

PLEASE POST - NOTICE OF PUBLIC MEETING

Essex North Shore Agricultural and Technical School District
Special School Committee Meeting

Essex North Shore Agricultural & Technical School
565 Maple Street
Hathorne, Massachusetts 01937
Media Center (Upper Level)

Thursday, July 12, 2018
7:00 p.m.

Agenda

1. *Call to Order*
2. *Salute to the Flag*
3. *Public Comment**
4. *Executive Session*
To approve the Memorandum of Agreement between AFSCME, Local 245 (Bus Unit) and Essex North Shore Agricultural & Technical School District (July 1, 2018 – June 30, 2021)
5. *Approval of Meeting Minutes*
The School Committee will consider approval of the June 14, 2018 Regular Meeting Minutes.
6. *Superintendent-Director Report*
7. *Lines by Hines*
Administrative Recommendation: To accept the quote received from Lines by Hines in the amount of \$9,500 to re-paint the traffic lines in the North Campus' parking lot.
8. *2018 - 2019 Student Handbook Revisions*
The School Committee will consider approval of the 2018 – 2019 Student Handbook
9. *Superintendent-Director Evaluation Process*
Dr. Riccio will present her SMART Goals for 2018 – 2019 to the Committee.
10. *2019 Massachusetts Skills Capital Grant*
Administrative Recommendation: To accept the 2019 Massachusetts Skills Capital Grant in the amount of \$253,000.
11. *Gienapp Design Architecture*
The School Committee will consider approval of the Agreement for Design Services received from Gienapp Design Architecture.
12. *Warrant*
13. *Discussion Items That Were Not Reasonably Anticipated by the Chairperson (M.G.L., Chapter 30A – Section 18-25)*
14. *Adjourn*

The listing of matters includes those reasonably anticipated by the Chair in accordance with M.G.L., Chapter 30A, Section 18-25, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

*Public Participation at School Committee Meetings (File: BEDH)

Essex North Shore Agricultural and Technical School District
Regular School Committee Meeting

Essex North Shore Agricultural & Technical School
565 Maple Street
Hathorne, Massachusetts 01937
Media Center (Upper Level)

Thursday, June 14, 2018
7:00 p.m.

Tentative Minutes

Members in Present: F. Di Luna, Department of Agriculture Resources
J. O'Brien, Department of Agriculture Resources
G. Demsey, Department of Agriculture Resources
E. Armstrong, Beverly
W. Marquis, Danvers
G. Hathaway, Lynnfield
J. Delaney, Manchester by the Sea
M. Strout, Marblehead
A. Liteplo, Middleton
E. Johnson, Nahant
B. Griffin Dunne, Peabody
B. Perkins, Rockport
J. Picone, Salem
A. McDonald, Topsfield
A. Prazar, Wenham

Members Absent: M. Teixeira, Gloucester, A. Craig, Essex, W. Lannon

Others Present: Ms. Znamierowski, K. McMahon, W. Lupini, H. Riccio, B. Morgan,

1. Call to Order

Mr. Strout called the meeting to order at 7:03pm

2. Salute to the Flag

3. Public Comment*

None

4. Student Representatives Report

Mr. Strout discussed the student representatives for the next school year. Jonathan Eberhart will continue and one other student.

5. Mr. Joel Spruance - Teacher Induction Program

Dr. Lupini: explained the process of teacher induction and how it came to be at ENSATS.

Mr. Spruance: Introduced himself along with Chris Wood, Arborist Teacher and Julia Witsig, Wellness teacher. He thanked Dr. Lupini, Mary Kroesser and Brad Morgan for their support of this program. He also thanked Dr. Riccio and Shannon Donnelly. The goal of the program is to make sure they support teacher growth and transition especially teachers brand new to the profession. "We want to focus induction and mentoring and individualize it." There is a Teacher Academy and a Three Day orientation before school starts in the fall. There are a few extra days for brand new teachers, this is three days before orientation called Teacher Academy. The goal is to prepare them for day one using case studies. The state requires two years of orientation and mentoring and recommends three. "We run monthly mentor meetings in a classroom or program area to familiarize the teachers." After observations he meets with individual teachers to talk about licensure, the observation or anything else. New teachers are asked to observe experienced teachers at ENSATS. Central Office and the Title 2A grant offers professional development opportunities for teachers. First year teachers attend the academy, orientation, have an observation to collect data to help build a relationship for coaching. Some teachers are met with weekly, bi weekly or once a month.

Chris Wood: He came from teaching adults in the industry. He worked with Joel weekly. Joel was his teaching coach. Joel helped him with grading, evaluation, curriculum design and behavior problems. He also had a thirty year veteran co-teacher.

Joel Spruance: went on to discuss the program for second year teachers. He described how it works with the second year teachers, PD and meetings.

Julia Witsig, Wellness Teacher: She went through a mentor program at Hamilton Wenham. She feels

ENSATS has a very good program and it was very beneficial for her. Joel was a mentor in licensure and evaluation systems. The consistency during the teacher academy was huge.

Joel Spruance: Talked about the character and ethics of the teachers at ENSATS. He went on to discuss the program for third year teachers and empowering them to be in charge of their professional development. They also have meeting times with Joel monthly. This program is individualized per teacher, it allows for interaction, a connection between administrators and teachers. It can help with teacher retention. We have had only two non-renewals over the last three years. The next steps are for consistency in the hiring process. We have had demo lessons during the interview. The teacher academy lasting throughout the year. Also bring some other PD to the program such as college courses for continued improvement. He offered a time for questions.

Mr. Strout: asked, "How many mentors are there?"

Joel Spruance: "I am the only one and there are also experienced teachers that help out."

Mr. Strout: asked, "How many teachers are willing to help?"

Joel Spruance: replied, "12-15 help with observations."

Dr. Picone: asked, "How many new teachers will there be in September?"

Joel Spruance: replied, "We have about fifty in their first three years now. We are expecting about sixteen this year."

Ms. McDonald: asked, "Is it a voluntary thing for veteran teachers to observe new teachers?"

Joel Spruance: Answered that he reaches out to teachers that might be willing to observe and work with him as a mentor. He has a few questions that he asks the observation teacher to complete.

Mr. Strout: Feels the best thing about the evaluation program is that it is not administrative and offers feedback from Joel.

Mr. Marquis: Thought that fifteen new teachers seems like a high number for this program.

Joel Spruance: stated that there has been a significant drop off of less than three year teachers leaving

ENSATS. He also teaches a .2 class a day and the rest of his day is spent during observations.

Mr. Prazar: asked if the program might be offered to other teachers to observe each other not just

less than three year teachers.

Joel Spruance: replied, "Yes, they are thinking of creating small teams to observe each other such as in the self-directed mode.

Mr. Strout: expressed the value of other teacher's evaluations and observations.

Mr. Morgan: stated that sometimes struggling veteran teachers are referred to Joel as well.

The group applauded Joel.

Dr. Lupini: went on to compliment Joel and his enthusiasm for what he is doing at ENSATS.

6. Executive Session

Mr. Marquis made the motion to enter Executive Session.

Mr. Delaney seconded the motion. The motion passed.

The committee went into Executive Session at: 7:30 pm. A roll call vote was taken. 33 votes for yes.

The group reentered the meeting at 7:51 pm.

7. Approval of Meeting Minutes

Mr. Marquis, made the motion to approve the minutes of the May 10, 2018 regular School Committee meeting. .

Mr. O'Brien seconded the motion. Ms. McDonald abstained. The motion passed.

8. Communications

Notice of Resignation Received from Ms. Michelle Amato, Boxford Representative

Mr. Strout: suggested sending a letter of regret

Mr. DiLuna: suggested, he would like to hold off on accepting her resignation as she can get special acceptance as a municipal employee.

Mr. DiLuna made the motion to not accept Ms. Amato's resignation.

Ms. McDonald seconded the motion. The motion passed.

9. 2018 – 2019 Essex North Shore Agricultural & Technical School Committee and Subcommittee Meeting Schedule

Mr. Strout reviewed the calendar with the group. He offered the group an opportunity to review the calendar.

It was noted there a meetings scheduled for Halloween and Valentine's Day. This is a draft and can be approved at the next meeting.

10. Superintendent-Director Report

Dr. Lupini: Spoke of graduation and what a terrific everyone did with the seniors.

Mr. Strout: agreed that it was a phenomenal presentation.

11. Principal Report: Out of State Field Trip Requests

Mr. Morgan described the field trips that are listed below.

Mr. Marquis made the motion to approve an Out of State Field Trip Request for fifteen (15) Future Farmers of America students and chaperones to attend the Big "E" Competition in Springfield, Massachusetts from September 14 – 15, 2018.

Ms. Liteplo seconded the motion. The motion passed.

Mr. Marquis made the motion to approve an Out of State Field Trip Request for fifteen (15) Future Farmers of America students and chaperones to attend the National FFA Convention in Indianapolis,

Indiana from October 23 – 28, 2018.

Mr. Strout seconded the motion. The motion passed.

2018-19 Student Handbook Revisions

Mr. Morgan made the recommendation to wait to approve the handbook.

There was discussion about the cover page and the name of the school. Mr. Morgan will change the cover page.

Mr. DiLuna: asked about page 14 and if harassment is the same as bullying.

Mr. Morgan: stated, "There is a whole separate section about bullying. Bullying is not necessarily a level three offence. Harassment does not have to be repeated to be a level three event."

There was discussion about level three violations. It was realized that the IPADS in the room only have every other page of the handbook. The whole document will be sent out in electronic format for the July 12th meeting. The proposed changes are in red in the electronic copy. Any questions should be sent to Mr. Morgan or Ms. Donnelly.

2018 – 2019 Quality School Plan

Mr. Morgan discussed the plan. He described who part of the plan is. It is a one year plan to address year one of the five year plan.

Mr. Strout made the motion for the approval of the 2018 – 2019 Quality School Plan.

Mr. O'Brien made the motion to approve the Principals report.

Mr. Marquis seconded the motion. The motion passed

12. Bus Bid 2019-2

Differs from action taken at Finance Subcommittee

Meeting

Ms. Znamierowski: described the bid process to the group and the details of the bid process and if the specs were met. Based on new information the memo and award has been changed to the low bidder as noted on the agenda. She reviewed the new recommendation.

Bid 2019-2 - 3-52 passenger buses was publicly opened on Thursday, May 31, 2018.

Mr. Perkins. Made the motion that it be awarded to Blue Bird Bus Sales of East Providence, Rhode Island for a total equipment cost \$235,833 and enter into a five (5) year municipal lease purchase with annual payments of \$51,172.26 for a total cost over five (5) years of \$255,861.30.

Mr. Hathaway seconded the motion. The motion passed.

13. Subcommittee Reports

Finance Subcommittee

a) Financial Statements

Mr. Perkins made the motion to approve the March 31, 2018 financial statements and place on file for audit. Mr. Marquis seconded the motion. The motion passed.

b) District Signage

Mr. Perkins made the motion to approve the proposed design for the district signage received from Harvey Signs of Methuen, Massachusetts in the amount of \$32,000.

Mr. Armstrong seconded the motion.

Ms. Liteplo: questioned the placement of the sign.

Mr. Strout: described how the placement of the sign was determined by the architect.

There was discussion about the signs placement and its capabilities.

The motion passed.

c) Diesel Fuel Bid 2019-1

Bid 2019-1 Diesel Fuel was publicly opened on Thursday May 31, 2018. Mr. Perkins made the motion to accept Bid 2019-1 be awarded to Dennis K. Burke, Inc. of Taunton, Massachusetts.

Mr. Marquis seconded the motion. The motion passed.

d) Establishing Scholarships

Mr. Perkins made the motion to establish a scholarship sponsored by Julia Shia Sole Proprietor, DBA

Madhouse Motors of Boston, Massachusetts of \$1,000 for a graduating senior from the Machine Tool Technology Program.

Mr. Hathaway seconded the motion. The motion passed.
Mr. Strout recommended sending a thank you letter

Mr. Perkins made the motion to establish the Ellen R. Kline Memorial Scholarship sponsored by Mr. Kline of Wilmington, Massachusetts in the amount of \$2,000.

Mr. Prazar seconded the motion. The motion passed. Mr. Strout recommended to send a letter.

e) Fiscal Year 2018 Grant

Mr. Perkins. Made the motion to accept the 2018 Lowe's Toolbox for Education in the amount of \$5,000 for the orchard planting project.

Ms. McDonald seconded the motion. The motion passed.

f) Fiscal Year 2017 End of the Year Audit Report – Giusti, Hingston & Company

Mr. Perkins made the motion to accept the Fiscal Year 2017 End of the Year Audit Report received from Giusti, Hingston & Company as submitted.

Mr. Prazar seconded the motion. The motion passed

g) RFP 2018-1 South Campus Building Assessment

Ms. Znamierowski: explained the RFP building assessment. "We have three top proposals that we would like to start negotiations with. She introduced the group that would be on the negotiating team.

Mr. Delaney made the motion to approve three members of the school committee (Mark Stout., Bruce Perkins and Wayne Marquis.) to begin negotiations for the contract with the Architect for the south campus building assessment.

Mr. Hathaway seconded the motion. The motion passed.

h) Vote to Incur Debt

Mr. Perkins made the motion that The District Treasurer is hereby authorized under the provisions of General Laws, Chapter 71, §16 (g), as amended by Chapter 463 of the Acts of 2004, Chapter 9 of the Acts of 2006, Chapter 304 of the Acts of 2008, and Chapter 130 of the Acts of 2010, and with the approval of the Chair of the District Committee, to borrow money from time to time in anticipation of revenue for the fiscal year beginning July 1, 2018, and to issue a note or notes thereof, payable within one year, and to review any note or notes as may be given for a period of less than one year in accordance with General Laws, Chapter 44, §17.

Ms. McDonald seconded the motion. The motion passed.

Next Meeting: T/B/D

Policy Subcommittee

Mr. Strout explained that the attorney has not had a chance to review the bylaws.

Next Meeting: T/B/D

Personnel Subcommittee

Next Meeting: T/B/D

14. New Business

Mr. O'Brien: Asked if the letter went out to DCam per his last motion?

Dr. Lupini: Responded that they are trying to figure out what the legislative action will do. "The action may compel them to produce financial records."

Mr. O'Brien: wanted the letter to go out two months ago to notify them.

Dr. Lupini: confirmed they will work with legal counsel to write the letter.

Mr. Strout: explained the litigation to the group.

Dr. Lupini: agreed to work on the letter tomorrow.

Dr. Lupini: commented, "We are in need of the recreation of subcommittees. We have a tentative agreement with bus drivers and a MOA to take a vote and for the personnel subcommittee to consider and then approve."

Mr. Strout: asked, "Will it be ready by July 12th?"

Dr. Lupini: responded that he is not sure when they will vote, but it can be brought up for discussion.

There is no chair for this subcommittee.

15. Warrant

Mr. Perkins made the motion to approve the warrant.

Mr. Armstrong seconded the motion. The motion passed.

16. Proposed Executive Session

Mr. Strout made the motion to enter executive session. Ms. Liteplo seconded the motion.

The motion passed.

The committee entered executive session at 8:22 pm to conduct contract negotiations with nonunion personnel (Superintendent-Director) and reconvened in Open Session at 10:18 pm.

17. Discussion Items That Were Not Reasonably Anticipated by the Chairperson (M.G.L., Chapter 30A – Section 18-25)

There were no items.

18. Adjourn

The group returned. Ms. Griffin-Dunne made the motion to adjourn.

Ms. Liteplo: seconded the motion. The motion passed. The meeting adjourned at 10:28pm.

The listing of matters includes those reasonably anticipated by the Chair in accordance with M.G.L., Chapter 30A, Section 18-25, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by

***Public Participation at School Committee Meetings (File: BEDH)**

1. At the start of each regularly scheduled School Committee meeting, individuals or group representative will be invited to address the Committee.
2. Public Comment shall be for a period of 20 minutes and shall generally follow the opening of the meeting. The Committee reserves the right to rearrange its agenda to accommodate scheduled presenters.
3. Any citizen wishing to speak before the Committee shall identify themselves by name and address and shall speak for no longer than 3 minutes. No citizen may speak more than once without permission of the Chair. All citizens shall speak to the full Committee through the Chair and shall not address individual members or administrators.
4. Individuals may address topics on the agenda, items specified for public comment, or items within the scope of responsibility of the School Committee. The Chair shall rule out of order any individual who fails to honor the guidelines or who addresses a matter inappropriate for public comment.
5. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chair may terminate that individual's privilege of address.
6. All remarks will be addressed through the Chair of the meeting.
7. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.
8. Written comments longer than 3 minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.
9. The Chair shall have discretion to allow public comment during discussion of items appearing on the meeting agenda.

Respectfully submitted by the: Recording Secretary

Essex North Shore

Agricultural & Technical School

Change in School Calendar

We would like to adjust the 2018 - 2019 school calendar. August 28, 2018 and August 30, 2018 are two full days that will change to half days for students. This will accommodate the staff to get their classrooms ready for the start of school but also provide time for staff to complete mandated training by MA DESE.

SkillsUSA Nationals

Justin Tilton, a junior in the Automotive Technology program competed at the national competition for SkillsUSA in Louisville, Kentucky. While he did not place, we are very proud of his accomplishments and he looks forward to competing this school year. We would also like to thank the numerous donors who supported Josh financially to attend.

New Administration/Hiring

We are happy to report that we have hired the following:

- **Bonnie Carr, Community Relations Coordinator**
Bonnie joins us with extensive workforce development experience on the North Shore and will oversee adult education, extended learning, and community partnerships.
- **Joel Spruance, Interim Assistant Principal**
Joel previously worked as a social studies teacher, project based learning instructor, and most recently, as the New Teacher Induction Coordinator. We welcome him into this new role and he has been busy reviewing the needs of the position with the Interim Principal and the Director of Guidance.
- **Don Ducharme, CTE Director, East Academy**
Don was recently hired after several qualified candidates were screened and interviewed by a subcommittee of teachers and administrators. Don is a Cluster Supervisor at Greater Lowell Technical School and has worked as a Masonry teacher previously. Don brings great experience in SkillsUSA, OSHA, and other technical knowledge. He begins on July 23rd.
- **Shannon Donnelly, Interim Principal**
Refer Interim Principal, Shannon Donnelly, to Finance and Personnel Subcommittee as a full time Principal appointment. This is based on the following:
 - Create stability in the leadership team.
 - Ms. Donnelly's long-term commitment and dedication to the students, staff, and mission of Essex North Shore.
 - Long-term strategic planning for Essex North Shore.

Safety Protocols

- To continue our review of safety protocols, we will be having school committee badges made. Pictures will be taken by Joe Marino (if available, this evening) and will be distributed at the September meeting. We ask that these badges be worn when visiting the building.
- A picture book at the security desk has been created to identify staff members that have access to the building. This book will be updated regularly. Staff will be expected to receive prior approval from a supervisor during off hours and asked to sign in and out during this time.

Leadership Retreat

- The District will be holding a Leadership Retreat for all administrators on July 23-25. The intention of the retreat is to bring members together and create team SMART goals on the first day. The remaining days will be spent in team development and reviewing changes to protocols in preparation of the first day of school.
- The District has sought two quotes from DESE approved PD providers including Teachers 21 and Seaside Educational Consultants. I have worked with both in varying capacities. Teachers 21 assisted an action team as we prepared for the XQ Grant Challenge and I have consulted for Seaside Educational Consultants. Both organizations are reputable providers of PD.

Coordinated Program Review

MA DESE will be on site in January to conduct a Chapter 74 Coordinated Program Review. This review is the first for our school since coming together as one. It is similar to the NEASC site visit. Ms. Goldstein, our Director of Guidance, has completed the Civil Rights section of this report. More information to follow.



ESSEX NORTH SHORE
AGRICULTURAL & TECHNICAL SCHOOL



STUDENT HANDBOOK

2018-2019

SCHOOL MISSION

The mission of Essex North Shore Agricultural & Technical School is to create a culture of academic and technical excellence, encourage continuous intellectual growth, and promote professionalism, determination, and citizenship for all students, as they develop into architects, artisans, and authors of the 21st century community. This will be accomplished through a 4-tiered approach, requiring both commitment and investment from all members of our community:

Students will ...

- take ownership for their learning by being active participants in their own education
- be respectful and considerate citizens both in school and in the community
- encourage and support growth in themselves and others

Staff will ...

- equip students with the skills necessary to have an array of college and/or career choices upon graduation
- model improvement of skills while implementing a rigorous, relevant, and rich curriculum
- encourage and support each other in order to create an environment where everyone feels safe to grow and take intellectual risks

Caregivers will...

- provide the at-home support necessary to be partners in education
- maintain clear and high expectations for student performance, in all areas, to foster the continual growth of each student
- guide their student towards continuous improvement

General Advisory will ...

- review and evaluate curriculum and instruction in order to advise on course materials
- support career and technical education with the current industry trends
- make administrators and instructors aware of potential internships and co-op opportunities for students

REQUIRED SCHOOL POLICY AND INITIATIVES SIGN OFF

It is the expectation that every student and parent will review the handbook and sign off that they have done so by September 11, 2017. Your signature acknowledges that you have reviewed the handbook. A link to the sign off form can be found on the Families page of the school website.

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PARENT/GUARDIAN CONTACT PROTOCOL

Very often students and/or parents are not sure who to contact at Essex North Shore Agricultural & Technical School in case of questions, concerns, or problems. We suggest the following:

Classroom issues...contact the teacher first. If you have additional concerns, contact your son/daughter's guidance counselor. If you are still concerned, contact the appropriate Director of Career & Technical Education or Director of Academic Programs. Finally, contact the Principal.

Scheduling issues...contact your son/daughter's guidance counselor first. If you have additional concerns, contact the Director of Guidance, then the appropriate Director of Career & Technical Education or Director of Academic Programs. Finally, contact the Principal.

Academic Curriculum issues...contact the appropriate teacher first and then the Director of Academic Programs. Finally, contact the Principal.

Career & Technical Education Curriculum issues... contact the appropriate teacher first and then the appropriate Director of Career & Technical Education. Finally, contact the Principal.

Special Education issues...contact the appropriate teacher(s) first and then your son/daughter's special education liaison, if warranted. If you have additional concerns, contact the Special Education Director.

Behavioral issues...contact the teacher first. If you are still concerned, contact your son/daughter's guidance counselor or Assistant Principal.

Social, emotional, personal, health, or family issues...contact your son/daughter's guidance counselor, the school adjustment counselor, or the nurse. If you are still concerned, contact the Director of Guidance.

Homeless or temporary housing status (McKinney Vento, Foster Care, or Military Status): contact your son/daughter's guidance counselor or the Director of Guidance (District Homeless Coordinator).

Athletics issues...contact the coach first. If you are still concerned, contact the Director of Athletics. Finally, contact the Principal.

Attendance issues...contact the registrar first. If attendance becomes excessive, please also contact your son/daughter's guidance counselor or Assistant Principal.

Report Cards & Transcripts...contact the your son/daughter's guidance counselor first. If you have additional questions, contact the Director of Guidance.

Admissions...contact the Admissions Coordinator. If you are still concerned, contact the Director of Guidance.

CO-OP... contact the Cooperative Education Coordinator.

Harassment & Discrimination...contact the Title IX and VI Coordinators.

Bullying...contact your son/daughter's Assistant Principal.

Technology / iPad questions and/or issues...contact the Director of Technology.

Student Activities/Clubs...contact the advisor first. If you are still concerned, contact the Assistant Principal in charge of Student Activities. Finally, contact the Principal.

Transportation...contact Manager of Transportation first. If you are still concerned, contact your son/daughter's Assistant Principal.

Food Service...contact the Manager of Food Services.

Contacts: Call 978-304-4700 and follow the prompts of our voicemail system.

Interim Principal	Shannon Donnelly	ext. 3105
Director of Human Resources Title IV and IX Coordinator	Mary Kroesser	ext. 7104
Assistant Principal – East Academy Animal & Plant Science Technology & Services	Jennifer Skane	ext. 1105
Assistant Principal – West Academy Life & Natural Sciences Construction Technology	Donald Gibson	ext. 5105
Interim Assistant Principal – Freshman Academy Admissions Coordinator	TBA	ext. 4101
Nurses	Nicole Mulloy Marnie Ryan	ext. 3119 ext. 3118
Director of Special Education	Janet Norris	ext. 2101
Director of Guidance Title IX, Title VI, & 504 Coordinator McKinney-Vento Coordinator	Sandra Goldstein	ext. 3110
Cooperative Education Coordinator	Lisa Berube	ext. 3102
Director of Technology	Tammy Rodolico	ext. 1502
Director of Athletics	Farah Lalli	ext. 3012
Director of Academic Programs <i>English, Mathematics, Science, History, & Spanish</i>	Tom O'Toole	ext. 3108
Director of Career & Technical Education <i>Animal & Plant Sciences / Technology & Services</i>	TBA	ext. 3107
Director of Career & Technical Education <i>Construction Technology / Life & Natural Science</i>	Kathleen Holman	ext. 3106
Community Relations & Partnerships Coordinator	TBA	ext. 3109
Special Education Coordinator / Team Chair	Susan Stevens	ext. 2103
Registrar	Katherine Kindler	ext. 1501

Manager of Transportation

Kathy Russo

ext. 7401

Manager of Food Services

Grace Clarke

ext. 2008

For email contact, please enter the person's first initial and last name @essextech.net, for example: jdoe@essextech.net

SCHOOL WEBSITE

The information you are looking for may already be available on our website. The Essex North Shore Agricultural & Technical School Website is a valuable resource for students and parents. It is located at <http://www.essextech.net>.

ATTENDANCE

ATTENDANCE POLICY

Essex North Shore Agricultural & Technical School believes in the experiential learning process, which has an in person "seat" requirement, therefore consistent attendance is necessary for successful attainment of a high school diploma and a vocational-technical certificate.

The Essex North Shore Agricultural & Technical School attendance policy is:

- If a student is going to be absent for any reason, parent or guardian must contact the school between 7:30 - 8:15 a.m. at 1-978-304-4700 at the prompt enter #5.
- **Excused** absences include absences such as illness or hospitalization documented by **doctor's note**; family emergencies, death in the family, funerals, religious holidays, college visits, court attendance, external suspensions, and other absences approved by the Assistant Principal/Principal. All other absences will be recorded as **Unexcused**.
- Skipping school is defined as truancy. Students who are truant will not be allowed to make up work. In addition, disciplinary consequences will follow.
- Students may not miss more than 10 days/classes per trimester.
- Students who have more than 10 unexcused absences in a trimester will not receive credit for classes during that trimester. However, they may make up time and correlating assignments after school or during Saturday sessions to reinstate the credit.
- Students who have missed 3 consecutive days must provide a note from a doctor.
- Students who have received no credit for two trimesters and have not made up the time will be required to repeat a course(s) or may not be promotable.
- When a student is in danger of exceeding the maximum number of absences, parents will be informed. If the trend continues, parents will be required to attend a meeting with the student's Assistant Principal and Guidance Counselor to develop a plan.
- Any student who for medical reasons will be absent for 14 or more days should contact the student's guidance counselor to request a tutoring form. The tutoring form must be completed by a physician. Upon receipt of this completed form, tutoring will be provided at no cost to the student.
- Students who are logged as being absent from school are not permitted to be on school grounds on that given day unless special arrangements have been made through the Assistant Principal or Principal. (See School Attendance Hours for further clarification.)
- A student will not be allowed to participate in any extracurricular activities if absent from school on the day of an event. If the absence occurs on a Friday, the student will be ineligible to participate in any extracurricular activities during the weekend.
- **Please keep in mind that Mass General Laws have attendance requirements for students that could result in a student with excessive absences not obtaining credit and being retained regardless of passing grades.**
- **NOTE: The McKinney Vento Act includes the federal Education for Homeless Children and Youth (EHCY) Program (reauthorized in December of 2015 by Title IX, Part A, of the Every Student Succeeds Act (ESSA)). In addition to**

McKinney Vento, MA Department of Elementary and Secondary Education (DESE) regulations provide programs and supports for students experiencing homelessness and/or housing transitions due to foster care placement and/or military status that may be adversely impacting their attendance. For more information visit: essextech.net/student-services/mckinney-vento-homeless-assistance/ or contact

- Sandra Goldstein, MSW, Director of Guidance (ENSATSD Homeless Liaison) at sgoldstein@essextech.net or x3110.

ATTENDANCE APPEALS

- Appeals for exceptions due to illness or other valid reasons must be made to the Assistant Principal.
- The Assistant Principal will meet with the student and his/her parent or guardian to review the appeal and render a decision. Each decision shall be made within five school days, and a written copy of the decision shall be forwarded to the student and his/her parents or guardian.
- The parent/guardian or student has the right to appeal the decision of the Assistant Principal within five school days of receiving the decision, to the Principal.
- The parent/guardian or student has the right to appeal the decision of the Principal within five school days of receiving the decision, to the Superintendent-Director.

EARLY DISMISSAL

If your child needs to be dismissed, the most efficient way is to send a note with your child to be dropped off at the Academy office prior to the start of the school day. This will help to minimize classroom disruptions and insure that your child will be waiting for you when you arrive to pick them up. We understand that sometimes this is not possible, please be aware that if you arrive without prior notice, it could take some time to contact your student and get them to the office.

Please include the reason and contact number in the dismissal note.

Student drivers may be dismissed with written parent permission.

Any student being dismissed for medical reasons must see the Nurse first.

ATTENDANCE FOR STUDENTS WHO ARE 18 YEARS OF AGE OR OLDER

These students may act in their own behalf when reporting absences or requesting dismissal subject to the rules above. A parent/guardian will be notified of student decision prior to any dismissal.

SCHOOL ATTENDANCE HOURS

In order to be considered present for the day, a student must be in attendance for 4 hours or more of the school day.

The school day begins at 7:50 AM and ends at 2:27 PM. Students are expected to be in their homerooms at 7:50 AM. Students who arrive to school from 7:50 AM on are considered to be **Tardy to School**. Depending on the time a student arrives at school, the designation could be one of the following:

Tardy Present – Students who arrive prior to 10:27 AM

Tardy Absent – Students who arrive at or after 10:27 AM

Students who have 3 or more unexcused tardies in a trimester are subject to disciplinary action:

3-6 days tardy = Office detention

7+ days tardy = Saturday session

Student drivers may lose parking privileges when tardy 4 or more times.

Students whose attendance issues have been deemed excessive per the student handbook will be subject to the following:

- **Mandatory referral to a school adjustment counselor**
- **Saturday Session**
- **Additional days after graduation (seniors only)**

Dismissal times and designations are as follows:

Dismissed Present – Students who are dismissed at or after 11:00 AM

Dismissed Absent – Students who are dismissed prior to 11:00 AM

EARLY DISMISSAL/LATE START DAYS

Attendance on early dismissal/late start days will be adjusted according to the length of the day. On half days when the dismissal is at 11:02 AM, students will be expected to be in attendance for at least 2 hours. On late start days, students must be in attendance for at least 3 hours.

VACATIONS/TRIPS

Parents are strongly discouraged to take vacations outside the district's planned vacation times. Time out of school can be harmful to a child's progress, growth, and success in school. When a student accompanies his/her parents on a business and/or vacation trip, the student, upon return, is responsible for contacting his/her teacher to discuss missed work and make-up procedures. The teacher is not obligated to provide assignments prior to the student's absences.

A written request for trip absences must be submitted to the Assistant Principal two weeks before the absence. That request must state the reasons and dates of the proposed absences. Assistant Principal and Principal will notify you as to whether or not the absences will be excused. If a written request is not submitted prior to the trip, the absences will not be excused.

SPECIAL CIRCUMSTANCES

Students who require an extended absence for other reasons (i.e. funeral services) should notify their guidance counselor so that work can be provided in advance (if possible). Students who meet this need will be allowed to make-up all missed work.

COLLEGE VISITS

College visits are encouraged for juniors and seniors. However, if possible, students should schedule visits when school is not in session. Almost all colleges have weekend and evening orientation sessions. Students must complete the official form for college visits from their guidance counselor. Due to the importance of school attendance, juniors and seniors will be limited to three visits per year. **Students who provide required paperwork will not be charged with an absence from school provided all guidelines are followed.**

MAKE-UP WORK POLICY

DISCIPLINARY ABSENCES

It is the expectation that any student suspended from Essex North Shore Agricultural & Technical School will fulfill all academic and vocational responsibilities missed during the suspension.

The student/parent/guardian is responsible for:

- Obtaining assignments, and scheduling after school help as necessary to make up assessments and lab time.
- Work must be made up within 10 school days from the end of the suspension.
- Attending a re-entry meeting prior to the students return to school. This meeting will discuss the students return to school and what supports will be necessary to complete academic and career technical requirements.

SHORT-TERM ABSENCES (four days or fewer):

- The student/parent/guardian is responsible for obtaining assignments from teachers to include all necessary materials needed to complete assignments. Students are encouraged to contact teachers during their absence via email or Aspen.
- Arrangements for making up missed assignments/CTE time shall be coordinated by the student/parent/guardian with the teacher.
- As a general rule, in order to keep current with class material students should make up missed work within 10 school days after returning to school.

EXTENDED ABSENCES (Health-related- 5 days or more):

Upon receipt of documentation from the attending medical professional, students with documented medical absences will:

- Receive assistance in collecting, organizing and coordinating any missed school work during their absences.
- A re-entry meeting will be scheduled prior to the students return to school. This meeting will discuss the student's return to school and what supports will be necessary to complete academic and career technical requirements.

INJURY / EXTENDED ILLNESS:

If your child is injured or will be out of school for any length of time, a note from your primary care physician is needed to clear for shop and full participation in school. If full clearance cannot be granted, all limitations must be listed for CTE areas and class. Students will not be allowed to participate in CTE areas without an MD note.

PREGNANT AND PARENTING TEEN POLICY

Although it is not legally mandated, it is in the best interest of a pregnant student to provide Essex North Shore Agricultural & Technical School with a personal physician's note in these circumstances. Families and their personal physician need to consider that in addition to the academic environment, Essex North Shore Agricultural & Technical School students are in a vocational-technical environment when determining how the student may participate in their educational program. The shop environment may require contact with fumes and chemicals, height altering devices, lifting, and/or work off campus.

It is the policy of Essex North Shore Agricultural & Technical School not to discriminate against pregnant or parenting teens or to exclude them from any program, class, or extra/intracurricular activity. The purpose of this policy is to create within Essex North Shore Agricultural & Technical School an atmosphere that encourages and supports teen parents to stay in school, advance with their class, and assists them in being educated and nurturing parents.

RIGHTS TO STAY IN SCHOOL & BE TREATED EQUALLY

Title IX of the federal Civil Rights legislation requires the following with respect to pregnancy and related conditions:

- Schools cannot discriminate against pregnant students or exclude them from school, or any program, class or extra/intracurricular activity.
- Enrollment in an alternative program or school must be completely voluntary.
- An alternative program must be comparable in quality and academic offerings to the regular curriculum.
- Schools can require a doctor's certification that a pregnant student is physically and emotionally able to participate in a school or particular school activity only if certification is required of all students under a doctor's care.
- Excused absences for pregnancy and related conditions must be granted for the length of time the doctor finds medically necessary.
- After a medically necessary absence, a student must be restored to the academic and extra/intracurricular status she held when the leave began.
- A health service or insurance coverage offered to other students with temporary disabilities must be offered to these students.

At Essex North Shore Agricultural & Technical School, the Title IX Coordinators are the Director of Human Resources and the Director of Guidance.

Policies & Procedures

- Information regarding a student's pregnancy will remain confidential until such time as the student consents to the sharing of the information.
- A meeting with student, parent/guardian, counselor, school nurse, and special education staff, if applicable, will be arranged to plan for the student's educational and technical program. The goal of this plan is to assist the student in staying in school, advancing with the class, and graduating.

- An educational plan will be developed that centers on education pre- and post-delivery, counseling, attendance, health care and parenting.
- Educational support may include, but are not limited, to the following:
 1. Alternative schedule
 2. At-home tutoring
 3. In-school tutoring
 4. Homebound instruction
 5. Modified program
 6. Assignment to a teacher/mentor
- Counseling for the pregnant/parenting teen may include, but is not limited to:
 1. Rights under Title IX
 2. Career counseling
 3. Options at alternative schools (by choice only)
 4. College counseling
 5. Individual counseling
 6. Referrals to outside agencies
 7. Drop-out prevention
- Health Care and Parenting, if applicable:
 1. Referrals to health care agencies such as OB/GYN, Mass Health, WIC
 2. Referrals to local parenting classes
 3. Referrals to the appropriate state agencies
 4. Child care centers
- One member of the Crisis Support Team will be designated as the contact person for the pregnant or parenting teen. This person will be responsible for ensuring that the plan is carried out, will reconvene the team if necessary, and will amend the plan as needed.

BEHAVIOR MANAGEMENT

OVERVIEW OF THE DISCIPLINE SYSTEM

The following are a list of guidelines that students must follow during the school day, while on school property, and at all school-sponsored activities. ALL staff members will enforce the disciplinary code. Teachers or administration, depending on the issue at hand, may issue consequences. Any time a student is given a consequence, the issuer of the consequence will call the student's home.

CONDUCT OF STUDENTS

The primary role of this school is to educate its students. Poor conduct on a student's part not only affects the education of that student but in most cases adversely affects the educational process for other students. This will not be tolerated. Students will cooperate with school officials in all investigative matters concerning the safety and well-being of school students and staff.

The following regulations are established by the school to enhance the educational process. Each student shall:

- Attend school regularly.
- Apply best efforts in studying and learning.
- Behave in a non-disruptive manner with regards to the rights and privileges of others.
- Follow all procedural regulations of this school.
- Be held responsible and accountable for any action potentially dangerous and/or detrimental to individual health and well-being, either physical or emotional.

PROGRESSIVE DISCIPLINE DEFINED

Progressive discipline is a behavioral management approach which utilizes a system of levels of predetermined infractions and consequences for specific offenses to maintain a safe and secure school environment. The hallmark of progressive discipline at Essex North Shore Agricultural & Technical School is a balance of preventative measures, respect, and common

sense disciplinary values. Essex North Shore Agricultural & Technical School administrators and staff strive to maintain a disciplinary process which is both fair and consistent and protects the rights of all members of the school community.

LEVELS OF INFRACTIONS

Level One infractions are generally handled by staff. Level One infractions often result in a warning, phone call to parent and/or teacher detention. Certain offenses may warrant an office detention.

There are two situations in which Level One infractions come to the attention of administrators:

- 1) behavior which continues with little or no regard for the consequences assigned by the staff member or
- 2) behavioral issues that may be considered to be minor infractions and do not fall under the jurisdiction of teachers, such as issues pertaining to student parking, school busses, and the cafeteria.

Examples of Level 1 Offenses may include but are not limited to:

- Inappropriate use of electronic device (utilizing sites other than those directed by teacher)
- Inappropriate use of bikes, skateboards, rollerblades, etc., once a student has arrived at school
- Inappropriate language in "casual" conversation
- Eating or drinking outside the cafeteria without permission (water not included)
- Inappropriate/disruptive behavior and/or activity in the hallway, classroom, cafeteria, or on any other school property
- Gambling/betting
- Littering
- Being in the hallway during class-time without a pass
- Unauthorized/inappropriate use of school phones
- Wearing hats, headbands, bandanas or other types of headdress in a classroom without teacher approval.
- Public display of affection
- Behavior not conducive to an effective/safe learning environment
- Violation of an individual teacher's classroom rules
- Loitering - On school property after school hours without adult supervision
- Consumption of food/beverage in an unauthorized area
- **Horseplay/unsafe working conditions in the CTE program that does not reflect that of a worker**
- **OSHA violation**
- **CTE uniform violation, including Personal Protective Equipment (PPE)**
- **Insubordination**

Level Two infractions involve more serious issues and/or the behaviors that occur more often without regard for earlier reprimands, such as **repeated Level One behavior**. There are several levels of consequences for Level Two infractions: teacher detention, **an assignment**, office detention, Saturday session, loss of parking or extracurricular privileges, suspension, removal from CTE program, **police notification, and implementation of a behavior/safety contract (which may include monthly mandatory drug testing at the student's expense).**

Examples of Level 2 Offenses may include but are not limited to:

- Parking on streets adjacent to Essex North Shore Agricultural & Technical School
- Irresponsible use of vehicle on campus or surrounding area
- Failure to follow parent pick up protocols
- Skipping a teacher detention
- Skipping an office detention
- Inappropriate behavior on a field trip
- Misbehavior for a substitute
- Misbehavior during fire drills, stay-in-place, evacuations, or other emergency situations
- Insubordination/verbal assault to ANY staff member
- Disrespectful words, gestures, or actions that are directed at another person
- Disruptive/injurious behavior
- Being outdoors without permission (this includes going to your car)

- Vandalism (will be held liable for the full cost of repairing the damage. If the payment is not received, the student will not be allowed to advance to the next grade or receive a diploma).
- Misuse of school technology/Violation of Responsible Use Policy
- Instigating a fight / fighting
- Leaving a supervised group
- Forgery of notes, passes, or other documents
- Using school property without permission
- Use of cell phones or any other electronic devices in the classroom unless granted permission by a staff member (Second offense)

Level Three infractions involve any behaviors or actions that potentially threaten the safety or wellbeing of an individual or the school community as a whole. All Level Three infractions require the immediate attention of an administrator. There are several levels of consequences for Level Three infractions: **office detention**, Saturday session, loss of parking or extracurricular privileges, suspension, police notification, removal from CTE program, **implementation of a behavior/safety contract (which may include monthly mandatory drug testing at the student's expense)**, and recommendation for expulsion.

Examples of Level 3 Offenses may include but are not limited to:

- Theft or possession of stolen property
- Presence on school property or school events (including away events that ETHS is involved in) while on suspension
- Disrupting of the general school assembly
- Inappropriate touching
- Violation of restraining order
- Involvement in a problem while out on co-op, school-related intern/externship, or participating in an outside project.
- **Violation of another's Civil Rights/Title IX Violation**
- **Harassment**

Level 3 Offenses that result in automatic external suspension:

(Automatic 3 day out-of-school suspension):

- Possession of tobacco products
- Possession of vaporization (Vape), electronic cigarette/cigars paraphernalia (including empty cartridges/containers), and alternative smoking devices
- Possession of vaporization/electronic cigarette/cigar liquids (nicotine, oil, juice, etc.)
- Possession of drug paraphernalia
- Distribution of tobacco and products/paraphernalia
- Possessing or displaying sexually explicit material
- Inappropriate use of social networking sites
- Sexting

(Automatic 5 day out-of-school suspension)

- Possession of a controlled substance (alcohol, drugs, etc.)
- Use of tobacco products
- Use of vaporization (Vape), electronic cigarette/cigars paraphernalia, and alternative smoking devices
- Use of vaporization/electronic cigarette/cigar liquids (nicotine, oil, juice, etc.)
- Use of a controlled substance (alcohol, drugs, etc.)
- Violation of another's Civil Rights/Title IX Violation
- Bullying – 2nd Offense
- Harassment
- Hazing

(Automatic 10 day out-of-school suspension)

- Distribution of a controlled substance (alcohol, drugs, etc.)/paraphernalia and vaporization (Vape) and electronic cigarettes/cigars

- **Physical assault of a staff member**

***Please Note:**

- **All students who are suspended out-of-school may be required to attend a re-entry meeting with their parents on the day that the student is scheduled to return to school.**
- **Saturday Sessions may be used as an alternative to out-of-school suspension, as a consequence to attendance violations and/or a mechanism to make-up missed days, as a consequence for skipping teacher/office detentions, or as an intermediary step before issuing an out-of-school suspension. Saturday Sessions are as follows:**

8:00am-12:00pm	Equivalent to one (1) day of school/suspension
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- **Additional days after graduation (seniors only) may be assigned to students who have violated the behavior management guidelines.**
- Administrators will use professional discretion in determining the appropriate consequence and length for each disciplinary step depending on the severity and/or frequency of offense(s).
- Students and parents/guardians will be given 24-hour notice for teacher detentions and office detentions, unless parents/guardians are notified and agree that the consequence will be served on the same day it was issued.
- **Administrators reserve the right to meet with students at any time in order to gather information related to a violation of the student handbook.**
- **Any vaporization or electronic cigarette/cigar paraphernalia or material that is confiscated by administration will be discarded as waste.**
- **Any controlled substance paraphernalia or material that is confiscated by administration will be turned over to the Danvers Police Department.**
- **ADMINISTRATORS RESERVE THE RIGHT TO MAKE ADDITIONS OR AMENDMENTS TO THE DISCIPLINE CODE IF THE NEED ARISES AND TO IMPOSE ADDITIONAL DISCIPLINARY CONSEQUENCES WHERE DETERMINED TO BE APPROPRIATE.**

SUSPENSION & EXPULSION OF STUDENTS

The Principal or designee shall have the power to suspend from school any pupil whose conduct is such as to be detrimental to the good order of the school, a student who refuses application to his/her studies as determined by the Principal, or one whose parents neglect or refuse to cooperate with the administration or the teachers in carrying out the regulations of the school. Serious cases of suspension arising out of unusual circumstances together with the reason for the suspension will be reported by the Superintendent-Director to the District Committee at its subsequent meeting, or at a special meeting.

All students shall be provided with appropriate due process prior to any suspension or expulsion from school.

Definitions

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

Out of School Suspension: the removal of a student from the school premises and regular classroom activities, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the

school year. ** Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.*

Emergency Removal: The removal of a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and in the principal's judgement, there is not alternative available to alleviate the danger of disruption. The emergency removal shall not exceed two school days following the day of the emergency removal. In the event that the Principal determines that a suspension is warranted, the emergency removal days do not count as suspensions.

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

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

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

DUE PROCESS

Out-of-School Suspension: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension. Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and shall inform the parent and student of the right to interpreter services if necessary to participate in the hearing. Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the student's right to legal representation (at private expense), the right to present and examine witnesses, the right to review the student record and documents that may be relied upon by the Principal, and the right to request that the hearing be audiotaped.

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

PRINCIPAL'S HEARING

Prior to any suspension a short-term suspension hearing will be conducted. The Principal or designee will conduct the hearing with the student and parents (if participating). At this time, the student and parents may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Long-Term Suspension: In addition to the rights afforded a student in a short-term suspension hearing, the student will have the following rights:

- the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- the right to review the student's record and the documents upon which the Principal may rely in making a

determination to suspend the student or not the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident;

- the right to cross-examine witnesses presented by the school district;
- the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request.

PRINCIPAL'S DECISION

Based on the evidence presented at the hearing, the Principal will determine whether the student committed the disciplinary offense and the remedy or consequences to be imposed. The Principal shall exercise discretion in deciding the consequence for the offense and, in cases not involving possession of a controlled substance, a weapon, an assault on staff or felony charges, shall avoid using long-term suspension from school as a consequence until alternatives have been tried. If the Principal decides to suspend or expel the student, written notice of the Principal's decision will be sent to the student and parents in English and the primary language of the home identifying the disciplinary offense, the factual basis for the Principal's decision, the beginning and end dates of the suspension or expulsion, and the process for appeal. The Principal will also notify the student and parent of the student's opportunity to make academic progress during the period of removal from school in accordance with M.G.L. c. 76, §21.

APPEALS

Where the student is excluded in accordance with M.G.L. c.71 §37H, the student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal with the superintendent of schools. For exclusions imposed pursuant to M.G.L. c.71 §37H1/2, the student shall have five (5) school days from the effective date of the exclusion to file a written appeal with the superintendent. And for exclusions imposed pursuant to M.G.L. c.71, §37H3/4, the Student shall have five (5) calendar days from the effective date of the suspension imposed by the Principal but shall be granted an extension of seven (7) calendar days upon request.

ACADEMIC PROGRESS

Any student who is serving a short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, in accordance with the school's education service plan. M.G.L. c.76, §21.

DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES

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

- (a) A suspension of longer than 10 consecutive school days or a series of short term suspensions that exceed 10 school days and that constitute a pattern of removal and are considered to constitute a disciplinary change in placement.
- (b) Prior to a suspension or expulsion that would result in a disciplinary change in placement of a student with a disability, building administrators, the parents, the student, and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.

(c) If the Team determines that the behavior was NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year.

(d) If the team determines that the behavior WAS a manifestation of a disability, the school will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of a disability.

(e) Regardless of the manifestation determination, the school may place the student in an interim alternative setting (as determined by the Team) for up to forty-five (45) school days:

1. If the behavior involves weapons or illegal drugs or another controlled substance while at school or at a school function; or
2. If the student causes substantial bodily injury to another at school or a school sponsored event; or
3. If the school provides evidence that the student is "substantially likely" to injure him/herself or others and a hearing officer/court orders an interim alternative 45 school day placement.

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

For additional information regarding the rights of students with disabilities in the context of school discipline please contact the Essex North Shore Agricultural & Technical School District's Administrator of Special Education or the building principal.

MGL Ch. 71 Sec. 37H

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

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

Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

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

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

Districts shall report to the **Department of Elementary and Secondary Education (DESE)** the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine-readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

MGL Ch. 71 Sec. 37H ½

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension, provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

M.G.L. c.71, §37H3/4

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

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

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

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

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

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

COURSE REQUIREMENTS

Each program at Essex North Shore Agricultural & Technical School is comprised of academic instruction and career/technical instruction aligned to the **Massachusetts Curriculum Frameworks, Massachusetts Career Vocational Technical Education Frameworks and Mass Core.**

Successful completion of the following courses and achievement of a passing score in the MCAS state assessments in English Language Arts, Mathematics and Science are requirements for receiving an Essex North Shore Agricultural & Technical School diploma and a career technical program certificate.

<u>Grade 9</u> English Mathematics Science History Academic Skills Seminar Wellness/Health CTE Exploratory Program	<u>Grade 11</u> English Mathematics History Science Elective/Academic Seminar Wellness CTE Theory (where applicable) CTE Program
<u>Grade 10</u> English Mathematics Science History Academic Skills Seminar Wellness/Health CTE Theory (where applicable) CTE Program (including completion of OSHA 10)	<u>Grade 12</u> English Mathematic Science Social Studies (Unless waived for AP Biology and Spanish II) Elective/Academic Seminar Wellness CTE Theory (where applicable) CTE Program

CTE = Career Technical Education

More detailed course and CTE program descriptions can be found at essextech.net under the “Academics” and “Academies” tabs. The Essex North Shore Agricultural & Technical School Admissions Policy details the Grade 9 CTE Exploratory Program and can be found at essextech.net under “Admissions.”

GRADUATION & PROMOTION REQUIREMENTS

Students must pass ALL courses, including OSHA 10 and their Career Technical Program, EVERY year to be eligible for annual promotion and/or graduation.

Additional days after graduation (seniors only) may be assigned to students who have violated the attendance policy and/or require extra time to meet remaining graduation requirements.

PORTFOLIOS (Graduation Requirement)

All students are required to maintain a working portfolio of their work beginning at the end of the Freshman year. During Senior year, a Showcase Portfolio will be prepared and presented to a committee for evaluation before graduation.

COOPERATIVE EDUCATION REQUIREMENTS

Students who take advantage of the cooperative education program are expected to maintain appropriate timecards and passed into the Cooperative Education Coordinator in a timely manner (bi-weekly).

TRANSFER STUDENTS

Transfer students entering beyond grade nine must meet Essex North Shore Agricultural & Technical School’s minimum academic requirements for the grade levels the student has completed. The administration may grant elective credits in place of career/technical and/or theory programs for courses taken at the previous high school.

GRADING SYSTEM

Letter grades will be given with the following numerical equivalent:

A+ 100-97	A 96-93	A- 92-90
B+ 89-87	B 86-83	B- 82-80
C+ 79-77	C 76-73	C- 72-70
D+ 69-67	D 66-63	D- 62-60
F 59-0		

Students who earn a failing grade in one or two academic courses and/or their CTE theory course must complete an online course approved by the district or a summer school course in the student's community the summer immediately following failure to adequately complete the course.

Students who

-fail their Career Technical Program

-fail three or more academic courses, including but not limited to CTE theory

must request permission in writing from the Principal within five (5) school days following completion of the school year to either:

1. Repeat the grade at Essex North Shore Agricultural & Technical School. If a student is repeating a grade, they may not take the place of another qualified candidate in a Career-Technical program.
or
2. Be granted a waiver to enroll in the online courses to make up the failed academic or related courses and be considered for promotion to the next grade.

ACADEMIC INTEGRITY

It is the expectation of the administration and faculty at Essex North Shore Agricultural & Technical School that all students will work to the best of their ability. We are committed to helping all students become successful learners. Therefore, it is the students' responsibility to submit work that is their own. If students do not submit their own work, teachers are unable to determine the needs of the student. Violations of the academic integrity policy, including cheating and plagiarism, will be documented in Aspen and parents will be notified.

POLICY RELATED TO PROPER SOURCE CITATIONS

At Essex North Shore Agricultural & Technical School, the policy for issues related to correct student source citation is based on always turning the issue into a learning moment for students through dialogue and, if the situation warrants, progressive discipline.

There are **three levels** of response for students who may be engaging in incorrect or missing source citations or reproducing someone else's work.

First Occurrence: If it is decided that the student incorrectly sourced material or failed to provide source citation, the teacher will meet with the student to discuss the issue. The student will be required to come after school to rewrite the assignment with proper source citation with teacher assistance.

Second Occurrence: The same procedure will be followed, but the paper will be reduced by one full grade (i.e. a paper that earned 87 points is reduced to 77 points).

Third Occurrence: No credit will be given for the assignment. The incident will be noted in Aspen.

HOMEWORK

The faculty and administration of Essex North Shore Agricultural & Technical School believe that homework is an essential component in a successful program for learning. Some of the purposes include providing:

- An opportunity to organize and review your work as an individual; a chance to do a self-check by asking, "Does the information I received today make sense?"
- Time for reading and thinking in a quiet place.

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

The time it will take for a student to do homework will vary according to ability, learning style, and time management skills and assignment given. Student should expect daily homework for each course. If a student is regularly doing over 2.5 hours of homework (not due to procrastination), something is wrong. The student and/or parent should speak to the student's counselor. Please note: Advanced Placement students should anticipate a greater time commitment for homework. It is expected that students will manage their time to meet deadlines for long-term assignments. Just because a teacher does not assign a specific daily assignment, it does not mean the student has nothing to do in that subject on a given night.

Parent Expectations:

- Help to establish a regular routine for learning at home such as regular study areas and hours.
- Monitor and evaluate outside activities to be sure that the student has sufficient study time.
- Ask that time be used for reading or reviewing notes when no specific homework assignments have been given.
- Recognize that homework is assigned and, if necessary, require the student to keep an assignment record that can be reviewed at home.
- Give individualized support.

Student Expectations:

- Ask for clarification if the assignment is not clearly understood.
- Record both daily and long-term assignments and due dates.
- Complete homework as defined by the individual teacher. Be aware of each teacher's expectations and policies in regard to assignments missed due to absence.
- Submit homework on the assigned date and make-up work promptly when absent.
- Arrange a proper study area at home and organize time to accomplish homework assignments.
- Establish a study schedule free from distraction (television, telephone, etc.)

Teacher Expectations

- Clearly define homework assignments to students.
- Communicate homework policy and expectations to parents at Open House sessions.
- Provide a procedure for students to get information given while students were absent, especially long-term assignments.
- Provide students with timely feedback on how well they have done on homework assignments.
- Inform parents in a timely manner if a student does not meet his/her responsibility to do homework.

PROGRESS REPORTS/REPORT CARDS

Parents will receive a Blackboard Connect notification when progress reports and report cards for each trimester are available online.

PARTICIPATION IN SENIOR WEEK ACTIVITIES

Grades will not be a determining factor as to whether senior students will be allowed to participate in Senior Week Activities. A senior's behavior record will be the only factor that limits or disqualifies a senior from participating in these activities.

PARTICIPATION IN GRADUATION EXERCISES

Senior students will be allowed to participate in graduation ceremonies only if all requirements of attendance, course completion, grade 12 promotion credits, and student obligations, including fiscal responsibilities, are successfully met prior to the graduation date. Any exceptions are at the discretion of the Principal.

INCOMPLETE

This grade is given when a student has been absent for an extended period because of documented medical reasons or rare extenuating circumstances. All work must be made up within 10 school days of the end of the term unless circumstances warrant an extension. In the event that a student neglects to make arrangements to make up the work or fails to complete the work, the grade automatically becomes the grade earned.

MEDICAL

The grade "M" (Medical) on a student's report card for a marking period indicates that one of the following has occurred:

- A student has not been able to attend school for a majority of that marking period, for documented medical reasons. The student is not required to make up the missed work. The final grade will be an average of the other two trimesters.
- A student has not been able to attend a particular class, such as P.E. or the Career technical Program, for a documented medical reason. The student will be given an alternative assignment and will be graded on it.

NO CREDIT

The grade "NC" (No Credit) on a student's report card for a marking period indicates that the student is in violation of the school's attendance policy. If a student who is in this category has a passing grade, they will receive the passing grade but will not receive the credit associated with the course.

HONOR ROLL

High Honors.....A- (90) or higher in all subjects.

Honors.....B- (80) or higher in all subjects.

NATIONAL HONOR SOCIETY & NATIONAL TECHNICAL HONOR SOCIETY

Essex North Shore Agricultural & Technical School has a Chapter of the National Technical Honor Society and the National Honor Society. The requirements for belonging to the Honor Society are an average of B+ or above, good character and good school citizenship.

DUAL ENROLLMENT PROGRAM, EARLY COLLEGE PROGRAM, & ARTICULATION AGREEMENTS

The Dual Enrollment and Early College Programs are designed for eligible high school students to earn both high school and college credits simultaneously at a campus location.

In addition to the Early College Program, articulations agreements have been established between Essex North Shore Agricultural & Technical School and all community colleges in Massachusetts. Further, the school offers several articulated credit at out of state and in-state 2 and 4-year institutions. The articulation agreements create an opportunity, like the Early College Program, for students to earn college credits during their high school enrollment. Additionally, both the Dual Enrollment, Early College Program and articulation agreements are a way students can make the transition from the high school to college experience. Eligible college courses that approved by the Guidance and Academic Program Directors in advance are included on the student transcript and in the student's cumulative grade point average. However, eligible and approved college courses do not replace any of the high school's graduation requirements.

EQUAL ACCESS TO THE CURRICULUM & EXTRACURRICULAR ACTIVITIES

Individuals who are members of special populations, which include individuals with disabilities; individuals from economically disadvantaged families or foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; and individuals with other barriers to educational achievement including individuals with limited English proficiency, are provided with equal access to activities, opportunities and courses of study and with programs that enable them to meet or exceed state adjusted levels of performance without regard to race, color, gender, religion, national origin, English language proficiency, disability, sexual orientation, gender identity or home status.

COOPERATIVE EDUCATION PROGRAM

It is the expectation of Essex North Shore Agricultural & Technical School that all students participate in a Cooperative Education experience in their senior year. Students are able to go out on Coop as soon as midway through their junior year as long as they meet the criteria. Students are encouraged to meet with their program instructor and the Cooperative Education Coordinator to discuss the requirements and steps necessary to complete the process.

Criteria:

- Minimum age 16
- Completion of 1 ½ years of full time study in the Vocational/Agricultural Program. No earlier than midway through junior year. (90 days)
- Career Plan, resume, letters of recommendation, competency listing updated and reviewed by the student's Vocational/Agricultural Instructor
- OSHA 10 Credential (Construction, General Industry, or Health) and any other certification/credential specific to the student's Vocational/Agricultural program. (ie. CNA, Adobe, ServSafe, Radiology)
- Recommendation of Vocational/Agricultural Instructor: Student demonstrates the acquisition of the knowledge and skills in the vocational/agricultural program associated with 1 ½ years in the program.
- Vocational/Agricultural program coursework grade: minimum: "C" in the prior term and be maintaining this standard at time of placement.
- Academic grade minimum: Passing all Core Academic classes in the prior term and be maintaining this standard at time of placement.
- Attendance: Demonstrate that they meet the Attendance Policy set forth in the Student Handbook.
- Discipline records will be reviewed by the Assistant Principal and Vocational Director.
- Successful completion of all relevant placement paperwork.
- The students will be need to provide their own transportation to their placement.
- Post placement students will submit time cards and written entries weekly to the Coop Coordinator. Students should notify the Coop Coordinator of any absence from work or injury that occurs at the Coop Coordinator as soon as possible.

- After placement, students who do not meet coursework grade and or attendance criteria will be placed on probation for two cycles as this gives the student the opportunity to return to good standing. Students would then remain on probation for the remainder of the term. Probation may consist of weekly progress reports, meetings, and other interventions to assist the student to remain on Coop.

HEALTH SERVICES

There are two full-time Registered Nurses at Essex North Shore Agricultural & Technical School. The nurses' primary role is to support learning. We accomplish this by implementing strategies that promote student and staff health and safety. Here are a few of the following services that your school nurses provides: illness and injury assessments and interventions (first aid), identification, assessment, planning, intervention and evaluation of student health concerns, screening for height, weight, vision and hearing, activities and education to promote health, chronic disease management and education, care plans for students with health conditions, dispense medications, crisis team participation and maintenance of health records. The school nurses are also members of the student services team and are involved in developmental assessments when requested.

FIRST AID, OVER THE COUNTER MEDICATION ADMINISTRATION, ETC.

Emergency care at school is limited to "first aid" defined by the American Red Cross as the immediate and temporary care given in case of accident or sudden illness. The school nurses will call parents when deemed appropriate for consult or dismissal and in cases of emergency an ambulance will be called and parents notified. In order to properly care for your child we must receive a completed and signed Health and Emergency Contact and Over the Counter Medication Form during the first week of each school year. The completion and return of these forms is highly important. This form includes emergency contact information, health history and permission for certain over the counter medications. Medications that can be given during the school day with parental permission are Tylenol, Ibuprofen, cough drops, antacids, bacitracin ointment or hydrocortisone cream (1%).

HEALTH RELATED DISMISSALS

If a student becomes ill or injured in school and has to be dismissed, a parent/guardian or adult authorized by parent/guardian must pick up the student. Students who are licensed drivers may drive themselves home when deemed appropriate by nurse and approved by parents. In all cases, the nurse, with the support of the school administration, reserves the right to deny self-transportation in cases necessitating dismissal for reasons of injury or illness.

Health related dismissals might be due to the following:

1. Temperature over 100 degrees
2. Undiagnosed rash, symptoms or virus
3. Uncontrollable cough
4. Headache, earache or any other persistent pain
5. Injury deemed to require medical attention
6. Fainting or seizure
7. Any suspected communicable disease or condition
8. Pediculosis (head lice)

Students always need a pass to go to the Nurse's Office. Students are not to go to the nurse's office between classes. Students need to report to their class, obtain a pass and then go to the nurse's office. In the event of an emergency, a pass is not needed.

MASSACHUSETTS SCHOOL HEALTH RECORD

State law requires that all students have a record of immunization and a current physical on file. All incoming freshmen and transfer students need a copy of a physical examination done by their physician or provider within one year of their entrance to Essex North Shore Agricultural & Technical School. **Any student whose record is not up-to-date will be excluded from school.**

A physical by your physician is required each calendar year in order to participate in sports.

MEDICATION POLICY

Medications should be taken at home whenever possible. If a student requires medications during the school day, a form must be filled out and signed by the child's prescriber with detailed information and medication orders authorizing this medication to be administered by the school nurse. Written parental consent is also required. These forms must be on file before we begin to give any medicine at school and must be renewed at the beginning of each school year.

The exception to this rule is short-term medications (usually anti-biotics) that are taken for 10 days or less. Written parental consent is the only paperwork required for these medications.

Parents, guardians, or a responsible adult whom they designate should deliver all **medications** to the school in a pharmacy or manufacturer-labeled container. Your pharmacist should provide separate bottles for prescription medications for school and home. No more than a thirty-day supply of the medicine should be delivered to the school.

Students are not allowed to take any form of narcotic or muscle relaxants before or during school. (Examples of narcotic drugs: Vicodin, Percocet, Tylenol with Codeine; Examples of muscle relaxants: Flexeril).

Students are not allowed to be in possession of medications (prescriptions and/or over the counter drugs, exceptions are noted in the next paragraph) during the course of the school day. All medications must be kept in the Nurses' Office. Exceptions to this rule must be reviewed and approved by the Assistant Principal or Principal. **However, during overnight field trips and/or school-based excursions, students over the age of 18 may self-administer medications if proper approvals are received from the student's physician and/or treatment providers and parent/guardians. Students and/or their parents/guardians can contact a School Nurse to access this approval process and forms.**

Any student who uses an inhaler for asthma, insulin for diabetes or an Epi-Pen for allergic reactions is encouraged to have a supply of this medication for school as well as home. These medications also require a written order from physician and written consent from parent to be kept on file. These medications must be kept in the Nurses' Office unless otherwise directed. Students may carry inhalers, insulin and diabetic supplies and/or Epi-pens with them if their provider allows in their written order and parent and nurse are in agreement. Students carrying these medications will review their use with the school nurse.

ANNUAL SCREENINGS

Baseline vision, hearing, and postural screening for ninth graders are done annually and letters will be sent home for any negative results for follow-up with physician. Body Mass Index (BMIs) for 10th graders will be calculated, by measuring height and weight, as required by state mandate and reported to parents only if requested. Parents will be notified of all screenings in advance and will have the option to have their child opt out by notifying the health office in writing.

EMERGENCY EVALUATIONS

Students who are in crisis or engage in any unsafe behavior(s) will be immediately referred to a counselor and an administrator who will assess the situation, notify the parent and make arrangements for an emergency evaluation at a medical facility or with a qualified clinician of the parent's choice. If the behavior warrants disciplinary action, the disciplinary procedure outlined in the handbook will be followed after the emergency evaluation has been initiated.

Whether the behavior warrants disciplinary action or not, a meeting will be set up prior to the student's return to school with the student, parent, counselor and a member of the Essex North Shore Agricultural & Technical School administration.

STUDENT RETURNING TO SCHOOL AFTER HOSPITALIZATION OR PROLONGED ILLNESS

If a student required hospitalization for any reason during the school year, the school nurse, guidance counselor or Assistant Principal should be notified as soon as possible. Prior to the student's return to school, a re-entry meeting may be held with the student, parent/guardian, guidance counselor, nurse and any other appropriate school personnel. The function of the re-entry meeting is to determine what accommodations, if any, the student requires to ensure a successful return to school. At this meeting, we will require a Discharge Summary or a letter from the student's doctor indicating that he/she is well enough to return to school.

NONDISCRIMINATION

Discrimination and Harassment Policy

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

The Essex North Shore Agricultural and Technical School District School Committee is committed to the prevention, remediation, and accurate reporting of discrimination and harassment, bias incidents, and civil rights violations, including hate crimes, based on race, color sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age, and/or disability and any other class or characteristic protected by law. The District also prohibits other harmful conduct by reasons unrelated to the above characteristics.

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

Discrimination, sexual and bias motivated harassment, hate crime, and violations of civil rights, bullying and cyber-bullying disrupt the educational process and workplace and will not be tolerated. The law guarantees the civil rights of all school community members and the protection of those rights is of utmost importance and priority to the Essex North Shore Agricultural and Technical School District. The District will employ cohesive, whole school practices to combat discrimination and harassment, effectively intervene, and empower bystanders.

It is a violation of this policy for any administrator, teacher, or other employee, visitor, or other third party to engage in or condone discrimination or harassment in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of discrimination or harassment.

This policy defines prohibited conduct and responsibilities for reporting and investigating. It will be a violation of this policy for any employee or student of the Essex North Shore Agricultural and Technical School District, visitor, or contractor working in the District, to harass or discriminate against another employee, adult member of the school community, student, applicant for employment, or other person having business to conduct with the District, through conduct or communications. The Superintendent-Director is responsible for developing procedures for reporting and investigating discrimination and harassment, as well as for implementing disciplinary sanctions.

This policy applies to all sites and activities that the District supervises, controls, or where it has jurisdiction under the law. It applies to all students, school committee members, school employees, independent contractors, visitors, recruiters, award and scholarship donors, school volunteers, parents, and guardians.

The District will investigate promptly all reports and complaints of harassment, discrimination, hate crimes, bullying, cyber-bullying, and retaliation, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency and/or to the Department of Children & Families (DCF). The District will support this policy in all aspects of its activities, including its curricula, instructional program, staff development, extracurricular activities, school-related activities, and school-related transportation. The intent of this policy is not merely to provide rules to prohibit inappropriate or illegal behavior, but also to support and educate all members of our school community as to appropriate behavior that is consistent with individual dignity, respect for others, and an appreciation for the diversity in our school and programs.

UNLAWFUL AND PROHIBITED CONDUCT DEFINED

Hate Crime

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

Discrimination

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

Harassment

- Harassment is oral, written, graphic, electronic, or physical conduct on school property or at a school-related activity relating to an individual's actual or perceived race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, age, or disability, that is sufficiently severe, pervasive, or persistent so as to interfere with a student's ability to participate in or benefit from the District's programs or activities, or to interfere with or limit an individual's employment, by creating a hostile, humiliating, intimidating, or offensive educational or work environment.
- For the purposes of this policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating, or offensive educational or work environment.
- A single incident, depending on its severity, may create a hostile environment.
- A victim may also be someone reasonably affected by conduct toward another individual.

Sexual/Gender Harassment

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

Hostile Environment

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

Retaliation

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

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

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

Examples of behavior prohibited by this policy shall include, but not be limited to:

Verbal Conduct

Use of negative or offensive racial, ethnic, religious, or sexual slurs or epithets; name calling, making offensive noises, teasing, taunting, jokes, or other derogatory or dehumanizing remarks by an individual or group, when it is based on an individual's race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, age, and/or disability, or any other class or characteristic protected by law; repeated unwanted requests for dates, sexual rumors, and making gender-based references to a person's physical characteristics.

Written Conduct

Use of symbols, notes, calendars, graffiti, book covers, text messages, computer messages, including internet and email or other digital communication devices of threatening, sexual, harassing, or pornographic, and/or intimidating nature, or designs on clothing meant to offend another on the basis of race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, age, and/or disability, or other identifying characteristic.

Nonverbal Conduct

Offensive, threatening, or suggestive gestures, exclusion, blogging, destroying property, following or stalking a person, cornering or blocking a person, leering, or pressuring for sexual activities.

Visual Conduct

Displaying sexually suggestive or sexually provocative photographs, pictures, objects, cartoons, drawings, or posters or taking and/or sending sexually suggestive or sexually provocative photographs (sexting) by way of cell phones, computers, or other digital communication devices.

Physical Contact

Unwelcome touching of a person or person's clothing in a sexual or aggressive manner; restraining a person's movements; or any other act of physical intimidation, as in gesturing, pushing, hitting, shoving, and/or kicking.

These behaviors are prohibited:

- a. On school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by the school district, or through the use of technology or an electronic device owned, leased, or used by the school district; and
- b. 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 school district, if the behavior creates a hostile environment at school for the victim, infringes on the rights of the victim or others at school, or materially and substantially disrupts the education process or the orderly operation of school.

If certain conduct is not listed in the foregoing list but does fall into any other class or characteristic protected by law or by school policy, said behavior will be considered inappropriate and prohibited. Inappropriate conduct not listed will be subject to investigation and disciplinary action under this policy.

Nothing contained in the policy shall require the District to staff any non-school related activities.

RESPONSIBILITIES

The Essex North Shore Agricultural and Technical School District is responsible for the dissemination of this policy. The Superintendent-Director will develop procedures to guarantee implementation of the policy. All students, teachers, administrators, and all other school personnel of the District are responsible for conducting themselves in a manner consistent with the spirit and intent of this policy.

The District will:

- a. Develop a method of discussing this policy with all of its membership, in its entirety, with students in an age-appropriate manner and with all employees;

- b. Provide appropriate training to students and employees, and for the administrators who are assigned the responsibility to implement the procedures of this policy;
- c. See that this policy is reviewed by the Superintendent-Director's office at least annually for compliance with State and Federal laws; and
- d. Send an updated Title(s) VI & IX and Bullying Advisory to all parents and employees by October 31st of each school year. The Principal is responsible for ensuring that the policy summary is conspicuously posted in each classroom, school office, and other appropriate student/employee work areas; and that it is printed in the student handbook. The Director of Human Resources is responsible for ensuring that the policy summary is printed in the employee handbooks and that it is posted on the District website. All postings shall include the names and contact information for the Title(s) VI & IX Coordinators.

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

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

The Title VI & IX Coordinators, specially trained people in the District, will provide information to employees and students about the District policy and procedures against discrimination and harassment. They will be available to discuss any concern a student, parent, or employee may have. They are responsible to investigate and remediate both student and employee complaints. The Coordinators will also receive and investigate reports of alleged prohibited conduct from central administration staff, including clerical, custodial, farm and grounds, cafeteria, and transportation employees.

The Title(s) VI & IX Coordinators will attend specialized training and workshops, as directed.

The response to and resolution of complaints will be guided by the following goals:

- a. Focus on education and changing behavior rather than disciplinary action exclusively;
- b. Engage students and staff in dialogue so that they understand the impact of behavior and attitudes;
- c. Maintain the confidentiality of victims, offenders, witnesses, and others who report discrimination or harassment, or participate in the investigation of complaints to the extent possible;
- d. Protect the complainant, witnesses, and others who report discrimination or harassment or participate in the investigation of complaints from retaliation;
- e. Insure prompt, thorough attention and remediation to all complaints protecting and restoring a sense of safety for the victim and complainant; and
- f. Promptly notify parents or guardians of the victim and perpetrator to the extent consistent with state and federal law.

Discipline for students with disabilities will be consistent with the federal Individuals with Disabilities in Education Act (IDEA) and state laws regarding special education and student discipline.

Legal References

- Title VI of the Civil Rights Act of 1964
- The Equal Education Opportunities Act of 1974
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Title II of the Americans with Disabilities Act of 1990
- The No Child Left Behind Act of 2001

- M.G.L. c. 71A
- M.G.L. c. 76, s. 5
- M.G.L. c. 71 s. 37O
- Chapter 92 of the Acts of 2010

Approved: April 11, 2017

BULLYING PREVENTION & INTERVENTION PLAN

The ENSATSD Bullying Prevention and Intervention Plan is a requirement under M.G.L. c. 71, § 37O. The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber-bullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. Our principal is responsible for the overall implementation and oversight of the Plan.

LEADERSHIP

Leadership at all levels of our educational community plays a critical role in implementing and supporting the Bullying Prevention and Intervention Plan in the context of other whole school and community efforts to promote positive school climate. Adult members of the educational community have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference.

- Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation included discussions at a variety of meetings. This plan shall apply to students and members of a school staff, including but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activity and paraprofessionals.
- Assessing needs and resources. The Plan is the district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from various constituencies and staff, have assessed the adequacy of current programs; reviewed current policies and procedures; reviewed available data on bullying and behavioral incidents; and assessed available resources including curricula, training programs, and behavioral health services. Through this "mapping" process we identified the need to revise and develop policies and procedures; and to renew partnerships with community agencies, including law enforcement.
- Planning and oversight. The following school leaders are responsible for the listed tasks under the Plan: 1) Assistant Principal will receive reports on bullying; 2) Assistant Principal will collect and analyze building data on bullying to assess the present problem and to measure improved outcomes; 3) Principal will create a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; 4) Leadership Team (Superintendent-Director, Assistant Superintendent, Director of Student Services, Director of Curriculum, School Nurse, Assistant Principal and the Principal) will plan for the ongoing professional development that is required by the law; 5) Assistant Principal in collaboration with the Director of Student Services will plan for supports that respond to the needs of targets and aggressors; 6) Members of the Leadership Team or their designees will choose and implement the curricula that the school or district will use; 7) Superintendent-Director in conjunction with appropriate staff will develop new or revised policies and protocols under the Plan, including an Internet safety policy, and designate key staff to be in charge of implementation of them; 8) Principal will amend student and staff handbooks and codes of conduct where appropriate; 9) Principal in collaboration with the Director of Student Services will lead the parent or family engagement efforts and drafting of parent information materials; and 10) Leadership Team will review and update the Plan each year, or more frequently as needed.
- Our Commitment. The ENSATSD expects that all members of the school community will treat each other in a civil manner and with respect for differences. We are committed to providing all students with a safe learning

environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. The district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with opportunities to learn the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

TRAINING PROFESSIONAL DEVELOPMENT

M.G.L. c. 71, § 37O requires the district to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

- Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention strategies to be offered at all grades throughout the district. Staff members hired after the start of the school year will be required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of district-wide professional development will be informed by research and will include information on:
 1. developmentally (or age) appropriate strategies to prevent bullying;
 2. developmentally (or age) appropriate strategies for immediate, effective interventions to stop bullying incidents;
 3. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
 4. research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
 5. information on the incidence and nature of cyber-bullying; and
 6. Internet safety issues as they relate to cyber-bullying.

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

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

1. promoting and modeling the use of respectful language;
2. fostering an understanding of and respect for diversity and difference;

3. building relationships and communicating with families;
4. constructively managing classroom behaviors;
5. using positive behavioral intervention strategies;
6. applying constructive disciplinary practices;
7. teaching students skills including positive communication, anger management, and empathy for others;
8. engaging students in school or classroom planning and decision-making; and
9. maintaining a safe and caring classroom for all students.

WRITTEN NOTICE TO STAFF

The district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, and will incorporate appropriate related topics into staff meetings.

ACCESS TO RESOURCES & SERVICES

Identifying resources:

1. Currently ENSATSD offers programs that support the positive school environment by focusing on early intervention and intensive services. Current staff include the following:
 - a. Guidance Counselors
 - b. Adjustment Counselor
 - c. Student Outreach Worker
 - d. Behavior Specialist
 - e. School Nurse
 - f. Staff Members Trained by the Massachusetts Aggression Reduction Center
 - g. Teachers
 - h. Title IX Coordinator
2. The current programs include the following:
 - a. Mentor Program
 - b. Gay-Straight Alliance
 - c. Non-Traditional Groups
 - d. Contracting with outside speakers and offering parent programs on bullying.
 - e. Offering social skills groups within the school setting through the Adjustment Counselor and Behavior Specialist
 - f. Adoption of a curriculum for implementation in our high school health program, which includes:
 - Cyber-bullying
 - Internet Safety
 - Communication Skills
 - Conflict Resolution
 - Intolerance, Tolerance, Prejudice and Discrimination
 - Sexual Harassment
 - Abusive Relationships
 - Situational Role-Playing
 - Digital Citizenship Education

Although the ENSATSD has current services in place, the District is dedicated to developing more extensive and comprehensive instruction and services for our students and staff. The instruction and services will focus on both bullying prevention and response to identified incidents of bullying. These are described more fully in the next section.

COUNSELING AND OTHER SERVICES

1. There are many resources in the ENSATSD that promote a positive school climate. Whenever there are any incidents of bullying they are taken seriously and the aggressors, bystanders and targets are all offered services.
2. The current services at the High School include but are not limited to the following:

- a. New Student Orientation with trained student mentors
- b. School Guidance Services
- c. School Resource Officers are available
- d. Access to Internal and External School Suspension Program for both aggressors and, when appropriate, for bystanders
- e. Participation in a "Character Building Group", facilitated by the Behavior Specialist, for aggressors and, when appropriate, for bystanders
- f. Access to the Adjustment Counselor for aggressors, bystanders and targets.
- g. An identified safe place to go to if incidents continue to occur
- h. Social skills groups offered to students who have been either aggressors, bystanders or targets
- i. Participation in District Attorney Jonathan Blodgett's Community Collaborative Initiative
- j. Partnerships with Community Organizations such as the Massachusetts Aggression Reduction Center (MARC), the Middleton Police Department, and the Essex County Sheriff's Department.

ENSATSD is in the process of either implementing or planning for the following:

BULLYING PREVENTION

1. Having Student Mentors play a more extensive role in prevention, education and mediation.
2. Professional Development for teachers and staff on the issues of bullying, cyberbullying, identification, early intervention, strategies for preventing and responding to incidents of bullying, for teachers and staff.
3. Developing presentations for students around bullying prevention.
4. Researching and implementing research based instruction within existing classes on prevention of bullying within the school community.

RESPONSE TO IDENTIFIED INCIDENTS OF BULLYING

1. Permitting Student Mentors to have a more extensive role in addressing aggressors and bystanders.
2. Researching and implementing research based instruction within existing classes on responses to incidents of perceived bullying or harassment of students within the school community.
3. Professional development for identified staff such as guidance counselors, behavior specialists, student services director and teachers and other staff to learn more about researched based and effective interventions for all involved: aggressors, bystanders and targets.

STUDENTS WITH DISABILITIES

As required by M.G.L. c. 71, § 37O, during IEP meetings, once the IEP Team has determined that: the student has a disability that affects social skills development, or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

REFERRAL TO OUTSIDE SERVICES

The school district is currently aware of local counseling services that students and parents can use as resources when issues arise. The school district will create a more extensive list of local resources and provide a list of resources to parents and students anytime bullying issues arise. These resources will be provided to aggressors, bystanders and targets; students and parents will be given information about outside resources in addition to the resources within the school.

ACADEMIC & NON-ACADEMIC ACTIVITIES

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development.

SPECIFIC BULLYING PREVENTION APPROACHES

Our bullying prevention strategies will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays of scenarios and ethical dilemmas to develop skills;

- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
 - helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
 - emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
 - enhancing students' skills for engaging in healthy relationships and respectful communications; and
 - engaging students in a safe, supportive school environment that is respectful of diversity and difference.
- Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The district will annually review the Plan with students in the fall of the school year.

GENERAL TEACHING APPROACHES THAT SUPPORT BULLYING PREVENTION EFFORTS

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

PROCEDURES FOR REPORTING & RESPONDING TO BULLYING & RETALIATION

REPORTING BULLYING OR RETALIATION

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the student services office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

REPORTING BY STAFF

A staff member will report immediately to the Assistant Principal when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

REPORTING BY STUDENTS, PARENTS OR GUARDIANS, AND OTHERS

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Assistant Principal.

RESPONDING TO A REPORT OF BULLYING OR RETALIATION

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

The Assistant Principal will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.)

OBLIGATIONS TO NOTIFY OTHERS

NOTICE TO PARENTS OR GUARDIANS

Upon determining that bullying or retaliation has occurred, the Assistant Principal will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Assistant Principal contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

NOTICE TO ANOTHER SCHOOL OR DISTRICT

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

NOTICE TO LAW ENFORCEMENT

At any point after receiving a report of bullying or retaliation, including after an investigation, if the Assistant Principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Assistant Principal, in collaboration with the principal, will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Assistant Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the principal, school resource officer, and other individuals s/he deems appropriate.

INVESTIGATION

The Assistant Principal will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Assistant Principal will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Assistant Principal (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Assistant Principal, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Assistant Principal will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the Assistant Principal will consult with the principal, Superintendent-Director, and with legal counsel about the investigation.

DETERMINATIONS

The Assistant Principal will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Assistant Principal will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Assistant Principal may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

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

RESPONSES TO BULLYING

- Teaching Appropriate Behavior Through Skills-Building – Upon the Assistant Principal determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:
 - a. offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
 - b. providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
 - c. implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
 - d. meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
 - e. adopting behavioral plans to include a focus on developing specific social skills; and
 - f. making a referral for evaluation.

Taking Disciplinary Action

If the Assistant Principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Assistant Principal, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the code of conduct.

Discipline procedures for students with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the Assistant Principal determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Promoting Safety for the Target and Others

The Assistant Principal will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

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

COLLABORATION WITH FAMILIES

- Parent education and resources. The district will offer educational programs for parents and guardians that are focused on the parental components of the anti-bullying strategies and any social competency strategies used by the district. In addition, the programs may be offered in collaboration with the School Council, Special Education Parent Advisory Council, and/or similar organizations.
- Notification requirements. Each year the district will inform parents or guardians of enrolled students about the anti-bullying strategies that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The school or district will send parents notice each year about the student-related sections of the Plan and the district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The district will post the Plan and related information on our website.

PROHIBITION AGAINST BULLYING & RETALIATION

The ENSATSD prohibits bullying, cyber-bullying, and retaliation. This statement along with the elaboration listed below will be included in the student code of conduct, the student handbook, and the staff handbook.

Acts of bullying, which include cyber-bullying, are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

DEFINITIONS

- Aggressor is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyber-bullying, or retaliation.

- Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
 1. causes physical or emotional harm to the target or damage to the target's property;
 2. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
 3. creates a hostile environment at school for the target;
 4. infringes on the rights of the target at school; or
 5. materially and substantially disrupts the education process or the orderly operation of a school.
- Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber-bullying.
- Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.
- Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.
- Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.
- Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation or gender identity. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, § 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

THE REHABILITATION ACT OF 1973 - "SECTION 504" (FEDERAL LAW)

Link: <http://www2.ed.gov/about/offices/list/ocr/504faq.html>

SECTION 504 PROVIDES THAT

"...no otherwise handicapped individual in the United States shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

WHAT THIS MEANS FOR STUDENTS

- Discrimination against individuals with disabilities is prohibited by the federal government within programs and activities receiving federal financial assistance, including public schools.
- Students who have a physical or mental impairment that substantially limits one or more of their major life activities are protected.
- Most schools require a recent diagnosis by a physician or clinician.
- Those who have disabilities such as orthopedic impairments or medical conditions such as hepatitis, but do not qualify for special education services are included.

504 ELIGIBILITY and ACCOMMODATION PLANS

Section 504 is a part of the Americans With Disabilities Rehabilitation Act of 1973, a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . .

shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

To be protected under Section 504, a student must be determined to:

1. Have a physical or mental impairment that substantially limits one or more major life activities; or
2. Have a record of such an impairment; or
3. Be regarded as having such an impairment. Major life activities include caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive.

ENSATSD and Essex Technical High School recognize its obligations under the law. The District 504 Coordinator has the overall responsibility for overseeing efforts to ensure full compliance including the identification, evaluation, and the determination of whether or not a child is eligible to receive accommodations under Section 504 of the Rehabilitation Act of 1973.

Questions regarding 504 eligibility or services can be directed to a student’s guidance counselor or the ENSATSD 504 Coordinator: Ms. Sandra Goldstein, MSW, Director of Guidance at sgoldstein@essextech.net 978-304-4700 ext. 3110

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

The McKinney-Vento Homeless Assistance Act is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. It was reauthorized in December 2015 by subtitle VII-B Title IX, Part A, of the Every Student Succeeds Act (ESSA). This legislation is further reinforced and supported by MA DESE in an effort to ensure the educational rights and protections for children and youth experiencing homelessness, including but not limited to unaccompanied youth, students associated with the foster care system and students whose housing is impacted by their families military status.

ENSATSD and Essex Technical High School are committed to ensuring continued enrollment, attendance, and the opportunity to succeed in school for homeless youth, including but not limited to those youth assisted by the foster care system and unaccompanied youth. Furthermore, ENSATSD is committed to ensuring that students experiencing housing or living transitions due to family member’s military status will be afforded every opportunity to experience a consistent and stable educational experience with the district.

Questions regarding McKinney -Vento eligibility or services can be directed to a student’s guidance counselor or the ENSATSD McKinney Vento Coordinator: Ms. Sandra Goldstein, MSW, Director of Guidance at sgoldstein@essextech.net 978-304-4700 ext. 3110

SERVICE ANIMALS (GUIDE OR ASSISTANCE DOGS)

The Essex North Shore Agricultural and Technical School District Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and

- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent/Director or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

ROUTINE INFORMATION

ACCESS TO STUDENTS

There may be times during the normal school day when students may be called to office to speak with an administrator. The reasons for these meetings vary and may include: leadership opportunities, academic recognition, attendance, ongoing investigations and disciplinary concerns. If the situation warrants it, parent will be notified.

STUDENT RECORDS

INSPECTION OF THE STUDENT RECORD

A parent, or a student who has entered the ninth grade or is at least 14 years old (eligible student), has the right to inspect all portions of the student record upon request. The parent and/or eligible student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials. The record must be made available to the parent or eligible student no later than ten (10) calendar days after the request, unless the parent or student consents to a delay. The parent and/or eligible student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

RIGHTS OF NON-CUSTODIAL PARENTS

Massachusetts General Laws, Chapter 71, Section 34H and 603 CMR 23.07 specify detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please see the school website *Laws Pertaining to Students* section.

CONFIDENTIALITY OF STUDENT RECORDS

With a few exceptions, no individuals or organizations but the parent(s), student, and authorized school personnel are eligible to access information in or from a student record without the specific, informed written consent of the parent or

the student. One such exception is the authority of the school district to forward, without consent, the complete student record to schools or school districts to which a student transfers or enrolls.

AMENDMENT OF THE STUDENT RECORD

Eligible students and/or parents have the right to add additional information, comments, data, and/or other relevant material to the student record. Eligible students and/or parents also have the right to request in writing that the student record be amended. Any such request should be directed to the Principal. The building principal will render a written decision on such a request within one week. A denial of a request to amend a student record may be appealed to the Superintendent.

DESTRUCTION OF STUDENT RECORDS

The regulations require that certain parts of the student record, such as the temporary record, be destroyed within seven (7) years of a student's transfer or graduation. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and eligible student must be notified, and provided with the opportunity to obtain a copy of any records to be destroyed.

DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) allows the Essex North Shore Agricultural & Technical School District to release certain information about students without parental consent, provided that annual notification has been given and the school does not have on file written denial to release this directory information. Directory information is information that is generally not considered harmful or an invasion of privacy if released.

The primary purpose of directory information is to allow the District to celebrate the accomplishments of its students by sharing information with the community. This may take the form of, among other things, press releases to the local media, public announcements at School Committee meetings, and the posting of information on social media (including Twitter, Facebook, and official district websites).

Essex North Shore Agricultural & Technical School District has identified the following information as directory information:

- Student's name, address, email address, and parent's telephone number
- Participation in officially recognized activities and sports
- Height and weight of members of athletic teams
- Degrees, honors, and awards received
- Student's district id number (this cannot be used to access education records and is primarily used as an identifier for such things as surveys or library cards)
- Dates of attendance/enrollment
- Grade level
- Most recent school attended

Examples of District uses of directory information include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll, awards, or other recognition lists;
- Graduation programs; or
- Sports activity sheets or athletic team rosters.

Directory information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks, colleges and universities, and scholarship providers. Additionally, the Federal *Elementary and Secondary Education Act* requires the District to provide all branches of the military with names, addresses, and telephone listings for students unless parents/guardians have advised that they do not want this information disclosed for this purpose.

STUDENT INFORMATION

Parents must notify the Academy Office regarding all changes of address, home telephone numbers, work telephone numbers, and emergency contact information. In district moves require new proof of residency to include, but not limited to: lease or mortgage agreement and utility bills.

NOTE: Students or families experiencing homeless, transitional housing arrangements and/or safety concerns can request for address or other directory information provided to be kept private and confidential by contacting the student's guidance counselor or the McKinney –Vento Coordinator.

STUDENT IDENTIFICATION

All students must furnish their Essex North Shore Agricultural & Technical School ID upon request of any staff member or Administrator. Replacement IDs may be purchased at main office for \$5.00.

LOCKERS

Lockers are provided to student upon request for storage of their jackets and school supplies. Lockers are the property of the School District. Under no circumstances should a student use any other student's locker, or give his/her combination to any other student.

Students are required to supply their own padlock and lockers must be locked at ALL times. Essex North Shore Agricultural & Technical School is not responsible for items left in lockers that are unlocked. If a school official needs to remove a student's padlock for any reason, the school may provide the student with a new combination padlock as replacement.

EXTRA HELP

Students are encouraged to seek support for their course of study by attending a special help period scheduled for after dismissal on Monday, Tuesday, and Thursday afternoons from 2:30-3:15 P.M. It is the student's responsibility to take the initiative in making arrangements to see teachers for extra help when having difficulty with subject matter or having work to make up after an absence.

THE RIGHTS OF THE 18-YEAR OLD STUDENT

Eighteen-year-olds enjoy certain rights in school that other students do not have. When you turn eighteen, you have the legal rights of an adult. However, the school can continue to keep your parents informed about your progress and whereabouts. The school cannot require that your parent sign your report card or sign permission slips for field trips. You, as an adult, can give yourself permission to go on a trip. The school cannot require that you have notes signed by your parent. The school can notify your parents that you were absent, tardy, dismissed, disciplined, etc. **Students cannot dismiss themselves during their lunch period or to conduct personal business that can be tended to after school hours.**

Parents also have access to the records even if the student is eighteen years of age. If a student who is 18 years or older wishes not to have his/her records sent to the parent or guardian or wants to limit a parent's or guardian's right to authorize the disclosure, or to seek amendment, of the student's records, a request must be made in writing and submitted to the Principal of the High School.

SCHOOL CANCELLATION ANNOUNCEMENTS

School cancellations will be announced on Radio Station 104.9, WBZ and television stations WBZ channel 4, WCVB channel 5, WHDH channel 7 and the Fox Network. The school will also make notifications through our schools' automated alert system.

DRESS CODE

Essex North Shore Agricultural & Technical School's dress code applies to school and all school-sponsored activities. It is expected that every student will comply with the following regulations:

- Dress or grooming must not disrupt the educational process or threaten the health or safety of any individual.
- No beach wear, muscle shirts, strapless tops, or pajamas are allowed
- Short shorts and skirts are not acceptable – must be mid-thigh or longer

- No bare backs, bare midriffs, or low cut shirts/blouses that expose cleavage, and no underclothing will be visible
- Clothing or jewelry that displays obscene, sexually suggestive, illegal, intentionally harassing, bigoted remarks or symbols, or that are disruptive, or that promotes gang affiliation, drinking alcohol, drug use, sex, or tobacco/vaping will not be worn at ANY time at school or school sponsored activities.
- Chains (including wallets), spiked apparel, and any clothing that could be construed as a weapon will not be worn at ANY time at school or school-sponsored activities.
- Students may wear hooded sweatshirts, but they may **not** have hoods on their heads during the school day. **Hooded sweatshirts/jackets are not allowed in most CTE program areas due to safety and employability skill development. Any exceptions to this rule will be granted by the Directors of Career & Technical Education.**
- Hats may be worn in cafeteria and halls. Classroom teacher will inform students if they will allow hats in class.
- Students must be cautious when using any type of aerosol, hairspray, nail polish remover, gel/lotion, perfume, or cologne in school because they may cause an allergic reaction.

CAREER AREA DRESS AND SAFETY

CTE Program	Uniform Requirement	Tools
Automotive Collision Repair	Un-torn blue jeans or Dickie navy blue work pants, work boots, program specific t-shirt or crew neck sweatshirt, safety glasses	Not Applicable
Automotive Technology	Navy blue Dickie work pants, program specific navy blue shirt, navy blue crew neck sweatshirt (no hoodies), work boots, safety glasses	
Biotechnology	Lab coat, safety glasses, program specific scrubs, closed toe shoes.	100 page spiral bound duplicate lab notebook
Carpentry	Un-torn jeans, program specific shirt, work boots, safety glasses	
Cosmetology	program specific black scrubs, black program specific shirt, black smock, black or white running or walking sneaker.	Tool Kit
Culinary Arts	Chef Coat, Black Chef Pants, Chalk Striped Apron, Black Chef Hat, Close-Toed Shoes	Not Applicable
Electrical	Un-torn jeans, work boots, safety glasses, program specific shirt and/or crewneck sweatshirt. <i>No hoodies or hats.</i>	https://drive.google.com/file/d/0BzQXXUgd4_3bOTJOWHdvdm1LbUU/view?usp=sharing
Graphic Communications	Clean un-torn jeans, program specific t-shirt and crew neck sweatshirt.	
Health Assisting	Navy blue scrubs sneakers, closed back clogs, no crocs	
HVAC/R	Un-torn jeans, work boots, safety glasses, program specific shirt	
Freshman Exploratory	Safety glasses, work boots, un-torn jeans, khakis , safety glasses	Not Applicable

Equine Studies	Jeans or riding pants, program specific shirt, weather appropriate clothing (rain/snow - hats gloves) Boot with heel for riding or tall barn style or hiking/work boot for barn	Not Applicable
Environmental Technology	Hiking/work boots, weather-appropriate gear: Rain/snow jackets; un-torn jeans or other work-type pants (carhartt / dickies)	
Machine Technology	program specific short or long sleeve program shirt, program specific crew neck sweatshirt, un-torn jeans, work boots, safety glasses	
Dental Assisting	program specific scrubs, closed toe shoes, skid resistant, hair pulled away from face	
Vet Science	program specific Scrubs, work boots, weather-appropriate clothing, un-torn jeans for outdoor work	Not Applicable
Companion Animals	Scrubs for grooming lab, un-torn jeans for training, program specific athletic shirt, vest/sweatshirts for outside work. Rubber soled closed toe shoes, boots for livestock	Not Applicable
Natural Resources	Work/hiking boots Appropriate weather gear rain/snow Work pants with no tears, program specific T shirt & fleece Gloves & beanie hats Lab coat	
Landscaping & Turf Management	Appropriate clothing for the daily weather. Program specific shirt and sweatshirt, work boots, safety glasses, work pants (or untorn jeans when allowed.)	Not Applicable
Masonry	Steel toe work boots, Tan work pants, program specific shirt, program specific crewneck sweatshirt, safety glasses, (NO HATS ALLOWED)	Students need masonry hand tools and tool box (list provided)
Design & Visual Communications	No hats, closed toe shoes that are skid resistant, jeans with no tears, program specific shirt	
Plumbing	Un-torn jeans or mechanic style dark blue pants. work boots, safety glasses, program specific shirt	
Sustainable Horticulture	Appropriate weather gear rain/snow, work boots, program-specific shirt, slacks or jeans (no shorts, torn pants, legging, or sweats). Hats may only be worn while working outdoors.	
Information Technology	Program-specific shirt; slacks or jeans (no shorts, torn pants, or sweats). Close-toed shoes. No hats or hoodies.	3" three-ring binder with filler paper or spiral notebook, USB flash drive, headphones or earbuds.
Engineering Technology	Program specific polo shirt, dickies, work boots	

All agricultural and technical high schools in the state of Massachusetts follow OSHA standards and regulations. As a result, uniforms are a necessary part of the safety of your child. Whether it is work boots or safety glasses, or un-torn jeans, they are all intended to keep your child safe. There have been many safety accidents and deaths in recent months. Many of these have occurred because of untrained employees, not wearing appropriate clothing, or carelessness. At ENSATS, we are committed to educating your teen worker so that safety is first and foremost. Proper uniform is also important in teaching your child key employability skills that will take them into the workforce at an advantage to others. Your cooperation is greatly appreciated.

Further, all agricultural and technical schools in the state of Massachusetts teach employability skills as part of their program. These employability skills include professionalism, presentation skills, and appropriate dress. This is a teachable skill and Essex North Shore takes pride in training our students for the workforce.

Please note the following: *ALL* students are expected to *enter first block in full uniform* during their CTE program week. *ALL* students have been assigned an appropriate locker. It is the student's responsibility to secure their belongings in their assigned locker with a lock.

The handbook clearly states infractions to the uniform policy. If a student is not prepared for class, a phone call will be made immediately and the parent/guardian will be asked to bring the uniform in for the child to participate. Detention and further actions may be taken pending repetitive infractions. *We strongly encourage parents to communicate with their child the importance of their uniform to workplace skill development.*

*****Students that need financial assistance should contact the appropriate director at 978-304-4700.***

If there are questions related to this, please contact your CTE instructor.

An order form each year will be sent out to families in June to order and pick up prior to the start of school year. We appreciate your support in training your children for high paying technical jobs.

Career area safety is of the utmost importance. There are safety issues that are unique to each CTE area. The instructors will make known the safety requirements and dress code for their career areas. Parents and students should be aware that dress code and personal protective equipment (safety glasses ...etc.) are mandated by Massachusetts state law and OSHA regulations.

Administrators will resolve all questions or conflicts regarding dress.

If a student comes to school inappropriately attired, (this includes not being dressed in "Career Area" uniform) the following are options:

- Change into a school-issued shirt or shop uniform.
- Call home for appropriate clothing to be brought to school.
- Removal of student from CTE area for the remainder of the day.
- **Detention with assignment**

ANIMALS IN SCHOOL POLICY

Animals are only to be used in Animal Science Programs. At various times throughout the year, staff and students will bring pets to be groomed or used in the Animal Science Program. For safety reasons, the following policy must be followed:

1. Only animals with up-to-date health certificates that include vaccinations for distemper, parvovirus, and rabies will be allowed on campus. A copy of the animal's health certificate must be on file with the appropriate instructor at least one (1) week in advance of scheduled visit.
2. Before bringing any animal (*staff or student*) to school, the owner must complete and submit a form to the animal science instructor. Both the instructor and the academy's Career & Technical Education Coordinator must approve

the request at least two (2) days before the animal visits the school. Animals must be scheduled for a specific class – grooming, agility training, etc.

3. Animals must not be brought in to give to another student.
4. No wild animals are to be brought on campus for any reason.
5. All cats and small animals must be transported in a cage. All dogs must be leashed and, if appropriate, muzzled.
6. Students must have permission from the Assistant Principal and the Transportation Director to bring your animal to and from school on the bus.
7. Staff and students must bring their animal immediately to the kennel area in the small animal building upon arriving to school.
8. Staff and students are responsible for cleaning up after their animal, including (where applicable) the bus, kennel area, or anywhere on campus. Staff and students are also responsible for any damage that their animal may cause.
9. If you see or find a “sick” animal anywhere, leave it alone. Remember ... Rabies is a serious disease that if left untreated, can cause death.
10. In-season females and non-neutered male dogs are not allowed on campus.
11. Dogs who exhibit aggressive behavior should not be brought to school. Should a dog on campus exhibit aggressive behavior, its owner will be notified and could result in the dog’s immediate removal from school grounds and may not be allowed to return.

Any violations of the aforementioned may be subject to denial of this privilege.

ELEVATOR

Students are not to use the elevator unless they receive an elevator pass from the School Nurse. This authorization may be given if a student is injured or develops a physical handicap at any time.

ON SCHOOL PROPERTY AFTER SCHOOL HOURS

After school hours, students should only remain in the school or on school property to participate in sports or clubs or to get extra help. Any student who stays after school **MUST** be under adult supervision. A student on school property after school hours without adult supervision is considered to be loitering, which is a Type 1 Offense.

TELEPHONE USAGE

- Parents are encouraged not to call or text students during the day. If you need to contact your child please call their academy office and we will relay the message to your child.
- Emergency telephone calls by students must be authorized by the instructor.
- Students are never allowed to use classroom, shop or office telephones unsupervised.

SCHOOL SPONSORED DANCES

- Only Essex North Shore Agricultural & Technical School students in good standing will be allowed to attend events.
- Middle school students are not permitted at high school dances.
- Students’ guests who have reached the age of 21 or older at not permitted at high school dances. The Assistant Principal or designee reserves the right to consider exceptions under special circumstances.
- Students may purchase one extra ticket for a guest (if available).
- No tickets will be sold at the door.
- Guests must be accompanied by an Essex North Shore Agricultural & Technical School student in order to be admitted.
- No students will be admitted one hour after the dance is scheduled to start.
- Students must have attended school on the day of the dance in order to be admitted, unless prior valid notification is received and accepted by the Assistant Principal.
- Students are reminded that all school rules and regulations regarding student conduct are in effect before, during, and following the dance.
- NO ONE will be allowed to leave and re-enter the building.
- Students will not be allowed to roam the building or go to their lockers.

- Sexually suggestive forms of dance are disallowed and failure to comply by students may result in the removal of the offending students. If the behavior is egregious, then parents will be notified that the dance is being discontinued.

GUEST REGISTRATION

Students who wish to bring a guest to a dance who is not an Essex North Shore Agricultural & Technical School student may do so by following these instructions:

Complete an Event Guest Contract, these forms can be obtained in the Academy Offices and returned to Assistant Principals.

The contract should be completed and submitted 3 days prior to the event. The Event Guest Contract requires the guest to procure the endorsement of the administration of his/her school. Essex North Shore Agricultural & Technical School students are responsible for the actions of their guests.

SCHOOL MEALS PROGRAM

The school cafeteria service provides a nutritious breakfast and lunch for each student at a nominal fee. All students should partake of some nourishment during the school day. If for some reason a student is not having lunch on a regular basis, the parent or guardian will be informed.

Payment for lunches may be accomplished in the following ways:

- Cash or check for deposits "on-account" to be used for breakfast, lunch and other a la-carte items. These deposits should not be made during the lunch period.
- Payments may be made online via the Essex North Shore Agricultural & Technical School website through "My School Bucks".

Application for Free/Reduced breakfast and lunch are available at each Academy office and on the Essex North Shore Agricultural & Technical School website. This procedure does not involve the use of "meal-tickets" thereby protecting the students' identity.

Students who do not have sufficient funds to cover the current amount due will receive ONLY a qualifying nutritious meal. Students will not be allowed to charge a la carte items. If a student has reached his/her maximum charges (\$3.50), he/she will be given a choice of a peanut butter & jelly or a cheese sandwich, a milk or juice, and a piece of fruit. This substitute lunch is free of charge. If the substitute lunch is given twice, the student's name will be forwarded to the Assistant Principal and parents will be notified. Seniors will NOT be allowed to charge the final two weeks of school. Food Service Administrators will be communicating directly with parents of students who have accumulated debt instead of through the students themselves.

CAFETERIA PROCEDURES

- All students must use the cafeteria facilities during the entire lunch period. Roaming about the building and grounds will not be permitted. In addition, visits to CTE or academic teachers during the lunch period are not allowed.
- Food deliveries from outside establishments are not permitted during school lunch periods. Food deliveries at any other times must be authorized by a School Administrator.
- Each student is responsible for clearing the table after eating. He/she is to dispose of waste materials from the table and floor and place materials in the proper containers provided for this purpose.
- Students are to conduct themselves in an orderly manner in passing to and from the cafeteria.
- The student will return to the table if time remains before the beginning of the next period. Students will be dismissed by staff members in an orderly fashion.
- All food and beverages except water must be consumed in the cafeteria/distributive dining areas.
- All water bottles must be see-through.

COFFEE

- Coffee may be purchased before school and during lunch.
- Coffee may not be consumed in classrooms.
- You may not purchase coffee during a class period under any circumstances.

- If you purchase a coffee immediately before the bell rings, you are at risk for having to dispose of that coffee.
- Students who arrive late to class because they are trying to finish their coffee will be marked as tardy unexcused and discipline consequences will apply.

MAPLE STREET BISTRO AND BAKERY CAFÉ

- The Bistro and Bakery are open to the public from Tuesday to Friday each week. Due to the fact that food from the Bistro and Bakery do not meet state nutrition mandates, students are not allowed to patronize or receive food/meal from either location.

FIELD TRIPS

The administration of Essex North Shore Agricultural & Technical School encourages students to participate in educationally beneficial field trips planned by their teachers, subject to the following guidelines:

- Field trips are a school activity, and all school rules are in effect during field trips. Appropriate dress is expected, as discussed by the teacher.
- Students attending the field trip must travel with their class on one of the school vehicles.
- A written parental permission slip is required of each student prior to the trip. Students who come to school without a permission slip on the day of a career/technical field trip will be given an assignment that is appropriately tied to the field trip/curriculum.
- Students are expected to be prepared beforehand for the experience of a field trip, and are expected to complete any related assignments.
- Students may only participate in career/technical field trips during career/technical week and academic field trips during academic week, unless extenuating circumstances exist. In which case, students must complete an Alternative Educational Opportunity Form. This will be submitted to the Assistant Principal for approval.
- All extra curricular field trips must follow the same rules as academic or CTE field trips.

All school rules and disciplinary consequences apply to both day and overnight field trips, including the alcohol, drug and smoking prohibitions.

SATISFACTION OF DEBTS

During the school year, students may incur debts and/or obligations such as library fines, replacement of damaged or lost tools, iPads, textbooks, library books, safety glasses, damage to school property, parking violations, ID's, cafeteria debt, field trip fees, etc. If these debts are not paid and/or obligations fulfilled, the student's certificate and diploma may be withheld until such obligations are met.

CLASS DUES

The School District has the legal obligation of providing a free public education to each of its students. No student will be denied the opportunity to complete his or her education because of an inability to pay class dues.

Certain items, however, such as proms tickets, graduation expenses, caps and gowns, senior yearbooks and class activities and trips are provided at cost to the students. Expenses for these events are met by organizing fundraisers and assessing class dues to each student. To participate in such events it is necessary to pay class dues. Students who do not pay class dues may not attend activities.

Class Dues are a total of \$200 (\$50 per year) per student. It is preferable that dues be paid before the end of the Freshman year, unless other arrangements have been approved by the Academy Assistant Principal.

MASTER PASS

Students will be issued a Master Pass the first day of school. The pass should be put in a notebook, wallet, or pocketbook and be with the student each day. If students need to leave a classroom for any reason, they must present this pass to the teacher for a signature. When the pass is filled up, students must bring the pass to the Academy office to be issued another. A student who loses his/her pass must get a new one from the Academy office.

SEARCH & SEIZURE

Student lockers are the possession of the school and may be inspected at any time (Commonwealth vs. Carey, 1990).

A student's person, personal possessions, student locker, and motor vehicle may be searched whenever school administrators have reasonable suspicion that the student is in possession of illegal, prohibited, or contraband items/materials. Any and all illegal, prohibited, or contraband materials discovered as a result of such a search will be confiscated. Students found in possession of such items or materials will be subject to discipline and/or criminal prosecution.

STUDENT SERVICES

SCHOOL COUNSELING

The School Counselors assist students with their career technical, educational, and personal planning. Each student has an assigned counselor. Students wishing to see their counselor should make an appointment prior to first period in the morning, during lunch, in between classes or after school. Appointments may be made with the counselor or by signing up on the sheet in the Academy Office. An appointment pass will be given or delivered to the student. No student should be permitted to leave class without a pass signed by the counselor, unless prior arrangements have been made. In an emergency, a teacher will call the counselor for assistance.

ELL SERVICES

Federal and state law requires proper identification and annual language proficiency assessment of students whose first language is not English, or who struggle to complete ordinary classroom work in English (G.L. c. 71A; Title III of the No Child Left Behind Act - NCLB). The law also requires that students identified as ELLs (also referred to as "students with limited English proficiency," or "LEP students" in federal laws and guidance, and "English learner" in state law) are provided with opportunities to receive instruction that is appropriate for their individual language proficiency level, allows them to develop English language proficiency, and affords them equal access to rigorous content area instruction and academic achievement alongside their native English speaking peers. In Massachusetts this means that, with limited exceptions, districts are required to provide ELLs sheltered English immersion (SEI) instruction until they are proficient in English. SEI consists of both sheltered content area instruction and English as a Second Language (ESL) instruction. Once proficient in English, ELLs are to be exited from language programs (G.L. c. 71A § 4) and monitored for a period of two years.

SCHOOL SECURITY

VISITORS TO THE SCHOOL

- All visitors will sign in and out at the Security Kiosk at the main entrance.
- All visitors will wear a visible visitor's pass.
- Visitor's ID's grant access only to the location stated upon entry.
- Visitors must return to the Security Kiosk for permission to go elsewhere in the building.
- Former students, employees, and guests are not permitted to visit the building until after dismissal and should be escorted by a staff member.
- Students are not permitted to give tours unless approved by an administrator.
- No student will be allowed to bring guests to school.

VIDEO SURVEILLANCE

Please be aware that all school hallways, common areas, and the exterior of the property are under 24-hour video surveillance. No other video, photographs, or other methods of capturing images, or audio of staff and/or students is permitted without permission from the Assistant Principal or Principal.

EMERGENCY EVACUATION PROCEDURE

- Staff will familiarize students with the emergency exit procedure of each classroom and CTE area to which they are assigned. Teachers will instruct students to stand when the alarm sounds and will accompany them to a designated area outside of the school. Students will **walk quickly without running**, and will refrain from talking so that they may hear any emergency announcements. Teachers will take attendance once all students are assembled in the designated area. All school policies regarding behavior are in effect, and will be enforced during emergency evacuation. No student may re-enter the building until authorized to do so by the administration.

STUDENT ACTIVITIES AND ATHLETICS

SPORTS

Fall Season

Cross Country - Boys & Girls
Girls Volleyball - Varsity, JV, & Freshmen
Football - Varsity, JV, & Freshmen
Boys Soccer - Varsity & JV
Girls Soccer - Varsity & JV
Golf - Varsity
Cheerleading - Varsity & JV
Field Hockey – Varsity & JV

Winter Season

Boys Basketball - Varsity, JV & Freshmen
Girls Basketball - Varsity, JV & Freshmen
Wrestling - Varsity
Boys & Girls Ice Hockey – Varsity & JV
Boys & Girls Indoor Track
Cheerleading
Gymnastics

Spring Season

Baseball - Varsity, JV & Freshmen
Softball - Varsity, JV & Freshmen
Boys Lacrosse - Varsity & JV
Girls Lacrosse - Varsity & JV
Boys & Girls Track and Field
Boys Volleyball – Varsity & JV

2016-17 STARTING DATES

Fall Season

Varsity & JV Football - Thursday, August 19th
Cheerleading – Monday, August 22nd
Freshmen Football - Wednesday, August 24th
Soccer, Cross Country, and Golf - Thursday, August 24th
Volleyball - Thursday, August 24th

Winter Season

Monday November 27th

Spring Season

Monday March 19th

The conclusion of the season is defined to include participation through the last MIAA sponsored tournament or event in which Essex North Shore Agricultural & Technical School is participant.

PRE-SEASON RESPONSIBILITIES:

The coach of each sport will hold an information meeting prior to the start of the season. Candidates are expected to attend. All candidates for athletic teams must meet the following requirements prior to attending any tryouts or practice:

- Have evidence of having passed a physical examination within the last 13 months prior to the start date of the season. Examination must be performed by a duly registered physician .
- Have completed the on-line registration, which includes payment of \$25 user fee per sport per season.

- Be under 19 years of age on September 1st of the school year.
- Meet the schools' academic standards for athletic participation: Any student who fails two or more subjects, or has two or more incompletes, or a combination of one or more incomplete and one or more failures for a term is placed on academic probation and cannot participate in athletics. Fall eligibility is based on the final grades of the previous year.
- If a transfer student, must notify the Athletic Director immediately so that a Form 200 can be filled out and filed for eligibility.
- Must have fulfilled all financial obligations for equipment issued the previous season.

ACTIVITIES

Participation in extra-curricular clubs and student government can be a rewarding and meaningful educational experience that enhances a child's secondary education. It is important that students realize the time demands, responsibility, dedication and sacrifices required when committing to an activity. The following information defines the extra-curricular policies and procedures for all students participating in our High School activities. We hope this document provides parents and students with a better understanding of our philosophy, goals, and policies. Please refer to the following information when a question about your child's extra-curricular experience arises.

PHILOSOPHY OF STUDENT ACTIVITIES

The Extra-Curricular Activities program at Essex North Shore Agricultural & Technical School directly supports the mission statement of the school in that it creates a culture of academic and technical excellence, encourages continuous intellectual growth, and promotes professionalism, determination, and citizenship for all students, as they develop into architects, artisans, and authors of the 21st century community. Students take ownership for their learning by being active participants in their own education, develop skills to enhance their skill in being respectful and considerate citizens both in school and in the community and will encourage and support growth in themselves and others through participation in the Essex North Shore Agricultural & Technical School Extra Curricular programs.

FFA AND SkillsUSA

FFA and SkillsUSA are the cornerstone organizations for Essex North Shore Agricultural & Technical School. Students who attend technical education learn valuable skills they carry into the future. Combining classroom instruction with Vocational Student Organizations such as the National FFA Organization or SkillsUSA students enhance their preparation for college and career. Essex North Shore Agricultural & Technical School sharing a commitment to these organizations supports all students to become members of these organizations by providing membership at no cost to the student. Upon placement into the students Career Technical Area membership is granted to the student in the organization that best aligns with their CTE program of study. Agricultural programs fall under the National FFA Organization and Technical Programs fall under the SkillsUSA program.

In addition to these two cornerstone organizations students may participate in a number of student activities, which may include:

Class Officer/Representative

Art Club

Drama Club

Environmental Action Club

Equestrian Club – Beginner & Advanced

Equestrian Drill Team

FFA - Science Fair

Goat Club

Gay Straight Alliance

Student Mentor

Key Club

Literary Magazine

Livestock Showing

Math Team

Music Club

School Newspaper - Hawkspan

Science Team

Sign Language Club

SnapShot Photography Club

Yearbook

For more information regarding school activities including how to sign up, when meetings and events are running, policies and advisors please see the Student Activities page at www.essextech.net.

ACADEMIC ELIGIBILITY FOR ATHLETICS AND EXTRA CURRICULAR ACTIVITIES

Essex North Shore Agricultural & Technical School has a stricter policy than the MIAA policy. In order to be eligible to play interscholastic athletics you must abide by the Academic Probation Policy during the last marking period preceding and/or during the season you are playing a sport except for the fall season, when academic eligibility will be based on the final grades from the previous school year. Being placed on academic probation will result in the student losing eligibility until a new report card is issued. Any student who fails at least two or more subjects, or has two or more incompletes, or a combination of one incomplete and one failure for a term is placed on academic probation.

Academic eligibility for all students shall be considered as official and determining only on the date when the report cards for that ranking period have been issued to parents of all students within a particular class. Students are not eligible until marks are issued for the next term.

A student who fails to remain eligible (academic or otherwise) during an athletic season will not receive a "Certificate of Participation", "Varsity Letter" or any recognition of participation.

TRANSPORTATION

REGULATIONS FOR STUDENT PICKUP

All student pick up after school must be in the rear of the building, by the gymnasium. Due to the significant safety concern, students found being picked up in other campus locations or on Route 62 will also be subject to the consequences for a Level 2 infraction.

All students who are picked up by parents must be picked up by 4:00 pm.

Students who are not picked up by 4:00 pm must wait for parents in the main lobby and will be unsupervised.

After a school event (dances, etc.) a staff member will wait with students for 30 minutes. If parents fail to pick up their child within 30 minutes of the end of the event, the student will be asked to wait for the parent outside and will be unsupervised.

REGULATIONS FOR BUS STUDENTS

For bus students, the school day begins when you leave your home and ends when you return. You come under the jurisdiction of the school administration during this entire period. Remember, it is a privilege to ride the school bus. If you are not well behaved, courteous, and if your behavior endangers the health or safety of other students, this privilege will be taken away from you. The bus driver has the same authority on the bus as a teacher has in the classroom. Rules and regulations regarding conduct of students apply on the buses. Continued disruptive behavior on the school bus may result in the removal of a student from bus transportation. Every student is expected to board and leave the bus at his/her designated stop. Students should be at their bus stop at least ten (10) minutes before the bus is scheduled to pick up. There should be no rough-housing at the bus stop while waiting for the bus.

Students who are requesting a temporary bus pick up/drop off stop must provide a parent/guardian note in writing to their Academy office upon arrival at school. Verification of the request will be processed by the Academy office staff during the morning and the Transportation Manager. Once verified, a bus pass will be issued. Notes that are provided later than 9:15 am may NOT be processed for that scheduled day.

Bus drivers do not have the authority to change bus routes or scheduled stop locations. If there are questions or concerns regarding busing please contact Kathy Russo, Transportation Manager at 978-479-9120.

Once you arrive on school property you are to remain on school property.

LATE BUS TRANSPORTATION

When possible, bus transportation will be provided for students who must stay after for detentions, extra help, make-up work, or extracurricular activities. Late buses will leave Monday, Tuesdays, and Thursdays at 4:00 P.M. These bus routes and bus stops are not identical to the regular routes. A list of late bus stops is available in each Academy office. Students must make their own arrangements to get home after the bus returns them to their local community.

Travel on the late bus is a privilege that can be denied at any time. The following procedures must be followed:

- All students must have a legitimate reason for staying after school.
- All students must sign-up for the late bus transportation using the online late bus form by 9:15.
- If a student has signed-up for the late bus and decides not to stay after school. The student must let her/his academy office know as soon as possible.
- If a student becomes aware that they will need to take the late bus after 9:15, they must go to the academy office as soon as possible to determine if a late bus is available for them.
- Students must remain with their teacher/advisor until 4:00 or report to the library to wait for the late bus.
- All students will wait for the late buses outside the main entrance.
- If a student misses the late bus they are responsible for their own transportation home.

Students may not leave school grounds after school and then return to take the late bus.

Bus transportation will be provided for students participating in an athletic team practice. These buses will leave at approximately 5:45 P.M. All students planning to take the 5:45 late bus must sign up for late bus transportation using the online late bus form by 9:15.

The Late Athletic Bus is for the use of student athletes or members of other supervised programs (with permission) only.

INAPPROPRIATE BEHAVIOR ON THE SCHOOL BUS

If deemed necessary by the Assistant Principal and Transportation Manager individual riding privileges may be suspended in order to provide for the safety of other students. Additionally, a student may be assigned a permanent seat location on the bus. In a situation whereby it becomes necessary to suspend a student from the bus, that student will then be responsible for establishing alternate means of transportation to and from school.

DISCIPLINE

Discipline will be assigned in accordance with the level of infraction, this may range from a warning up to and including loss of bus privileges.

PARKING PERMITS

Parking permits will be issued to a student as an individual conditional privilege. Retention of the conditional privilege is dependent upon each student's adherence to school rules and regulations. Revocation will occur automatically whenever rules pertaining to parking permits are violated. Parking permits may be revoked by Assistant Principal or Principal.

Parking spaces are subject to review, and the location of an assigned lot can be changed by administration. Students are not at liberty to allow other students the use of their parking permit.

Students will not be issued a parking permit until they have paid their class dues, the non-refundable parking fee (\$100) and completed the parking permit form.

There should be no expectation of privacy relative to vehicles parked on school property. Cars parked on school property are subject to search at any time by the Administration and appropriate authorities.

Students are not permitted to park on the streets adjacent to the Essex North Shore Agricultural & Technical School campus. Parking on side streets will be considered a level two infraction. This may result in a detention up to a possible suspension.

PARKING REGULATIONS

- Only vehicles with a school issued parking tag will be allowed in the student parking lots.
- Students are only allowed to park in designated student parking lots.
- Towing, at the owner's expense, may be utilized to address the problem of vehicles parked on school property without a valid permit or parked in inappropriate areas.
- Upon arrival to school, students must allow time to move from the parking lot to their first period class by 7:50.

- Excessive tardies to school in any trimester may result in a two-week suspension of the parking permit. Chronic tardiness will result in loss of parking privileges.
- All operators and passengers of motor vehicles are required to properly fasten safety belts while on school property.
- Priority for student parking begins with licensed seniors in good standing. If space allows licensed juniors will be assigned parking spaces. Sophomores will not be permitted to park on school grounds until the seniors have graduated.
- Students are not allowed to go to their car during school hours without the express permission of a school administrator and an escort to the student parking lot.
- On occasion, the police department and school administration may choose to have trained drug-sniffing dogs check cars in the student parking lot for contraband. The student owner/driver of a car containing illegal drugs, alcohol or other illegal contraband will be held responsible and is subject to disciplinary action.
- Students are not allowed to park in the Visitor or Faculty parking lots.

IDLING OF MOTOR VEHICLES

For the safety and welfare of students and staff, Massachusetts law prohibits the unnecessary idling of motor vehicles on school grounds. Fines of up to \$100 may be imposed for a first offense and \$500 for second and subsequent offenses.

TECHNOLOGY

IPAD PROCEDURES

GENERAL PROCEDURES

Before your iPad is lost or stolen, you should ensure that you have "Find my iPad" turned on. This can be checked in Settings > iCloud > Find my iPad > Turn On "Find my iPad" and "Send Last Location".

- Apple IDs:
 - You are not required to use a school Apple ID, if you have a personal Apple ID, use that with your iPad.
 - If you choose to use a school Apple ID **and** a personal Apple ID, you should limit switching between the two accounts. Switching between accounts usually locks you out of your device and makes it difficult for getting your textbooks.
- If you **forgot your iPad** at home, or if your iPad is **not charged**, you can borrow an iPad for the day from the Media Center with your student ID.

BROKEN IPAD / SCREEN

All school issued iPads have AppleCare+. If your iPad has broken for any reason, simply bring it to an Apple Store near you and they will replace and/or fix the iPad. There is a deductible (as there is with any insurance) of \$50.

LOST / STOLEN IPAD

- Check Find my iPad online
 - From a computer, browse to www.icloud.com > logon using your Apple ID > Click "Find my iPhone". This will show you where your iPad is, or where it was last connected to the internet.
 - If you are unable to locate your device in the school, go to the technology office. The technology office will...
 - Check to see if/where the iPad is connected within the school.
 - Inform your academy's Assistant Principal, academy secretary, and the main office of the missing iPad.
 - If you know your iPad was stolen outside of school, you should file a police report, and submit a copy to the technology office and your academy office.

TECHNOLOGY RESPONSIBLE USE POLICY

INTRODUCTION

This Technology Responsible Use Policy for the Essex North Shore Agricultural & Technical School District (ENSATSD) is enacted by the School Committee to provide the parents, students, and staff of the ENSATSD School Community with a statement of purpose and explanation of the use of technology within the ENSATSD learning community. This policy is reinforced by practice, Responsible use standards and is required to be read before accessing the technology devices, digital resources, and network infrastructure of the Essex North Shore Agricultural & Technical School District. Students and parents/guardians as well as all staff members of ENSATSD must also read and sign the accompanying Statement of Responsibilities.

These guidelines are based on the Children's Internet Protection Act (**CIPA**) and its four guiding principles of: respect, privacy, sharing, and safety. These guidelines are appropriate for all technology users and we encourage parents to follow these guidelines in their own homes. ENSATSD provides access to electronic resources that promote educational excellence, sharing of information, innovative instruction, and online communication to enhance Millennial Learners' ability to live and work in the 21st century. Online communication constitutes email, Internet, blogging, any use of network resources, etc. ENSATSD electronic resources include, but are not limited to all hardware, software, data, communication devices, printers, servers, filtered Internet access, and local and wide area networks.

Online communication is critical for Millennial Learners to apply 21st Century Skills and employ tools such as interactive websites, blogs, video conferencing, podcasts, which offer authentic opportunities for students to express and share information. To keep students safe and comply with the Children's Internet Protection Act (CIPA), the Responsible Use Guideline is put in place and updated to accommodate for the many education and global changes to date. This Responsible Use Guideline is written for all those who use school provided Network connections. These connections may be used for classroom blogs, student emails, podcast projects, interactive websites, and any other occasion students, teachers, or community members use school Network space.

The following is a statement of rules and guidelines for the responsible use of electronic information resources. These are provided to help understand what is acceptable behavior with the use of technology. While these rules and guidelines detail acceptable use of electronic information resources anywhere, these are rules and guidelines under which all members of the ENSATSD community (students and staff) will be held accountable.

PURPOSE

The Essex North Shore Agricultural & Technical School District encourages the use of information technology to assist staff and students with academic success, preparation for the workplace, and lifelong learning. The Essex North Shore Agricultural & Technical School District provides access to a wide range of information technology to support learning and communicating with others. Information technology will be used to increase communication, enhance student engagement, and assist staff and students in acquiring new skills. The technology devices, digital resources, and network infrastructure will also be utilized to provide relevant school information to a global community.

DEFINITIONS

- "Technology devices, digital resources, and network infrastructure" is defined as the Essex North Shore Agricultural & Technical School District network, the Internet, Google Apps for Education, email, hardware, software, printers, peripheral devices, individual computer devices, and web enabled devices.
- "Information technology" is defined as Internet access, blogging, podcasting, email, published and unpublished documents, and various forms of multimedia technology.
- "Educational use" is defined as a use that supports communication, research, and learning.
- "Devices" refer to district owned/leased, staff owned devices, and student owned devices.

TECHNOLOGY SERVICES PROVIDED

Google Apps for Education

Essex North Shore Agricultural & Technical School District provides staff and students with a Google Apps for Education account. Google Apps is a free web based suite of programs provided by Google for schools to use. All staff and students in Essex North Shore Agricultural & Technical School District have access to Google Apps for Education. Google Apps includes such programs as Google Drive, Google Calendar, and Google Gmail.

All of the Google Apps services can be accessed from anywhere you have an Internet connection (school, home, smart phone, etc.) This reduces and replaces the need for flash drives and/or external data drives. Since Google Apps is all online, it is the same everywhere you use it. There is no issue with having one version of a program at home and a different version at school. Google Apps allows you to easily share documents and files with teachers and other students, so you can turn in assignments electronically and collaborate on projects with classmates.

- **Gmail**

Gmail is the powerful Email program that comes with Google Apps for Education. With Gmail you can communicate with staff and students within the Essex North Shore Agricultural & Technical School District domain.

- **Google Drive**

Google Drive gives all users up to 30GB of cloud storage space for most file formats. Google Drive can be accessed from any computer with an Internet connection. Google Drive allows users to access and share files from any device that has Internet connectivity. Google Drive Includes the Following Programs:

1. Google Documents - word processor similar to Microsoft Word
2. Google Presentations - multimedia presentation tool similar to Microsoft PowerPoint
3. Google Spreadsheets - spreadsheet program similar to Microsoft Excel
4. Google Forms - survey/data collection tool for creating forms and collecting data from an audience
5. Google Drawings - simple graphic design program

- **Uses for Student Gmail**

Email can be a powerful communication tool for students to increase communication and collaboration. Students are encouraged to check their email at least once per day. Teachers may send email to students to communicate reminders, course content, pose questions related to class work, and such. Students may send email to their teachers with questions or comments regarding class. Students may send email to other students to collaborate on group projects and assist with school classes.

- **Student Emails to Staff**

Students are encouraged to email staff concerning school-related content and questions. However, there will be no requirement or expectation for staff to answer student email outside of their regular work day, although they certainly may if they choose. For example, an unanswered email to a teacher would not excuse a student from turning in an assignment.

- **General Email and Online Chat Guidelines**

Below is a general summary of guidelines related to email and any form of online chat or instant messages:

1. Email and online chat is to be used for school-related communication.
2. Do not send harassing email or instant messages or content.
3. Do not send offensive email or instant messages or content.
4. Do not send spam email or instant messages or content.
5. Do not send email or instant messages containing a virus or other malicious content.
6. Do not send or read email or instant messages at inappropriate times, such as during class instruction.
7. Do not send email or instant messages to share test answers or promote cheating in any way.
8. Do not use the account of another person.

CONTENT FILTERING

The Essex North Shore Agricultural & Technical School District uses software designed to block access to certain sites and filter content as required by the Children's Internet Protection Act, 47 U.S.C. §254 (CIPA). ENSATSD is aware that no web filtering technology is 100% safe. ENSATSD realizes this fact and takes every effort to monitor online activity.

MONITORING

The Essex North Shore Agricultural & Technical School District monitors the use of the school department's network to protect the integrity and optimal operation of all computer and system networks. There is no expectation of privacy related to information stored and transmitted over the Essex North Shore Agricultural & Technical School District network. The information on the network in general files and email is not private and is subject to review by the network manager at the

request of the Essex North Shore Agricultural & Technical School District administration to substantiate inappropriate activity and to comply with requests of law enforcement agencies as part of their investigations.

The Essex North Shore Agricultural & Technical School District will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of the Essex North Shore Agricultural & Technical School District.

Technicians and computer system administrators maintain full access rights to all storage devices, and may need to access/manage such storage devices as part of their duties.

Routine maintenance and monitoring of the system may lead to discovery that a user has or is violating the Essex North Shore Agricultural & Technical School District Technology Responsible Use Policy, other school committee policies, state laws, or federal laws.

Search of particular files of a user shall be conducted if there is a reasonable suspicion that a user has violated the law or ENSATSD School Committee Policies. The investigation will be reasonable and in the context of the nature of the alleged policy violation.

Email that is sent within the ENSATSD district is monitored and filtered based upon content. Rules/filters are set up to monitor student email for profanity, harassment, and other inappropriate content. Student email that is identified as inappropriate will be reviewed by the school administration.

USER ACCESS & EXPLANATION OF GUIDELINES

Access to information technology through the Essex North Shore Agricultural & Technical School District is a privilege, not a right. Students, parents, and staff shall be required to read the ENSATSD Technology Responsible Use Policy and sign and return the Statement of Responsibilities.

The ENSATSD Responsible Use Policy shall govern all use of technology devices, digital resources, and network infrastructure. Student use of technology resources, digital resources, web enabled devices, and network infrastructure will be governed by the ENSATSD disciplinary policies as outlined in the policy manual of the district and the student's school handbook.

Because information technology is constantly changing, not all circumstances can be anticipated or addressed in this policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

SCOPE OF TECHNOLOGY POLICIES

Policies, guidelines and rules refer to all computing devices including but not limited to computers, mobile web enabled devices, iPads, MP3 players, portable memory storage devices, calculators with interfacing capability, cell phones or ECDs (electronic communication devices), digital cameras, etc., as well as technology infrastructure, associated peripheral devices and/or software.

Policies, guidelines, and rules refer to any computing or telecommunication devices owned by, leased by, in the possession of, or being used by students and/or staff that are operated on the grounds of any district facility or connected to any equipment at any district facility by means of web connection, direct connection, telephone line or other common carrier or any type of connection including both hardwired, fiber, infrared and/or wireless.

This Technology Responsible Use Policy also applies to any online service provided directly or indirectly by the district for student use, including but not limited to: Google Apps for Education accounts, Email, Calendar, Moodle and iPass (Parent/Student Access to Student Information System).

EXPECTATION OF PRIVACY

At any time and without prior notice, the ENSATSD reserves the right to monitor, inspect, copy, review, and store any and all usage of technology devices, digital resources, and network infrastructure, along with information technology as well as any information sent or received in connection with this usage. Staff and students should not have any expectation of privacy regarding such materials.

CONSEQUENCES FOR VIOLATION OF TECHNOLOGY POLICIES

Use of the computer network and Internet is an integral part of research and class work, but abuse of this technology can result in loss of privileges. Students who use technology devices, digital resources, and network infrastructure, along with information technology inappropriately may lose their access privileges and may face additional disciplinary or legal action.

The length of time for loss of privileges will be determined by building administrators and/or other staff members. If the user is guilty of multiple violations, privileges can be removed for one year or more.

UNACCEPTABLE USES OF TECHNOLOGY RESOURCES

Includes but is NOT limited to the following:

- Interfering with the normal functioning of devices, computer systems, or computer networks.
- Damaging or theft of devices, computer systems, or computer networks.
- Accessing, modifying, or deleting files/data that do not belong to you. Sending or publishing offensive or harassing messages and content.
- Accessing dangerous information that, if acted upon, could cause damage or danger to others.
- Giving your username or password to any other student, or using the username or password of someone else to access any part of the system. Sharing and/or distribution of passwords or using another student or faculty member's password. Intentional viewing, downloading or distribution of inappropriate and/or offensive materials.
- Gaining unauthorized access to computer and or telecommunications networks and resources.
- Viewing, transmitting or downloading pornographic, obscene, vulgar and/or indecent materials. Using obscene language, harassing, insulting or bullying others, posting of private or personal information about another person, spamming of the school email system, violating any federal or state law, local regulation or school committee policy.
- Violating copyright laws and/or the district policy on plagiarism. Copying software or applications from ENSATSD devices through any electronic means unless the particular licensing agreement in place for the software allows user distribution.
- Intentionally wasting limited network or bandwidth resources. Destructions/vandalism of system software, applications, files or other network resources. Employing the network for commercial or political purposes. Using the network / Internet to buy or sell products.
- "Hacking" and other illegal activities in attempt to gain unauthorized access to restricted files, other devices or computer systems. Uploading any harmful form of programming, bypassing filters; installing any type of server, aliasing / spoofing, peer-to-peer networking or remote-control software.
- Saving inappropriate files to any part of the system, including but not limited to: Music files, Movies, Video games of all types, including ROMs and emulators, offensive images or files, programs which can be used for malicious purposes, any files for which you do not have a legal license, any file which is not needed for school purposes or a class assignment, uses that contribute to the violation of any other student conduct code including but not limited to cheating, plagiarism, hazing or harassment, theft, falsification of records, possession of banned substances/items, etc.

DUE PROCESS

The Essex North Shore Agricultural & Technical School District will apply progressive discipline for violations of the district policy and signed Responsible Use Agreement Form which may include revocation of the privilege of a user's access to technology devices, digital resources, and network infrastructure, along with information technology. Other appropriate disciplinary or legal action may be undertaken by the Essex North Shore Agricultural & Technical School District administration. The nature of the investigation will be reasonable, and for staff, will reflect the contract language for each bargaining unit.

DISTRICT LIMITATIONS OF LIABILITY

Essex North Shore Agricultural & Technical School District makes no warranties of any kind, implied or expressed, that the services and functions provided through the ENSATSD technology devices, digital resources and network infrastructure, along with information technology will be error free or without defect. The ENSATSD will not be responsible for damages users may suffer, including but not limited to loss of data or interruption of service.

Essex North Shore Agricultural & Technical School District, along with any persons or organizations associated with the school department Internet connectivity, will not be liable for the actions of anyone connecting to the internet through the school network infrastructure. All users shall assume full liability, legal, financial or otherwise for their actions while connected to the Internet. The Essex North Shore Agricultural & Technical School District assumes no responsibility for any information or materials transferred or accessed from the Internet.

Parents/Guardians should read this ENSATSD Technology Responsible Use Policy and discuss the technology use responsibilities with their children. Questions and concerns can be forwarded to the Essex North Shore Agricultural & Technical School District and appropriate offices.

Parents and guardians agree to accept financial responsibility for any expenses or damages incurred as a result their student's inappropriate or illegal activities on the Essex North Shore Agricultural & Technical School District network.

Parents and guardians agree to compensate ENSATSD for any expenses or damages incurred in the use of district owned devices including but not limited to iPads in 1:1 school deployments.

MODIFICATION

The ENSATSD reserves the right to modify or change this policy and related implementation procedures at any time.

LOCKER ROOM MONITORING PROCEDURES

PURPOSE

The following guidelines are designed to maintain personal privacy as well as to reduce the risk of misconduct in locker rooms and changing areas.

FACILITIES

Essex North Shore Agricultural and Technical School has facilities both in the main building gymnasium area as well as satellite locations at the stadium and Alumni Gymnasium.

MONITORING

- ✓ Staff and coaches make every effort to recognize when a student/athlete goes to the locker room or changing and, if they do not return in a timely fashion, will check on the student/athlete's whereabouts.
- ✓ We discourage parents from entering locker rooms and changing areas during athletic tryouts/practices/contests unless it is truly necessary. In those instances, it should only be a same-sex parent and must be approved by a coach or site administrator in advance.
- ✓ Essex North Shore Agricultural and Technical School has predictable and limited use of locker rooms and changing areas (e.g., immediately before and following physical education class and team practices/contests. This allows for direct and regular monitoring of locker room areas. While constant monitoring inside of locker rooms and changing areas might be the most effective way to prevent problems, we understand that this would likely make students/athletes uncomfortable and may even place our staff at risk for unwarranted suspicion. Staff conduct a sweep of the locker rooms and changing areas before students/athletes arrive, post staff/coach directly outside of the locker rooms and changing areas during periods of use, and leave the doors open only when adequate privacy is still possible. Staff/coach conducts regular sweeps inside locker rooms as well, with women checking on female locker rooms, and men checking on male locker rooms.

USE OF CELL PHONES & ELECTRONIC DEVICES

Cell phones and other mobile devices with recording capabilities, including voice recording, still cameras and video cameras increase the risk for different forms of misconduct in locker rooms and changing areas. The Essex North Shore Agricultural and Technical School Student Handbook prohibits the use of such devices in the locker room or other changing area. Additionally, the use of audio or visual recording devices, including a cell phone camera, is not allowed in changing areas, restrooms or locker rooms.

Essex North Shore

Agricultural & Technical School

DRAFT SMART Goals
 SY2018-2019
 Heidi T. Riccio, Ed.D.

VISION STATEMENT

Essex North Shore Agricultural and Technical School will provide students with a variety of life choices through career technical pathways. We will cultivate these choices through a community of learners that include dedicated staff, intrinsically-motivated students, and supportive caregivers to create a dynamic learning environment. (ENSATSD Strategic Plan, 2018)

Professional Practice Goal

I will enroll and participate in the New Superintendent Induction program sponsored by MASS.

MA DESE Standard Alignment	Action Item	Timeline	Evidence
	<ol style="list-style-type: none"> 1. Develop relationship with mentor assigned. 2. Create meetings with mentor that are consistent with recommended plan. 3. Meet with mentor regularly via phone and in-person. 4. Attend meetings as identified by MASS. 	7/1/2018-7/1/2020	<ul style="list-style-type: none"> • Register for Superintendent Induction Program • Register for MASS Summer Content Institute • Review of meeting logs and action items

Alignment to the Superintendent Standards

This professional practice goal will provide the mentorship needed as I enter into my first superintendency.

Based on Strategic Plan, adopted 6/2018

Student Improvement Goal	District Improvement Goal	District Improvement Goal
I will work collaboratively with the Building Leadership Team to develop and implement a school improvement plan that focuses on student achievement in both academic and technical education.	I will work with the District Leadership Team to develop and implement action items related to the strategic plan approved in SY2017-2018.	I will work with the CTE Directors, Community Relations Coordinator, Cooperative, Education Coordinator, Director of Guidance to build and foster community relations.

Student Improvement Goal
I will work collaboratively with the Building Leadership Team to develop and implement a school improvement plan that focuses on student achievement in both academic and technical education.

Strategic Objective	Action Item	Timeline	Evidence
# 1 Pathways: Ensure that the educational experience provides opportunities for meaningful career and academic pathways.	<ol style="list-style-type: none"> Expand program opportunities and access for students. Ensure program quality and relevance through a 		<ul style="list-style-type: none"> Increase number of acceptances by 10% with the incoming class of 2023. Conduct a space assessment (classrooms, shops, etc.)

	<p>regular program evaluation process.</p> <p>3. Implement project-based learning, integrating Career Technical Education and Academic programs, including curriculum work, professional learning, and planning time.</p> <p>4. Establish a professional learning plan, including the sharing of best practices</p>		<ul style="list-style-type: none"> • Double enrollment in Adult Education • Offer After School/Summer Career Technical Education • PAC will assess program quality through the DESE quality assessment tool (co-op, internships, certifications, college credit, enrollment, etc.) • Establish a comprehensive district-wide professional development plan that aligns to the Strategic Action Plan.
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Alignment to the Superintendent Standards (MA DESE)

- ❑ Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
- ❑ Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.
- ❑ Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.
- ❑ Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.

District Improvement Goal

I will work with the District Leadership Team to develop and implement a plan related to positive school culture for staff and students.

Strategic Objective	Action Item	Timeline	Evidence
<p>#2 Culture: Promote a positive and inclusive school culture for all staff and students.</p>	<ol style="list-style-type: none"> 1. Create a School Culture Steering Committee comprised of students, teachers, parents, and administrators to coordinate school culture planning, events, and school traditions. 2. Increase student engagement through student activities and/or programming, including the performing arts. 3. Continue to develop a variety of school-wide assemblies, including technical experts and motivational speakers. 4. Develop a school branding and communication plan. 		<ul style="list-style-type: none"> • Create a School Culture Steering Committee to gauge interest through survey, email, and personal contact • Identify students not being “serviced” by athletics and activities • Create a marketing plan for announcements to ensure that all students know about school events (sport games and activities) • Incentivize student attendance at activities (e.g. Hawk Points) • Increase engagement with those students outside the core • Create a school-wide assembly plan <ul style="list-style-type: none"> ○ Trimester pep rally (October, February, May) for athletics, FFA, and Skills USA

			<ul style="list-style-type: none"> ○ Schedule a monthly speaker series ○ Schedule periodic class meetings (possibly by CTE area with career-specific speakers) ○ Identify alumni speakers to honor/showcase where they are now in their careers ● Create a School Branding Group or Committee ● Make school social media “click worthy” (read... not just follow) ● Promote content through social media ● Communicate school pride through a positive branding identity ● Promote a high level of staff/student awareness and respect around cultural diversity ● Form student group to promote cultural respect campaign - student driven (e.g. GSA) ● Schedule monthly diversity celebrations ● Increase diversity of applicants
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			<ul style="list-style-type: none"> ● Improve community outreach to ELL student populations ● Improve comfort level for incoming freshmen about cultural diversity ● Establish and implement protocols for classroom discussions ● Determine a review process for textbooks ● Representation matters: role models/assemblies of outside experts
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Alignment to the Superintendent Standards

- ☐ Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected
- ☐ Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.
- ☐ Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice.

District Improvement Goal

I will work with the CTE Directors, Community Relations Coordinator, Cooperative, Education Coordinator, Director of Guidance to build and foster community relations.

Strategic Objective	Action Item	Timeline	Evidence
# 3 Community: Build and foster community relationships.	<ol style="list-style-type: none"> 1. Expand recruitment activities to develop greater awareness of ENSAT 2. Enhance community outreach and communication to promote community partnerships with ENSAT 3. Build a sense of community. 4. Expand adult education through certificate and licensure programs, including partnerships with community organizations. 5. Begin to review data through the development of a data team and making data more readily available to all stakeholders. 		<ul style="list-style-type: none"> • Create a yearly rotations of events that become school traditions (shop wars, fundraisers, rallies, etc.) • You feel like you are walking into ENSAT (a cohesive, blended representations) • Create a physical school store that is affordable, accessible, and promotes school pride • It's okay to have fun • Increase student volunteers in the community • Schedule a evening Open House • Access to academic classrooms (Quality? Levels? A.P.?) • Create videos for each CTE program with website links <ul style="list-style-type: none"> ○ Certifications

			<ul style="list-style-type: none"> ○ Career opportunities ○ “A Day in the Life” ● Conduct targeted interviews ● Increase alumni involvement through call back and outreach ● Offer Adult Education Open House ● Offer to host licensing and trade meetings (e.g pesticides, CDL, hoisting) ● Conduct a targeted invite of people from the field to Open House ● Showcase alumni student successes ● Hold Homecoming activities <ul style="list-style-type: none"> ○ Welcome back alumni with an event ○ Promote
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Alignment to the Superintendent Standards

- ❑ Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.
- ❑ Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator’s own practice.
- ❑ Indicator IV-E. Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

June 27, 2018

Marie Znamierowski, Business Manager
Essex North Shore Agricultural & Technical School District
562 Maple Street
Hathorne, MA 01937

**RE: Essex North Shore Agricultural & Technical School District
South Campus Building Assessment
Proposal for Architectural and Engineering Services**

Dear Ms. Znamierowski:

Gienapp Design is pleased to submit our proposal to provide architectural and engineering services for your proposed modernization and repair planning of the South Campus Buildings at Essex North Shore Agricultural and Technical School. This proposal is based on the RFP (RFP #2018-1), the briefing on May 9, 2018, and our short discussion.

Basis and Intent

We understand the School would like to plan for the modernization and repair of the four buildings on the south campus: the Alumni Gym, McNamara O'Shea, Smith Hall, and Gallant Hall. The current goals and considerations for the project may be summarized as follows:

1. Visit each building and review previous studies and reports to develop a list of recommended and required modernizations and repairs needed per building.
 - 1.1. We understand that Smith Hall underwent an HVAC modernization in 2014, and therefore, likely does not require upgrades. We will confirm with building caretakers that no current issues exist.
 - 1.2. We also understand that the other buildings, Alumni Gym, McNamara O'Shea, and Gallant Hall, were part of a previous study or review that determined whole new HVAC, electrical, and plumbing systems would be required. Consequently, this Proposal does not include an evaluation and itemization of each element of the current systems since it is assumed the whole system will be replaced in-kind or, more likely, modernized.
 - 1.3. If it is determined through review of the previous studies and meetings with the School that the desire is to separate the Alumni Gym from the Central HVAC Plant in the neighboring building, which was suggested during the briefing, this planning study will include an evaluation of what this would involve and how much it will cost.
 - 1.4. The list of recommended and required modernizations and repairs will include Code-triggered improvements and upgrades.
2. Work with the School to establish other building uses or tenants in order to fully reoccupy these buildings. As we understand it, these buildings currently exceed the School's program.

Scope of Services

We propose to provide the following disciplines:

- | | |
|--------------------|--------------------|
| A. Architectural | D. HVAC |
| B. Fire Protection | E. Electrical |
| C. Plumbing | F. Cost Estimating |



This Proposal does not include the following:

- G. Structural engineering because we assume there will be no proposed addition and we do not anticipate finding major structural deficiencies in the existing buildings.
- H. Civil engineering because we do not anticipate utility work, new parking lots, etc.
- I. Environmental science (haz/mat), which is outside the anticipated scope.

If it is later determined that any of these are needed, they can be added for additional services.

Our work product will be as follows:

1. Existing Conditions

- 1.1. Perform a site visit by all disciplines to evaluate each of the buildings. As part of these site visits, meet with the building facilities personnel with responsibility for the building to learn any known system or equipment issues. This is not to replace our own observations, but to use all available resources to document any known problems that may not be apparent (i.e. water infiltration during driving rain).
- 1.2. Collect and review any existing building assessment reports.
- 1.3. Determine the condition of the existing building systems (i.e. HVAC equipment, electrical distribution, etc.).
- 1.4. Develop base drawings of the buildings to be used in later phases. It is assumed that existing building drawings are available. If this is not the case, we can perform a more detailed documentation of the existing buildings in order to develop these drawings. If this is required, we can perform this work for additional services.
- 1.5. Document any required repairs and upgrades. This is will include potential Code-triggered work.

2. Programming and Documentation

- 2.1. Collect and review the School's projected enrollments and curriculum.
- 2.2. Review the existing 2014 building's capacity and determine what types of program spaces may be desirable or needed. This will involve multiple steps including, but not limited to: review of the existing school's program and meeting with key school personnel.
- 2.3. Determine if and where desired or needed program space can be addressed within the South Campus Buildings.
- 2.4. As we understand it, it is likely the available space will exceed the School's space needs. Therefore, we will also investigate other (non-school) uses of the South Campus buildings.

3. Planning Options

- 3.1. Develop planning options for renovations. These options will include a range of potential goals such as minimizing construction work and maximizing functional efficiency.
- 3.2. Develop conceptual cost estimates and implementation schedules for each of the planning options.
- 3.3. Meet with the School to review options.
- 3.4. Based on the feedback, select and further develop a 'Preferred Option' or alternatively identify more than one 'Advantageous Options'. Refine the cost estimate and project schedules for any advantageous option(s).

4. Report

- 4.1. Provide a draft report of our findings and recommendations. We anticipate the Table of Contents will include the following sections:
 - 4.1.1. Executive Summary
 - 4.1.2. Existing Conditions
 - 4.1.3. Planning Options



- 4.1.4. Findings and Recommendations
- 4.1.5. Project Costs
- 4.1.6. Implementation Plan (Schedule, Phasing, Swing Space, etc.)
- 4.1.7. Appendices
 - 4.1.7.1. Existing Building and Site Plans and Photos
 - 4.1.7.2. Building Programs
 - 4.1.7.3. Concept Plans of Proposed Building Layouts
 - 4.1.7.4. Cost Estimates
- 4.2. Meet with key School personnel to review the draft report.
- 4.3. Based on feedback, edit the report and provide a final copy(ies) to the School.

Fee and Payment

We propose to provide these services for a lump sum fee allocated as follows:

Task - Phase	Fee	Subtotal
✓ 1. Existing Conditions	\$ 13,000	
✓ 2. Programming and Documentation	\$ 25,000	
✓ 3. Planning Options	\$ 17,000	
✓ 4. Report	\$ 10,000	
Total	\$	65,000

Invoices will be based on milestones and monthly progress. Services will be provided in accordance with the attached Schedule of Terms and Conditions. Returning one signed copy of this proposal and your deposit will serve as your Notice to Proceed.

In addition to the above fee, it is agreed there is a contingency of \$5,000 available to the project for services not included in the scope that may be mutually agreed as advantageous for the work and shall be approved by the Owner/School prior to providing such services.

Services will be provided in a manner consistent with the attached schedule.

Conclusion

We are pleased to offer our services for this interesting project. Please do not hesitate to contact me with any questions or if you would like to proceed.

Sincerely,


Dale Gienapp, AIA, LEED AP BD+C
Gienapp Design Associates, LLC

Accepted

for **Essex North Shore Agricultural &
Technical School District**

Encl. Proposed Schedule

Essex North Shore Agricultural and Technical High School

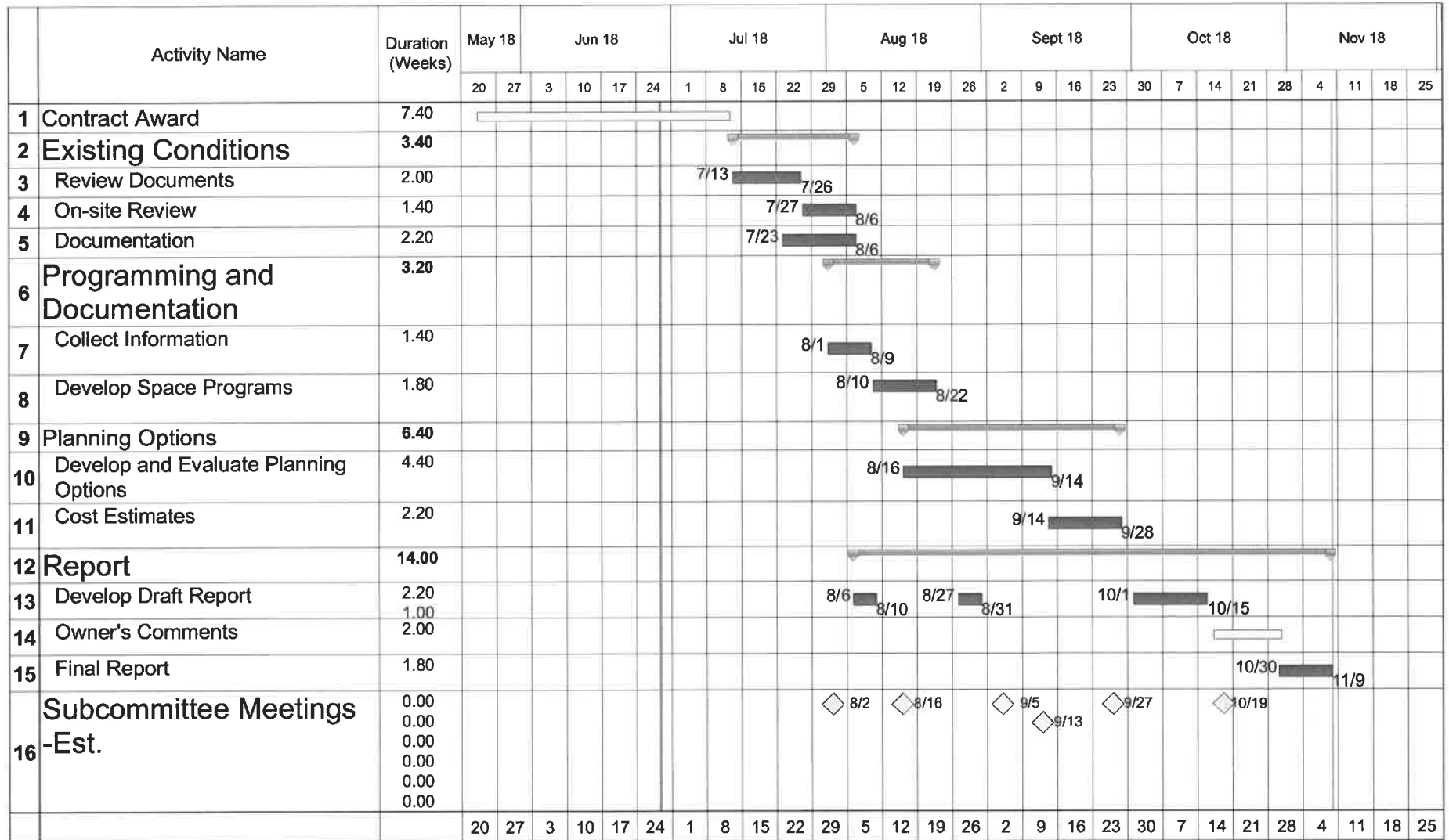
TIMELINE

South Campus Building Assessment

Gienapp Design

Attachment to Proposal

7/27/18



Essex North Shore Agricultural & Technical High School District
AGREEMENT FOR DESIGNER SERVICES
South Campus Building Assessment

The following provisions shall constitute an Agreement between the Essex North Shore Agricultural & Technical High School, Hathorne, Massachusetts, 01937 acting by and through its School Committee, hereinafter referred to as "School" or "Owner", with an address of 562 Maple Street, Hathorne, MA 01937 and Gienapp Design with an address of 20 Conant Street, Danvers, MA 01923 hereinafter referred to as "Architect" or "Architect", effective as of the 12th day of July 2018. In consideration of the mutual covenants contained herein, the parties agree as follows:

1. ARTICLE 1: SCOPE OF WORK:

- 1.1. The Architect shall perform all work and furnish all services necessary to provide services to the School in order to complete the South Campus Building Assessment. The Architect shall perform all work in accordance with the requirements and scope of services contained in the School's Request for Qualifications RFP #2018-1 and the Architect's Proposal for Architectural and Engineering Services, June 27, 2018.
- 1.2. Two reproducible and one electronic copy of all Documents delivered to the Owner shall become the property of the Owner upon payment therefor to the Architect, and the Owner shall have the right to use, copy and reproduce the Documents in connection with the subject matter of the Work, provided, however, that the Owner shall not have ownership of the Architect's certification or stamp. The Architect shall not be responsible for changes made in the Documents by anyone other than the Architect, or for the Owner's use of the Documents without the participation of the Architect.

2. ARTICLE 2: TIME OF PERFORMANCE:

- 2.1. The Architect shall complete all work and services required hereunder, in accordance with the requirements of the School, within approximately 120 days after execution of this Agreement. There is a desire by the School to have preliminary costs on or before November 1, 2018.

3. ARTICLE 3: PROFESSIONAL RESPONSIBILITY:

- 3.1. The Architect shall be responsible for the professional and technical accuracy and the coordination of all reports, designs, drawings, specifications, estimates and other work furnished by him or his consultants. The Architect shall staff his office with sufficient personnel to complete the services required under this contract in a prompt and continuous manner, and shall meet the approval schedule and submittal dates established during the course of this Agreement.

Agreement For Designer Services, South Campus Building Assessment

- 3.2. The Architect shall complete the services required under this Agreement in a prompt and continuous manner, and so as to meet such time limits as are established during the course of the Agreement.
- 3.3. The Architect shall furnish appropriate competent professional services for each of the phases of work to the point where detail checking and reviewing by the School will not be necessary. Any changes, corrections, additions or deletions made by the School shall be incorporated into the design of the Project unless detailed objections thereto are received from the Architect and approved by the School.
- 3.4. The Architect shall thoroughly acquaint his employees and consultants with all provisions of the General Laws governing the conduct of public construction projects, including but not limited to M.G.L. c.149, and c.30, and in particular, M.G.L. c.30, §39M, wherein the description of material specifications and proprietary items in construction bid documents is governed. Neither the School's review, approval or acceptance of, nor payment for any of the services furnished, shall be construed to operate as a waiver of any rights under the Agreement or any cause of action arising out of the performance of the Agreement.

4. **ARTICLE 4: COMPENSATION:**

- 4.1. The School shall pay the Architect for the performance of the work outlined in Article 1 above the contract sum of sixty-five thousand dollars (\$65,000), with a contingency of five-thousand dollars (\$5,000). The contingency shall be for payment of services not included in the agreement but necessary for the work and approved, in advance, by the School. Payment shall be made monthly, against invoices submitted by the Architect, and shall be in the same proportion to the contract sum as the percentage of services completed to the total scope of services as of the invoice date.

5. **ARTICLE 5: CONTRACT DOCUMENTS:**

- 5.1. The following documents form the Contract and all are as fully a part of the Contract as if attached to this Agreement or repeated herein:

- 5.1.a. This Agreement.
- 5.1.b. Amendments, or other changes mutually agreed upon between the parties.
- 5.1.c. All attachments to the Agreement consisting of:
 - 5.1.c.i. Request of Proposals for South Campus Building Assessment RFP #2018-1
 - 5.1.c.ii. Qualifications for Architectural Services, May 23, 2018 by Gienapp Design
 - 5.1.c.iii. Proposal for Architectural and Engineering Services, Gienapp Design, June 27, 2018 with proposed time schedule of the work
 - 5.1.c.iv. Insurance Certificate; Workers Compensation
 - 5.1.c.v. Insurance Certificate; Commercial General Liability, Auto Liability, Umbrella and Professional Liability

Agreement For Designer Services, South Campus Building Assessment

5.2. In the event of conflicting provisions, those provisions in the following order of precedence shall govern:

- 5.2.a. Amendments to the Agreement, or other changes mutually agreed upon between the parties
- 5.2.b. This Agreement
- 5.2.c. All attachments to the Agreement

6. **ARTICLE 6: CONTRACT TERMINATION:**

6.1. The School may suspend or terminate this Agreement by providing the Architect with ten (10) days written notice for the reasons outlined as follows:

- 6.1.a. Failure of the Architect, for any reason, to fulfill in a timely and proper manner its obligations under this Agreement.
- 6.1.b. Violation of any of the provisions of this Agreement by the Architect.
- 6.1.c. A determination by the School that the Architect has engaged in fraud, waste, mismanagement, misuse of funds, or criminal activity with any funds provided by this Agreement.

6.2. The School may terminate the Agreement without cause and for convenience upon ten (10) days written notice to the Architect.

7. **ARTICLE 7: INDEMNIFICATION:**

7.1. Each party shall, indemnify and hold harmless the other party and its officers, agents, and all employees from and against claims to the extent caused by such parties' willful misconduct or negligent errors or omissions during the performance of this Agreement. Architect shall be solely responsible for all local taxes or contributions imposed or required under the Social Security, Workers' Compensation, and income tax laws. This shall not be construed as a limitation of the Architect's liability under the Agreement or as otherwise provided by law.

8. **ARTICLE 8: AVAILABILITY OF FUNDS:**

8.1. The compensation provided by this Agreement is subject to the availability and appropriation of funds.

9. **ARTICLE 9: APPLICABLE LAW:**

9.1. The Architect agrees to comply with all applicable local, state and federal laws, regulations and orders relating to the completion of this Agreement. This Agreement shall be governed by and construed in accordance with the law of the Commonwealth of Massachusetts.

10. **ARTICLE 10: ASSIGNMENT/CONSULTANTS:**

10.1. Neither party shall make any assignment of this Agreement without the prior written approval of the other party. The Architect hereby represents that it shall retain the consultants submitted in the Architect's Qualifications and Proposal for the performance of the work appropriate for each discipline.

Agreement For Designer Services, South Campus Building Assessment

10.2. The Architect shall not use or employ other consultants without the prior approval of the School.

11. ARTICLE 11: AMENDMENTS:

11.1. All amendments or any changes to the provisions specified in this Agreement can only occur when mutually agreed upon by the School and Architect. Further, such amendments or changes shall be in writing and signed by officials with authority to bind the School. No amendment or change to the contract provisions shall be made until after the written execution of the amendment or change to the Agreement by both parties.

12. ARTICLE 12: INSURANCE:

12.1. The Architect shall be responsible to the School or any third party for any property damage or bodily injury caused by it, any of its consultants, employees or agents in the performance of, or as a result of, the work under this Agreement. The Architect, on behalf of itself and any consultants used, hereby certifies that the Architect and such consultants are insured for workers' compensation, and claims on account of property damage, bodily injury, personal and product liability. The Architect and all consultants it uses shall purchase, and maintain in full force and effect insurance policies in the amounts here indicated.

12.1.a. General Liability

Bodily Injury Liability:	\$1,000,000 per occurrence
Property Damage Liability	\$1,000,000 per occurrence
(or combined single limit)	\$1,000,000 per occurrence

12.1.b. Automobile Liability

Bodily Injury Liability:	\$1,000,000 per occurrence
Property Damage Liability	\$1,000,000 per occurrence
(or combined single limit)	\$1,000,000 per occurrence

12.1.c. Workers' Compensation Insurance

Coverage for all employees in accordance with Massachusetts General Laws

12.1.d. Professional Liability Insurance

Minimum Coverage	\$1,000,000 per claim.
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12.2. Prior to commencement of any work under this Agreement, the Architect shall provide the School with Certificates of Insurance which include the School as a Certificate Holder and include a thirty day notice of cancellation to the School.

13. ARTICLE 13, CERTIFICATIONS:

13.1. The Architect hereby certifies:

- 13.1.a. if an individual, the individual is a registered engineer or architect;
- 13.1.b. if a partnership, a majority of all the partners are persons who are registered engineers or architects;
- 13.1.c. if a corporation, sole proprietorship, joint stock company or other entity, the majority of the directors or a majority of the stock ownership and the chief executive officer are persons who are registered engineers or architects, and the person to have the project in his or her charge is a registered engineer or architect;
- 13.1.d. if a joint venture, each joint venturer satisfies the requirements of this section.
(Statutory reference: M.G.L. c.7, §38A½)

13.2. The Architect hereby certifies that it has not given, offered or agreed to give any person, corporation or other entity any gift, contribution or offer of employment as an inducement for, or in connection with the award of this Agreement. (Statutory reference: M.G.L. c.7, §38H(e)(i))

13.3. The Architect hereby certifies that no consultant to the Architect has given, offered or agreed to give any gift, contribution or offer of employment to the Architect, or to any other person, corporation, or entity as an inducement for, or in connection with, the award to the consultant of a contract by the Architect. (Statutory reference: M.G.L. c.7, §38H(e)(ii))

13.4. The Architect hereby certifies that no person, corporation or other entity, other than a bona fide full-time employee of the Architect, has been retained or hired by the Architect to solicit for or in any way assist the Architect in obtaining this Agreement upon an agreement or understanding that such person, corporation or other entity be paid a fee or other consideration contingent upon the award of this Agreement to the Architect. (Statutory reference: M.G.L. c.7 §38H(e)(iii))

13.5. The Architect shall maintain all books, records, and accounts related to the Project in compliance with the following:

- 13.5.a. The Architect shall make, and keep for at least six years after final payment, books, records, and accounts which in reasonable detail accurately and fairly reflect the transactions and dispositions of the Architect.
- 13.5.b. Until the expiration of six years after final payment, the School, the Office of the Inspector General and the Deputy Commissioner of Capital Asset Management shall have the right to examine any books, documents, papers or records of the Architect or of its consultants that directly pertain to, and involve transactions relating to, the Architect or its consultants.

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13.5.c. Records and statements required to be made, kept or filed in compliance with the provisions of this paragraph shall not be public records and shall not be open to public inspection, except as provided in subparagraph 13.5.b. (Statutory reference: M.G.L. c.30, §39R)

13.6. The Architect and its consultants shall not be compensated for any services involved in preparing changes that are required for additional work that should have been anticipated by the Architect in the preparation of bid documents, as reasonably determined by the School. (Statutory reference: M.G.L. c.7, §38H(J))

13.7. The Architect hereby certifies under penalties of perjury that the Architect has complied with all laws of the Commonwealth of Massachusetts relating to taxes. (Statutory reference: M.G.L. c.62C, §49A)

14. ARTICLE 14: ADDITIONAL TERMS AND CONDITIONS:

14.1. Standard of Performance. In performing the services under this Agreement, the Architect will use the degree of care and skill ordinarily exercised under similar circumstances by members of the architectural and engineering profession. Any problems relating to the services provided herein should be brought to the attention of the Architect as soon as encountered and before any obligation is incurred. If reasonable under the circumstances, the Architect reserves the right to correct any errors, including, but not limited to, the selection of a consultant or sub consultant and the negotiation of fees. The Architect provides no warranty or guarantee, express or implied, regarding the services provided hereunder.

14.2. Hazardous Materials. Unless otherwise provided in this Agreement, the Architect and its consultants shall have no responsibility for the discovery, presence, handling, removal or disposal of or exposure of persons to hazardous materials or toxic substances in any form at the Project site. The Scope of Services and Fee Schedule have been prepared on the basis that no hazardous or toxic substances are present at the Project site. In the event hazardous or toxic substances are discovered on the site, the parties agree to review and renegotiate the terms and conditions of this contract to protect the interests of the parties.

14.3. Rely On. In performing its work, the Architect shall be entitled to rely on the accuracy and completeness of work of third parties, the representations of and material provided by the School and public records and shall be under no obligation to verify any of the foregoing except when expressly provided in the Scope of Services.

14.4. Cost Estimates. Opinions of the probable costs of construction, financing, acquisition of land, rights-of-way and other costs shall be made in accordance with good engineering practice and procedure. The School acknowledges that the Architect has no control over construction costs, competitive bidding and market conditions, or costs of financing, acquisition of land or rights-of-way; and the Architect does not guarantee the accuracy of such opinions of the probable costs as compared to actual costs or Architect's bids.

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- 14.5. Access. The School shall arrange for access to property and obtain the necessary permissions for the Architect and/or their representatives to perform the contracted services, by mailings and legal notices, as appropriate.
- 14.6. Limitation of Liability. The Architect's liability for damages of any kind due to breach of contract or warranty, error, omission or professional negligence or any tort shall be the total amount paid to the Architect under this Agreement or \$100,000, whichever is less. This limitation shall be deemed to be a part of the negotiated terms of the Agreement. Any increase in the liability limit must be agreed upon by the parties in writing prior to commencement of Services.
- 14.7. Consequential Damages. The School hereby agrees that to the fullest extent permitted by law the Architect shall not be liable to the School for any special, indirect, or consequential damages whatsoever, whether caused by the Architect's negligence, errors, omissions, strict liability, breach of contract, breach of warranty, or other cause or causes whatsoever, including but not limited to delay of use of equipment or facility, loss of profit or revenue, or cost of using alternative or replacement equipment or facilities.
- 14.8. Third Party Beneficiaries. Services performed by the Architect under this Agreement are intended solely for the benefit of the School. Nothing contained herein shall confer any rights upon or create any duties on the part of the Architect, or cause the Architect to be held to a fiduciary capacity, toward any person or persons not a party to this Agreement including, but not limited to any Architect, consultant, supplier, or the agents, officers, employees, of any of them. Neither party shall have the right to assign any rights under this Agreement without the prior written permission of the other party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed on the day and year first above written.

Chairperson, District School Committee

for Gienapp Design Assoc. LLC

Date

Print Name

Print Name and Title

Department Head

Date

Print Name

Agreement For Designer Services, South Campus Building Assessment

Certified as to Form:

District Counsel Date

Certified as to Appropriation/Availability of Funds

District Accountant Date

Chief Procurement Officer:

Marie Znamierowski Date

Attachments to the this Agreement are:

1. Request of Proposals for South Campus Building Assessment RFP #2018-1
2. Qualifications for Architectural Services, May 23, 2018 by Gienapp Design
3. Proposal for Architectural and Engineering Services, Gienapp Design, June 27, 20118
4. Insurance Certificate; Workers Compensation
5. Insurance Certificate; Commercial General Liability, Auto Liability, Umbrella and Professional Liability

End of Contract