias de aprendizaje y estudio para alcanzar la meta de máximos beneficios educativos para el estudiante. La política de asistencia de la Escuela Secundaria Danvers enfatiza que los estudiantes participen activamente en el proceso de aprendizaje.

La intención de la política de asistencia en la Escuela Secundaria Danvers es maximizar el tiempo que los estudiantes están en clase. Nuestro objetivo es maximizar nuestra asistencia general y también minimizar la cantidad de estudiantes que se ausentan crónicamente de la escuela. El término "ausentismo crónico" es definido por el Departamento de Educación Primaria y Secundaria de Massachusetts (MA DESE) como faltar el 10% o más del año escolar, o 18 días escolares durante un año escolar de 180 días.

La documentación de todas las ausencias justificadas debe llevarse a la escuela dentro de los dos días posteriores al regreso a la escuela. Si la documentación no se trae a la escuela dentro de los dos días posteriores al regreso, las ausencias del estudiante se considerarán

injustificadas. Otros ejemplos de **ausencias injustificadas** incluyen cuidar a los hermanos, dormir demasiado, perder el autobús, problemas con el automóvil, notas de los padres y viajes o vacaciones familiares. Ejemplos de **ausencias justificadas** incluyen visitas a universidades aprobadas, excursiones patrocinadas por la escuela, enfermedad, duelo familiar/enfermedad, observación de días festivos religiosos y otras ausencias aprobadas previamente por la administración de la escuela.

Cuando un estudiante se ausenta durante 4 días (combinados con excusa y sin excusa) o más en un trimestre, habrá una reunión con el estudiante, el padre/tutor del estudiante, el maestro o la persona designada y el administrador, para determinar los próximos pasos y desarrollar una **Acción de asistencia. planificar**_ Los próximos pasos en el **Plan de Acción de Asistencia** pueden incluir, pero no se limitan a, escuela de verano, escuela de sábado y/o un horario de días y horarios obligatorios para quedarse después de la escuela para recuperar el trabajo con los maestros y/o administradores. El Plan de Acción de Asistencia incluirá la identificación de la(s) razón(es) de las ausencias, así como apoyo para el estudiante y/o la familia con el objetivo de mejorar la asistencia escolar.

No se permitirán más de dieciséis (16) ausencias en cada curso de un año completo (justificadas e injustificadas combinadas) durante el año; llegar a dieciséis ausencias (8 ausencias para un curso semestral) conducirá a la pérdida de crédito para todas las clases (AF - Reprobación por asistencia). Los estudiantes deberán cumplir con las condiciones establecidas en un **Plan de intervención de asistencia** para restaurar el crédito por las clases. Los estudiantes y/o los padres/tutores pueden solicitar una exención de la AF debido a circunstancias atenuantes. La renuncia se presentará al director de DHS, y la decisión la tomará el director o la persona designada, y se tendrán en cuenta los aportes y comentarios de al menos el estudiante, los padres/tutores, los maestros y la orientación. consejeros Las calificaciones del curso se restaurarán una vez que el estudiante complete con éxito el **Plan de intervención de asistencia.**

*Nota: Las ausencias que son justificadas por las siguientes razones no contarán para la implementación de un Plan de Acción de Asistencia o un Plan de Intervención de Asistencia:

- Ausencias documentadas por motivos médicos
- Duelo familiar
- Observación de días festivos religiosos

NOTIFICACIÓN A LOS PADRES DE LA AUSENCIA DEL ESTUDIANTE Los

padres/tutores deben llamar a la escuela la noche anterior o en la mañana de la ausencia o tardanza pendiente del estudiante. El correo de voz está disponible las veinticuatro (24) horas del día en el 978-777-8925 para este propósito. Presione 3 para la notificación de los padres.

AUSENCIA PROLONGADA

En el caso de una ausencia a largo plazo, el padre/tutor debe comunicarse con el consejero vocacional del estudiante al 978-777-8925 para hacer arreglos para que el consejero recopile el trabajo del estudiante de los maestros y para coordinar un horario para recogerlo. trabajar. En caso de que la ausencia a largo plazo parezca indefinida, el padre/tutor debe comunicarse con el consejero vocacional acerca de **los servicios de tutoría en el hogar**. Se requiere documentación médica para los servicios de tutoría a domicilio.

VACACIONES FAMILIARES DURANTE EL AÑO ESCOLAR

Se alienta a las familias a planificar las vacaciones en torno al calendario del año académico y se les desaconseja que tomen vacaciones fuera del tiempo de vacaciones. Tenga en cuenta que se espera la participación en actividades cocurriculares durante las vacaciones escolares. Si, debido a circunstancias atenuantes, resulta imposible planificar unas vacaciones durante las vacaciones escolares, los padres deben presentar una solicitud por escrito explicando la situación. Los padres deben saber que los estudiantes perderán tiempo de clase valioso que no se puede recuperar. Además, no se requerirá que los maestros vuelvan a enseñar el material perdido durante la ausencia del estudiante. Los estudiantes deben recuperar el trabajo dentro del plazo establecido en la Política de asistencia de DHS que se encuentra en este manual.

SALIDAS

Un estudiante debe traer una nota de su casa el día de la salida y entregársela a nuestro recepcionista en la recepción. La nota debe explicar el motivo del despido, la hora del despido, **un número de teléfono al que se llamará** en la mañana para verificar el despido y la firma de un padre/tutor. Si se despide a un estudiante para una cita, se debe presentar una nota de la oficina donde se vio al estudiante en la oficina principal al día siguiente para que la(s) ausencia(s) a la clase se registren como **justificadas** si corresponde.

TARDE A LA ESCUELA

Los estudiantes deben llegar a la escuela a tiempo para aprovechar al máximo las oportunidades educativas en la Escuela Secundaria Danvers. La intención de nuestra política de tardanzas es alentar a los estudiantes a llegar a la escuela a tiempo y también brindar oportunidades para practicar habilidades del mundo real en torno a la puntualidad y la preparación para las carreras en las que se embarcan más adelante en la vida.

La expectativa es que los estudiantes estén en clase ***listos para aprender*** a las **7:30 am**. Cualquier estudiante que llegue a la escuela después de las 7:30 am debe registrarse con el encargado de recepción.

Llegar tarde a la escuela se definirá en este manual como llegar a la escuela sin documentación médica o circunstancias atenuantes verificadas. Students may be tardy three (3) times per quarter without consequence. Upon the fourth (4th) and all subsequent “tardies,” a Saturday school detention will be assigned. Excessive tardiness may result in school suspension and/or loss of parking privileges.

Excessive incidents of arriving to school after the 7:30 start time may lead to court intervention and the filing of a Child Requesting Assistance (CRA) on behalf of the child.

COMPUTER AND INTERNET USE

CHROMEBOOKS

All DHS students will be issued a Chromebook. Families are required to purchase insurance, which covers theft, loss, spills and drops. Each student will also receive a charger. Students are expected to return the Chromebook, with the original charger, in full working order with no damage other than standard use upon leaving DHS. A case is highly recommended. Students are not allowed to place stickers or decals on the Chromebook. Students are not allowed to remove district placed or manufacturer placed decals from their Chromebooks. Removal will result in a \$10 replacement/repair fee. Any damage or mechanical problems should be reported to the DHS administration as soon as possible. The replacement cost of a Chromebook is \$275.00. The replacement cost of a charger is \$45.00. Students are expected to:

- Bring his or her Chromebook to school fully charged each day.
- Handle his or her Chromebook with care when transporting it To/from School.
- Adhere to all policies and expectations stated in the Responsible Usage Policy.

INTERNET POLICY

As more students gain access to Internet use in Danvers, it is essential that we have a policy in place that promotes the appropriate use of this technology.

Student use of the Internet is to be conducted under faculty supervision. However, faculty members are not expected to monitor student use at every moment. We expect students to become responsible users of the Internet.

The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Students are expected to follow the guidelines stated below, as well as those given orally by the staff, and to demonstrate ethical behavior that is of the highest order in using the Internet.

USER GUIDELINES:

- Student use of the Internet must be in support of education and research consistent with the objectives of the Danvers Public Schools.
- Students may not post or request personal information such as home addresses, telephone numbers, or the names and location of schools without teacher permission.
- Students are prohibited from making prejudicial, harassing, threatening, obscene, or hateful remarks and other antisocial behavior.
- Students are prohibited from using the Internet to access or process pornographic material, inappropriate text files, information that advocates illegal acts, or information that lacks any educational value.
- Students should immediately tell a teacher or other school employee about any material that they feel is not appropriate or that makes them feel uncomfortable.
- Students should be aware that no communications are guaranteed to be private. Internet use is monitored. Illegal activities may be reported to the authorities.
- Students should note that plagiarism is the taking of material created by others and presenting it as if it were one's own. It will not be acceptable to plagiarize material from the Internet.
- Students should note that all communications and information accessible via the Internet should be assumed to be private property.
- Students may not use the Internet in school for commercial purposes, product advertisement or political lobbying. Products or services may not be purchased or offered. The student and his/her parents/guardians will be responsible for any liabilities stemming from such unauthorized uses of the Internet.
- Students may not use the Internet for illegal purposes or for the support of illegal activities.
- Student use of the Internet must not serve to disrupt its use by other individuals or connecting networks.
- Student passwords are confidential. All passwords shall be protected by the user and not shared or displayed. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
- Students who violate district policy or administrative procedures will be subject to suspension or termination of system/network privileges and will be subject to appropriate disciplinary action and/or prosecution.

WEB SITE

<http://www.danverspublicschools.org/dhs>

ILLEGAL USE OF COMPUTERS

Copying certain commercial software is illegal. Any student found copying software on Danvers Public School computers will be referred to the principal for suspension. The student will also be subject to prosecution for possible copyright violations.

Any student who uses terminals to tamper with administrative school records stored in the computer will be suspended by the principal and referred to the Superintendent of Schools for appropriate action (which may include expulsion). The student will be withdrawn from any course using computers for which enrolled, and will lose the privilege of using the computer terminals in the Danvers Public Schools.

Unauthorized use will include, but is not limited to, the following:

1. Accessing an account or file other than the one assigned
2. Copying software (eg, programs, files) without the permission of the student's subject teacher
3. Accessing copyrighted software without permission of the student's subject teacher (eg, playing games)
4. Any activity that causes damage to the computer equipment, memory or files
5. Any activity that infringes upon the rights of others.

ELECTRONIC DEVICES

Students are not permitted to use any electronic device (including but not limited to: phones, tablets, computers, iPods and/or gaming devices) during instructional time, except with the consent of the teacher. Students are able to use phones or iPods during lunch or passing between classes. These items, if brought to school for use before or after the school day, must be stored out of sight at the teacher's request.

If a student is found using an electronic device outside the scope of the teacher's direction, the device will be confiscated by the teacher and returned to the student at the end of the period. Failure to hand over the device to the teacher will result in an administrative consequence. The administration, faculty, and staff are not responsible for any items lost, stolen, or damaged when confiscated.

The use of cameras or camera functions, or recording functions in classrooms is not allowed, except by specific permission of the instructor for an instruction purpose. Misuse, inappropriate or unauthorized use in any area of the school may result in the device(s) being confiscated by the teacher or administrator and in the loss of cell phone and/or electronic device privileges and/or other disciplinary action.

Students who use their phone or other recording device to record a fight are subject to disciplinary action including, but not limited to detention and/or suspension.

CODE OF CONDUCT AND BEHAVIORAL EXPECTATIONS

The climate of our school is a reflection of the attitude of its students and staff toward the school and toward each other. In order for optimal learning to occur, we need to insist upon an atmosphere of order, self-discipline, safety and mutual respect. We trust our students have the maturity and good judgment to regulate their own behavior. When these qualities need further development, we are ready to provide the necessary guidelines. Danvers High School belongs to all of us, and it will be what we want it to be.

Each teacher, within the policies set by the Danvers School Committee for the Danvers Public Schools, will establish behavior expectancies within his or her own classes. A teacher may detain a student whenever the student is not performing at that expectancy level. If there is a continuance of poor conduct displayed by the student, the teacher will request a parent conference.

ACADEMIC HONESTY POLICY

Students are expected to submit authentic work and to earn credit for assignments and courses on their own effort.

Cheating is defined as “acting in a way that is dishonest, or making someone believe something that is not true in order to get something for yourself.”

(<http://dictionary.cambridge.org/us/dictionary/american-english/cheat> accessed on 3/9/15).

Examples of cheating may include but are not limited to the following (please refer to individual teacher's course syllabus for specific expectations regarding cheating):

- Using notes (ie Cliff's Notes, Sparknotes, etc.), cheat sheets or electronic devices without permission during assessments or assignments
- Working on assignments with other students without the expressed permission of the teacher
- Revealing test items or other information to students who may be taking the same assessment at any point in the future

Plagiarism is defined as taking another person's idea or work and claiming or using it as one's own. Examples of plagiarism may include but are not limited to the following (please refer to individual teacher's course syllabus for specific expectations regarding plagiarism):

- Use of direct quotes or information without citing the author
- Copying of text from a book, article, Internet resource or another student's work
- Use of a translator in a World Language class

A student found to be cheating or plagiarizing in any given course will be held to the following standards:

1st Offense	<ul style="list-style-type: none"> ● Teacher reports infraction to the administration. ● Student may receive a zero on the assignment. ● Student may redo the assignment for credit as determined by the teacher. ● Teacher notifies parent/guardian of infraction. ● Student is given an opportunity to write personal reflection letter to acknowledge and explain infraction. The letter is given to the teacher and a copy placed in the student's file. ● Discipline referral will be tracked over high school career.
2nd Offense	<ul style="list-style-type: none"> ● All consequences of 1st offense are enforced. ● Student is precluded or withdrawn from all honor societies. ● Athletic coaches and extracurricular advisors are notified of the infraction.
3rd Offense (in same course)	<ul style="list-style-type: none"> ● Mandatory meeting involving student's parent/guardian teacher, guidance counselor and administrator to discuss future recourse.

STUDENT CONDUCT

Student conduct involves good citizenship in schools is based on respect and consideration for the rights of others.

Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Any of the following actions may subject a student to expulsion by the Principal under the terms of MGL 71:37H:

1. Found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance.
2. Who assaults a Principal, Assistant Principal, teacher, teacher's aide or other staff member on school premises or at school-sponsored or school-related event including athletic games.

Any of the following actions will subject a student to suspension, expulsion, subject to School Committee action, or other disciplinary measures:

1. Intentionally causing or attempting to cause damage to school property; or stealing or attempting to steal school property.
2. Intentionally causing or attempting to cause damage to private property; stealing or attempting to steal private property.
3. Intentionally causing or attempting to cause physical injury to another person except in self-defense.
4. Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.

This section will apply to a student's actions while on school property or at a school-sponsored activity off school grounds.

ARTICLES NOT PERMITTED IN SCHOOL AND/OR AT CO-CURRICULAR ACTIVITIES

So that we may maintain the integrity of the academic setting items not permitted in school will be confiscated and may be returned to students and/or parents at the discretion of the administration. Certain items may be turned over to the proper authorities. Surrendering such items upon the request of a staff member is expected:

1. Drugs, alcohol, tobacco products, and/or related contraband
2. Firearms, knives, sharp objects, any type of weapon, or facsimile thereof (includes water guns and slingshots)
3. Gambling devices (cards, dice, lottery tickets, games of chance)
4. Firecrackers or other incendiary device
5. Pets or animals
6. Large sums of money
7. Any items deemed to be gang related, including, but not limited to, chains, bandannas, spiked bracelets/jewelry
8. Skateboards and rollerblades
9. Glow sticks, laser pointers and similar devices

Any other item deemed inappropriate for an educational setting.

DISCIPLINE

PHILOSOPHY

An atmosphere conducive to learning is the goal of all discipline policies and procedures. The main purpose of any disciplinary action is to correct or improve behavior so that the educational process can continue with minimal interruption and to provide support so that all students can be successful at Danvers High School. No member of the school community will be allowed to infringe upon the rights of others. All infractions of school rules will be handled in a consistent and fair manner for all students.

Students are responsible for their behavior in individual classrooms, throughout the school building, and at school-sponsored events and activities. Classroom teachers will establish rules for their individual classes. The manner of discipline will be determined by the teacher and assistant principal in conformity with those rules stipulated in the discipline code.

The Saturday School Sessions have replaced the in-school suspension; however, their impact on eligibility remains consistent with that of an in-school suspension. A student who is assigned a Saturday School Session will be ineligible for all school activities the day of the offense. If assigned more than one (1) Saturday School Session, the number of days of ineligibility will equal the number of sessions and will be served consecutively.

DETENTION POLICY

A student who has been assigned detention is expected to remain after school in the detention room (provided he/she has been given twenty-four (24) hours notice by the principal/assistant principal) or may receive credit for serving the detention by remaining after school under the direct supervision of a teacher. A pass, signed by the supervising teacher, must be presented to the principal / assistant principal during the detention period to ensure that proper credit is given. A student must be on time for detention. Detention starts promptly at 2:00 pm and ends at 2:30 pm.

A student must be prepared to work in an atmosphere similar to that of quiet study. There is to be no talking, no sleeping, and no listening to musical devices.

A student may not leave detention for any reason other than an emergency. Leaving the detention room without permission will equal a detention cut.

A student may not eat or drink in the detention room.

PROGRAMS IN PLACE:

- Student Study Team (SST) – biweekly meetings
- DanversCARES – monthly meetings
- Community Collaborative Initiative (CCI) – monthly meetings
- District Attorney's Office – Programs and Presentations
- Court
- Child Requiring Assistance (CRA)
- Juvenile Diversion (14 - 16) and Youthful Diversion (17 - 21)
- Anger management clinics
- Substance abuse clinics
- Bullying, harassment
- Students Against Destructive Decisions (SADD)
- Scared Straight
- Social Probation
- Therapeutic Learning Center (TLC)
- Positive Alternative to School Suspension Program (PASS)

THERAPEUTIC INTERVENTIONS:

Counseling Components

- Assistant Principal(s)
- Principal
- School Social Worker
- Guidance Counselor
- Nurse
- Attendance Officer
- School Resource Officer
- Probation Officer

Recommendations

- Therapeutic Learning Center (TLC)
- Positive Alternative to School Suspension (PASS)
- Substance Abuse Program(s) (Day/Long Term) • Inpatient hospitalization
- Department of Children and Families (DCF)
- Department of Mental Health (DMH)
- Individual therapist
- Court (CRA)
- Programmatic/schedule modifications

DISCIPLINE PROCEDURES

CLASSROOM DISCIPLINE	Students who fail to adhere to rules established by individual classroom teachers will be assigned after-school sessions by the classroom teacher. Failure to attend an assigned session will result in a referral to the office.
OFFICE DISCIPLINE	Students who exhibit disruptive behavior in school that inhibits the educational process and do not adhere to school-wide rules are subject to Office Detention, Saturday School Sessions, and / or Suspension from School.

DISCIPLINE TOOLS:

TEACHER SESSIONS:	After-school time assigned by the teacher and served with the teacher in the classroom.	Time: 5 minutes to 50 minutes
DETENTIONS:	After-school time assigned by the principal/ assistant principal and served in the detention room.	Time: 30 minutes (2:00 - 2:30 pm)
SATURDAY SCHOOL SESSIONS:	Time assigned by the principal/ assistant principal requiring a student's attendance at school on (a) given Saturday(s).	Time: 3 Hours (7:00 - 10:00 am)
SUSPENSION:	Time assigned by the principal/ assistant principal requiring a student to remain at home (out of school) for a designated period of time.	Time: 1 - 10 days/ indefinite

RULE INFRACTIONS AND CONSEQUENCES

Possession or use of illegal drugs/ paraphernalia or alcoholic beverages.	Suspension or Expulsion/Legal Action (Drug policy invoked)
Possession of fireworks	Up to three (3)-Day Suspension
Refusal of a school conducted search	Up to (5)-day Suspension
Biased Language/Harassment/Discriminatory Harassment/Civil Rights Violation	Restorative Intervention and/or three (3)-Day Suspension with a referral to the superintendent for up to an additional seven (7) days suspension; additional conditions deemed necessary before the student may return to school
Any student endangering/threatening the student body and/or staff by his/her actions (eg, hate crimes, bullying, hazing, etc.)	Three (3)-Day Suspension with a referral to the superintendent for up to an additional seven (7) days suspension; additional conditions deemed necessary before the student may return to school
Theft	Up to three (3)-Day Suspension
Possession of weapons or anything that may be considered a weapon	Suspension or Expulsion/Legal Action
On school grounds during suspension	Up to three (3) Additional Days Suspension
Failure to attend or ejected from a Saturday School Session	One (1)-Day Suspension
Possession/use of tobacco products/E-Cigarettes/Battery Powered Vaporizers/Synthetic Liquid on school property	Up to three (3) Day Suspension and/or restorative intervention
Truant/Off school grounds/Out of building during school day/Cutting last period/Intentional tardy	Saturday School Session(s) or Suspension
Destruction of school property	Up to three (3)-Day Suspension/Financial Restitution/Legal Action
Disrespect to staff or students through language or gesture	Restorative Intervention Detention Saturday Detention Or one (1)-Day Suspension
Failure to identify oneself to a staff member	One (1)-Day Suspension

Inappropriate behavior in the cafeteria	Office detention Saturday Detention or Suspension
Repeat Offender	Up to five (5) days in addition to the regular consequences for repeated behavior.
Possession of foul odor producing devices.	Up to three (3)-Day Suspension
Skipping/cutting class	May result in: Parent/Guardian notification Teacher detention Office detention Saturday detention One (1) day suspension
Non-compliance	May result in: Parent/Guardian notification Teacher detention Office detention Saturday detention One (1) day suspension

POSITIVE ALTERNATIVE TO SCHOOL SUSPENSION (PASS PROGRAM)

The PASS program is a collaborative effort to provide students with social, emotional and academic support through a Tier II intervention model. The Program aligns with our discipline philosophy of holding students accountable for their accounts while also providing support so students can learn from their mistakes and be set up for success. Students who are at risk for school suspension may be referred to the PASS program in lieu of a school suspension. The PASS Program offers academic tutoring, individual and group counseling as well as screening and referral services. The PASS program is primarily intended for students struggling with mental health and/or substance abuse difficulties. The PASS program is run at the Beverly YMCA and the program can arrange transportation for students. For more information please contact our Administrative Team.

EXPULSION/EXCLUSION FROM SCHOOL

Students who become a danger to the safety, security and welfare of other students and staff may be excluded from school by the principal. Students are entitled to due process, which shall include a hearing with the principal and appeal to the superintendent. Massachusetts General Laws Chapter 71, section 37H gives the principal authority to suspend or expel a student for possession of a dangerous weapon, controlled substance, or related assault on school personnel on school premises or at school sponsored or school related events, including athletic games.

SOCIAL PROBATION

A student may be placed on social probation as a result of: repeated violations of the Danvers High School Student Handbook, serious offenses such as violation of drug and alcohol policy, or other causes for suspension. A student who is placed on social probation by the school administration may:

1. Not be allowed in the school or on school grounds outside of school hours unless approval from the school administration is granted for participation in a school-sponsored activity, extra-help or other function.
2. Not be allowed to attend, as a spectator, or participant in school activities such as parties, dances, banquets, proms, and ceremonies including graduation and senior activities.

Social probation will be applied as a consequence on a case-by-case basis. The school administration will utilize the following guidelines in applying social probation:

- Suspensions of one (1) to three (3) days = social probation of one (1) to three (3) weeks
- Suspensions of four (4) to ten (10) days = social probation of four (4) to ten (10) weeks

A student may request a review of their social probation status with the school administration, if they have made improvements in their behavior and can document such improvements. A form will be available in the main office outlining the review process.

SUSPENSION POLICY

It is the policy of the School Committee that suspension is a necessary tool to maintain order and prevents students from infringing on the learning environment of others. Suspensions are used as a deterrent for students to not violate the code of conduct. No at-home suspended student is to be on or near school property during the suspension.

SUSPENSION PROCEDURE

A student whose conduct disrupts the academic atmosphere of the school, endangers fellow students, teachers or school officials, or damages property is subject to suspension. The student who poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process may be removed from the classroom or situation immediately.

1. The student shall be given by the principal or assistant principal, oral and written notice of the charges, an explanation of the evidence, and a chance to present his side prior to suspension.
2. A parent/guardian shall be notified via the telephone, as soon as possible, by the administration. Arrangements shall be made for a hearing to be held, if possible, the same day. The only acceptable reason for not having the hearing the same day will be the parent's inability to attend. When it is impossible to reach the parent at the time of the emergency, the student may be kept out of class and shall remain in school until regular dismissal. In such a case, the student shall be instructed to have the parent call the school at 7:30 am the following day to speak with the administration.
3. Both parties' views of the suspension shall be documented and placed in a suitable file. (NOTE: Suspensions shall not become part of the student's permanent record and shall be recorded as regular absences.)

4. The administration must advise the student and the parent immediately following the hearing of his decision and the reasons thereof.
5. The school principal and assistant principal(s) may suspend a student for a period not to exceed ten (10) days. The superintendent may suspend a student for an additional period of time if warranted.
6. Students may not participate in any school activity while under suspension.
7. According to Chapter 222 of the Acts of 2012 at the suspension hearing the Principal / Designee will use discretion and consider ways to re engage the student in the learning process. Students will be allowed to make up work if they are suspended from school.

SUSPENSION APPEAL PROCESS

Any eligible student or parent/guardian of a student who has been suspended from school for 5 days or more has the right to appeal that suspension to the Superintendent*. During the appeal process, the student will retain the right to attend school unless his/her presence would cause a danger to staff, students, or the orderly operations of the school**. If the suspension is not overturned, it shall begin the day after the student has been officially notified.

*All appeals of suspension must be made in writing within twenty-four (24) hours of notification of suspension.

**The Superintendent will render a decision within forty-eight (48) hours of receiving the written appeal.

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

Danvers High School's policy on disciplining students with special needs is consistent with the memorandum issued by the Commissioner of Education on January 12, 1989. A copy of the memorandum is on file and available for parent inspection.

A suspension is defined as any action which results in the removal of a student from the program, which is prescribed by his/her Individual Education Plan (IEP). This includes in-school suspension as well as any exclusion from transportation services which prohibits the student's participation in his/her prescribed program. The number and duration of suspensions of students will be recorded and maintained by school officials.

The IEP of every special needs student indicates whether or not the student can be expected to meet the regular discipline code or if modifications are required.

When it is known that the suspension(s) of a student with special needs will accumulate to ten (10) days, a review of the IEP will be held. The TEAM will make a finding as to the relationship between the student's misconduct and the handicapping condition and either (a) design a modified program for the student, or (b) write an amendment to provide for the delivery of special education services during the suspension for any needed modifications of the IEP relative to discipline code expectations.

If the parent or guardian requests a hearing, the student must continue in the last agreed upon placement, pending the hearing, unless another placement is agreed to by the parties or a court order permits the school district to change the student's placement based on proof that the student's continued presence in school presents a substantial likelihood of injury to the student or others.

If the student has demonstrated repeated instances of dangerously assaultive or self-abusive behavior, an emergency evaluation and placement may be made with parental consent. No such evaluation and placement may be made without parental consent.

DRESS CODE

The intent of the following standards of dress is to create an academic environment conducive to learning. These standards apply to all students. In the event that a student's choice of dress is deemed to be out of compliance by any member of the staff, discreet and respectful efforts will be made to remedy the situation. Remediation may include contacting the parents / guardians or providing clothing to temporarily remedy the situation.

A STUDENT'S APPEARANCE MUST BE APPROPRIATE FOR THE LEARNING ENVIRONMENT AT SCHOOL. THE ADMINISTRATION RESERVES THE RIGHT TO MAKE DECISIONS WITH REGARD TO POTENTIAL HEALTH AND SAFETY-RELATED ISSUES AND SEND A STUDENT HOME IF DRESS IS INAPPROPRIATE OR DISTRACTING TO THE LEARNING PROCESS.

The following list of acceptable and not acceptable dress is from the Sellwood School in Portland, Oregon developed by the Oregon Chapter of the National Organization for Women (NOW). The model dress code was retrieved on June 4, 2019 at:

<https://www.pps.net/Page/5888>

Acceptable Dress includes:

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example tunics, dresses, leggings, or shorts) and shoes
- Shirts and dresses must have fabric in the front and on the sides (under the arms) and the fabric covering all private parts must not be see-through.
- Clothing must cover undergarments (waistbands and bra straps excluded).
- Hats and other headwear must allow the face to be visible (specific religious headwear excepted) and not interfere with the line of sight to any student or staff. Hoodies must allow the students face and ears to be visible to staff.” Hats and other headwear are not allowed during class time (specific religious headwear excepted).
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Acceptable Dress & Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity, or violent/illegal acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, disability, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing must not threaten the health or safety of any other student or staff. If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations in the handbook.”

RETRIEVED ON JUNE 4, 2019 AT: <https://www.pps.net/Page/5888>

SCHOOL COMMITTEE SUBSTANCE ABUSE POLICY

The use, possession, and distribution or sale of drugs and alcohol is prohibited at all times anywhere on school grounds and at school-sponsored activities, whether on or off school grounds. Students and parents should be aware of the following procedures and penalties that may result from infractions:

DRUGS AND ALCOHOL PROCEDURE

- I. A drug is any substance, including alcohol, which affects a person in such a way as to bring about physiological, emotional, or behavioral change. It shall be the responsibility of all personnel employed in the Danvers Public Schools to report to the administrator responsible for the area every observable or suspected incident of drug or alcohol use or selling of drugs or alcohol. If the student is in possession of or is under the influence of a drug or alcohol, he/she shall be escorted as tactfully as possible to the nearest administrative office. If the student is under the influence of a drug or alcohol, the school nurse shall examine the student and the following action shall be taken:

If, in the nurse's judgment, a medical emergency exists, the student shall be transported to the nearest medical facility, and the parent/legal guardian shall be notified. If a medical emergency does not exist, the student's parent/legal guardian may be advised to take the student to the appropriate health care facility.

In any case of drug or alcohol use, a parent/legal guardian may be notified and the student may be suspended or excluded for a period of time appropriate to the circumstances. After any suspension or exclusion, a parent/legal guardian and student may be required to attend a conference with the appropriate school official(s) to determine if satisfactory measures have been taken to assure that the problem will not happen again.

Possible actions by school administrators when a student is identified with drug/alcohol use include mandatory counseling, ongoing counseling if recommended by a therapist, referral to police for formal charges, and requiring the student to provide the results of a toxicology drug screen. If all other options have been attempted and the student has not taken advantage of the help offered, or has not responded to it, and/or continued to violate this Substance Use Policy, the Principal may move for his/her expulsion.

In all instances the student and parent/legal guardian shall have a right to a fair and impartial hearing. Whenever possible, confidentiality shall accompany all procedures.

- II. A person shall be determined to be a distributor if (1) he/she is found to possess a quantity of substance (drugs) beyond what could be expected for personal use, or (2) there is evidence that an exchange or transfer of a substantial quantity of substance has taken place. For the protection of the school community, the Principal or his/her designee, accompanied by an additional staff member if practicable, may conduct a search of a person, locker, or property.

A parent/legal guardian of any student involved may be notified. Law enforcement authorities may also be notified.

Regardless of what action is taken by the police, any involved student may be suspended

or excluded for a time period appropriate to the circumstances. Any involved student and a parent/legal guardian shall be informed of alternatives to regular school enrollment. In all instances, the student and his/her parent(s)/legal guardian(s) shall have a right to a fair and impartial hearing. Whenever possible, confidentiality shall accompany all procedures.

- III. Possessing drug paraphernalia, will warrant suspension or exclusion for a time period appropriate to the circumstances. A student found in possession of drug paraphernalia or drugs may be required to provide the results of a toxicology drug screen.
- IV. Students who have violated this Substance Use Policy by possessing, using, distributing or selling for the second or a subsequent time will receive more severe consequences. An Expulsion hearing will be initiated upon the second offense of this Substance Abuse Policy.
- V. When a self-identified or self-referred student seeks help from a school nurse or from a member of the professional staff relative to his/her substance use, it would indicate (1) a desire to discontinue the use of drugs and/or alcohol and (2) a willingness to work with a staff member of an agency in seeking a solution to the student's problem.
- VI. When a self-reporting student fits this criteria, as long as school officials are satisfied that a student is not in violation of any other rule under this Substance Use Policy, he/she will be guaranteed that school disciplinary actions will not be initiated as a result of his/her self-reporting.
If a medical emergency exists relative to a student fitting this criteria, the student shall be taken to the proper medical facility, and a parent/legal guardian shall be notified.
If no medical emergency exists, the student shall be encouraged to notify his/her parent(s)/legal guardian(s) of the problem, or to consent to notification of his/her parent(s)/legal guardian(s) of the problem, within a reasonable time period. If the student does not notify or consent to notification of a parent/legal guardian, staff may notify his/her parent/legal guardian when appropriate under the circumstances.
- VII. These general guidelines should be observed by all staff members and administrators relative to this Substance Use Policy:
 - A. Keep accurate, objective, confidential records of all proceedings;
 - B. Do not unduly involved law enforcement authorities;
 - C. Maintain strict confidentiality to the extent possible.

SMOKING POLICY

The guidelines, laws and regulations governing the Danvers High School Smoking / Tobacco Policy include: The Smoke Free Workplace Law, The Education Reform Act, and the Town of Danvers Health Regulations. The primary function of the Smoking / Tobacco Policy is to prevent smoking and the use of tobacco products on school grounds and at school events. The policy outlines school-based penalties for students, as well as regulations and penalties per the Danvers Board of Health.

The principal and assistant principals have been sworn in as special agents of the Danvers Board of Health for the purpose of enforcing the Board of Health Tobacco Control Regulation section 111, A6 as it pertains to smoking on school grounds, and possession of tobacco products on school grounds. The primary function of the principal and assistant principal is to enforce the regulations as it pertains to students, and individuals employed by the town of Danvers, as well as enforcement of the regulation of all individuals who are present on school grounds during

normal school hours. The policy is not intended to address residents in the neighborhood of Danvers High School.

The Smoking/Tobacco policy pertaining to students and employees, includes school grounds such as school buildings, parking lots, fields, other school facilities, adjacent roads, access ways and sidewalks to the school.

STUDENT LIFE

BATHROOMS

Student bathrooms are available on each floor of the academic wing and by the field house, near the auditorium, and in our atrium. The bathrooms should be reserved for their intended purpose and not as places of social gathering. Please keep the bathrooms neat, clean, and sanitary so that others may comfortably use them. Only one person is allowed in a bathroom stall. Offenders will be subject to a Saturday detention and/or suspension.

BUS PRIVILEGES AND BUS PASSES

A student ID card is used as a bus pass. Failure to have an ID card/pass available for the driver's inspection will result in the inability to ride a bus. A student who does not have an appropriate ID card/pass may not ride a school bus without the consent of the administration. The bus and bus stops are extensions of school property, thus all school rules apply. The administration, the bus company, and/or the bus driver reserve the right to discontinue bus service to a student who acts inappropriately on a bus or at a bus stop.

CAFETERIA

Our breakfast and lunch program is available to all students. In order to maintain a clean and attractive cafeteria, students are expected to take pride in that setting by participating in appropriate mealtime conversation and cleaning up after themselves. Bathrooms are available for student use in the immediate area of the cafeteria; roaming the building during lunchtime is prohibited.

CAFETERIA RULES:

- Students are expected to use their PIN at the cafeteria registers for any transaction.
- Students must remain in the cafeteria for the entire lunch period.
- No food or drink may leave the cafeteria.
- Appropriate behavior must be maintained at all times.
- The cafeteria employees, custodians, and lunch monitors are to be treated with respect and it is expected that students will follow their directives.
- It is the expectation of Danvers Public Schools that all students will pay for items from the cafeteria. If students do not follow this rule, student disciplinary action, as according to this handbook, will be followed.

For the 2022/2023 academic year, school breakfast and lunch are free for all students in Massachusetts. This means that one breakfast and one lunch will be free per student per day. High school lunch includes one milk or juice. Additional items (a la carte items like drinks, snacks, or second entrees) must be purchased with cash or funds on the student's lunch account. Students will not be allowed to charge desserts, ice cream, second entrees, snacks, or waters.

POINT OF SALE/MEAL MAGIC

The cafeteria operates as a Point of Sale service through Meal Magic. We strongly encourage parents to deposit money into the student's account online at the [Meal Magic Family Portal](#). This service allows you to pre-pay for your child's lunch and to put money in an account through the cafeteria. This system provides greater convenience to students, resulting in faster lines and more time to eat lunch. Each student has been assigned a 6-digit PIN number unique to their individual Meal Magic account.

Your child may also submit cash or a check to the office or cafeteria. Be sure to include your child's name, grade, and PIN number on the check and make it payable to Danvers School Lunch.

We also strongly encourage parents to complete a free and reduced lunch application if you think you may be eligible. Even though school meals are free for the 2022/2023 school year, free and reduced lunch benefits can still help determine other benefits, such as bus waivers and P-EBT benefits. The application is available [online](#), but hard copies are also available, upon request, from your school's office. Completed hard copies must be returned to your school Principal. You will be notified of your application's acceptance. If your child qualifies for free or reduced lunch, this information is securely contained within the system and meals are processed just as they are for all students.

In recognition that a child's nutrition is very important to a successful learning experience, the Food Service Department will make accommodations for students that have no money in their account or have forgotten their lunch money. As with any institution, the school system has an obligation to be fiscally accountable and cost effective. In an effort to meet these two priorities, the following charging procedures will be followed:

- All parents/guardians will receive a low balance alert by email or mail.
- Students that do not have a balance or forget money for that day will be allowed to charge a total of 3 meals (up to \$9.75) and will receive a regular meal for lunch for that duration. Principals and parents/guardians will be notified by mail or email of the negative balance upon the first meal charged.
- For up to 30 days following the first meal charge, the student will receive an alternate lunch that is available to all students (which includes a vegetable, fruit, and milk) and be charged \$3.25 for each meal.
- Within those 30 days, the Food Service Department will determine if the student is categorically eligible for free or reduced-price meals. If funds are not collected during this time, the student will receive the alternate lunch for up to 30 school days. If it is determined the student is neither free nor reduced-price meal eligible, and the full payment is not received by the end of 30 days, then the student will not be able to receive school meals. The Food Service Department will inform the parent/guardian that they are responsible to provide the student with food while at school.
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Please visit the [Danvers Food Service website](#) for more information on school meals, food allergies, and food services.

FOOD ALLERGIES: TREATMENT AND CARE OF (updates/changes highlighted in yellow)

This policy establishes a consistent set of procedures for the treatment and maintenance of students diagnosed with food allergies and specifically peanut/nut allergies. The commitment to provide a safe and healthy environment for students and staff requires a cooperative and collaborative effort including the home, physician, school nurse and staff. The Danvers Public Schools Protocol for Students with Life Threatening Allergies provide detail to support the following:

1. The school nurse will obtain medical documentation from parents detailing the diagnosis and treatment. Special attention will be paid at the time of kindergarten registration.
2. The nurse will meet with the parent(s) and other members of the staff if appropriate to develop an Individual Health Care Plan (IHCP). Forms and procedures are included in the Danvers Public Schools Protocol. **Food Services will be notified of all student food allergies. This information will be kept confidential within the Meal Magic system.**
3. The school may restrict entry/placement of a student until this information is available, clarified with the child's physician and incorporated into a signed IHCP/504 and/or Independent Education Plan (IEP). The decision to delay entry will be based upon an assessment of health and safety risks.
4. The principal/nurse will inform parents of the identified student that they are responsible for providing food daily and for special events.
5. The school nurse will provide EpiPen training according to the Department of Education (DOE)/Department of Public Health (DPH) Guidelines to all staff.
6. The principal/school nurse will inform teachers, when appropriate, that they are to restrict snacks in the classroom and on field trips to ensure to the extent possible an allergy-free setting. The school will not be responsible for monitoring food from homes. However, a reasonable, good faith effort will be made to control packaged food products made available to children. As of September 2003 school birthday celebrations will not include food products. **Food Services will, when requested, offer safe and allergen-free meals for students with documented food allergies.**
7. The school nurse, in collaboration with the principal will inform parents of the existence of a child/children with significant allergies and the steps required to ensure safety.
8. Procedures for Medical Emergencies (911) remain in effect.

HALLS AND PASSES

During instructional time, a student is permitted to be out of class only with the consent of the classroom teacher. The teacher will instruct the student to sign out of class in the log, secure the appropriate pass (which is to include the student's name, date, time, and teacher's signature), and sign back in upon return. A student must make the pass available to any adult who asks to see it.

LIBRARY/MEDIA CENTER

The high school library supports the academic and literary endeavors of students and faculty. The library is open Monday - Thursday from 7:00 am to 4:45 pm, and on Fridays from 7:00 am to 2:00 pm.

The collection includes books, chrome books, DVDs, audio books, e-books, magazines, and newspapers. The library has iMac (Apple) computers that may be used for research, word processing, and content area programs. The Internet is to be used for academic work only. Students must return a signed **Acceptable Use Policy** form in order to use the Internet.

The library provides a variety of web databases to students through our membership in the Massachusetts Regional Library System. Students may also access the databases from home (note: a Peabody Institute Library patron barcode will be requested).

The Librarian meets frequently with reference librarians at the Peabody Institute to communicate information about assigned research projects and curricular needs of the students. The Peabody Institute has a newly opened homework center that offers computers, a study area, and a special collection area for school-related materials.

Students visiting the library without a classroom teacher need to present a signed pass and sign in upon entry.

LOCKS AND LOCKERS

The school offers lockers to all students for the purpose of safely storing appropriate personal items and school issued materials. Lockers are the property of the school and can be opened at any time by the principal/assistant principal.

Freshmen will be required to either supply their own lock or purchase one from the school for a fee of six dollars (\$6.00). Upperclassmen who return to school without their locks may also purchase a lock from the school. The office will keep a file of all lockers and locks issued to students (including locker numbers and lock combinations). Students must use the locker assigned at the beginning of the year. Sharing lockers, writing on lockers, and misusing lockers is prohibited.

SCHOOL CANCELLATION/DELAYED OPENING

School cancellation/delayed opening announcements are typically made between 6:00 am and 8:00 am. Families are notified of a school cancellation/delay by ConnectEd messaging and social media such as the school's website. Local television and media outlets will also carry these announcements during the same time periods. Students and parents are asked not to call the school.

SENIOR INTERNSHIPS

Senior internships are required for all graduating students who have a cumulative average of 70%. The internships last approximately 5 weeks. The number of hours is pro-rated initially to accommodate students who are taking Advanced Placements courses. Students are encouraged to find their own placements in potential fields of interest for further study. Students who may have difficulty procuring an internship can also access the database available. The goal of the internship program is to:

1. Provide our existing seniors an opportunity for real world experience in an area of their choosing and;
2. Provide the at-large community insight into the caliber of student DHS is producing. Students who are academically ineligible for the internship program will stay at DHS to attend their scheduled classes and receive the extra help necessary to graduate.

STUDENT PARKING PRIVILEGES

All students driving to school must park on school property. No student will be allowed to park on Cabot Road, Exeter Street, Mass Avenue, or Sherwood Avenue. All students will be required to register their cars with the school administrators and purchase a student parking tag to be displayed from the rear view mirror. The cost of the placard is twenty dollars (\$20.00). Students will be limited to parking in the following designated area: the middle lot next to the high school and the cafeteria circle. The administration reserves the right to revoke parking privileges for erratic operation, misuse of vehicles, leaving school property without permission, or any other violation of school rules. **Parking in the Faculty/Staff/Visitor lots are prohibited.**

STUDY HALL

Study halls are intended to be used by students as time for quiet study. All students who have study halls are expected to attend, to be prepared with materials to work on, and or to read silently. Attendance is taken and failure to attend will be noted as a cut, which requires a discipline referral. Students who have a Physical Education waiver are not eligible for a Study Hall.

TEXTBOOKS AND EQUIPMENT

All books issued are the property of the Danvers Public Schools. It is the student's responsibility to care for and to return them in good condition. A student will be required to pay the replacement cost for lost or damaged books and other school equipment. All fees must be paid in full before a senior can graduate and before an underclassman may return to a status of "good standing" (eligible for sports, clubs, organizations, activities, etc.).

WITHDRAWING FROM SCHOOL

When a student is withdrawing from school, he/she must report to the main office and obtain a withdrawal form from the Principal's Secretary. No records will be released until the student has completed the withdrawal process and all affected personnel have signed the form indicating that all books and equipment have been returned and that all obligations have been met.

CO-CURRICULAR ACTIVITIES

Students in these groups are selected by staff:	<ul style="list-style-type: none"> ● National Honor Society (NHS) ● English National Honor Society (ENHS) ● Art National Honor Society (ANHS) ● World Language National Honor Society (WLNHS) ● Music National Honor Society (TRI-M)
Students may join these groups through the course selection process:	<ul style="list-style-type: none"> ● Band ● Chamber Singers ● Mixed Chorus
Students may join these groups through independent sign-up interests:	<ul style="list-style-type: none"> ● A Cappella ● Academy Theatre ● Amnesty International ● Anti-Discrimination Club ● Art Club ● Best Buddies ● Color Guard ● DECA ● Women of the World Club ● Jazz Band ● Issues to Action ● Math Team ● School Newspaper ● Mock Trial ● Tomorrow's Teachers' Club ● Model UN ● SADD ● PRISM ● Danvers High School Yearbook (Heritage)
Students in these groups are selected by the groups which they represent or belong to:	<ul style="list-style-type: none"> ● Student Council ● School Committee Representatives ● Student Advisory Council ● Class Officers

NATIONAL HONOR SOCIETY

The purpose of this organization is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in our students.

Students may not apply for membership in the National Honor Society. Rather, membership is granted only to those students selected by the Faculty Council. Only juniors and seniors who have been in attendance at Danvers High School for at least one full semester shall be eligible for consideration.

The selection process is as follows:

1. Scholastically qualified students are determined and notified of their eligibility and of their responsibility to continue the selection process. The minimum weighted GPA required for

admission is ninety-three and 1/2 percent (93.5%) from grade 9 to the time eligibility is determined. Eligibility is determined after the first semester of the junior and senior year.

2. Students procure, complete, and submit information forms that detail their suitability on the basis of service, leadership, and character.

3. The Faculty Council reviews the submitted forms and makes the final selections by majority vote of the council. The accepted students are notified by the Faculty Council on behalf of the faculty.

4. The NHS Induction Ceremony is held in May. In addition, marshals and ushers for graduation (top twenty (20) juniors) are announced.

DANCES, ATHLETIC EVENTS AND OTHER SCHOOL-RELATED FUNCTIONS

Dances, athletic events, and functions sponsored by school organizations are school events. Students are expected to conduct themselves in a manner, which will reflect pride in themselves and their school. Students are subject to the following guidelines. On the day of an event, the attendance and tardy policy for participation in all co-curricular activities applies. On the day of any event, students may not be dismissed from school for any reason. Students who are absent and/or who leave school on that day for any reason will not be allowed to attend or participate in the event. Students must be in school all day. "In school" means attending all classes.

Use/distribution or possession of alcoholic beverages and illegal substances is prohibited. A suspension will result. If a student arrives at a school event in a vehicle in which there are alcoholic beverages or illegal substances, the student will be considered in possession. (See Drugs and Alcohol)

- A breathalyzer may be used at dances and other school functions. Every student could be breathalyzed. Students who do not pass the test will not be allowed to participate in the activity / function. Parents will be called and the student will be sent home.
- Supervisors reserve the right to search personal belongings for prohibited items which, if found, will be confiscated.
- A student who brings a guest who is not a Danvers High School student must have the permission of school administration. A form can be obtained in the principal's office. The administration reserves the right of refusal for just cause.
- Supervisors reserve the right to deny admittance to any student.
- Anyone leaving the area or building will not be re-admitted to the dance or event.
- No refund will be made.
- Students are subject to the school's disciplinary code at these events.
- Middle school students may not attend high school dances.
- Any graduated DANVERS HIGH SCHOOL student or individual not enrolled in high school may not attend a freshman or sophomore school-sponsored event, eg, dance, pizza party.
- No students will be admitted to an event after one hour. Parents / guardians of students who are signed up to attend an event and who do not show up within an hour will be called to be so advised.
- Students cannot possess or use club drug related glow sticks.

DANVERSCARES

Adolescent problems and prevention issues are not isolated school issues or problems. They are community issues that must be addressed in the context of the entire community. DanversCARES has developed a comprehensive, risk-focused prevention response to adolescent problems. DanversCARES is a practical approach to prevention that uses successful research-based prevention strategies to reduce risk factors while enhancing protective factors. Responding to problems in comprehensive, risk-focused ways means institutionalizing prevention, integrating it into the very fabric of the community. Prevention, then, goes beyond specific programs and becomes a part of the vision shared by a broad spectrum of people.

DANVERS EDUCATIONAL ENRICHMENT PARTNERSHIP (DEEP)

The mission of DEEP is to enrich the educational process and to increase public support of education through the combined energies and resources of a business/community/school partnership.

STUDENT ADVISORY COMMITTEE

In the spring, the student body will elect a five-member Student Advisory. The Student Advisory Committee will elect by majority vote a chairperson. The chairperson will be a representative to the School Committee, serving as a non-voting member. The student representative to the School Committee will meet regularly with the Superintendent.

STUDENT COUNCIL

The Student Council was established to provide self-government within the student body and to promote cooperation among students, faculty, and administration. The council will meet on a regular basis with administration. Students elected to the Student Council are making a commitment to attend all meetings, during or after school, and to take an active part in council activities.

PROCEDURE FOR RUNNING FOR CLASS OFFICE AND STUDENT COUNCIL

Students who wish to run for class office or student council must:

1. Obtain a nomination blank from the student council advisor
2. Obtain the signatures of twenty-five (25) peers, signatures of five (5) teachers, and signature of the principal/assistant principal
3. Write an essay outlining qualifications and desire for position (all paperwork must be submitted on time)
4. Campaign – students may hang posters or use media; students are responsible for removing all campaign propaganda
5. Make a speech delineating intentions as officer
6. Continue to maintain eligibility requirements

SCHOOL COUNCIL

The School Council is a group of parents, teachers, students, and members of the community who meet regularly with the principal. This council is required by law to develop an annual school improvement plan that shall be presented to the School Committee. Members are elected to these positions.

CO-CURRICULAR ACTIVITIES AND ATHLETICS ELIGIBILITY

Danvers High School affords students the maximum opportunity for personal / social management and growth by offering a wide variety of co-curricular activities that provide for individual differences, interests, and abilities of its students. Students are encouraged to work hard so that they may take advantage of such offerings as active participants in any number of the clubs, organizations, performance groups, sports, and memberships available to them.

ATTENDANCE ELIGIBILITY

Students dismissed are not considered in attendance that day. Attendance records of students participating will be reviewed on a case-by-case basis as necessary. Academic achievement and behavioral standards will be used as tools by which eligibility for participation in all co-curricular and interscholastic athletic activities will be determined. **Eligibility standards will be the same for all student participants whether club, organization, or athletics.**

ACADEMIC ELIGIBILITY

All incoming freshmen are automatically eligible for all co-curricular activities and interscholastic sports for the first term.

I. In order to be eligible for the fall marking period, upperclassmen are required to:

1. Previous Academic Year-End Grades:

Have earned passing credits in each of the five (5) major subject areas for the previous academic year, as assessed by year-end grades.* Summer school can be utilized to earn up to five credits (the equivalent of one full-year course) toward fall eligibility only for a subject that was pursued and failed during the immediately preceding academic year.

and...

2. Previous Year 4th Quarter Grades:

Secure a seventy (70) or above during the *fourth quarter of the preceding academic year* in two (2) of the (5) major subject areas.* All remaining classes must be passing grades of sixty-five (65) or higher for the fourth quarter grade.

II. To maintain eligibility thereafter, the student must:

1. Secure a seventy (70) or above during the last marking period preceding the contest (ie second quarter marks and not semester grades determine eligibility for third quarter) in two (2) of the five (5) major subject areas (Math, Science, English, Social Studies, and Foreign Language.*).

and...

2. All remaining classes must all be passing grades of sixty-five (65) or higher.

A student cannot at any time represent Danvers High School unless that student is taking yearlong courses in each of the five (5) major subject areas.* Core content courses include English, Math, Science, Social Studies, and Foreign Language.

The academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that ranking period have been issued to the parents of all students. Incomplete grades may not be counted toward eligibility until they are made up following school policy.

Once the principal, assistant principal(s), and/or athletic director has reviewed the report cards of students participating in activities, he/she will notify the advisor/coach of any

student who is academically ineligible. The advisor/coach will be required to notify individual students of their status.

**A student who has met his/her graduation requirement of two years of World Language must be enrolled in yearlong courses in Math, English, Science and Social Studies to be academically eligible, and does not need to be enrolled in a World Language course to be academically eligible.*

BEHAVIOR ELIGIBILITY

Similarly, the behavior record of all participating students will be reviewed on a case-by-case basis as necessary by the principal, assistant principal, and/or athletic director to determine if there is a need to suspend a student from continued participation in an activity for any period of time deemed appropriate by the administration. Thus, it is incumbent upon students who participate in activities to be positive role models at school and in the community. Student participants who fail to abide by the discipline code at Danvers High School will be notified of any suspension in participation by their advisor/coach or the administration.

Student eligibility to participate in other activities such as field trips, assemblies, or other special events will also be determined by academic and behavioral standards.

GUIDELINES FOR TRAVEL

Students are expected to travel with their group/team to and from all school-sponsored activities and contests. In cases where a student participant needs to be released to the custody of a parent / guardian for transportation purposes, an exception will be made if the advisor/coach is presented with a dated written note or upon notification by the parent/ guardian in person.

GUIDELINES FOR BEHAVIOR AT OTHER SCHOOLS' EVENTS

Danvers High School students represent both the school community and the community of Danvers. The school is proud of all of its students and respects each and every one of them. The school asks that high school students respect the school, community, and its reputation. As students participate in or view activities sponsored by local schools and athletic conferences, they are expected to conduct themselves in a manner that is becoming of the student body, the school, and the community of Danvers. Students are expected to follow all rules enforced at Danvers High School, at host schools, and at neutral sites where activities are held. Failure to do so will result in the intervention of the Danvers High School administration with disciplinary action. Always remember, "Ladies and Gentlemen Always." Any student attending an NEC or MIAA athletic event is subject to rules and regulations of their school, the MIAA, and the Northeastern Conference.

CHEMICAL HEALTH ELIGIBILITY

From the earliest fall practice/meeting date, to the conclusion of the academic year or final athletic/co-curricular event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, JUUL products and all similar devices); marijuana (including synthetic); steroids; or any controlled substance. This policy includes products such as "NA or near beer," inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes of altering one's mental state. 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.

If a student is at a party in the presence of alcohol, constructive possession guidelines will be in effect. That is, a student having knowledge of the presence of alcohol, drugs or other controlled substances and has knowingly placed themselves in proximity to a person or location where

illegal use or possession of the above substances are present (ie: students attending a party where alcohol is being served to minors or being in a vehicle where drugs or alcohol are present). If a student in violation of this rule is unable to participate in interscholastic sports due to injury, academics, or otherwise, the penalty will not take effect until that student is able to participate again.

MINIMUM PENALTIES

First violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling twenty-five percent (25%) of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated (ie All fractional part of an event will be dropped when calculating the twenty-five percent (25%) of the season).

Second and subsequent violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling sixty percent (60%) of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. All decimal part of an event will be truncated (ie All fractional part of an event will be dropped when calculating the sixty percent (60%) of the season).

If the second (2nd) or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in activities after a minimum of forty percent (40%) of events. The director or a counselor of a chemical dependency treatment center must issue such certification. All decimal part of an event will be truncated (ie All fractional part of an event will be dropped when calculating the forty percent (40%) of the season).

First Offense	Number of Events Per Season	Number of Events Per Penalty
	1 - 7	1
	8 - 11	2
	12 - 15	3
	16 - 19	4
	20 or over	5

Second Offense	Number of Events Per Season	Number of Events Per Penalty
	1 - 3	1
	4	2
	5 - 6	3
	7 - 8	4
	9	5
	10 - 11	6
	12 - 13	7
	14	8
	15 - 16	9
	17	10
	18 - 19	11
	20 or over	12

Second Offense With Dependency Program	Number of Events Per Season	Number of Events Per Penalty
	1 - 4	1
	5 - 8	2
	8 - 9	3
	10 - 12	4
	13 - 14	5
	15 - 17	6
	18 - 19	7
	20 or over	8

TEAM CAPTAIN VIOLATION

The Northeastern Conference voted on a policy for team captains on August 27, 1998. The policy states: If A TEAM CAPTAIN VIOLATES THE MIAA DRUG AND ALCOHOL POLICY OR THE SCHOOL DISTRICT'S DRUG AND ALCOHOL POLICY AT ANY TIME during the calendar year after being elected team captain, that player will LOSE his / her captaincy.

DANVERS PUBLIC SCHOOLS CONCUSSION POLICY

Danvers Public Schools is committed to ensuring the health and safety of our students. The following concussion policy utilizes the latest in medical research to prevent and treat head injuries. It is in compliance with MIAA policy and with the Commonwealth of Massachusetts General Laws Chapter 111: *Head Injuries and Concussions in Extracurricular Athletic Activities*. The Director of Athletics and Wellness shall be the person responsible for the implementation of these policies and protocols.

As specified by the law, the Danvers Public Schools shall require annual training in the prevention and recognition of a sports-related and/or extra-curricular activities head injury, including second impact syndrome, and keep documentation of said training on file for the following persons:

- Coaches
- Certified athletic trainers
- Volunteers
- School physicians
- School nurses
- Athletic directors
- Extra-curricular activities advisors
- Marching band directors
- Parents of students who participate in extracurricular athletic activities
- Students who participate in extracurricular athletic activities

Coaches, trainers and volunteers will be given instruction to teach form, techniques and skills that minimize sports-related head injury.

Documentation of a student's history of head injuries, including concussions, is kept on file each athletic season with the completion of the Head Injury and Concussion form for each athlete.

Documentation of an annual physical examination of students participating in extra-curricular athletic activities consistent with 105 CMR 200.00 is kept in the student's health record, which is on file in the Danvers High School Athletic Office.

The pre-participation information required on the Department of Public Health form concerning head injuries and concussions is included in Danvers High School's parental consent form required of each student and kept on file in the Athletic Office.

The Danvers Public Schools Concussion Policy shall be published in the Danvers High School Handbook, the Holten-Richmond Middle School Handbook for parents and students and in the Danvers High School Student Athlete Guide.

EVALUATION GUIDELINES:

- Any time a concussion is suspected during practices or games, the student-athlete will be removed from participation and will not be allowed to return the same day.
- Parents will be notified so the parent may take the student to a medical provider for appropriate medical evaluation and treatment. All head injuries and suspected concussions will be reported to the school nurse, coach and the certified athletic trainer on staff
- Evaluation and clearance by the athletic trainer and or the family's medical provider will be required.
- The athlete will not return to play without the note from the medical provider and only after completion of the Return to Play Protocol followed by the athletic trainer.
- The Return to Play Protocol is a step-wide progression consistent with the Consensus Statement from the Third (3rd) International Conference on Concussion in Sports, November 2008.
- The school nurse and/or the athletic trainer will notify the academic teachers of the affected student athlete and provide a form with guidelines for concussion accommodation plans.
- Parents at no time may override the doctor or trainer decision relative to when an athlete may return to play.

All coaches, volunteers, trainers, etc. who are involved with Danvers High School extra-curricular activities are responsible to follow the procedures and protocols associated with this policy. Failure to do so will result in penalties including, but not limited to, personal sanctions.

School Committee adopted March 12, 2012.

PHYSICAL EXAMINATIONS ELIGIBILITY AND OBLIGATIONS

Each student-athlete is required to have a physical examination annually to be able to participate in sports. This is the policy of the Danvers School Committee and the Massachusetts Interscholastic Athletic Association (MIAA).

All proper physical forms, permission forms, and activity fees (obligations) must be brought to the athletic department **during the two (2) weeks prior to the first day of practice or tryouts**. Coaches will no longer collect fees, permission slips or physicals (obligations). The proper physical form required is the **MIAA Sports Candidate Medical Questionnaire**. Forms will be available at sports sign-up meetings with the coach, in the athletic office and mailed to each student-athlete's household at the end of June each year. Proof of physical on the proper physical

form (small notes are not acceptable) from the physician stating that the athlete has had a complete physical within the last three hundred sixty-five (365) days is required. Students are ineligible when the physical runs out. Scheduling physicals should be planned accordingly.

No student-athlete will be allowed to participate in any school sport (tryouts/practice or game) or to receive equipment or uniform until all obligations are cleared by the athletic department.

No proof of physical = NO CLEARANCE

No permission form = NO CLEARANCE

No activity fee = NO CLEARANCE

NO CLEARANCE = NO PARTICIPATION

WITHOUT EXCEPTION

WHEN EACH OF THESE OBLIGATIONS HAS BEEN MET, THE ATHLETIC OFFICE WILL COMPLETE A CLEARANCE FORM. THE STUDENT-ATHLETE WILL GIVE THE CLEARANCE FORM TO THE COACH ON THE FIRST DAY OF TRYOUT / PRACTICE AS PROOF OF ELIGIBILITY TO PARTICIPATE.

MIAA RULE 19 AND RULE 6

A student may practice and play only once in any day - but this may include double sessions when school is not in session (Rule 19). Therefore, a student may not participate in any practice or contest of non-school teams if a practice or contest has been held for their high school team on that day. This applies to athletes at all levels - varsity, JV, and freshman. Athletes on all teams must comply with *the bona fide* team rule. *Bona fide* members of a school team are precluded from missing a high school practice or competition in order to compete with an out-of-school team (Rule 6). Violations of the above rules (19 and 6) will result in the ineligibility for two (2) high school contests or two (2) weeks, whichever is greater on the first (1st) offense, and forty-five (45) days of high school eligibility on the second (2nd) offense.

SPORTS AND SPORTSMANSHIP

The Athletic Department's main objective is to provide a varied and popular program that will appeal to the majority of the students. The following sports are available in season.

(V - Varsity, JV = Junior Varsity, F - Freshmen)

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
Girls' Field Hockey V, JV, F	Boys' and Girls Basketball V, JV, F	Girls' Softball V, JV, F
Boys' and Girls' Soccer V, JV, F	Girls' Basketball & Hockey Cheerleading V	Boys' and Girls' Track V, JV
Co-Ed Golf V, JV	Boys' and Girls' Indoor Track V, JV	Boys' Basketball V, JV
Boys' Football V, JV, F	Boys' Ice Hockey V, JV, F	Boys' and Girls' Tennis V, JV
Girls' Football Cheerleading V	Girls' Ice Hockey V	Boys' Lacrosse V, JV, F
Boys' & Girls' Cross Country V, JV	Co-Ed Swimming V, JV	Girls' Lacrosse V, JV
Girls' Volleyball V	Girls' Gymnastics V	Girls' Softball V, JV, F
	Co-Ed Wrestling V	

Sportsman-like conduct at all activities sponsored by Danvers High School is an important factor in winning the respect of other schools and the community at large.

We encourage our students to:

1. Attend as many athletic events as possible and support all our teams.
2. Be a good sport and never “boo” or offend an opposing team or official.
3. Show respect for the visiting school and other spectators.
4. When attending away games, be a good guest and observe the rules of the host school.

BOOSTER CLUB / SUPPORT ORGANIZATIONS

Parent support groups exist for most co-curricular activities. We encourage parents to become involved in these groups. Parents who are interested in joining or searching for more information should call Danvers High School at 978-777-8925.

STUDENT SUPPORTS

STUDENT STUDY TEAM (STUDENT ASSISTANCE PROGRAM)

The Student Study Team, which consists of the assistant principals, all guidance counselors, social worker, school nurse, and school psychologist meets weekly to identify and discuss the progress of high profile students. Faculty members may refer students to the team by filling out the online referral form. Any student exhibiting academic, behavioral, or social difficulty that has a direct or indirect impact on the ability of him/her to achieve the Danvers School Department's outcomes should be referred to the team. The team will make recommendations for the students. **All referrals and meetings are strictly confidential.**

SPECIAL EDUCATION

504 ACCOMMODATION PLANS

Section 504 of the Rehabilitation Acts of 1973 is a civil rights law, which prohibits discrimination against people with disabilities. Any child identified as being disabled will be guaranteed reasonable accommodations to promote educational growth in the regular classroom environment. Information concerning **504 Accommodation Plans** is available through the Special Education office (978-777-6112).

TUTORING

In the event of extended absence from school and upon medical documentation from a doctor or licensed clinician, parents / guardians may arrange for tutoring. If a student needs tutoring as a special service, this may be accomplished only through the Student Services Department. Students who need tutorial help in any subject should contact a counselor or administrator. The National Honor Society also offers tutors from the junior and senior class who rank highest academically within their respective grades. Throughout the year the National Honor Society offers two to three students to tutor in the library from 2-2:45pm. Students can also request to have a personal tutor from the National Honor Society with whom they can meet on a regular basis.

HELP SESSIONS

Teachers are available most afternoons (with the exception of Fridays) after dismissal for extra help and make-up work. Students should consult individual teachers for their schedules. All students should feel free to seek extra help. If a teacher asks a student to return for extra help, the student must return. A telephone is available to the student who needs to call home to advise a parent. The National Honor Society also provides group and individual tutoring in the Library, Monday through Thursday of each week from 2:15 – 3:15 pm

PARENT CONCERNS AND COMPLAINTS

Danvers High School follows the guidelines put forth by the Danvers School Committee regarding parent concerns and or complaints.

Although no community members will be denied the right to bring complaints to the Committee, they will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or Committee operations only.

The Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee. Therefore, the proper

channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. School building administrator
3. Superintendent
4. School Committee

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and then placed in the official files.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired.

The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

SAFETY AND SECURITY

INCIDENT REPORTING

Danvers High School is committed to the safety and security of all students, faculty, staff, and members of our community. Students, parents and any member of the Danvers community can report incidents of safety and security. We encourage all members to reach out to a building administrator at any time to report incidents that threaten the safety, security, and civil rights of other members of our community.

Additionally, there are two forms available for filing a report: Danvers High School Anonymous Reporting Form and Bullying Prevention and Intervention Incident Reporting Form.

The Danvers High School Anonymous Reporting Form is available for students to report issues of safety and security anonymously.

- Each classroom will have copies of these forms.
- If a student wants to report a situation anonymously they can fill out the form and hand it to any adult. Adults at DHS will turn in the form to the main office.
- Forms that are handed in will be reviewed by the administration and may result in an investigation.

The Bullying Prevention and Intervention Incident Reporting Form is available in the main office and on the Danvers Public Schools website at <https://danverspublicschools.org/district/policies/bullying-policy/#tab-id-2>.

- Students, parents, as well as members of the community are encouraged to fill out the form and to turn it in to a school administrator.

Both reporting forms will not result in immediate disciplinary action but will result in an investigation which may lead to disciplinary action and support or referral to appropriate outside agencies.

CORI REQUIREMENTS

It shall be the policy of Danvers Public Schools to obtain all available Criminal Offender Record Information (CORI) from the criminal history systems board of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three (3) years, obtain all available Criminal Offender Record Information from the criminal history systems board on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education CORI Law Advisory dated February 17, 2003, "Direct and unmonitored contact with children' means contact with a child when no other CORI cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of school grounds, such as hallways, shall not be considered to have potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students."

In accordance with the state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign a request from authorizing receipt by the district of all available CORI data from the criminal history systems board. In the event that a current employee has questions concerning the signing of the request form, he/she may meet with the Principal or Superintendent; however, failure to sign the CORI request form may result in a referral to local counsel for appropriate action. Completed request forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under this policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI may be shared with the individual to whom it pertains, upon his/her request, and in the event of an inaccurate report the individual should contact the criminal history systems board.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law, reserves the exclusive right concerning any employment decision made pursuant to Chapter 385 of the Acts of 2002. The employer may consider the following factors when reviewing CORI: the type and nature of the offense; the date of the offense and whether the individual has been subsequently arrested, as well as any other factors the employer deems relevant.

The Superintendent shall ensure that on the application for employment and/or volunteer form shall be a statement that as a condition of employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides school related transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

The Superintendent shall amend employment applications to include questions concerning criminal records (see attachment) which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests, criminal court appearances or convictions. An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a complaint transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all the legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

As soon as possible after the district obtains the certification from the criminal history systems board to receive CORI data, the Superintendent shall obtain such data for any person then providing volunteer service, as a condition of continued service.

LEGAL REF: MGL 71:38R, 151B, 276, 100A, St.2002. c.385 MCAD Regulations and DOE Advisory on CORI Law (Feb. 17, 2003)

FIRE/DISASTER/SAFETY DRILLS

Fire drill procedures are posted in all classrooms. Fire and safety drills are routinely held to keep everyone alert to procedures and should be taken seriously. Students are expected to file out of the building in an orderly manner and should meet the classroom teacher at a designated area that shall be a safe distance from the building. Upon the signal to return to the building, students are to return promptly to their classes. A school-wide safety plan is in place and should be followed upon instruction by the principal. Copies are available in the main office for review.

HEALTH

The health and wellbeing of the student is the responsibility of the parents. The health services rendered in the school are intended to extend and supplement the family responsibility, rather than serve as a substitute.

In accordance with the General Laws of Massachusetts, each child in the school system must be examined by a physician at least once every four (4) years. Transfer students are required to have a physical examination, prior to entering school, if they have not been examined within the past year. Forms which must be signed by the physician and returned to the school nurse are made

available by the school. Immunization against certain diseases is also required by law. Students in need of an immunization update will be notified by the school nurse.

During the course of the school year, vision, hearing and postural screening programs are conducted in order to find and aid those students who may have some weaknesses. Parents will be notified of any significant findings.

In the event of a medical emergency or accident involving a student, all attempts will be made to notify the parent using information provided on an emergency slip. Parents are encouraged to have a plan in place to deal with this type of emergency and also to have an alternative plan in place in the event that they cannot be reached.

FOOD ALLERGIES: TREATMENT AND CARE OF

This policy establishes a consistent set of procedures for the treatment and maintenance of students diagnosed with food allergies and specifically peanut/nut allergies. The commitment to provide a safe and healthy environment for students and staff requires a cooperative and collaborative effort including the home, physician, school nurse and staff. The Danvers Public Schools Protocol for Students with Life Threatening Allergies provide detail to support the following:

1. The school nurse will obtain medical documentation from parents detailing the diagnosis and treatment. Special attention will be paid at the time of kindergarten registration.
2. The nurse will meet with the parent(s) and other members of the staff if appropriate to develop an Individual Health Care Plan (IHCP). Forms and procedures are included in the Danvers Public Schools Protocol.
3. The school may restrict entry/placement of a student until this information is available, clarified with the child's physician and incorporated into a signed IHCP/504 and/or Independent Education Plan (IEP). The decision to delay entry will be based upon an assessment of health and safety risks.
4. The principal/nurse will inform parents of the identified student that they are responsible for providing food daily and for special events.
5. The school nurse will provide EpiPen training according to the Department of Education (DOE)/Department of Public Health (DPH) Guidelines to all staff.
6. The principal/school nurse will inform teachers, when appropriate, that they are to restrict snacks in the classroom and on field trips to ensure to the extent possible an allergy-free setting. The school will not be responsible for monitoring food from homes. However, a reasonable, good faith effort will be made to control packaged food products made available to children. As of September 2003 school birthday celebrations will not include food products.
7. The school nurse, in collaboration with the principal will inform parents of the existence of a child/children with significant allergies and the steps required to ensure safety.
8. Procedures for Medical Emergencies (911) remain in effect.

MEDICATION TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and / or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the

medicine that he / she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of EpiPens.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with food or other anaphylactic allergies may possess and administer EpiPens.

IDENTIFICATION BADGES

As part of our plan for safety and security of the building, faculty and staff are asked to carry their district issued badges.

SAFETY BELT POLICY

All operators and passengers of motor vehicles are required to properly fasten seat belts while on school property. Any operator of a vehicle in which the driver or any passenger is not wearing a safety belt or otherwise restrained in an infant or child seat will receive the following penalties:

STUDENTS

- First time offender will receive a written warning and parents / guardians will be notified.
- Second time offender will lose parking privileges at the high school for two (2) weeks and parents / guardians will be notified.
- Third time offender will then have his / her parking privileges at the high school revoked for the remainder of the school year and parents / guardians will be notified.

OTHERS

Any other operator who is not a student will receive a warning along with safety education material.

SEX OFFENDER REGISTRY

A list of all sex offenders who have registered with the Danvers Police Department is available at the police station only. Parents and/or guardians who wish to look at the list should inquire at the police station.

VISITORS

All visitors must check in at the greeter desk, which is located at the main entrance. All visitors

must produce a photo ID upon receipt of such, a visitor ID badge will be provided and must wear or display it at all times while in the building. Students may NOT have visitors while school is in session. Food deliveries from outside vendors are not accepted at DHS and may be diverted to the main office.

SCHOOL AND DISTRICT POLICIES PER FEDERAL AND STATE LAWS AND REGULATIONS

NON-DISCRIMINATION

It is the policy of the Danvers Public Schools not to discriminate on the basis of sex, sexual orientation, gender identity, race, religion, color, and national origin in its educational programs and activities as required by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of 1971. The local Office for Civil Rights address is:

8TH FLOOR 5 POST OFFICE SQUARE BOSTON, MA 02109-3921 617-289-0111
OCR.BOSTON@ED.GOV

Civil Rights, Title IX, and 504/ADA Coordinator:

Lyn O'Neil, Director of Students Services

Danvers Public Schools

64 Cabot Road

Danvers, MA 01913

(978) 774-6112

oneil@danvers.org

BULLYING POLICY

The Danvers Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

"Cyber-bullying" means 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 knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in 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 the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

On school grounds;

On property immediately adjacent to school grounds;

At school-sponsored or school-related activities;

At functions or programs whether on or off school grounds;

At school bus stops

On school buses or other vehicles owned, leased, or used by the school district; or,

Through the use of technology or an electronic device owned, leased or used by the Danvers public schools;

Bullying and cyber-bullying are prohibited 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 the Danvers school district if the act or acts in question:

Create a hostile environment at school for the target;

Infringe on the rights of the target at school; and/or

Materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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

Target Assistance

The Danvers Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the _____ Public Schools website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26:00
MGL 71:370; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JICFA, Prohibition of Hazing
JK, Student Discipline Regulations

SOURCE: MASC August 2013

Amended: Danvers School Committee April 2014

HAZING

The term "hazing" as used in this section and in sections eighteen and nineteen (18 & 19) of chapter 269 of Massachusetts General Laws shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to 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 the 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 identified in section seventeen (17) 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 (\$500.00).

Section 19: Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school and to every member, plebe, pledge, or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen (17 & 18). An officer of each group or organization, and each individual receiving a copy of said sections seventeen and

eighteen (17 & 18) shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen (17 & 18). 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 such institution has adopted a disciplinary policy with regard 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 institutions which fail to make such report.

HARASSMENT POLICY (NEW PER AG OFFICE)

AC DISCRIMINATION, HARASSMENT AND SEXUAL HARASSMENT POLICY, AND GRIEVANCE PROCEDURES

I. PURPOSE

To prohibit harassment, discrimination, bias-related conduct, and hate crimes based on race, color, sex, gender identity, religion, national origin, sexual orientation, and disability; and to provide grievance procedures for addressing such conduct.

It is the policy of the Danvers Public Schools (DPS) to provide a safe and secure learning environment for all its students free from hate, bias and prejudice; and to take affirmative steps to create a positive school climate inclusive, supportive and protective of all students.

It shall be a violation of this policy for any student, teacher, administrator, volunteer or other school personnel to engage in harassment, discrimination, bias-related conduct or hate crimes. Conduct amounting to a hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

II. SCOPE

This policy applies to all students, teachers, administrators, school personnel, coaches, volunteers and other third parties who interact with students and DPS employees.

This policy extends to harassment, discrimination, hate crimes, and bias-related conduct occurring at school or school-related events; on school buses to and from school or school-related events; at and during athletic programming, events, activities and practices; and at activities outside of school if the conduct creates or contributes to a hostile environment at school or otherwise creates a substantial disruption to the educational learning process.

tercero DEFINITIONS

DPS will investigate all complaints, either formal or informal, verbal or written, of harassment, discrimination, and bias-related conduct and take prompt, appropriate action against any student, teacher, administrator, coach or other school personnel who is found to have violated this policy.

Discrimination is conduct that subjects individuals to separate, different or unequal treatment because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability.

Harassment is conduct that creates or contributes to the creation of an intimidating or hostile environment for students or employees because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability.

Hostile Environment is created when harassment or discriminatory conduct is sufficiently severe or pervasive to unreasonably interfere with a student's educational performance or ability to participate in or benefit from school programs, activities or services. A single act can also create a hostile or intimidating environment if sufficiently severe. Whether a school environment has become hostile is evaluated on the totality of the circumstances.

Bias-Related Conduct is any conduct that violates or contributes to the violation of school policies, rules, and behavioral expectations, and indicates or demonstrates bias based on another person's actual or perceived characteristics including race, color, sex, gender identity, religion, national origin, sexual orientation or disability.

Bullying generally includes any repeated, targeted behavior that harms a student or disrupts the school environment. Bullying may also constitute harassment or discrimination if it occurs because of the target student's race, color, sex, gender identity, religion, national origin, sexual orientation or disability. Bullying not involving discriminatory or bias-related conduct will be investigated pursuant to the DPS Bullying Prevention and Intervention Plan. See Danvers Bullying Prevention Policy for a more detailed definition of bullying: [z3 Browser by CTS \(ctspublish.com\)](#)

Sexual harassment consists of 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.

Title IX Sexual Harassment (effective August 14, 2020) is verbal, physical or other conduct that targets a person based on sex. Sexual harassment actionable under Title IX means any of the following three types of behavior:

- A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (ie, quid pro quo);
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity;
- Any instance of "sexual assault," "dating violence," "domestic violence," or "stalking," as those terms are defined by the Clery Act (20 USC 1092(f)(6)(A)(v)) and the Violence Against Women Act (34 USC 12291(a)(8), (10) & (30)) and the implementing regulations.

Allegations of Title IX Sexual Harassment shall be reported to the Title IX Coordinator or building principal and investigated pursuant to DPS procedures for investigating sexual harassment and retaliation pursuant to its Title IX policy.

Hate Crime is any criminal act with overt actions motivated by bigotry and bias including, but not limited to, a threatened, attempted or completed overt act motivated at least in part by racial, religious, ethnic, disability, gender, gender identity or sexual orientation prejudice, or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion,

or which seek to interfere with or disrupt a person's exercise of constitutional rights through harassment or intimidation.

Complainant is the person filing the complaint. It may be a student, parent, guardian or third-party.

Respondent is the person alleged to have committed the harassment, bias-related conduct, discrimination or hate crime.

IV. COMMITMENT TO PREVENTION

DPS is committed to prevention, corrective measures, and accurate reporting of incidents of harassment, bias-related conduct, discrimination and hate crimes to the end that all students can enjoy the advantages of a tolerant learning environment where individual differences are respected. DPS undertakes to develop educational programs, prevention initiatives and remediation measures designed to foster respect for diversity, affirm differences, and eliminate violence, nonacceptance and prejudice in school settings.

V. DIVERSITY AND NONDISCRIMINATION IN ATHLETICS

DPS is committed to ensuring its Athletic Department and athletic programs are free from harassment, discrimination, and bias-related conduct by engaging in practices to promote diversity and inclusion, taking affirmative steps to promptly investigate, intervening to stop any ongoing acts, imposing disciplinary measures as necessary; providing supportive measures to the victim, and preventing acts of recurrence.

Administrators, teachers, coaches, staff and students are responsible for reporting any acts of harassment, discrimination, and bias-related conduct to the civil rights coordinator or building principal as soon as possible, but no later than 24 hours after witnessing or receiving a report of such acts. Coaches are uniquely situated to observing such misconduct at school, practices, in the locker rooms, on buses or the playing field, and during off-campus events, and are responsible for promptly intervening to stop the conduct and restore a sense of safety to students.

DPS will provide annual training to the Athletics Department and staff addressing: (1) how to identify and prevent discrimination, harassment, and bias-related conduct; (2) appropriate supervision of student athletes; and (3) reporting requirements and procedures.

DPS will also provide all students with programming to develop the skills, knowledge and strategies necessary to prevent and respond to harassment, discrimination and bias-related conduct. Student athletes will be provided additional programming addressing issues and challenges specific to hate and bias in sports.

VI. REQUIRED REPORTING AND INTERVENTION TO STOP HARASSMENT, BIAS-RELATED CONDUCT AND DISCRIMINATION

School employees are responsible for reporting any incidents of harassment, bias-related conduct and discrimination to the school civil rights administrator; and potential criminal conduct to law enforcement.

School employees, and designated administrators must intervene in ongoing harassment, bias-related conduct, discrimination and hate crimes whenever witnessed or reported, to the extent intervention can be done safely or summon assistance as necessary. School employees must report such conduct to the school civil rights coordinator.

The primary objective of school intervention is to put a swift end to, and prevent any recurrence of, any wrongful conduct, in order to ensure the safety of all students and a school environment free from harassment, bias-related conduct and discrimination. DPS will take all necessary steps within its authority to stop the misconduct and to restore and preserving an environment free of harassment, bias-related conduct, and discrimination.

VIII. GRIEVANCE PROCEDURE

This grievance procedure applies to complaints filed by students, their legal guardian, or anyone acting on their behalf, alleging harassment, bias-related conduct or discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation or disability carried out by other students, DPS employees, staff, volunteers or third parties interacting with students.

Step 1: Any student, parent or guardian or third party may file or report a complaint alleging harassment, bias-related conduct or discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation or disability with the building principal or civil rights coordinator. A student may also file or report a complaint to a trusted adult within the school building including, but not limited to a teacher, counselor, paraprofessional or other school employee who shall then report the complaint to the building principal.

The building principal shall receive and report the complaint to the civil rights coordinator for investigation.

Anonymous Complaints or Reports

DPS will properly respond to any anonymous reports of a civil rights violation of which the civil rights administrator is aware; however, DPS' ability to fully respond may be limited depending on the circumstances and the facts reported.

When reporters or complainants ask for their identity to remain confidential, DPS will exert its best efforts to comply with this request; however, the civil rights administrator will inform the complainant or reporter that: (a) it may be necessary under certain circumstances to reveal their identity especially to protect the safety of the school environment and (b) the maintenance of confidentiality may limit DPS in its ability to fully investigate the matter and take full disciplinary action against the respondent.

Anonymous complaints may be filed using the Anonymous Reporting Forms which are available in each classroom. After completion, a student may hand the form to any adult who will turn it into the main office where the form will be reviewed by the administration to determine a response.

Step 2: Once the complaint is received, the civil rights coordinator will commence a prompt, reasonable, reliable, and impartial investigation; and provide the complainant and respondent with the opportunity to present witnesses and evidence. The investigator will gather all evidence, interview the complainant, respondent and witnesses, and make reasonable efforts to keep the parties informed of the status of the investigation.

During the investigative process, the civil rights coordinator may implement appropriate interim and or supportive measures including, but not limited to, academic arrangements/modifications and counseling to ensure complainant is not subjected to further discriminatory, harassing or bias-based conduct. Appropriate interim or supportive measures may also be implemented for the respondent.

Step 3: The civil rights investigator shall complete the investigation, and initiate an appropriate intervention as soon as possible, but no later than within 20 calendar days from receipt of the complaint unless the need for more time is appropriately documented.

Step 4: The civil rights investigator will notify both the complainant and respondent in writing of the outcome of the investigation.

Step 5: After completion of the investigation, if the allegations are substantiated and a violation of this policy determined, immediate and appropriate corrective or disciplinary action shall be initiated. For students, policy violations may result in corrective or disciplinary action up to and including expulsion. For employees, policy violations may result in suspension or termination.

Step 6: The complainant and respondent have 10 days from receipt of the written outcome to appeal the outcome to the superintendent who will issue a decision within 10 days of receipt.

VIII. COMMITMENT TO NON-RETALIATION

Retaliation against any person for the good faith filing of a complaint or for the participation in an investigation of harassment, bias-related conduct, a hate crime or discrimination will not be tolerated.

IX. REFERRAL TO LAW ENFORCEMENT

School employees who have reason to believe that a potential hate crime has been, or is about to be committed, are required to notify the school civil rights coordinator and building administrator. Police notification is also required. In non-emergency situations, the civil rights coordinator will notify the police and in an emergency situation, the school employee will do so.

X. DOCUMENTATION REQUIREMENTS

Recordkeeping

The designated civil rights administrator will be responsible for keeping records of all incidents of harassment, discrimination, bias-related conduct and hate crimes reported for the school. These records shall be grouped according to school year and grade. In addition to recording the particulars of the incident itself, the civil rights administrator should: (1) record the actions taken in response and the results of the investigation and intervention and (2) store and maintain this information at a central place such as a school civil rights office.

Monitoring and Tracking to Identify Patterns

Records will be maintained so as to permit administrators to detect patterns in violations of this policy, repeat offenders, and problem locations. Responsive action should be tailored based on the pattern of information that records reveal.

XI. DISSEMINATION OF POLICY AND TRAINING

This policy or an excerpt shall be conspicuously posted throughout each school building in areas accessible to students, employees, and staff members; and electronically.

This policy or an excerpt shall appear in the faculty and student handbook.

DPS will provide instruction in the provisions of this policy to teachers, other employees, staff, and students.

This policy shall be reviewed at least annually for compliance with state and federal law.

XII. DESIGNATION OF CIVIL RIGHTS COORDINATOR

DPS has designated the following person as the Civil Rights Coordinator, Section 504/ADA Coordinator and Title IX Coordinator:

Lyn O'Neil
Director of Student Services
Danvers Public Schools
64 Cabot Road
Danvers, MA 01923
(978) 774-6112
oneil@danvers.org

The civil rights coordinator is responsible for receiving and responding to complaints of harassment, bias-related conduct, discrimination and hate crimes. The designee known as the civil rights coordinator will receive specialized training and take responsibility for ensuring compliance with this policy. The designee will also serve as a liaison with law enforcement agencies, and assist the principal and superintendent in making referrals of possible criminal matters to law enforcement.

School Committee adopted December 13, 1999

Amended November 2014

School Committee adopted December 8, 2014

Revised XXX, 2022

Adopted August XX, 2022

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by EO 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

MGL[71B:1](#)et seq. (Chapter 766 of the Acts of 1972)

MGL[76:5](#); Amended 1993

MGL [76:16](#) (Chapter 622 of the Acts of 1971)

MGL 151C

MGL 22C

Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, as amended 10/24/78 Board of Education 603 CMR 26:00

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: AC-[ACE](#), Subcategories for Nondiscrimination

[GBA](#), Equal Employment Opportunity

[JB](#), Equal Educational Opportunities

SOURCE: Danvers

AC-E - APPENDICES TO CIVIL RIGHTS POLICY

Responsibilities of School Personnel and Students in Relation to Witnessed or Reported Bias Incidents

1) All Personnel y Students

- i) Report bias-related incidents, harassment, discrimination and hate crimes to DPS civil rights administrator, trusted adult and or building principal. Complaints may be filed using an Anonymous Reporting form available in every classroom.
- ii) Be familiar with basic facts about hate and hate crimes so as to be able to identify bias incidents and have an understanding of the dynamics.
- iii) Challenge biased attitudes and behavior whenever encountered in school and outside.
- iv) Report hate crimes to police, and summon help in an emergency.
- v) Uphold school civil rights and safety policies and remain vigilant and alert for violations.
- vi) Take responsibility so as to make a difference in stopping hate, finding and creating individual and group opportunities for action and involvement.

2) Teachers Only

- i) Set guidelines for classroom behavior to avoid hurt feelings and promote respect.
- ii) Respond to and challenge insensitive behaviors like name calling and exclusion of children who are different.

iii) Instruct against hate and prejudice, where this message is apropos to classroom subjects and lessons.

iv) Look for and help implement proactive programs and strategies to promote tolerance and stop hate conduct.

3)School Staff Specifically

i) Challenge and try to stop bias incidents when witnessed or encountered in progress, if a safe opportunity is presented.

4)Civil Rights Designees Specifically

i) Be available to receive reports of civil rights violations from students, faculty, and other administrators, including anonymous complaints.

ii) Respond promptly to a report of a civil rights violation by intervening if possible, ensuring that students are safe and free from harassment, and by starting an investigation and quickly ascertaining the facts.

iii) Put a stop to ongoing harassment immediately and effectively, and refer victims to support services and resources available in the area. Implement appropriate interim measures if warranted.

iv) Take remedial, corrective, and disciplinary action as the circumstances established by the investigation, school policies, and the Code of Conduct, warrant.

v) Take steps to avert retaliation against students who report discrimination, harassment, bias-related conduct or hate crimes, and act immediately to ensure student safety and freedom from such conduct.

vi) Communicate and coordinate efforts with police on a regular, ongoing basis, and develop a working partnership with police officers assigned to schools and civil rights issues.

vii.) Undergo specialized training to maintain knowledge of hate crimes and civil rights issues as they affect schools.

viii) Coordinate school prevention programming and activities, drawing on available resources and tools.

Federal and Massachusetts Laws bearing on harassment, discrimination and bias crimes in school settings

(a) Title VI, 42 USC Sec. 2000 et seq. (prohibition of discrimination based on race, color, or national origin)

(b) Title IX, 20 USC Sec. 168 et seq. (prohibition of discrimination based on sex or gender)

(c) Title II of the Americans with Disabilities Act, 42 USC Sec. 12134 (prohibition of discrimination based on disability)

(d) GL c. 71, Sec. 37H (student handbooks required to state disciplinary measures applicable to "violations of student's civil rights")

- (e) GL c. 76, Sec. 5 (prohibition of discrimination "on account of race, color, sex, gender identity religion, national origin or sexual orientation", in access to "advantages, privileges and courses of study of [local] public school".)
- (f) GL c. 151 C (Fair Education Practices Act, includes prohibition of sexual harassment)
- (g) GL c. 214, Sec. 1 (right of privacy)
- (h) GL c. 214, Sec. 1 C (right to freedom from sexual harassment)
- (i) GL c. 12, Sec. 11H (prohibition of threats, intimidation, or coercion interfering with someone's legal rights)
- (j) GL c. 265, Sec. 37 (criminal penalties for the use of force or threats to interfere with someone's legal rights)
- (k) GL c. 265, Sec. 39 (increasing penalties for assaults, batteries, and property damage motivated by bias on grounds of race, color, religion, national origin, sexual orientation, gender identity and disability.)
- (l) GL c. 266, Sec. 127A (criminal penalties for vandalism of a school)
- (m) GL 22C (definition of hate crime)

SOURCE: Danvers

Revised: August XX, 2022

Adopted: August XX, 2022

SEXUAL HARASSMENT POLICY OF THE DANVERS PUBLIC SCHOOLS

The Danvers Public School System is committed to providing faculty, staff and students with an environment in which they may pursue their careers and studies without being sexually harassed. All persons associated with the school system including, but not limited to, the school committee, the administration, the staff and the students are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy.

Definition of Sexual Harassment

Sexual harassment is a form of discrimination and is illegal. Sexual harassment, as here defined, is a violation of Title VII of the 1964 Civil Rights Act and the Massachusetts General Laws, C.151, Section 4B. For the purpose of this policy, it is defined as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work.
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals.

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Massachusetts Fair Education Practices Law makes any form of sexual harassment in any program of study in any institution an unfair educational practice.

Reporting

In determining whether an alleged incident constitutes sexual harassment, the building principal will serve as the hearing officer vested with the authority and responsibility of processing all sexual harassment complaints (unless involved as a party) in accordance with the procedure outlined below:

LEVEL I: (STUDENT AND/OR PARENTS)

Any student of the district who believes that he/she has been subjected to sexual harassment is to report the alleged incident to the guidance counselor or designated advocate. The guidance counselor/advocate will examine the totality of the circumstances and the context in which the alleged incident(s) occurred. The counselor/advocate will attempt to resolve the problem by conferring with both parties, including parents or guardian as appropriate, and the Title IX Coordinator in order to obtain a clear understanding of the facts. All matters involving sexual harassment complaints will remain confidential to the extent possible.

LEVEL II: (STUDENT AND/OR PARENTS)

If the advocate is unable to resolve the situation or the decision is made to move the complaint forward, then the Title IX Coordinator and hearing officer (principal) will receive the complaint.

LEVEL III: (STUDENT AND / OR PARENTS)

In the event that the student and/or parents are not satisfied by the resolution process, they may file the complaint with the Superintendent of Schools within a reasonable amount of time, **not to exceed thirty (30) days**.

CUSTODY

As required by MGLC71, section 34h, a non-custodial parent may have access to the student record in accordance with the following provisions:

- A. A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
 - a. The parent has been denied legal custody or has been ordered to supervise visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - b. The parent has been denied visitation, or
 - c. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 - d. There is an order of a probate and family court judge, which prohibits the distribution of student records to the parent.
 - e. The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07 (5) (a).

- B. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- C. Upon receipt of the request, the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after twenty-one (21) days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
- D. The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

Upon receipt of a court order which prohibits the distribution of information pursuant to GLc71, section 34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

HIV POLICY

HEALTH AND SAFETY

HIV INFECTION

It is the policy of the Danvers Public Schools that in compliance with the Americans with Disabilities Act (ADA, 42 USC S 12101), the Individuals with Disabilities Education Act (IDEA, 20 USC S 140), and Section 504 of the Rehabilitation Act of 1971(29 USC S 794), MGL Chapter 111, s 70F, and Chapter 112, s 12F, and the policy guidelines of the Massachusetts Department of Public Health and the Department of Education, students and employees with HIV infection have the same education and employment rights as any other student or employee.

HIV infection includes all individuals infected with the human immunodeficiency virus (HIV) and every stage of infection and illness.

SCHOOL ATTENDANCE

- 1. A student with HIV infection has the same right to attend school and receive services as any other student, and will be subject to the same rules and policies.
- 2. HIV infection shall not factor into decisions concerning class assignments, privileges, or participation in any school-sponsored activity.
- 3. In determining the student's need for accommodations or services, staff must:
 - a. Respect the student's and family's privacy rights.
 - b. Consult with the student's physician and parent or guardian.
 - c. Assess the placement.

EMPLOYMENT

- 1. An employee or applicant for employment will not be discriminated against on the basis of HIV infection or association with another person with HIV infection.
- 2. An employee with HIV infection may continue working as long as he or she is able to perform the essential functions of the position, with reasonable accommodation if necessary.

PRIVACY

- 1. Students and employees are not required to disclose their HIV infection status to anyone in the education system.
- 2. HIV antibody testing is not required for any purpose.

3. Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member.
4. Violation of medical privacy is cause for disciplinary action, criminal prosecution, and / or personal liability for a civil suit.
5. No information regarding a person's HIV status will be divulged to any employee or subcontractor without:
 - i. A court order
 - ii. The informed, written, signed, and dated consent of the person with HIV I Infection or the parent or guardian of a legal minor.
6. The written consent for HIV disclosure must specify the name of the recipient of the information and the purpose for the disclosure.
7. All health records, notes and other documents that reference a person's HIV status will be kept under lock and key in a file separate from the individual's medical, personnel or discipline records.
8. Access to HIV confidential records is limited to those named in written permission from the person or the parent/guardian, and to emergency medical personnel.
9. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent.

All employees are required to consistently follow infection guidelines and the HIV Administrative Guidelines at all times within school, as well as all school activities. If a situation occurs at school in which a person may have been exposed to an infectious agent, such as an instance of blood-to-blood contact, school authorities shall follow the HIV Administrative Guidelines for appropriate medical attention and evaluation. A school staff member must alert the school nurse or principal if a student's health condition or behavior presents a reasonable risk of transmitting any infection (eg, biting, spitting). All school staff members will maintain a respectful school climate and not allow physical or verbal harassment of any individual or group based upon:

1. A person living with HIV infection,
2. A person perceived as having HIV infection or
3. A person associated with someone with HIV infection.

The Superintendent is directly responsible for enforcing and communicating this policy. Principals and administrators are responsible for:

1. Implementing the policy in their building/department,
2. Reviewing this policy with their staff annually, and
3. Monitoring the execution of this policy at the building level.

PARENT NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with Massachusetts General Laws Chapter 71, Section 32A, the Danvers School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues. At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of such students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption.

Inspect and review program instruction materials for those curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

2. A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two (2) weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give a parent/guardian a timely written response, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

The Superintendent of Schools will distribute a copy of this policy to each principal by September 1st of each year.

STUDENT RIGHTS

The Danvers School System subscribes to and safeguards the laws, regulations and guidelines pertaining to student rights, under those chapters concerning themselves with suspension and exclusion from public schools and under Chapter 71, Sections 34D, and 34E which concern themselves with student rights pertaining to student records. The suspension procedures of the Danvers Public School System are a matter of School Committee policy voted on April 28, 1975, and have been judged consistent with the laws of the Commonwealth.

ZERO TOLERANCE WEAPONS POLICY TO EMPLOYEES AND VISITORS

In trying to maintain a safe working and learning environment, the Danvers Public School District strictly forbids all employees, parents, and visitors—with the exception of law enforcement officials—to possess a weapon in school buildings, on school grounds, at school activities, on school buses or school vehicles, or in any vehicle entering upon or departing from school premises, property, or events.

An employee, parents, or visitor who possess a weapon or firearm in violation of this policy shall face police investigation and may face criminal charges, Employees will be subject to district investigation and dismissal, as well as any further action needed to protect students, staff, and others.

APPENDICES

MEMORANDUM OF UNDERSTANDING

(Between the School and Other Agencies)

This document is to establish the formalized working relationships agreed upon by the following agencies to provide a safe and violence free educational setting: **Danvers High School, Danvers Police Department, The Essex County District Attorney's Office, Department of Mental Health, Department of Children and Families, Department of Youth Services, Salem District Court, and The Probation Department.**

GENERAL PRINCIPLES

- A. Danvers High School, the Danvers Police Department, the Essex County District Attorney's Office, The Salem District Court, the MA Department of Children and Families Services, Department of Youth Services, and the Department of Mental Health agree to develop, coordinate and implement their response to violent, delinquent, or criminal acts by students, including weapons reporting, alcohol and other drug use, which occur on school premises or at school-related events. To ensure a safe educational environment, this collaborative effort between the school administration and law enforcement supports "zero tolerance" for violence, weapons, drugs, and harassment. Non-students as well, involved in such acts on school property or at school events, will be reported to the police.

It is expected that this working relationship between schools and the community will serve to foster communication, mutual respect, and understanding among all concerned parties. To eliminate any confusion, this document identifies the school's role with respect to discipline matters and the police role with respect to investigation of criminal activity. Additionally, this document includes the process for communication with parents and guardians.

MGL Chapter 721, Section 37H requires each school district to have a Code of Conduct reflected in student handbooks stating the standards and procedures to ensure building security and safety of students and school personnel, and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or civil rights violations.

- B. The following agencies agree, within the statutory ability of the reporting agency, that every effort will be made to keep communication freely flowing to support children in the community. These agencies include, but are not limited to, the Department of Children and Families, Department of Youth Service, and the Probation Department of Salem District Court.

SEARCH AND SEIZURE

School personnel are permitted to search a student's clothing, personal possessions, or locker at the discretion of the Principal if there is reasonable suspicion that the student is concealing material the possession of which is prohibited by federal, state, or local law, or the provisions of the School Discipline Code. Further, in an effort to combat any possibility of illegal drug activity on school grounds, the Danvers Police Department has agreed to make available their canine unit to assist in such searches, per request of the Danvers High School administration. Students will be informed in writing through the Student Handbook at the beginning of the school year of this practice. The Principal shall keep a record of such searches detailing time, reason(s), and witness(es).

IN SUMMARY, AS REPRESENTATIVES OF OUR RESPECTIVE AGENCIES, WE AGREE AND COMMIT TO REDUCING SCHOOL VIOLENCE AND COMMUNITY CRIMINAL ACTIVITY THROUGH OUR CONTINUED EFFORTS OF OPEN LINES OF COMMUNICATION, INFORMATION SHARING, AND DEVELOPING A SCHOOL AND COMMUNITY NETWORK MODEL BASED ON MUTUAL RESPECT AND UNDERSTANDING.

JUVENILE PROBATION

MGL Ch. 119 sec. 57 gives probation officers the authority to investigate the school performance of any student who is court involved either through a delinquency matter or truancy / school offender CHINS (Child in Need of Services - MGL Ch. 119 sec. 39). Additionally, the probation staff meets monthly with school personnel to review concerns about students already involved with Probation or who may become party to a school signed CHINS.

JUVENILE DIVERSION PROGRAM

Danvers High School officials and the Danvers Police will develop and implement a reporting process for criminal/delinquent behavior. Appropriate first time offenders, age seven (7)-seventeen (17), may be referred to the Essex County District Attorney's Juvenile Diversion Program. The Juvenile Diversion Program is an alternative to the court system. Participating youth are required to attend counseling/education programs, perform community service, and if appropriate, pay restitution. Youth who successfully complete the Juvenile Diversion Program will have no court record. Failure to comply with the program will result in appropriate court action.

DEPARTMENT OF CHILDREN AND FAMILIES (DCF)

Under MGL Ch. 119 sec. 51A, school personnel (mandated reporters) who have reasonable cause to believe that a child under the age of eighteen (18) years is suffering injury resulting from abuse, including sexual abuse, or from neglect, shall report such condition to the Department of Children and Families (DCF). Reasonable cause to believe means known or suspicious instances of child abuse or neglect, regardless of whether or not the person or persons responsible for the abuse or neglect was in the position of caretaker.

This includes incidents of abuse by other students, as well as by school personnel. If the incident involves criminal conduct, such as physical abuse, violation of a 209A Restraining Order, assault and battery, or rape, school officials should also report the incident to the police.

During the ten (10)-day 51A investigation (sec. 52B) school personnel are required to disclose to DCF any information that it determines is relevant to the investigation, including student record information. It is expected that school staff will cooperate with DCF during this investigation, especially when circumstances of the case necessitate interviewing the child at school. It is suggested that such interviews be conducted with the presence of a teacher or other school personnel, without the prior need to notify parents or guardians, which could put the child at further risk.

DEPARTMENT OF YOUTH SERVICES (DYS)

Students committed to the Department of Youth Services (DYS) are considered placed in the custody of the Department. Releases for the sharing of information are an integral part of the Department Intake Process. The Department is committed to providing open lines of communication and information sharing with the schools and other participating agencies.

DEPARTMENT OF MENTAL HEALTH (DMH)

In an effort to work in collaboration with the schools and other participating agencies, the Department of Mental Health (DMH) will receive signed releases so that information may be shared pertaining to treatment concerns, case management, and service delivery as appropriate.

REPORTING PROCESS BETWEEN THE SCHOOL DEPARTMENT AND POLICE

A. The building principals are responsible for reporting criminal activity to the police department to ensure a coordinated response. All calls that require an immediate response should be made to 911 or the main police department number (978-774- 1212) for the assigned area officer or School Liaison Officer to respond. Follow-up and on-going communication to the school department will be done by the Lieutenant, School Liaison Officer, or noted designee.

1. It continues to be the sole prerogative of school officials to impose any disciplinary sanctions for infractions of school rules and policies independent of any police involvement or investigation. Notification to the student and their parent/legal guardian should be an integral part of this process.
2. When the school has reported an incident to the police, the police will be responsible for making the decision as to the course of the investigation process. In certain cases, based on the information and facts provided to the police, an incident report may be requested and filed in lieu of a formal investigation.
3. Incident reports may also be sent to the police department for repeated violations of school policies that do not meet the standard for formal charges, (eg, situations of bullying, repeated fights, chronic disruption, and verbal abuse/harassment). Additionally, for these types of behavior, filing a school offender CHINS (child in need of services) may be considered.
4. The school agrees to notify the police department before suspending a student under the provisions of MGL Chapter 71, Section 37H1/2, based on information received of a pending felony charge or felony disposition.
5. **Mandatory** reportable acts include:
 - Any serious incident of assaultive behavior such as any assault resulting in an injury to a staff or student, provoked or unprovoked attacks, or use of a dangerous weapon as defined in the Student Handbook and / or statute, or any object capable of causing injury;
 - Possession of a dangerous weapon resulting in a felony charge defined by the statute or as defined in the Student Handbook;

- Destruction of school and/or personal property to include graffiti, arson, or vandalism, or theft;
- Incidents of domestic/dating/relationship violence;
- Violation of a restraining order;
- Any sexual assault or inappropriate sexual behavior which may include indecent exposure, touching, fondling, and rape;
- Incidents of harassment, civil rights incidents or threats;
- Finding any student who is in actual or constructive possession of alcohol, inhalants, or what is reasonably believed to be a controlled substance as defined by state law;
- Having a reasonable belief that any student has sold or offered to sell or otherwise distributed a drug which is believed to be a controlled substance under the law; and
- Finding any student who is reasonably believed to be under the influence of alcohol, inhalants, or other drugs.

6. Reporting is mandatory, though communication may be limited in the case of an ongoing police investigation.
 - B. Any teacher or other school employee who has reasonable grounds to believe that a student has committed a reportable act as defined above shall take (or cause to be taken) the student to the Principal. The Principal shall ask the reporting teacher / employee what happened and take custody of any physical evidence.
 - C. The Principal shall inform the student and his/her parent/guardian of the nature of the offense and inform them that certain offenses must be reported to the police. The Principal may offer the student the opportunity to respond to the teacher/employee report. The Principal shall in the case of a mandatory reportable act notify the police of the incident and the existence of any physical evidence. All contraband (drug, alcohol, firearms, and dangerous weapons) shall be immediately surrendered to the appropriate police department. In addition, the Principal will comply with MGL Chapter 71, Section 37L, requiring that an incident involving a student's possession or use of a dangerous weapon on school premises, regardless of whether it occurred during school hours, and whether or not the student has been expelled, be reported in writing to the Superintendent of Schools and to the Chief of Police.
 - D. The Police Chief/designee 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.
 - E. In cases where children are victims of or witnesses to domestic violence, both the schools and police are mandated to report their concerns to the Department of Social Services

under Ch. 119, sec. 51A (AFTER HOURS HOTLINE: 1-800-792-5200). This information may be shared with the schools whenever possible within the statutory ability (ie, police investigation) of the Danvers Police Department or by the Department of Social Services in the course of their ten (10)-day investigation. The adult victim's right to privacy should be respected, particularly when the children are witnesses to domestic violence. In determining what information is shared, it is important to balance privacy concerns with the potential impact on the student's academic and social performance. Safety considerations are paramount in any decisions made regarding information sharing.

- F. Upon notification from the Principal, the police shall respond in cases of mandatory reportable acts and may respond in other cases. Juvenile offenders who meet eligibility criteria for the Essex County District Attorney's Juvenile Diversion Program may be admitted to that program in lieu of prosecution. The Juvenile Diversion/Juvenile Justice Coordinator together with police and the Assistant District Attorney will decide which candidates shall be offered the Juvenile Diversion Program. Cases that are not appropriate for the Juvenile Diversion Program will be prosecuted through the Juvenile Justice System.

CIVIL RIGHTS AND SAFETY POLICY

1) Statement of Policy

It is the policy of the Danvers Public Schools to provide a safe and secure learning environment for all its students without distinction based on race, religion, ethnicity, disability, gender, gender identity or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated.

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as "wrongful harassment") or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Conduct amounting to hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

The School will act to investigate all complaints, either formal or informal, verbal or written, of sexual or bias-related harassment or violations of civil rights and to take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

2) Commitment to Prevention

This institution is committed to prevention, remediation, and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. The school undertakes to engage in activities and programming such as training of all school personnel, intended to foster respect for diversity, civil rights, and nonviolence in school settings.

3) Zero Tolerance for Known Civil Rights Violations: Required Reporting and Intervention to Stop Harassment

a) School employees must intervene in ongoing civil rights violations and episodes of wrongful harassment whenever witnessed or reported, to the extent intervention can be done safely. School employees must report a civil rights violation or episode of wrongful harassment to the school civil rights administrator. Designated administrators must intervene in ongoing matters of civil rights violations and episodes of wrongful harassment, summoning assistance as necessary.

b) The primary objective of school intervention in a civil rights matter is to put a swift end to, and prevent any recurrence of, any wrongful conduct, so as to ensure the safety of all students and a school environment free of wrongful harassment and civil rights violations. Intervention should be undertaken immediately, as needed on a short-term basis, and more comprehensively once a civil rights violation has been found to have occurred. The school will take all necessary steps within its authority to implement the objective of stopping continuing civil rights violations and wrongful harassment, and restoring and preserving an environment free of such conduct.

c) Effective, and if need be escalating, measures should be used to definitively stop harassment and violence. School officials should immediately consider and use regular administrative actions to defuse a civil rights situation wherever possible: separating victim or complainant and offender, ordering the offender to stay away from the victim, or assigning additional security. Relevant school disciplinary hearings should begin and proceed on an expedited basis where there is a threat of ongoing interference with civil rights. Disciplinary action appropriate to the offender's conduct should be taken when a violation is found. Potential criminal conduct should be reported to law enforcement, and legal remedies pursued as necessary to protect civil rights.

4) Designation of Civil Rights Administrators

The Principal of each school in the Danvers Public Schools will designate at least one employee whose responsibility it will be to respond to matters of civil rights that arise in the school setting. The designee shall be given a title and prominently identified as available to receive reports and complaints of civil rights violations from students, faculty, or staff. The designee will receive specialized civil rights training and take responsibility for upholding school civil rights and safety policies. The designee will also serve as a liaison with law enforcement agencies, and assist the Principal and Superintendent in making referrals of possible criminal matters to law

enforcement.

5) Identification of Prohibited Conduct

a) *Definitions:*

i) *BIAS INCIDENT* means any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, religion, ethnicity, disability, gender, or sexual orientation. A bias incident may or may not be a criminal act.

ii) *BIAS INDICATORS* are objective facts and circumstances, which suggest that an action was motivated in whole or in part by a particular type of bias.

iii) *BIAS MOTIVES* recognized at Massachusetts law as causing hate crimes include prejudice based on race, religion, ethnicity, disability, gender, and sexual orientation.

iv) *CIVIL RIGHTS VIOLATIONS* involve interfering by threats, intimidation, or coercion, with someone's enjoyment of constitutional or statutory rights. Rights protected against interference include nondiscrimination in access to advantages and privileges of a public school education. The term "civil rights violation" also covers bias-related and sexual harassment and bias crimes, so the term is applied generically to any civil or criminal law infractions.

v) *DISCRIMINATION* consists of actions taken against another(s) which treat them unequally because of race, religion, national origin, disability, sexual orientation, or gender bias or identity.

vi) *HARASSMENT* consists of unwelcome verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education.

(1) *BIAS-RELATED HARASSMENT* will present bias indicators, most commonly epithets: name-calling derogatory to a particular racial, religious, or sexual orientational group;

(2) *SEXUAL HARASSMENT* covers instances of physical or verbal conduct of a sexual nature, not limited to but including sexual advances, which foster a hostile educational environment for the victim.

vii) *HATE CRIMES* include any criminal acts to which recognized types of bias motives are an evident contributing factor. Criminal bias-motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.

viii) *HOSTILE ENVIRONMENT* exists when a student has been or is subjected to threats, intimidation, or coercion by another (or others) or is reasonably in fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. Repeated instances of

bias-related and sexual harassment create a hostile environment for the victim. A single act of harassment can also create a hostile or intimidating environment if sufficiently severe. A hostile environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop in grades.

ix) *STALKING*, a felony, consists of intentional conduct involving 1) 2 or more acts directed at a specific person, 2) which would cause an average person substantial distress, 3) where the perpetrator has made threats causing the targeted person fear of death or injury.

b) *Common Bias Indicators:*

i) Bias-related oral comments or epithets

ii) Bias-related markings, drawings, or graffiti

iii) Use of bias-related symbols

iv) No clear economic motive for an assault and battery

v) Crime involving disproportionate cruelty or brutality

vi) Offender history of crimes with similar mo and victims of the same group *See* GL 22C, Sec. 33; 501 CMR 4.04(1) (the Hate Crimes Reporting Act, Classification Criteria.).

c) *Examples of Civil Rights Violations, Crimes and Bias Incidents:*

i) Unwelcome verbal, written, or physical conduct directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs (*racial and color harassment*)

ii) Unwelcome verbal, written, or physical conduct, directed at the characteristics of a person's religion, such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs, or graffiti (*religious harassment*).

iii) Conduct directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs (*national origin harassment*).

iv) Conduct directed at the characteristics of a person's sexual orientation-actual, perceived, or asserted-such as negative name calling and imitating mannerisms (*sexual orientation harassment*).

v) Conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment (*disability harassment*).

vi) Physical conduct putting someone in fear of imminent harm, coupled with name-calling of a bigoted nature (*crime of assault*)

vii) Repeated, purposeful following of someone, coupled with evident bias against the victim's actual or perceived group status (*civil rights violation or crime of*

stalking)

viii) Painting swastikas on walls or other public or private property (crime of vandalism)

ix) Hitting someone because of their actual or perceived group status (crime of battery)

d) *Scope of Policy:*

This Policy applies to bias crimes, civil rights violations, bias incidents, and bias-related harassment occurring on school premises or property, or in the course of school-sponsored activities, including those outside of school if there is a detrimental effect on the school or educational climate.

6) Procedures for Responding to and Investigating Incidents

a) Whenever a staff person witnesses, or some third party reports, a possible civil rights violation, the school's designated civil rights administrator must be notified. The school's civil rights designee, in conjunction with school safety personnel and the Principal's office, should immediately begin an investigation. In an emergency, 911 must be called.

b) A student coming forward to report a civil rights violation s/he has experienced should be directed to the school's designated civil rights administrator, after any emergency needs are attended. Consideration should be given to whether any immediate or interim steps are necessary to ensure the safety of and avert retaliation against the complainant.

c.) The investigation must determine whether a civil rights violation has in fact occurred. An immediate aim of the investigation should be preservation and gathering of evidence from the scene of an incident. Bias-related graffiti should be photographed then removed. The investigator should seek to interview all victims and witnesses at the scene, or as soon thereafter as possible, then interview others who may have relevant knowledge as well. The investigation may also consist of any other methods and documents deemed relevant and useful.

d) All the circumstances as found should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation. The investigation

should make a finding as to whether a civil rights infraction in violation of this policy has occurred based on the definitions of wrongful conduct supplied at Section 6.

7) Consequences for Civil Rights Violations and Failures to Act as Required

a) Non-disciplinary corrective actions:

Potential civil rights violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of principals and school officials. Examples of non-disciplinary actions that may be appropriate in some instances include counseling, assignment to participate in a diversity awareness training program, separating offender and victim, parent conferences, and special work assignments such as a composition on a civil rights-related subject.

b) Disciplinary Proceedings

Violations of the civil rights of a student or school employee which are found to have occurred after a hearing warrant the imposition of sanctions up to and including suspension and expulsion (for students), and suspension or termination (for employees). Disciplinary actions will be taken toward the goals of eliminating the offending conduct, preventing reoccurrence, and reestablishing a school environment conducive for the victim to learn. The school may consider completion of a youth diversion program as a sanction for student violators, standing alone or in conjunction with other disciplinary actions, for violations of civil rights.

c) Failure to Act by Administrators and Teachers

Upon completion of policy dissemination, administrators and teachers have a duty to act to stop witnessed sexual or bias harassment and hate crimes, as safely as can be done; and report occurrences to the civil rights administrators and sometimes the police. A clear failure to act as this policy would direct should in the first instance entail that the individual undergo further training in hate crimes, diversity issues, and the requirements of school policy. The school administration will develop further sanctions and actions to

address repeated instances of a failure to act in accordance with this policy.

8) Commitment to Non-Retaliation

To secure the unimpeded reporting of bias activity called for in this policy, the Danvers Public Schools will deal seriously with any and all threats or acts of retaliation for the good faith filing of a complaint. Actual or threatened retaliation for the reporting of a civil rights matter constitutes a separate and additional disciplinary infraction warranting corrective actions. If conduct amounts to stalking, a mandatory referral to law enforcement will be made. Staff will monitor the situations of victims/complainants carefully to ensure that no threats or acts of reprisal are made. Appropriate and immediate non-disciplinary administrative actions to mitigate possible or actual retaliation may also be taken, to the extent administrators have discretion to act.

9) Referral to Law Enforcement

Whenever a school employee has reason to believe that a potential hate crime has been, or is about to be committed, s/he should notify the school civil rights designee and, especially in an emergency, the local police. The civil rights designee has chief responsibility for notifying the police of potential hate crimes in non-emergency situations; the referral is mandatory whenever a probable hate crime is at issue.

10) Documentation Requirements

a) Recordkeeping

The designated civil rights administrator will be responsible for keeping records of all civil rights violations and hate crimes reported for the school. These records shall be grouped according to school year and grade. In addition to recording the particulars of the incident itself, the system should record the actions taken in response and the results of the investigation and intervention. The civil rights administrator shall keep this information gathered at a central place such as a school civil rights office.

b) Monitoring and Tracking to Identify Patterns

Records should be maintained so as to permit administrators to detect patterns in civil rights violations, repeat offenders, and problem locations. Responsive action should be tailored based on the pattern information that records reveal.

11) Dissemination of Policy and Training

a) This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members and electronically.

- b) This policy shall appear in the faculty and student handbook.
- c) The School District will provide instruction in the provisions of this policy to teachers, other employees, and students.
- d) This policy shall be reviewed at least annually for compliance with state and federal law.

School Committee adopted December 13, 1999

Amended November 2014

School Committee adopted December 8, 2014

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by EO 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

MGL [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

MGL [76:5](#); Amended 1993

MGL [76:16](#) (Chapter 622 of the Acts of 1971)

Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, as amended 10/24/78 Board of Education 603 CMR 26:00

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: ACA- [ACE](#), Subcategories for Nondiscrimination

[GBA](#), Equal Employment Opportunity

[JB](#), Equal Educational Opportunities

SOURCE: Danvers

APPENDICES TO CIVIL RIGHTS POLICY

Responsibilities of School Personnel and Students in Relation to Witnessed or Reported Bias Incidents

1) All Personnel and Students

- i) Report bias incidents and civil rights violations to school civil rights administrators
- ii) Be familiar with basic facts about hate and hate crimes so as to be able to identify bias incidents and have an understanding of the dynamics
- iii) Challenge biased attitudes and behavior whenever encountered in school and outside
- iv) Report hate crimes to police, and summon help in an emergency. Uphold school

civil rights and safety policies and remain vigilant and alert for violations

vi) Take responsibility so as to make a difference in stopping hate, finding and creating individual and group opportunities for action and involvement

2) Teachers Only

- i) Set guidelines for classroom behavior to avoid hurt feelings and promote respect
- ii) Respond to and challenge insensitive behaviors like name calling and exclusion of children who are different
- iii) Instruct against hate and prejudice, where this message is apropos to classroom subjects and lessons
- iv) Look for and help implement proactive programs and strategies to promote tolerance and stop hate conduct

3) School Staff Specifically

- i) Challenge and try to stop bias incidents when witnessed or encountered in progress, if a safe opportunity is presented

4) Civil Rights Designees Specifically

- i) Be available to receive reports of civil rights violations from students, faculty, and other administrators
- ii) Respond promptly to a report of a civil rights violation by intervening if possible, ensuring that students are safe and free from harassment, and by starting an investigation and quickly ascertaining the facts
- iii) Put a stop to ongoing harassment immediately and effectively, and refer victims to support services and resources available in the area
- iv) Take remedial, corrective, and disciplinary action as the circumstances established by the investigation, school policies, and the Code of Conduct, warrant
- v) Take steps to avert retaliation against students who report civil rights violations, and act immediately to ensure student safety and freedom from harassment
- vi) Communicate and coordinate efforts with police on a regular, ongoing basis, and develop a working partnership with police officers assigned to schools and civil rights issues
- vii.) Undergo specialized training to maintain knowledge of hate crimes and civil rights issues as they affect schools
- viii) Coordinate school prevention programming and activities, drawing on available resources and tools

Federal and Massachusetts Laws bearing on harassment and bias crimes in school settings

- (a) Title VI, 42 USC Sec. 2000 et seq. (prohibition of discrimination based on race, color, or national origin)
- (b) Title IX, 20 USC Sec. 168 et seq. (prohibition of discrimination based on sex or gender)
- (c) Title II of the Americans with Disabilities Act, 42 USC Sec. 12134 (*prohibition of discrimination based on disability*)
- (d) GL c. 71, Sec. 37H (student handbooks required to state disciplinary measures applicable to "violations of other students' civil rights")
- (e) GL c. 76, Sec. 5 (prohibition of discrimination "on account of race, color, sex, religion, national origin or sexual orientation", in access to "advantages, privileges and courses of study of [local] public school".)
- (f) GL c. 151 C (Fair Education Practices Act, includes prohibition of sexual harassment) (g) GL c. 214, Sec. 1 (right of privacy)
- (h) GL c. 214, Sec. 1 C (right of freedom from sexual harassment)
- (i) GL c. 12, Sec. 1 1H and 111 (prohibition of threats, intimidation, or coercion interfering with someone's legal rights)
- (I) GL c. 265, Sec. 37 (criminal penalties for the use of force or threats to interfere with someone's legal rights)
- (k) GL c. 265, Sec. 39 (increasing penalties for assaults, batteries, and property damage motivated by bias on grounds of race, religion, ethnicity, disability, and sexual orientation)
- (l) GL c. 266, Sec. 127A (criminal penalties for vandalism of a school)

SOURCE: Danvers