

ESSEX NORTH SHORE

AGRICULTURAL & TECHNICAL SCHOOL



Employee Handbook
2025-2026

Table of Contents

INTRODUCTION	8
TRANSLATION AND INTERPRETATION SERVICES	8
EQUAL EMPLOYMENT OPPORTUNITY	8
SCHOOL MISSION	8
SCHOOL COMMITTEE	9
SCHOOL ADMINISTRATION CHART	9
ADMINISTRATION CHART	9
GENERAL EMPLOYMENT INFORMATION	9
STARTING EMPLOYMENT WITH THE ESSEX NORTH SHORE AGRICULTURAL & TECHNICAL SCHOOL DISTRICT	12
EMPLOYMENT GUIDELINES	14
PAYROLL DEDUCTIONS	14
EMPLOYEE BENEFITS	15
TIME OFF	17
PARENTAL LEAVE	17
FAMILY AND MEDICAL LEAVE ACT AND MILITARY FAMILY LEAVE	18
SMALL NECESSITIES LEAVE ACT	18
MILITARY LEAVE	18
EMAIL GUIDELINES	19
SOCIAL MEDIA GUIDELINES	19
CHILD ABUSE & NEGLECT	20

STUDENT RECORDS	21
PHYSICAL RESTRAINT BEHAVIOR AND SUPPORT POLICY AND PROCEDURES	21
THE REHABILITATION ACT OF 1973 “SECTION 504” (FEDERAL LAW)	21
AMERICANS WITH DISABILITIES ACT, 1990 (FEDERAL LAW)	22
INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004 (FEDERAL LAW)	23
NEED TO KNOW	23
RELATIONSHIPS WITH STUDENTS	23
PHYSICAL CONTACT BETWEEN EMPLOYEES & STUDENTS AT SCHOOL AND DURING SCHOOL SPONSORED FUNCTIONS	24
ETHICS PROTOCOL	24
CONFIDENTIALITY	25
FOOD & BEVERAGE CONSUMPTION	26
STAFF PARTICIPATION IN POLITICAL ACTIVITIES	26
PROFESSIONAL ACTIVITIES PROCEDURE	26
TRANSLATION OF WRITTEN MATERIALS	26
OFFICE PROCEDURES	26
KEY DISTRICT POLICIES	27
CHAIN OF COMMAND	27
AUTHORIZED USE OF SCHOOL-OWNED MATERIALS	28
STAFF ETHICS / CONFLICT OF INTEREST	28
STAFF CONDUCT	29

GIFTS TO AND SOLICITATIONS BY STAFF	29
DRUG-FREE WORKPLACE POLICY	29
TOBACCO/VAPING USE ON SCHOOL PROPERTY BY STAFF MEMBERS	29
STAFF PERSONAL SECURITY AND SAFETY	29
PROFESSIONAL STAFF VACATIONS AND HOLIDAYS	29
SUPPORT STAFF VACATIONS AND HOLIDAYS	29
ADVERTISING IN THE SCHOOL	30
VISITORS TO CLASSROOMS	30
DISCRIMINATION AND HARASSMENT POLICY	30
PROHIBITION OF HAZING	31
BULLYING PREVENTION POLICY	31
EDUCATIONAL OPPORTUNITIES FOR HOMELESS CHILDREN & YOUTH	31
EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE	31
EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN	31
ANIMALS IN SCHOOL	31
TECHNOLOGY RESPONSIBLE USE POLICY	32
WELLNESS POLICY	36
FACULTY ONLY SECTION	43
INTRODUCTION	44
PROFESSIONAL EXPECTATIONS	44

DEPARTMENT MEETING GUIDELINES	47
INSTRUCTIONAL GUIDELINES	48
PROTOCOL FOR EDUCATOR ABSENCES	51
EVALUATION OF STUDENT PERFORMANCE	51
GRADING SYSTEM	52
FIELD TRIP PROCEDURES	53
MEDIA CENTER	54
ATTENDANCE	54
ILLNESS/ACCIDENT	55
STUDENT BEHAVIORAL GUIDELINES	55
REFERRALS OF STUDENTS TO THE STUDENT SUPPORT TEAM (SST)	56
SPECIAL EDUCATION MEETING PROTOCOL	56



District Administration

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Joseph V. Marino
Ryan Monks
Kathleen Russo
Marie Znamierowski

Superintendent-Director
Assistant Director of Workforce Development
Manager of Farm
Director of Human Resources
Director of Technology
Director of Facilities, Farm, and Grounds
Manager of Transportation
Director of Business Operations

Building Administration

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Sean Emberley
Amanda Girard
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John Hardacre
Ericka Remon
Luis Sanchez Smith
Jill Sawyer
Brian Shaw
Joel Spruance

Assistant Superintendent/Principal
Coordinator of Athletics, Wellness, and Health Services
Director of Special Education
CTAE Coordinator
Assistant Principal
STEAM Supervisor
Assistant Principal
Assistant Principal
Assistant Principal
Director of School Counseling and Admissions
CTAE Coordinator
CTAE Coordinator
Assistant Manager of Food Services
Executive Director of CTAE and Workforce Development
Manager of Food Services
Humanities Coordinator

School Committee

Mark B. Strout, Chairperson
Beverley Ann Griffin Dunne, Vice Chairperson
Gary Hathaway, Secretary
Francis A. DiLuna
Lisa Colby
James P. O'Brien
Paul Manzo
Peter Delaney
Michael Landers
Robert Teel
Valerie H. Gilman
William C. Lannon III
Jeffrey Delaney
Alexandra Liteplo
Stephanie Doucette
Thomas Flaherty
Dr. James Picone
Tara L. Cassidy-Driscoll
Adam Harlor
John Bucco

Community

Town of Marblehead
City of Peabody
Town of Lynnfield
Department of Agriculture
Department of Agriculture
Department of Agriculture
City of Beverly
Town of Boxford
Town of Danvers
Town of Essex
City of Gloucester
Town of Hamilton
Town of Manchester-by-the-Sea
Town of Middleton
Town of Nahant
Town of Rockport
City of Salem
Town of Swampscott
Town of Topsfield
Town of Wenham

INTRODUCTION

We are pleased to have you as a member of the staff of the Essex North Shore Agricultural & Technical School District. Whether you work full-time, part-time, in an administrative, teaching, professional, or support category, the skills and commitment you bring to your job make an important contribution to our goals of achievement, belonging, and community for all children and for learning community members.

This *Employee Handbook* has been written to provide information and guidance to our employees. The Essex North Shore Agricultural & Technical School District reserves the right to change, add or delete any of the provisions in this handbook at any time. Also, the handbook is not all-inclusive. It is intended to provide relevant information regarding policies and procedures to all employees. Employees will need to work closely with their supervisors so that school-based expectations are clear. ***This handbook is not a contract. Those employees covered under collective bargaining agreements should consult the actual agreements and/or speak with building-based union representatives for detailed information about working conditions and benefits.*** Like any public agency, the district is governed by federal and state laws and adheres to the policies of the School Committee.

Employees new to the district are likely to have many questions relating to their specific job functions and responsibilities. Please direct any inquiries you might have to your immediate Supervisor or the Director of Human Resources for further assistance.

TRANSLATION AND INTERPRETATION SERVICES

Essex North Shore Agricultural & Technical School strives to ensure that all community members have meaningful access to all aspects, programs, opportunities, and services. We do this by providing a multitude of language services via internal and external resources to safeguard communications; including the translation of written communications and interpretation services for verbal communications.

To request documents in another language or request interpretation services, please email translation@essextech.net or call (978) 304-4700.

EQUAL EMPLOYMENT OPPORTUNITY

Essex North Shore Agricultural & Technical School District is an equal opportunity employer that is committed to diversity and inclusion in the workplace. We prohibit discrimination and harassment of any kind based on race, color, sex, religion, sexual orientation, national origin, disability, genetic information, pregnancy, or any other protected characteristic as outlined by federal, state, or local laws.

This policy applies to all employment practices within our organization, including hiring, recruiting, promotion, termination, layoff, recall, leave of absence, compensation, benefits, training, and apprenticeship. Essex North Shore Agricultural & Technical School District makes hiring decisions based solely on qualifications, merit, and business needs at the time.

SCHOOL MISSION

The mission of Essex North Shore Agricultural & Technical School is to create a culture of academic, technical, and agricultural 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 four-tiered approach, requiring both commitment and investment from all members of our learning 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 students 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.

SCHOOL COMMITTEE

Current School Committee membership is available on the school's webpage.

<https://essexnorthshore.org/about/school-committee/>

SCHOOL ADMINISTRATION CHART

Current School Administration is available on the school's webpage.

<https://essexnorthshore.org/about/meet-the-leadership-team/>

ADMINISTRATION CHART

Current organizational chart is available on the school's webpage.

<https://essexnorthshore.org/about/meet-the-leadership-team/>

GENERAL EMPLOYMENT INFORMATION

Essex North Shore Agricultural & Technical School District is an equal opportunity employer. We do not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, national origin, military service, genetic information, or any other characteristic protected by federal, state, or local laws. Neither do we tolerate discrimination or harassment based on protected characteristics from supervisors, co-workers, clients, or customers. Nor do we tolerate retaliation against employees who report violations of this policy to the human resource office. For reporting information, contact the Human Resource Office.

A. Employment Expectations

All employees are expected to demonstrate a professional, cooperative, knowledgeable, and courteous demeanor in all interactions with students, caregivers, colleagues, and members of the community.

It is expected that all employees will follow general and specific work and employment guidelines, carry out instructions and directions appropriately issued by supervisors or administrators and perform job responsibilities in a satisfactory manner consistent with job descriptions.

All employees represent Essex North Shore Agricultural & Technical School District. As such employees are to dress in attire that is appropriate to their position and behave in a business like manner. Staff shall wear clothing consistent with a business casual environment, consistent with their instructional assignment, and environmental conditions. CTAE staff should model the clothing requirements for the program. Facilities, Farm, and Grounds employees should wear clothing and footwear consistent with the requirements and guidelines of the department. All clothing shall be free from visual wear and tear, be of appropriate length, and not excessively tight fitting. It is understood that certain events and environmental conditions (field trips, special events, weather) may necessitate varying from these guidelines.

Employees are expected to have regular attendance, arrive to work on time, and adhere to designated starting and ending times for work, lunch, etc. Employees should be conscious about district telephones, supplies and equipment and services (including internet access) that are for professional use only. Excessive personal calls, or use of supplies, services or equipment for personal reasons are not allowed. Inappropriate use of equipment, supplies, or services, including electronic access, may result in termination. Please refer to the Technology Responsible Use Policy contained in this manual.

Employees should not use personal cell phones to contact students and students should not have staff member's cell phone numbers. The Zoom Phone App should be used to communicate with students as this uses the staff member's District issued extension.

B. Confidentiality

As an employee of the district, you may have access to confidential, protected, or privileged information. It is expected that employees will protect others' rights to privacy by not releasing confidential information to unauthorized individuals or groups. Failure to protect confidentiality may result in disciplinary action. Employees should consult their supervisors with any questions regarding confidentiality.

The following key points are emphasized:

- No school employee has the right to assert any statutory privilege pursuant to M.G.L., C112, C135A, or any other applicable statute.
- All staff are required to advise every student and parent with whom they communicate during the course of providing services, that there is a mandatory reporting requirement to share information with school administrators when it is determined to be in the best interest and safety of the school district.
- All staff have an additional obligation to disclose information obtained during the course of a relationship when there is a possibility of harm to either students or anyone else.

Employees will be required to release confidential, privileged, or protected information to school administrators when the administrator determines it is in the best interest of the district. Any employee who fails to release the information requested may be subject to discipline up to and including dismissal.

C. Smoking/Vaping

Smoking, vaping, or the use of any tobacco products, including but not limited to cigarettes, electronic cigarettes, pipes, and chewing tobacco, within the school buildings, school facilities, on school grounds or on school buses by any individual, including school personnel, is prohibited by law and is strictly enforced.

D. Drug Free Workplace

The Essex North Shore Agricultural & Technical School District acknowledges the strong commitment of the District to its employees to provide a safe workplace and to establish programs promoting high standards of employee health. The goal of this policy is to establish and maintain a work environment that is free from the effects of alcohol and drug use. The district further acknowledges that employees impaired by drugs and alcohol pose a danger to their fellow employees and to students, and impair their own health and safety. The district also recognizes that educators and staff are role models for students, and must behave accordingly.

Employees are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession or use of any controlled substance, including but not limited marijuana, or the possession, use, purchase, sale or other transfer of alcohol by any employee while on School premises or while performing any job-related activity, whether on or off school premises. Employees are also prohibited from reporting for work or performing any job-related activities, on or off school premises, while under the influence of alcohol or an illegal controlled substance. An employee who violates this policy is subject to disciplinary action, up to and including dismissal.

The District has the right to search for alcohol or drugs on district owned or controlled premises, including desks, closets, file cabinets, toolboxes, lockers, and in district owned vehicles.

This policy does not prohibit the use or possession of a drug prescribed for the employee by a licensed prescriber and used in a therapeutic dosage in accordance with the licensed prescriber's instruction; however, employees are required to disclose to the Superintendent-Director or designee the use of any prescribed drug that may impair the employee's ability to perform their job safely and effectively.

Any employee who is criminally charged or convicted of any drug and/or alcohol offense will notify the school district no later than two (2) calendar days after charge or conviction.

E. Possession of a Firearm

Only law enforcement officers are authorized to have a firearm in their possession in any school building or on school property.

It is illegal to be in possession of such an instrument on school property and any person found with a firearm in violation of the law will be subject to disciplinary action up to and including termination.

F. Employee Assistance Program

Employees of the Essex North Shore Agricultural & Technical School District and their families are covered by an Employee Assistance Program. If you need assistance with a drug, alcohol, or other problem, employees may call Perspectives EAP at 1-800-456-6327. The program provides benefits and solutions to assist you and your family with a wide variety of personal and professional issues. Referral to the program can be made directly by the employee or family member.

G. Ethics / Conflict of Interest Law

The District expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, caregivers, coworkers, and officials of the school district. No employee of the school district will engage in or have a financial interest in, directly or indirectly, any activity in which the school district has an interest or that conflicts or raises a reasonable question of conflict with their duties and responsibilities in the school district. Nor will any staff member engage in any type of private business during school time or on school property.

More information regarding the Conflict of Interest Law can be found at:

<https://www.mass.gov/orgs/state-ethics-commission>

H. Video Surveillance

Please be advised that when in the hallways and common areas (i.e., gymnasium, cafeteria, library/media center, etc.) of Essex North Shore Agricultural & Technical School District buildings, as well as the exterior, you will be under video surveillance.

The District maintains the sole right to review video footage as it deems appropriate.

I. Student Handbook

Please be advised that all employees must be familiar with certain components of the Student Handbook, which can be found online. A link to the student handbook can be located here: <https://essexnorthshore.org/student-handbook/>

J. School Behaviors

The behavior of others is a staff wide responsibility and all staff members are responsible for monitoring student behavior. Such persons have been directed to send an offending student to the Assistant Principal's Office and/or report any infraction.

K. Staff Parking

Staff driving to school must fill out a form listing descriptive information about the vehicle or vehicles they will be operating and parking on school property. Parking passes will be issued for these vehicles. Parking spaces will be assigned for staff use and all staff members are expected to park in their assigned parking space.

**STARTING EMPLOYMENT WITH THE
ESSEX NORTH SHORE AGRICULTURAL & TECHNICAL SCHOOL DISTRICT**

A. Employment Paperwork

Upon acceptance of a job offer and prior to beginning work, all new employees must arrange to visit Human Resources Office to ensure that documentation necessary for employment has been submitted. At this time, employees can review their eligibility to receive benefits. Employees must provide proof of eligibility to work in the US by completing the Employment Eligibility Verification, I-9 form. Depending on the nature of your position within the district, official education transcripts may be required.

B. Employment Status

Probationary employees: New, rehired, or promoted employees will serve a prescribed period of close supervision and evaluation in order to assess their ability and adaptation. Probationary employment may be terminated at will. Termination is at the discretion of the Superintendent-Director without advance notice, or by the employee.

Regular full-time employees: Employees who regularly work a minimum of forty (40) hours or the minimum required by contract per week on a continuous basis following satisfactory completion of a probationary period.

Regular part-time employees: Employees who complete a satisfactory probationary period and regularly work less than forty (40) hours per week on a continuous basis. Employees must work a minimum of twenty (20) hours per week on a continuous basis in order to receive benefits.

Temporary employees: Employees holding jobs of limited or specified duration arising out of special projects, position vacancy pending appointment, the absence of a position incumbent, abnormal workloads, emergencies, or other reasons determined by the Superintendent-Director. Temporary employees may work either full- or part-time work schedules, but will not be eligible to receive district-sponsored benefits, accrue any form of service credit, or file formal grievances except in matters pertaining to alleged discrimination.

Nonexempt employees: Employees covered by overtime pay and other distinctive positions of the Fair Labor Standards Act or applicable state laws. Such employees are entitled to overtime pay for work required to be performed over forty (40) hours per work week. Overtime must be authorized in advance by a designated authority.

Exempt employees: Employees classified as exempt are ineligible for overtime pay and other employment conditions as provided in the Fair Labor Standards Act and applicable state laws. Generally, such employees are those occupying executive, administrative, or professional positions.

C. Background & Reference Checks

Every person applying for a position as an employee or volunteer in the Essex North Shore Agricultural & Technical School District will supply references who will attest to the sound character of the applicant.

The Principal or Director of Human Resources will review the employment history of each applicant recommended for employment. An employment history check will be conducted on each applicant and will include, but not be limited to, telephone contact with former employers.

D. Criminal Records Checks

Please see the District's policy regarding Criminal Records Checks: [Criminal Records Checks](#)

Background Checks Law

Massachusetts General Law requires that school officials obtain criminal background information to determine the suitability of all school employees. In addition to CORI background checks which include an individual's criminal history for Massachusetts run once every three years for all employees, substitutes, co-operative employers, sub-contractors, tutors, and regular volunteers, employees are subject to fingerprint based checks through the Statewide Applicant Fingerprint Identification Services (SAFIS) program through the FBI's national criminal history database.

Both the Massachusetts CORI and national fingerprint-based criminal background checks are considered pre-qualifications to an offer of employment.

For all **newly hired employees, including educators, maintenance staff, cafeteria workers, bus drivers, substitutes** and employees or contractors who work in the schools and may have direct and unmonitored contact with students there is a requirement to complete the SAFIS background check.

The fee charged for running the national background check will be up to \$55.00 for school employees licensed under Section 38G (licensed educators and specialists) and up to \$35.00 for all others (i.e., school secretaries, cafeteria workers, janitors, bus drivers, etc.). As is the case in almost every other state that conducts fingerprinting-based national criminal history checks, the fee will be paid by the individual employee or educator. Substitute educators are school employees under the law and therefore, must submit their fingerprints for state and national checks. If substitute educators hold educator licenses issued under M.G.L. c. 71, § 38G, they will pay a fee of up to \$55.00; otherwise, substitutes will pay a fee up to \$35.00.

E. Sexual Offender Registry Information (SORI)

The Sexual Offender Registry Law, M.G.L. c. 6, §178C-1780, requires that all convicted sex offenders in the Commonwealth of Massachusetts register with the police departments in the cities and towns where they live and work.

SORI is available to school departments when a formal request is made to the local police department. Consistent with the statute, the Superintendent-Director or designee will request available SORI information from the Danvers Police Department. In making this request, the Superintendent-Director or designee will seek information on registrants who live within one mile of the school facility and/or within one mile of any school bus stop. Further, the Superintendent-Director or designee will request that all updates and/or changes to registrant information be sent to them directly.

SORI information received from the Danvers Police Department will be collated and kept in the Superintendent's or designee's office. The Principal will take the responsibility for ensuring that all staff have access to SORI information. SORI information provided to the school cannot be reproduced, nor can SORI information be used to commit a crime, or to engage in illegal discrimination or harassment of a sex offender. Further, SORI information received by the school shall be considered to be confidential, will be maintained in a secure manner, and will not be available to any individual other than a school employee. Requests by individuals for SORI information who are not professional staff members should be directed to the Danvers Police Department.

The Principal will arrange for the training of professional staff members in the proper use of SORI information through the Danvers Police Department. Said training shall include information related to compliance with the dissemination provisions of the law so that the Town would not be subject to any form of legal action for improper release of such information.

F. Orientation

The District recognizes that an appropriate orientation program can aid in the assimilation of new staff members into the school system. Providing an Orientation Program is the responsibility of the Administration. New educators to the District are required to attend three (3) days of orientation prior to the first scheduled workday.

Orientation of personnel new to the school system may extend over a period of time and will provide a broadly based effort to supply information and background details which will improve a new staff person's understanding of the district's framework, including state laws relating to public schools, policies of the School Committee, and the instructional program.

The Principal or designee shall orient all new educators to the evaluation procedures and standards during the first two weeks of their assignment to their respective programs. No formal observations shall take place until such orientation has been completed.

EMPLOYMENT GUIDELINES

A. Attendance & Absences

All employees are expected to be in attendance and arrive on time. If illness, injury, or other situations prevent an employee from reporting to work, they must notify their supervisor of the absence as far in advance as possible so that appropriate coverage may be arranged. If an employee is absent for three (3) or more consecutive days, they may be required to provide written medical documentation to their supervisor to justify the absence. An employee may be required to provide medical documentation to support an absence at any time. Failure to notify a supervisor of an absence in a timely manner or to provide requested medical documentation may result in disciplinary action up to and including termination. An employee who fails to report to work, without notifying the District, for three (3) or more consecutive workdays will be considered to have abandoned their job unless the employee can demonstrate that compelling circumstances made it impossible to contact the District. In the case of job abandonment, the District will provide written notice to the employee at their last known address and treat the employee as having resigned from employment.

Some employees submit individual timesheets that must be approved by their supervisor. If timesheets are not submitted on schedule, an employee may experience delays in receiving pay.

B. School Cancellations

Weather or other emergency conditions may necessitate that the school be closed. Such closings are announced through an automated notification system, school email, District social media, school website, and local television stations (WBZ/WCVB/WHDH/FOX). Certain employees may be required to report to work, even in severe weather. Your supervisor will advise you if your position falls within this category.

PAYROLL DEDUCTIONS

A. Direct Deposit / Deductions

ENSATSD requires all employees to receive their pay by direct deposit. All payroll deductions are itemized on the direct deposit receipt for payroll. To ensure that an employee is paid accurately, they should report any change in name, and address to Human Resources using the Employee Information Change [form](#). Changes in marital status or the number of exemptions should be reported to the Payroll and Benefits Coordinator.

B. Pension Contributions

Employees who qualify for membership in either the Massachusetts Teachers' Retirement System or in the Salem Contributory Retirement System are required to contribute a percentage of salary to the Plan. The required amount will be deducted each pay period.

C. Deferred Compensation Plan

Employees who do not qualify for membership in either the Massachusetts Teachers' Retirement System or the Salem Contributory Retirement System are required under Internal Revenue Service (IRS) regulations to make a 7.5%

contribution to a Deferred Compensation Plan (DCP) as an alternative to Social Security (FICA) contributions. Upon leaving the employ of the district, individuals have the option to withdraw DCP contributions.

D. Credit Union

All employees of the District are eligible to join the Beverly Municipal Federal Credit Union. Information and forms, including payroll withholding forms, are available directly from the Credit Union by calling 978-922-5254.

EMPLOYEE BENEFITS

A. Eligibility

Regular full-time and part-time employees who regularly work a schedule of 20 hours or more per week are eligible to participate in medical, life, long-term disability, dental insurance, and flexible spending.

B. Health Plan Enrollment

New employees who regularly work 20 or more hours per week are eligible for health insurance benefits and must enroll within ten (10) calendar days from the date of hire. Those who do not enroll within this timeframe will not be eligible to enroll for health insurance coverage until the next annual open enrollment period, with the exception of certain qualifying events.

C. Health Care Plan Options & Cost

District employees who qualify for medical coverage have the option of selecting from one of the Group Insurance Commission (GIC) health plans. For further information, please contact the Payroll and Benefits Coordinator or visit <https://www.mass.gov/gic-state-employee-benefits>

Pursuant to Chapter 32B of the General Laws, the District shall maintain a group insurance advisory committee on which educators shall be represented.

The District shall contribute 75% of the cost of health insurance plans offered through the GIC (80% for those hired before July 1, 2003) subject to any changes negotiated through collective bargaining or in accordance with Chapter 69 of the Acts of 2011.

Eligible employees may elect either individual or family coverage. Family coverage provides for spouses and/or dependents up to age 26.

An employee may change from individual to family coverage, or add additional members to the plan within sixty (60) days of a qualifying event. The Payroll and Benefits Coordinator must receive notification and documentation of the qualifying event and it must be submitted to GIC within sixty (60) days of such an event to effect a change in coverage outside of the open enrollment period.

Upon written request to the Superintendent-Director, any employee who retires, as well as their surviving spouse and dependent(s), as defined by the Group Insurance Commission, shall continue as a member of those health insurance plans, by completing the appropriate GIC enrollment forms.

In the event that an employee has retired having reached the age required for Medicare benefits, they are eligible for Medicare benefits and shall be required to file for Medicare Parts A and B and to select a Medicare "Supplement" offered by the GIC. The State will contribute 80% of the cost for a Medicare "Supplement" plan.

A retiree who is not Medicare eligible will be entitled to an 80% contribution by the State to their "premium" plan.

To obtain detailed information about available health insurance options, including surviving spouse and dependents, contact the Group Insurance Commission or refer to the *GIC Benefit Decision Guide for Retirees & Survivors*.

D. COBRA

If employment should terminate, except for gross misconduct, or an employee becomes ineligible to participate in a group health insurance plan, they and/or their dependents have the right to continued participation in the district group health insurance plan for up to eighteen months (thirty-six months under certain circumstances) under federal COBRA legislation. The employee will be required to pay the full cost of the premium plus an administrative fee. Under COBRA continuation, the district will no longer contribute to the cost of health insurance premiums. For additional information about this option, please contact the Payroll and Benefits Coordinator and/or the Group Insurance Commission.

E. Life Insurance

The Group Insurance Commission (GIC) offers a \$5,000 basic life insurance plan with enrollment in health insurance coverage. Employees enrolled in GIC health insurance can also choose additional “Optional Life” insurance through the GIC.

F. Tax Shelter Annuities

Tax shelter annuities (403b) plans are available to employees wishing to supplement their retirement and defer federal and state income taxes. Such plans are established as a salary reduction agreement. This contract is between the employee and an authorized investment firm. These plans are 100% employee funded. For information about these funds, consult a financial advisor. Authorized investment providers can be found on the **US OMNI & TSAGG Compliance Services** website.

G. Retirement Plans

- **Massachusetts Teachers’ Retirement System**

Eligible educators and administrators participate in the Massachusetts Teachers Retirement System (MTRS) pension plan, a State-administered plan. If an employee is eligible for this plan, after completing and submitting the application, they will be enrolled at the time they completed their new hire paperwork. Information on the provisions of this Plan may be obtained from the MTRS.

- **Salem Contributory Retirement System**

Other regular full-time and part-time employees who work a minimum of 20 hours per week participate in the Salem Contributory Retirement System. Participation in the Plan begins on the first day of qualified employment. New employees will be enrolled in the Plan through the Business Office.

The Salem Contributory Retirement System provides a monthly pension benefit based upon date of hire.

- **Massachusetts Deferred Compensation SMART (Save Money And Retire Tomorrow) Plan**

Part-time employees working less than 20 hours per week participate in the Massachusetts Deferred Compensation SMART Plan. Part-time, seasonal or temporary employees are required to participate in the SMART Plan. The SMART Plan is an alternative to Social Security as permitted by the federal Omnibus Budget Reconciliation Act of 1990 (OBRA). OBRA, passed by the U.S. Congress, requires that beginning July 1, 1991, employees not eligible to participate in their employer's retirement program be placed in Social Security or another program meeting federal requirements. The SMART Plan meets those federal requirements. An OBRA Information Guide can be found [here](#).

H. Workers’ Compensation

Workers’ Compensation is designed to provide benefits in the event that an individual is injured in connection with his or her employment. If an employee is injured, they should immediately notify their supervisor and report the accident, no matter how minor it may seem through the completion of an [Incident/Near Miss Report form](#).

I. Unemployment Insurance

Unemployment Insurance provides temporary income for those who have lost their jobs under certain conditions. For more information about Unemployment Insurance, or to apply for benefits, contact the [Massachusetts Department of Unemployment Assistance](#).

TIME OFF

A. Holidays

Paid holidays for employees are specified in various union contracts. Educators and certain other salaried staff who work on a school calendar basis do not receive separate paid holidays. Other employees may be eligible for paid holidays. The school district recognizes the following holidays:

New Year's Day	Memorial Day	Columbus Day
Martin Luther King, Jr. Day	Juneteenth	Veterans Day
Presidents' Day	Independence Day	Thanksgiving Day
Patriots' Day	Labor Day	Christmas Day

All holidays shall be observed on the Commonwealth's legal holiday unless the employer designates an alternative day.

In order to be eligible for paid holidays, the holiday must fall within the employee's regular work week. For instance, an employee whose regular work year is from September to June would not be eligible for the July 4th holiday. Similarly, an employee who normally works a three-day schedule consisting of Wednesdays, Thursdays, and Fridays would not be eligible to be paid for Labor Day, which traditionally falls on a Monday.

Employees who are on an unpaid leave of absence or are otherwise absent without pay are not eligible to be paid for holidays.

PARENTAL LEAVE

The Massachusetts Parental Leave Act ("MPLA"), M.G.L. c. 149, § 105D, provides eight (8) weeks of unpaid parental leave for employee if: 1. The employee is employed full time; 2. The employee has completed the initial probationary period; and 3. The employee gives the employer at least two weeks' notice of the anticipated date of departure and intention to return to work, or the employee gives notice as soon as practicable if the delay is for reasons beyond the employee's control. Parental leave is available for the purpose of giving birth and/or caring for a newborn, intending to or adopting a child under the age of eighteen (18), or adopting a child under the age of twenty-three (23), if the child is mentally or physically disabled. If both parents are employed by the District, the eight (8) weeks are in the aggregate.

The MPLA requires that an employee on leave be restored to the employee's previous or a similar position upon return to employment following leave. That position must have the same status, pay, length of service credit and seniority as the position the employee held prior to the leave.

Accrual of sick leave benefits shall be provided for such parental leaves under the same terms and conditions which apply to other temporary medical disabilities. An employee on maternity leave who desires to use accrued sick leave shall submit medical certification of disability.

Certain public school employees are entitled to professional teacher status after three consecutive years of service which provides these employees with a degree of job protection. M.G.L. c. 71, § 41. Taking parental leave under the MPLA does not terminate the continuity of a teacher's service toward professional teacher status. However, the employer is not required to credit the employee's time spent on parental leave towards the amount of time for tenure.

Concurrent with FMLA

When applicable, maternity leave under MPLA and leave provided under the Family and Medical Leave Act ("FMLA") shall run concurrently.

FAMILY AND MEDICAL LEAVE ACT AND MILITARY FAMILY LEAVE

The District will grant family and medical leave in accordance with the requirements of applicable federal and state law in effect at the time the leave is granted. Although the federal and state laws have different names, the District refers to these types of leaves collectively as "FMLA Leave." In any case, employees will be eligible for the most generous benefits available under applicable law. The Family and Medical Leave Act (FMLA) provides eligible employees up to twelve (12) weeks of unpaid leave a year, and requires employers to continue an employee's group health benefits during the leave as if the employee continued to work. The FMLA also provides certain military family leave entitlements. Eligible employees may take FMLA leave for specified reasons related to certain military deployments of their family members. Additionally, they may take up to twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to care for a covered service member with a serious injury or illness.

Please refer to District Policy here for more information: [**STAFF FAMILY AND MEDICAL LEAVE**](#)

SMALL NECESSITIES LEAVE ACT

Under the Small Necessities Leave Act, M.G.L. c. 149, § 52D, an employee is entitled to a total of twenty-four (24) hours of unpaid leave during a twelve (12) month period. This is a rolling twelve (12) months beginning twelve (12) months prior to the proposed commencement of requested leave, in addition to leave available under FMLA, for the following purposes:

- (1) To participate in school activities directly related to the educational advancement of a son or daughter.
- (2) To accompany the son or daughter of the employee to routine medical or dental appointments, such as check-ups or vaccinations; or
- (3) To accompany an elderly relative of the employee to routine medical or dental appointments or appointments for other professional services related to the elder's care.

Requirement to First Exhaust Paid Time

Employees who have accumulated sick, personal, or vacation time must use such time as part of the twenty-four (24) hours before becoming eligible for unpaid time.

MILITARY LEAVE

District employees who are members of a Reserve Unit of the Army, Navy, Marine Corps, Coast Guard, or Air Force of the United States or National Guard, shall be entitled to leave, while engaged in the uniformed service. Such leave shall be granted in accordance with applicable state or federal laws.

Unless military necessity prevents it or is otherwise impossible or unreasonable, an employee should provide the District with notice of the need for leave as far in advance as is reasonable under the circumstances. Written notice is preferred, but not required under the law or this policy.

To request a temporary or extended military leave of absence, the employee should generally obtain a request for Military Leave of Absence form from HR. However, a written application is not required under the law or this policy.

HR will review and sign the request for leave of absence form, collect any applicable insurance premiums from the employee, generate other applicable documents, and process the leave of absence accordingly. In the event of verbal notice by the employee, HR will document the military leave on a Military Leave of Absence form.

Employees on temporary or extended military leave may, at their option, use any or all accrued paid vacation or personal leave during their absence.

Returning From Military Leave

Any employee who takes leave for the purpose of entering the armed forces of the United States shall be reinstated in his or her former position and duties, provided they make an application for return to such service within the time period

required by the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), 38 U.S.C. §§ 4301-4335. Any employee returning to the service of the District shall receive credit for the period of service in accordance with the law.

EMAIL GUIDELINES

Email is an effective and powerful tool that facilitates communication, planning, and ensures that information is shared quickly and efficiently. The Essex North Shore Agricultural & Technical School District provides an email account for each staff member and encourages the appropriate and regular use of email. Email is a public document and subject to public records release. All email will be archived for several years. The following guidelines are suggested to assist staff as they use and manage email. Staff members who follow these guidelines will have the full support of administrators if an issue arises.

SOCIAL MEDIA GUIDELINES

A. Introduction /Purpose

Social media technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including preparing our students to be successful in a 21st century college and/or work environment. The ENSATSD is committed to ensuring that all stakeholders who utilize social media technology for professional purposes, including staff and students, do so in a safe and responsible manner. However, due to the nature of social networking or social media sites, there exists a risk of misuse. Staff members should always be mindful of how they present themselves to the world, online and otherwise. A staff member's conduct in the social media area is viewed as an extension of classroom behavior. Therefore, any online behavior by school employees must meet the same standards as those used for face-to-face communications at the ENSATSD.

B. Definition of Social Media

Social media is defined as any form of online publication or presence that allows interactive communication, including but not limited to, cell phones, social networks, blogs, internet websites, internet forums, and wikis. Specific networking sites include such websites as Facebook, Instagram, Twitter, LinkedIn, YouTube, Snapchat, and the like. A distinction is drawn between professional social media, which is work-related social media activity, and personal social media, which is a non-work-related social media activity.

C. Applicability

This policy applies to all ENSATSD employees. The school district will ensure that staff members are reminded of, and that new staff members are oriented to, the importance of maintaining proper decorum in the online digital world, as well as in person.

D. District Related Social Media Use

ENSATSD employees who engage in District related social media activities should maintain separate District and personal email addresses. As such, employees should not use their personal email address for social media activities. The District related social media presence should utilize your District email address and should be completely separate from any personal social media presence maintained by the employee.

ENSATSD employees who work with students and communicate with students through professional social media sites should ensure that these sites are school based and designed to address reasonable instructional, educational, or co-curricular program matters. Professional social media sites that are non-school based should have a reasonable relationship to the mission and goals of the program or group creating the site.

All contact and messages by coaches with team members will be sent to all team members, except for messages concerning media or academic privacy matters, in which case the messages will be copied to the athletic director and/or the school principal.

Staff members are prohibited from engaging in any of the following conduct or uses of the school district's network:

- Fraternizing with students using any social media. **Staff members may not invite/accept or list current**

students as “friends” on networking sites, unless the page is dedicated to educational use only. This prohibition extends, as well, to cell phone or texting use.

- Posting items with sexual content.
- Posting items exhibiting or advocating the use of drugs, alcohol or tobacco.
- Posting items encouraging or constituting hazing or bullying.
- Knowingly posting or communicating inaccurate or false information.
- Providing students with home telephone numbers or with private cell phone numbers without prior approval of the school district.
- Accessing inappropriate websites, including but not limited to material that is sexually explicit, pornographic, advocates illegal acts, or advocates violence, harassing bullying, or discriminatory behavior.
- Accessing social media or video streaming sites for personal reasons during work hours.
- Posting information that is reasonably considered to be proprietary, copyrighted, defamatory, libelous, or obscene.
- Posting names or any information about students, including but not limited to “student records” information as defined by law.
- Providing any confidential or private information regarding students or other employees.

The above are examples of prohibited conduct or unacceptable uses and are not intended to be all inclusive.

E. Inappropriate Use of Social Media / Discipline

The Superintendent-Director or assigned designees may conduct Internet searches to see if staff members have posted inappropriate materials online. When inappropriate use of school computers and websites is discovered, the Superintendent-Director or assigned designees will promptly bring that inappropriate use to the attention of the staff member. Employees in violation of the social media policy may be subject to discipline up to and including dismissal.

CHILD ABUSE & NEGLECT

(Mandatory Reporting under Mass. Law Ch. 119, Section 51A)

A. Who is a “Mandated Reporter?”

All educators, medical practitioners, counselors, day care workers, police and almost all professionals in a care-taking role with children are mandated reporters.

B. What Needs to be Reported?

All suspicions of child abuse or neglect of children under age 18, including suspicions of sexual assault and teen dating violence, must be reported. Failure on the part of a mandated individual to report a suspected case of abuse or neglect can result in a fine of up to \$1,000.

C. To Whom are Suspected Incidents of Abuse or Neglect Sent?

Reports are sent to the Department of Children and Families area office based on the town/city of student residency:

Cape Ann Area Office	978-825-3800	Greater Lowell Area Office	978-275-6800
Haverhill Area Office	978-469-8800	Lynn Area Office	781-477-1600
Lawrence Area Office	978-557-2500	Metro North Area Office	781-388-7100

If you have additional questions, please see the Director of Student Counseling.

D. What Should I Do if I Suspect the Abuse or Neglect of a Student?

Foremost, remember that you merely need to have the *suspicion* that the student has been abused or neglected. It is the role of others to investigate your suspicion. In the ENSATSD the reporting sequence will be as follows:

- Immediately share your concerns directly with the student’s School Counselor, School Adjustment Counselor, or an Administrator. Once you have reported your concerns to the counselor, your obligations as a mandated reporter have been fulfilled.

- The counselor or Administrator will report to the Principal and the Director of School Counseling.
- The counselor reports suspected abuse over the phone to DCF to be followed up within 48 hours by a written “51A” report.
- A building-based team (counselor, principal, and others as indicated) will decide what actions should be taken by the school during an investigation process.
- DCF decides whether to substantiate the allegations by “screening in” the case for further investigation or to “screen out” the case.

E. Will the Name of the Reporter be Kept Confidential?

DCF will not share the name of the reporter to the alleged perpetrator, but must, if asked, supply a copy of the report with the name omitted. In most instances, however, the reporter’s identity can be deduced from the context of the report. The Principal or Director of School Counseling can sign a report to protect the identity of the reporting staff member, if desired.

F. Do reporting educators have protection from the legal recourse of alleged perpetrators?

Yes, no civil or criminal actions can be taken against you as a mandated reporter, as long as you have acted in good faith.

G. What happens to the 51A reports that are sent to DCF?

All reports are kept for a period of one year, after which all unsupported reports are disposed of. Reports which are supported are kept for a period of 75 years. Reports of some forms of abuse (such as sexual assault, rape, etc.) may be sent from DCF to the District Attorney’s Office and/or the State/Local Police. In some cases, joint investigations will follow.

H. Important things to remember when talking with students:

Confidentiality should never be guaranteed. Students need to know that, in the interest of the student’s safety, all educators are mandated to share any information, which may indicate that a student has been abused, neglected, or is at risk. Students’ trustful relationships with staff members are certainly desirable, but educators must always be mindful of their responsibilities under the law.

STUDENT RECORDS

(Massachusetts Regulations at 603 CMR 23:00)

See Student Handbook [here](#) for further information.

PHYSICAL RESTRAINT BEHAVIOR AND SUPPORT POLICY AND PROCEDURES

603 CMR 46.00

Physical Restraint Regulations

Effective January 1, 2016

Please refer to the School District Policy located [here](#).

THE REHABILITATION ACT OF 1973 “SECTION 504” (FEDERAL LAW)

As part of the [Rehabilitation Act of 1973, Section 504](#) became the first federal civil rights law to protect the rights of individuals with disabilities. The law states in part:

“no otherwise handicapped individual in the United States shall, solely by reason of their 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.”

Section 504 of the 1973 Federal Rehabilitation Act, a civil rights law, prohibits discrimination based upon a disability and requires school districts that receive federal funding to provide reasonable accommodations for disabled individuals that enable them to work or learn. It is important to realize that Section 504 is not an **aspect of Special Education**. It utilizes a much broader definition of a handicapping condition than the one utilized to determine Special Education eligibility. **As such, the 504 Coordinator is responsible for its implementation.**

Under Section 504, a person may be considered disabled if the individual:

- Has a mental or physical impairment which substantially limits one or more of the following life activities: caring for oneself, walking, speaking, seeing, learning, hearing, performing manual tasks and working;
- Has a record of such an impairment;
- Is regarded as having such an impairment.

Therefore, all students who have IEPs under the Individuals with Disabilities Education Act (IDEA) are also considered to be handicapped and protected under Section 504. However, all students who have been identified as handicapped under Section 504 may not necessarily be considered disabled under IDEA.

Some examples of potential 504 handicapping conditions not typically covered under IDEA include, but are not limited to: asthma, diabetes, tuberculosis, HIV, cerebral palsy and substance abuse. These individuals can usually make effective progress and access the general education curriculum, if provided with the right kind of accommodations.

Accommodations must be based upon the student's unique needs and are provided to ensure that the student will continue to make effective progress in school. If a handicapping condition, which impairs a life activity can be documented, the 504 Coordinator in conjunction with the school-based support team, formulates a 504 Accommodation Plan. The plan lists a series of accommodations that the school will provide in order for the student to benefit from the full range of programs and activities that the school provides. This Plan becomes a part of the student's cumulative file and is reviewed annually. Like an IEP, the 504 Plan is a legal document to which school staff must adhere. With a 504 Plan, the student and his or her parent(s) or guardian(s) have many of the same due process rights as a student on an IEP.

An accommodation refers to a change in the educational setting, materials or strategies that does not significantly alter the content of the curriculum or level of expectation for student's performance and which allows students to access the general education curriculum. Examples of accommodations include: modification of time requirements for testing, learning aids such as electronic devices, software, preferential seating, extra time passing between classes, or special/modified athletic equipment.

AMERICANS WITH DISABILITIES ACT, 1990 (FEDERAL LAW)

In 1990, the [Americans with Disabilities Act \(ADA\)](#) was passed, giving full civil rights to all individuals with disabilities. Title II of the ADA extends Section 504 by prohibiting discrimination in public and private sector services and telecommunications.

A. Title II of the ADA provides:

"No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity." 42 U.S.C. § 12132.

What does this mean for students?

For students with disabilities, the ADA prohibits discrimination and extends the right of access to all educational programs and services whether or not the school receives the federal funding.

The ADA was amended in 2008. The ADA Amendments Acts (ADAAA) requires a broad interpretation of the term "disability" and prohibits the use of mitigating measures in evaluating whether a person has a disability. The Amendments Act also includes an expanded, but not exhaustive, list of major life activities.

Title II of the ADA parallels Section 504 with regard to public schools. In the public school setting, Section 504 and Title II are frequently used or referred to together, with a focus or primary attention given to Section 504. The Office for Civil Rights (OCR) in the U.S. Department of Education enforces both Section 504 and Title II of the ADA.

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004 (FEDERAL LAW)

The Individuals with Disabilities Education Act (IDEA) is a federal law that addresses the education of individuals with disabilities. The IDEA entitles eligible students to an individualized program of specially designed instruction or related services (IEP) that is reasonably calculated to provide the student with educational benefit(s) in the least restrictive environment.

See Student Handbook [here](#) for additional information.

NEED TO KNOW

All employees must show extreme caution in managing student, personnel, and financial records. Records with personal information should not be left on desks, and critical records should be maintained in locked files.

Being an employee of a single school, department, or district does not entitle everyone to information about every situation. Details of discipline cases, student academic performance, and confidential information may not be shared simply because one works in the same school or building. Information is provided solely on a “need to know” basis and in compliance with district policy and state and federal law.

RELATIONSHIPS WITH STUDENTS

Educators and other school staff working with students have greater responsibility in today’s society. In order to maintain the respect and confidence of one’s colleagues, of students, of caregivers, and of members of the community, staff members should strive for the highest possible degree of ethical conduct at all times. Whenever there is doubt about the intentions of a staff member in his or her relationship with a student(s), student(s) and the staff member are at risk.

These guidelines are intended to maximize the safety and protection of students, as well as to protect staff members from allegations that may adversely affect their professional reputation and their livelihood.

- All staff members are encouraged to form positive, professional relationships with students that are appropriate to their school roles.
- Staff members should not use personal cell phones to contact students and students should not have staff members’ cell phone numbers. The Zoom Phone App should be used to communicate with students as this uses the staff member’s District issued extension.
- Staff should treat all students fairly and avoid situations that appear to show favoritism for an individual student or selected group of students.
- Staff members may invite students to activities outside of school provided that the activity stems from a school activity and the invitation is extended in general to all students in a class, rather than to a particular student(s). Examples: a class picnic, a class or club trip to a movie, an end-of-year barbecue.
- Ordinarily, staff should not invite *individual* students to activities outside of school, other than school-sponsored activities. Exceptions would include:
 1. Staff members who are related to a student
 2. Staff members who have relationships with students through their roles in other organizations, e.g. Boy Scouts, Church, etc.
 3. Staff not hired specifically for the purpose of transporting students, should not transport students to and from school. With the prior approval of the Principal, staff not specifically hired for student

- transportation purposes may transport students to a school-sponsored event, when other transportation is not available.
4. Within school, staff members should avoid meeting with individual students in locations that are not ordinarily and routinely accessible by other students and staff.
 5. All types of electronic communications with students should be limited to school functions and classroom activities.

PHYSICAL CONTACT BETWEEN EMPLOYEES & STUDENTS AT SCHOOL AND DURING SCHOOL SPONSORED FUNCTIONS

- All physical contact between employees and students should have a valid educational purpose and objective, meeting only the student's needs.
- The use of physical contact or force in order to impose the staff member's will upon a student is strictly prohibited, except when such contact is reasonably necessary for the health and safety of the educator, other personnel, the student and/or other students. In those circumstances, only that amount of contact that is necessary to ensure such health and safety, may be used. RESTRAINT OR OTHER PHYSICAL CONTACT SHOULD BE USED ONLY AS A LAST RESORT WHEN OTHER MEANS OF INTERVENTION ARE INSUFFICIENT.
- Employees who observe physical contact between students and employees that they deem to be inappropriate are expected to report said observations to the Principal and/or the Superintendent-Director as soon as possible. If the contact is perceived to be immediately harmful by the observer, prompt intervention to prevent further harm is expected.
- Questions of the appropriateness of physical contact are to be determined by the context of the contact on a case-by-case basis. Issues such as intent, context, location, circumstances, age, and sex are all considerations that may be relevant.
- Whether or not an emergency situation exists, depends upon an objective rather than a subjective standard.
- Instances of inappropriate physical contact initiated, encouraged, practiced and/or tolerated by employees, in even a single instance, will result in disciplinary action, which may include dismissal.

ETHICS PROTOCOL

The School Staff Ethics Protocol was developed to assist staff members. It is intended to be advisory in nature and is not merely a list of do's and don'ts. Staff members who follow this protocol will have the full support of administrators if an issue arises.

A. Healthy Boundaries for School Staff

More than ever, students need healthy, clearly defined relationships with adults to feel safe and to develop into competent and responsible human beings. As educators, you are role models – not their friends, their confidantes, or surrogate caregivers.

Your professional behavior, values, and responsibilities – both in and outside of school – are more important than popularity among students or a need to please others.

Remember that your competencies are in teaching your subjects and in providing students with an excellent, well-rounded education.

B. In School...

- ***Follow the Technology Responsible Use Policy and the EMAIL GUIDELINES.*** Remember that any emails sent on a school computer can be retrieved. Emails can be considered public documents. Internet activity on a school computer can be tracked.
- ***Use caution with self-disclosure about your personal life.*** Discretion is important.
- ***Avoid being alone with students.*** One-on-one tutoring should be done in a public place like the Media Center. Leave your door open when conferencing whenever possible. Avoid letting students “hang out” in your room.

- ***Be advised to be consistent in your treatment of students.*** Do not make exceptions for a favored few. Do not advocate on students' behalf to bend policies.
- ***Avoid both sarcasm and humor that can be misinterpreted.*** While humor can be a good tool, it is important to remember that it can easily be misunderstood and ultimately unintentionally offend a student. Sarcasm is never appropriate.

C. *Outside School...*

- ***You are a private citizen, but you are also always an educator.*** Your out-of-school conduct can affect your job security. The line between our public and private lives is less clear, so what you post on a *blog*, on your *Instagram* page, on *Facebook*, on *Twitter*, *etc.* can be accessed by students. It is never a good idea to “friend” a student on Internet social networks.
- ***Be careful in extending your contact with students outside of school.*** Do not send text messages or IMs, invite students to your house, or allow them to show up. Do not drive individual students in your car. Always be careful sending emails.

D. *Staying Within Boundaries...*

- ***Don't be afraid to correct inappropriate behavior.*** Remind students of the limits of your relationship as a staff member. Reaffirm the helping nature of the relationship. Make a plan for getting the students appropriate help. Immediately report any incidents of behavior or comments by students that might be misinterpreted later; don't let situations escalate.
- ***Be friendly, not a friend.*** Conversations with students should be warm and caring and provide support for their learning and growth. Relationships should be centered on school events and activities. Student-educator conduct should be appropriate and understood by the general population – not laced with “inside” references.
- ***Support the school culture of professionalism.*** Don't ignore situations. Help create a culture of intolerance for inappropriate behavior on the part of other staff. Letting incidents slide sends the message that you believe such behavior is acceptable. Always report incidents of inappropriate behavior and do not hesitate to address others when you consider the behavior questionable.

E. *It's the Law...*

Massachusetts law requires school superintendents to report to the Commissioner of Education in writing whenever a licensed educator is dismissed, not renewed, or resigns after committing misconduct that might warrant revocation or other limitation of the educator's license.

CONFIDENTIALITY

A. *General Guidelines*

Information from a student's education record should be sent to third parties only by an appropriate education record custodian and only on the basis of a written dated request by the student (18 years old) or a parent (student under 18).

Information from a student's educational record should be shared within Essex North Shore Agricultural & Technical School only among appropriate “school officials” having “legitimate educational interests” in the records.

Access to a student's educational record by “school officials” is restricted to that portion of the record necessary for the discharge of assigned duties.

B. *Guidelines for Faculty & Staff*

- **DO** refer requests for information from the educational record of a student to the proper educational record custodian. (School Counseling, Special Education, Assistant Principal, Principal).
- **DO** keep only those individual student records necessary for the fulfillment of your teaching or advising responsibilities. Private notes of an instructor/staff member concerning a student and intended for the instructor's/staff member's own use are not part of the student's educational record.
- **DO NOT** display or post student scores or grades publicly in association with names, social security numbers, school ID, or other personal identifiers.

- **DO NOT** put papers or reports containing student names and student information, including grades in publicly accessible places. Students are not to have access to information and grades of other students.
- **DO NOT** share student educational information, including grades, discipline, etc. with other faculty unless their official responsibilities identify their “legitimate educational interest” for that student. Certainly, never share educational information, including grades or discipline, etc., with other students in the classroom.
- **DO NOT** share, by phone or correspondence, information from student educational records, including grades or discipline, including letters of recommendation, without written permission from the student (18 years of age) or parent (under 18 years of age).
- **DO NOT** make available to a third party, information from medical, psychiatric, or psychological reports; records from law enforcement official, on or off campus; or notes of a professional or staff person which are intended for that individual alone.

FOOD & BEVERAGE CONSUMPTION

In order to prevent pest infestation food should be consumed in designated areas and stored properly (sealed container). Food should not be consumed during instructional time.

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The ENSATSD recognizes that employees of the district have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive office.

- In connection with campaigning, an employee will not: use school district facilities, equipment, or supplies; discuss their campaign with school personnel or students during the working day; nor use any time during the working day for campaigning purposes. Under no circumstances will students or staff be pressured into campaigning for any staff member.
- In education we strive to teach our students to think independently. In keeping with this, personal political views and opinions should not be shared. The goal is to keep a neutral political environment in our school community.

PROFESSIONAL ACTIVITIES PROCEDURE

Approval to attend a workshop or conference is contingent upon your willingness to present what you learn to your department and/or the whole staff, relevance to your Professional Development Plan, your role in the District, and available funds. Any staff member wishing to attend a professional conference or other professional job-related business must submit the required [paperwork](#) with pertinent information (title, explanation/purpose, date(s), location of the conference, cost, the participant’s name, etc.) to their immediate supervisor for approval.

Staff requesting reimbursement for approved personal expenses must submit original itemized receipts and mileage documentation to the Business Office within thirty (30) days of travel with the exception of June. June travel reimbursements will not be accepted after July 15.

TRANSLATION OF WRITTEN MATERIALS

To assure equal access to information disseminated in the school district, all written materials including forms, notices, handbooks, and applications, will be made available in the native language of families for whom the first language is not English. Many of the district forms are available on the Essex North Shore Agricultural & Technical School website in the most commonly represented languages. If you have a short notice or memo that needs to be translated, you should use one of the on-line translators. If more extensive translation is required, contact the Director of School Counseling and/or the Principal.

OFFICE PROCEDURES

A. Absences of Staff

An employee who will be absent for the day will need to enter the time and if applicable their substitute needs into Frontline. Vacation time, Personal time, and Compensatory time will need to be approved.

B. Visitors to Building

The Essex North Shore Agricultural & Technical School District is proud of its educational facilities, and values the involvement of caregivers, the public employers, and potential employers of students, civic organizations, college and military representatives, and the like, in the life of the school. However, in the interest of providing an educational atmosphere conducive to effective teaching and learning, and an educational environment, which is safe and secure for students and staff, the following policy governing visitors to the schools is established.

All visitors must make an appointment in advance when requesting a meeting with a staff member. All visitors to school buildings must sign in at the Main Lobby and obtain a visitor badge. Visitors without a visitor badge will be asked to return to the main office.

Regularly scheduled deliveries will be scheduled with, and received by, the maintenance staff or other appropriate individuals so as not to detract from the instructional day.

Visitors will not be permitted to interrupt the educational process by visiting classrooms and/or career areas. Caregivers, educational colleagues, or other members of the public who have a legitimate purpose in observing a classroom or career area activity may do so, provided arrangements have been made in advance through the administration or School Counseling department.

Public officials, such as building and health inspectors, or others having need to inspect areas of the facilities for insurance or other purposes, will be escorted to their destinations or shown around the facilities by a school official. School Committee members will be defined as visitors when they come to the building for any purpose except School Committee meetings and sub-committee meetings or school business.

Salespeople and vendors will not be permitted to interrupt class to speak to educators and should schedule appointments at times when class is not in session.

Anyone observing a stranger in the building or on the grounds should request that person to report immediately to the Main Office. The Essex North Shore Agricultural & Technical School District will strictly enforce all state laws regarding access to public buildings. Unauthorized persons in public school buildings or on public school property will be requested to leave, and will be charged with trespassing for failure to do so.

C. School & Gymnasium Rentals & Reservations

All requests to use the school or gymnasium rentals must be made in writing, using the appropriate form, to the Director of Facilities, Farm, and Grounds office.

D. Service & Repair Requests

The District uses an electronic Maintenance Ticket software system to manage assets and requests for general services and repair through the Facilities, Farm, and Grounds Department. Requests for repair or service on department or program specific equipment must be pre-approved by your Director. No repairs can be paid for without an approved purchase order.

KEY DISTRICT POLICIES

CHAIN OF COMMAND

The Essex North Shore Agricultural & Technical School District School Committee expects the Superintendent-Director to establish clear understandings on the part of all personnel of the working relationships in the school system.

The District encourages open lines of communication for collaborative problem solving. Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary.

It is expected that the established chain of command will serve most purposes. All personnel will have the right to appeal any decision made by an administrator through established grievance procedures.

Additionally, the chain of command does not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the chain of command represents avenues for a two-way flow of ideas to improve the program and operations of the school system.

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

The Essex North Shore Agricultural & Technical School District Committee wishes to be of assistance, whenever possible, to member municipalities and community/government organizations. Therefore, permission to use school equipment may be granted by the Superintendent-Director upon request by responsible parties or organizations.

School equipment may be used by staff members when the use is related to their school employment, and by students when the equipment is to be used in connection with their studies or extracurricular activities.

Proper controls will be established by the Superintendent-Director to assure the user's responsibility for, and return of, all school equipment.

STAFF ETHICS / CONFLICT OF INTEREST

The School Committee expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, caregivers, coworkers, and officials of the school system.

No employee of the Committee will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his duties and responsibilities in the school system. Nor will any staff member engage in any type of private business during school time or on school property.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Receiving Services from Students in Vocational Programs: In general, a teacher may not have a financial interest in a contract with his school, which includes purchasing services from the school. However, an exemption from that rule permits teachers and other public employees to enter into any fee-based contractual relationship that is readily available to the public at a set price. The regulation that creates this exemption is 930 CMR 6.16.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to them.

In order to avoid the appearance of any possible conflict, it is the policy of the School Committee that when an immediate family member, as defined in the Conflict of Interest statute, of a School Committee member or district administrator is to be hired into or promoted within the School District, the Superintendent shall file public notice with the School Committee and the Town or District Clerk at least two weeks prior to executing the hiring in accordance with the law. (See Conflict of Interest Law for Municipal Employees below for more detailed information)

Summary of the Conflict of Interest Law for Municipal Employees

Please see the Commonwealth's State Ethics Commission website for more information [here](#).

STAFF CONDUCT

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the School Committee, and the regulations designed to implement them.

Please refer to District Policy located [here](#) for more information.

GIFTS TO AND SOLICITATIONS BY STAFF

Please refer to District Policy located [here](#) for more information:

DRUG-FREE WORKPLACE POLICY

Please refer to School District Policy [here](#) for more information.

STAFF PERSONAL SECURITY AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Committee will seek to assure the safety of employees during their working hours and assist them in the maintenance of good health.

Employees offered a position as a custodian, maintenance worker, farm worker, grounds worker or food service worker may be required to successfully pass a pre-employment physical examination (provided at School Committee cost) prior to the date of employment. (Please see individual bargaining agreements for specifics.)

The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school system whenever that employee's health appears to be a hazard to children or others in the school system or when a doctor's certificate is legally required to verify the need for sick leave.

School employees, their families, and members of their households are eligible to use the confidential services provided by the district's employee assistance program.

PROFESSIONAL STAFF VACATIONS AND HOLIDAYS

Vacations

All administrators and other professional personnel employed on a twelve (12) month basis will be entitled to annual vacation days.

Vacations for supervisory professional staff members who are employed on a twelve (12) month basis and are members of a recognized bargaining unit will be established through negotiations. Vacations for supervisory personnel not in bargaining units will be established by the Committee and delineated in their individual contracts.

Holidays

Professional staff members will not be required to work on legal holidays. Paid holidays for the professional staff will be established when the Essex North Shore Agricultural & Technical School District Committee approves the calendar for the school year and will include all legal holidays.

SUPPORT STAFF VACATIONS AND HOLIDAYS

Holidays

The school calendar, as adopted by the Essex North Shore Agricultural & Technical School District Committee, establishes holidays and school recess periods for the employees who work on teacher and/or student days.

Employees who work on a twelve (12) month basis will be granted paid holidays on all legal holidays and such other holidays as designated by the School Committee. They will also be expected to report to work during school recess periods unless the Committee considers days during these periods official and designated as paid holidays.

Employees who work on a ten (10) month basis will be granted legal holidays and such other holidays as designated by the Committee.

To qualify for holiday pay, the employee must be at work on the day before and the day following the holiday, unless his absence is approved on the basis of current leave policies.

ADVERTISING IN THE SCHOOL

No advertising of commercial products or services will be permitted in school buildings or on school grounds or properties without the permission of the School Committee. Publications of the school system will not contain any advertising. However, this will not prevent advertising in student publications that are published by student organizations, subject to administration controls, or the use of commercially-sponsored, free teaching aids if the content is approved by the administration.

Solicitation of sales or use of the name of the school system to promote any product will not be permitted by the Committee.

VISITORS TO CLASSROOMS

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

Visits by caregivers to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged because the School District's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of the school.

The following guidelines for classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end, we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. Visitors should report to the front desk, check in and have visitor badge on while in the building. They should also check out at the front desk.

DISCRIMINATION AND HARASSMENT POLICY

Please refer to District policy for more information located [here](#).

NON-DISCRIMINATION AND HARASSMENT

Please refer to District Policy for more information [here](#).

Civil Rights Grievance Procedure

(Does not apply to complaints of sex discrimination or sex-based harassment)

Please refer to District Procedure for more information [here](#).

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Please refer to District Policy here for more information: <https://essexnorthshore.org/families/>

Title IX Sex Discrimination Grievance Procedures

Please refer to District Procedures [here](#).

PROHIBITION OF HAZING

Please refer to District Policy located [here](#).

Hazing

Please refer to the District Policy located [here](#).

BULLYING PREVENTION POLICY

Please refer to the District Policy located [here](#).

EDUCATIONAL OPPORTUNITIES FOR HOMELESS CHILDREN & YOUTH

Please refer to the District Policy located [here](#).

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

Please see District Policy for more information located [here](#).

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

Please see District Policy for more information located [here](#).

ANIMALS IN SCHOOL

Please see District Policy located [here](#).

TECHNOLOGY RESPONSIBLE USE POLICY

A. 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.

B. 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.

C. Definitions

"Technology devices, digital resources, and network infrastructure" are 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.

D. Technology Services Provided

- **What Are 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.

- **What is 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.

- **What is 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.

E. 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.

F. 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.

G. 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.

H. 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).

I. 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.

J. 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.

K. 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 an 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.

L. 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.

M. 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.

Parents/Guardians should 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 of 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.

N. Modification

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

WELLNESS POLICY

I. PHILOSOPHY

Essex North Shore Agricultural & Technical School District (ENSATSD hereafter) and Essex North Shore Agricultural & Technical School (ENSATS hereafter) Wellness Policy emphasizes positive lifelong health, personal fitness, safety, and nutritional practices and will serve as a tool to promote the health and well-being of our students and staff. ENSATSD is committed to providing health and nutrition education, programming and services to promote and foster these outcomes. In addition, the school nurses and school counselors will work to support and supplement education and services in the areas of social emotional learning and wellness. Specifically, the ENSATSD Wellness Policy is aligned to the [National Wellness Institute](#) interdependent model which promotes a preventive and holistic approach to supporting the whole person in all six dimensions of wellness (physical, occupational, emotional, social, intellectual and spiritual health). Through the influence of focused and measurable programs, activities, and school based resources, students can develop positive attitudes related to personal wellness and self-advocacy across all six dimensions of wellness that will serve them

and their communities throughout their adolescent and adult lives in both the ENSATS school setting and as 21st century citizens upon graduation.

II. ENSATS WELLNESS ADVISORY COMMITTEE

The purpose of [105 CMR 215.000](#) is to set standards for the establishment and operation of School Wellness Advisory Committees. These committees are intended to ensure that each public school district has an established group of school staff and concerned community representatives to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health.

Consistent with [105 CMR 215.000](#), ENSATSD will establish a Wellness Advisory Committee that consists of at least one (1): parent, student, school nurse, representative of a community agency serving youth, school food service representative, School Committee member, school administrator, member of the public, and other community members as appropriate. To the extent feasible, appointees to the Wellness Advisory Committee will include: a qualified, credentialed nutrition professional, representatives of local boards of health, school physicians, and local health care providers. The superintendent shall appoint all committee members; the superintendent and the school committee designate the following individual as Wellness Program Coordinator(s): ENSATS Principal or designee. The Wellness Committee shall meet at least four (4) times per year. Only employees of the district who are members of the Wellness Advisory Committee may serve as the Wellness Program Coordinator. The Wellness Program Coordinator, in consultation with the Wellness Advisory Committee, will be in charge of implementation and evaluation of this policy.

III. NUTRITION

ENSATS is instrumental in promoting and supporting students in the development of healthy eating habits. Nutrition influences a student's development, health, well-being and potential for learning. All members of the school community are encouraged to create an environment that supports lifelong healthy eating habits. Decisions made in all school programming need to reflect and encourage positive nutritional messages and healthy food choices. Foods and beverages sold in the cafeteria will be evaluated to ensure compliance with federal and state guidelines.

- Nutritional guidelines that require the use of products that are consistent with current [U.S. Dietary Guidelines](#), and served in appropriate portion sizes shall be established for all foods offered to students/staff. Menu and product selection shall utilize input from student, parent/guardian, staff and community and advisory groups whenever possible.
- The school meals program will operate in accordance with the [National School Lunch Program](#) standards and applicable Massachusetts and local laws and regulations.
- In accordance with the [Child Nutrition and WIC Reauthorization Act of 2004](#), the school meals program will implement a food safety program for the preparation and service of school meals based upon the [Hazard Analysis and Critical Control Point \(HACCP\)](#) principles.
- Nutritional service policies and guidelines for reimbursable meals shall not be more restrictive than USDA and state regulations require.
- ENSATSD will make every effort to prevent the overt identification of students who are eligible for free and reduced price meals utilizing electronic identification and payment systems.
- All snacks sold throughout the school day shall meet the [MA Competitive Foods and Beverage Nutrition Standards](#) defined below and shall be selected with input from students, parent/guardian and staff. Snacks sold 30 minutes or more before the school day begins and 30 minutes or more after the school day ends are exempted from these standards.
 - ✓ All snacks sold in the cafeteria shall comply with allergy policies and procedures and provide only single-serving snacks that meet the following criteria:
 - ✓ 200 calories or fewer per item
 - ✓ 35% or less total calories from fat
 - ✓ No saturated fat or trans fat
 - ✓ 35% or less sugar by weight
 - ✓ 200 mg sodium or less per item
 - ✓ Whole grain as first ingredient for grain products (crackers, granola bars, bakery items, etc.)
 - ✓ No artificial sweeteners or caffeine
 - ✓ Beverages

- a. Options shall include: water; 100% fruit/vegetable juice in 4 ounce or less containers with no added sugar; and non-fat or 1% plain or flavored milk or milk substitutes in 8 oz. containers with no more than 22g sugar.
- b. All beverages shall not have added sugars, sweeteners, artificial sweeteners, more than trace amounts of caffeine.

Nutrition Education Primary Goal: The components of the ENSATS Health Education curriculum address the [Massachusetts Comprehensive Health Curriculum Frameworks](#) for grades 9 through 12. Specifically assigned ENSATSD faculty will impart “the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.”

Nutrition Promotion Goal: ENSATS will prepare and offer foods and beverages that are nutrient-based, including whole grain products and fiber-rich fruits and vegetables, to provide students a variety of choices to maintain a balanced diet. This will include foods and beverages outside the school meals program. By doing so the Food Services program will facilitate an environment that promotes sound, lifelong nutrition practices.

IV. WELLNESS EDUCATION (Physical Education & Health Education)

The focus of wellness education in Physical Education and Health Education classes will focus on creating lifelong health in our students, emphasizing regular movement as well as fitness education in Physical Education and lifelong healthy decision-making in Health.

Physical Education:

The Physical Education program is designed to encourage healthy physical movement for life according to the Massachusetts Health Curriculum Frameworks and M.G. L. c. 71 sec. 3. The curriculum will include teaching about a wide variety of physical activities to improve/maintain the five health related fitness components. Examples are fitness room activities, group fitness exercises, adventure, and team sports. Students will be taught in the freshmen year how to properly use fitness center equipment.

Physical Education will be taught by qualified Physical Education instructors (consistent with the Massachusetts DESE licensure and certification requirements and ENSATSD hiring protocols).

Primary Goal: The Health/Physical Education curriculum of the Essex North Shore Agricultural & Technical School will meet the Massachusetts Health Standards and Guidelines. The Essex North Shore Agricultural & Technical School’s Health/Physical Department will strive to increase the students’ awareness of the benefits of physical activity and fitness, to identify the relationship between exercise and overall health and empower students to continue to be physically active into adulthood.

Health Education:

A comprehensive health curriculum will be taught by ENSATS faculty consistent with state regulations and requirements and the curriculum needs of the ENSATS students. Courses are aligned to the [National Health Education Standards](#) and focus on Advocacy skills, Decision Making Skills, Goal Setting Skills, Interpersonal Communication Skills, Accessing Valid Information, Analyzing Influences, and Healthy Self Management. Curriculum topics may include but are not limited to:

- Human Sexuality
- Tobacco, Alcohol and Other Drugs
- Mental Health
- Nutrition
- Teen Dating Violence Prevention
- Disease Prevention
- Community Health Referrals
- First Aid & CPR Certification

Health Education will be taught by qualified Health Education instructors (consistent with the Massachusetts DESE licensure and certification requirements and ENSATSD hiring protocols).

Primary Goal: ENSATS students participating in health education courses will have a greater awareness of the factors contributing to personal wellness, development and growth as well as the skills to facilitate improved wellness in their own lives as well as those in their community.

VI. HEALTHY AND SAFE ENVIRONMENT

ENSATS is committed to providing a safe and healthy learning and working environment for both students and staff. The district will continue to provide opportunities and develop policies and procedures that foster improvements to each individual's quality of life in the following areas:

- Every classroom and career technical program area shall work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments. School buildings, grounds and facilities will meet all current health and safety standards;
- The school district will foster healthy behaviors by providing nutrition and health prevention and intervention support services.
- All students and staff will be offered social and emotional support systems to address relevant needs.
- The school district will develop procedures concerning the management of students with life-threatening allergies (LTA).
- Appropriate safety training procedures will be provided for all students and staff to support personal and occupational safety standards.
- School buildings, offices and grounds will be maintained in a manner which promotes an environment that is free of tobacco, alcohol, and other drugs.
- All classrooms, career technical areas, and school-wide facilities will offer educational and extracurricular services, activities and programming in a non-violent and harassment free environment.
- The school district's administration will work in cooperation with local law enforcement (e.g: the district's School Resource Officer, local emergency responders, NEMLEC) to facilitate a safe school environment.

Primary Goal: ENSATSD will facilitate a safe and supportive school environment by offering the resources (e.g.: information, services, and/or staff) to students and staff to meet their emotional and physical needs consistent with being a member of the ENSATSD community. Resources may include, but will not be limited to: healthy food choices; options for physical activity; preventative education; and counseling supports to address the social emotional and personal/developmental needs of our students.

VI. SOCIAL AND EMOTIONAL LEARNING (SEL)

The MA DESE "commonly uses the Collaborative for Academic, Social, and Emotional Learning (CASEL's), definition of Social and Emotional Learning (SEL): SEL is the process of developing students' and adults' social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices." (Source: <http://www.doe.mass.edu/candi/sel/>). ENSATSD aligns to this state endorsed definition by promoting resources, services and/or programs that support and value the social-emotional learning, health, and safety of students and staff to foster an inclusive school environment.

- Opportunities for self-exploration are afforded students throughout their enrollment during developmental guidance lessons and are reinforced during career and college exploration and planning activities consistent with MyCap.
- Students are encouraged to develop and execute self-advocacy skills, and express their thoughts and feelings in an appropriate and responsible manner to trusting adults in the safe and nurturing environment afforded them at ENSATS.
- ENSATS strives for students to feel their differences are respected in an environment that is accepting of everyone for who they are as a person.
- ENSATSD will provide faculty, staff and administration with opportunities and resources to promote and encourage culturally inclusive and competent SEL initiatives and supports across the continuum of ENSATSD's academic, career technical, and extracurricular offerings.
- ENSATS will offer a diverse variety of extracurricular and athletic opportunities to students to foster healthy relationships and team building skills.
- ENSATSD has adopted policies and protocols to address concerns relating to Bullying, Harassment, and Discrimination consistent with state and federal mandates;

- ENSATSD endorses and ENSATS faculty delivers the [MARC \(Massachusetts Aggression Reduction Center\) Curriculum](#) as well as [Boston Children's Hospital Break Free From Depression Curriculum](#).

Primary Goal: In addition to teachers, coaches, advisors and administrators, the district is committed to ensuring all students shall have access to relevant school based services, programming, curriculum and/or staff to assist them with addressing their social and emotional needs, including but not limited to school counselors and school nurses.

VII. HEALTH SERVICES

ENSATS school-based health office services address health-based obstacles to learning and development by facilitating access to and/or referral to school-based and/or community-based health care services, managing chronic disease conditions and symptoms presenting during the school day or activity times, providing emergent care for illness or injury, identifying communicable diseases, and enacting practices and systems to ensure that all students have access to key resources and services that are developmentally appropriate. ENSATSD strives to improve the mental and physical health of students by facilitating ongoing collaboration with parents, guardians, teachers and administration.

In addition, the Health Office administers state mandated screenings such as vision and hearing, scoliosis, BMI Index.

The ENSATS Health Office is currently staffed with four (4) Massachusetts DESE licensed School Nurses (also [Registered Nurses](#), [Commonwealth of MA](#)).

Primary Goal: The ENSATS School Health office will ensure students and staff are well informed of the school based Health Office resources available to them to ensure they have equitable access to curriculum, educational opportunities (including but not limited to extracurricular activities) and/or employment opportunities. In doing so, ENSATS Health Office faculty and staff, supported by relevant ENSATSD faculty, staff, and administration, commit to communicating with stakeholders regularly in an effort to promote preventative health measures as well as to ensure stakeholders are prepared to respond to the various medical needs of ENSATS's community members be it first aid, episodic or chronic school based care and/or crisis intervention.

VIII. FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS

ENSATS students, caregivers, and staff members as well as the Wellness Advisory Committee may engage other stakeholders as necessary and relevant to assist with developing, implementing, monitoring and reviewing nutrition and wellness policies and programming.

- Committees pertaining to student wellness shall have student, parent/guardian, and community representation consistent with expectations set forth in 105 CMR 215.000: Standards for School Wellness Advisory Committees.
- All student cooperative employment opportunities shall be approved through ENSATSD to maintain healthy and safe work environments for all students and staff.
- ENSATSD shall develop and maintain diverse community partnerships through a variety of programs, projects, activities and events.
- ENSATS shall develop and support the engagement of students, families, and staff in enhancing activities and events throughout the community.

Primary Goal: ENSATSD will continue to ensure that family, school and community partners are invited to regularly contribute to the ENSATSD Wellness Policy, protocols, programming, professional development and/or other initiatives to further promote the goals set forth in this policy as well as the mission of ENSATSD. These efforts are consistent with MA DESE's "...commitment to building out supports and policies in partnership with practitioners in the field and other state agencies...[in an effort] to promote systems and strategies that foster safe, positive, healthy, culturally competent, and inclusive learning environments that address students' varied needs and improve educational outcomes for all." (Source: <http://www.doe.mass.edu/research/StrategicPlan-Summary.pdf>).

Established key stakeholders include but are not limited to the ENSATSD School Committee, CVTE Program Advisory Committee Members, Parent Teacher Student Organization (PTSO, hereafter), School Council, Cooperative Education and/or Adult Education partners, [North Shore Community Mediation Center](#), [NEMLEC: The Northeastern Massachusetts Law Enforcement Council](#), Jeff Perrotti Senior Consultant, [MA DESE Safe & Supportive Schools Program for LGBTQ Students](#), Danvers Cares, Cape Ann Business Collaborative, [North Shore Community College](#),

[Community Change Inc.](#), [Massachusetts Partnerships for Youth](#); [Bridge for Resilient Youth in Transition \(BRYT\)](#)/ the [Brookline Center](#), [McLean School Nurse Liaison Project](#); [Massachusetts School Mental Health Consortium \(MASMHC\)](#), the [Clay Soper Memorial Fund](#)) and [HAWC \(Healing Abuse Working for Change\)](#).

ENSATSD will continue to strive to enhance community partnerships to support this policy's mission and efforts.

IX. STAFF WELLNESS

ENSATSD cares about the well being of staff members and understands the influence that staff actions have on all student health behaviors. All staff shall promote a school environment supportive of healthy behaviors. Staff are encouraged to model healthy behaviors, especially on school property and/or at school-sponsored meetings and events.

- ENSATSD shall be in compliance with drug, alcohol and tobacco free policies.
- ENSATSD shall provide an accessible and productive employment environment that is as safe as possible and free from physical dangers or emotional threat consistent with applicable occupational safety and health laws, policies and rules.
- ENSATSD shall provide access to multiple fitness facilities and quality programs located at the school to balance work and recreation. The resources are partially provided to promote physical well-being, reduce stress, and enhance socialization.
- ENSATSD staff shall work to build positive interpersonal relationships.

Primary Goal: ENSATSD will provide opportunities, including but not limited to: mentoring and/or professional development opportunities as well as access to resources (e.g.: ENSATS Fitness Center, EAP resources) for staff to improve their own wellness in all of the [National Wellness Institute](#) six (6) dimensions of Wellness while exemplifying and modeling lifelong wellness practices and skills.

X. EVALUATION

The ENSATSD Wellness Advisory Committee and/or their designee shall be responsible for devising a plan for implementation and evaluation of the district Wellness Policy and are charged with operational responsibility for ensuring that ENSATSD meets the goals of the district wellness policy. The "[Wellness Policy Assessment Tool](#)" Form 357 Rev 12/15 will be referenced annually to support these efforts. The District Wellness Program Coordinator will report to the School Committee annually. This report will include: an action plan for implementing the Wellness committee policies and goals, recommendations for monitoring and evaluation, recommendations for developing community support, assessment of accomplishments; identification of areas of need; and a review of the membership and as appropriate, request to the Superintendent to appoint additional/replacement members.

XI. APPENDIX

Legal References

[Child Nutrition and WIC Reauthorization Act of 2004](#), (Section 204, P.L. 108-265)

Richard B. Russell National School Lunch Act, (42 U.S.C. 1751-1769j)

Child Nutrition Act of 1966

Healthy, Hungry-Free Kids Act of 2010 (P.L. 111-296)

[105 CMR 215: Standards for School Wellness Advisory Committees](#)

[105 CMR 200: Physical Examination of School Children](#)

[105 CMR 201.00: Head injuries and concussions in extracurricular activities](#)

[105 CMR 210.00: The administration of prescription medications in public and private schools](#)

[105 CMR 225: Nutrition Standards for Competitive Food and Beverages in Public Schools](#)

603 CMR 49: Notification of Bullying or Retaliation

603 CMR 49: Hazing Reporting Secondary Schools

Massachusetts General Laws:

[c.71 s.3 \(physical education\)](#)

c.71, s. 57 (physical examination of pupils)

c.111, s. 223 (Nutritional standards for sale or provision of foods or beverages in public schools; school wellness advisory committees; food safety inspections at public schools)

c.69 s.1C (nutritional standards and food services in public school)

c71s.2A (tobacco, student use)

c.71 37H (tobacco, use on school grounds)

c.69 s.37O (Bullying in Schools)

Cross References:

ENSATDS School Committee Policies

Wellness Advisory Committee Approved Date: Sept. 5, 2019

ENSATSD Policy Subcommittee School Committee Approved Date: Oct. 10, 2019

ENSATSD School Committee Approved Date: Dec. 12, 2019

[Wellness Policy Assessment Tool](#)” Form 357 Rev 12/15

Approved ENSATSD School Committee: Dec. 12, 2019

FACULTY ONLY SECTION

INTRODUCTION

The information that follows should serve as a guide to policies and procedures at Essex North Shore Agricultural & Technical School. It does not encompass every situation nor address every issue that may develop.

It is essential that each staff member thoroughly read and become familiar with the Student Handbook as it covers policies pertaining to students in more detail.

PROFESSIONAL EXPECTATIONS

It is important to review the professional expectations of our staff. Below are some expectations that are a part of what we do at ENSATS.

A. Important “Musts” to Remember

- Everyone in this building must be treated with respect and made to feel welcome. This includes students, staff, caregivers, other visitors, and you. Therefore:
 1. Please use professional courtesy and remember that all academic instructional spaces are ***shared*** spaces. Make sure that when you are finished with an academic instructional space that you leave it clean, and ready for the next person. ***Also, remember that teachers are not allowed to remain in an academic instructional space when another person is teaching.***
 2. Each academic and special education teacher is assigned a personal workspace in a shared workroom. Each academic and special education teacher is entitled to two (2) file drawers, an overhead cabinet, and a desk area. All personal and professional belongings are limited to this space. There is additional storage in classrooms.
 3. No staff member should be subjected to rudeness from a parent. This pertains to phone calls, parent conferences, and informal or unannounced encounters. Politely end the phone conversation or excuse yourself from the situation and alert an administrator of the encounter as soon as possible.
 4. School-home communication is vital. All faculty members should maintain both a phone and an email log. Maintaining logs of your communication is for your protection and allows you to refer back to the logs should an issue arise in the future. In addition, faculty should check their voicemail and email daily in case a parent/guardian has reached out; it is important to be timely with a response.
 5. While students and caregivers must assume their share of responsibility when it comes to student progress and communication, educators must assume some responsibility, as well. **When a student is not making effective progress (70 or below), educators must open lines of communication.** If a student is failing for a quarter or for the year, it should NEVER come as a surprise to the student or their caregivers/guardians. When you see an improvement, let the parent know that too. Communication with caregivers should be proactive and “front-loaded.”
 6. Although timely school-home communication is vital, parent-educator meetings/conferences, whether formal or informal, must be set up in the following manner:
 - a. If an educator would like to meet with a parent, that educator will set up the meeting.
 - b. If a parent/guardian requests a conference with an educator through the school counselor, the counselor will notify the educator and then contact the caregivers and set up a conference.
 - c. Educators should never be required to go into a parent conference alone – it should be their choice.
 7. In accordance with the District policy of parent visitation, parent observations of classrooms must be scheduled in advance, and, in most cases, an administrator should be present.
 8. All faculty/staff in charge of an after-school activity (i.e., clubs, sports, etc.) are responsible for taking attendance each day. Any educator who stays after school with a student must keep a record of attendance and following the session escort the student(s) to the main lobby. If students finish their activity early, they must report to the media center and the supervising educator must call the media center to notify

them that a student is on the way. Students should never be roaming the building unsupervised after hours. **Coaches and advisors must stay until all students have left the premises.**

- Professional Reliability is a given: we must be able to rely on each other.
 1. Strictly follow your schedules - including when your day begins and ends and being on time to supervisory duties.
 2. No student schedule changes can be made without administrative approval.
 3. Never leave your classroom unattended.
 4. Full participation and attendance at building meetings, department meetings, common planning, and in-house professional development is required – other activities and appointments **must** be scheduled around them. Only the Principal can grant exceptions for medical emergencies, workshops, etc.
 5. ALL students are OUR students – *Collective Responsibility* – we should feel responsible for the success of every student.
 6. Give caregivers/guardians a 24-hour notice before assigning either a detention or extra help session.
 7. Detailed sub-plans must be uploaded in Frontline. Please be sure that these plans include a complete daily schedule, including class lists, parking space, and supervisory duties.
 8. Faculty and staff must use the electronic student pass system and ensure the date, time, and student's destination are noted. Passes should NOT be issued after 2:15 pm unless it is an emergency. Please, also, inform your students that signing out to use the bathroom should be before 2:15 pm unless it is an emergency. In addition to the Electronic Pass, each classroom, career area, and common area will have sign-in/sign-out logs, which must be completed by the student and monitored by the faculty/staff member(s) overseeing the area. Only one student may leave at a time, unless it is an emergency.
 9. All faculty and staff must wear their school-issued identification badges daily. If you see someone in the building without a visitor sticker and you do not recognize them, please call x1010 and escort them to the main office.
 10. Students should only be kept after class during the school day when an issue is important and cannot wait. Keeping students after class creates a disruption in the next class. If required, notify the student's subsequent teacher.
 11. All faculty and staff should sign in when they arrive at school and sign out when they leave school using Frontline. If a staff member leaves during their lunch period, they should sign out and back in at the Main Office.
 12. Faculty and staff should remain at school during the school day except during their lunch period or for school-related business or emergencies.
 13. If you are holding a class in a location other than your scheduled classroom (another room, computer lab, cafeteria, library/media center, outdoors, off-site) you must inform the Assistant Principal's Office. If you are going outside, you are required to take a two-way radio with you.
 14. Occasionally, such as during MCAS, we may need to ask educators to break from their normal schedules. This can result in a missed planning period. This is a professional courtesy, the same courtesy that is frequently extended to faculty when they need to come in late, leave early, or need a class covered during the day.
 15. To maintain a healthy and productive school climate and ensure basic school safety, faculty members are expected to monitor hallways during passing time between classes. We all must remember our responsibilities extend beyond the classroom.
 16. Students should only be sent to the office if they have created a true disruption to the learning environment in the classroom. Once the student has spoken with an administrator, every effort will be made to return the student to class.
 17. Student IEPs and 504s MUST be available for all educators who have that student in class. Educators must sign-off that they have received this documentation. IEPs will be handled by the Special Education Department, and 504s will be handled by the School Counseling Department. Please keep in mind that both IEPs and 504s are legally binding and that adhering to a 504 plan is as important as adhering to an IEP.

18. Attendance must be taken daily in the first block of the day. Classroom educators must take attendance daily for each class, as well. Students should never take attendance. School attendance records are legal documents.

B. Success in Your Classroom

- Every lesson should fall under the umbrella of DESE's four (4) Standards of Teaching:
 1. Curriculum, Planning & Assessment
 2. Teaching All Students
 3. Family & Community Engagement
 4. Professional Culture

and every educator must utilize the...

Blackboard Configuration – To establish a daily routine and facilitate classroom observations and walk-throughs, every educator will set up a classroom blackboard, white board, or electronic white board into three (3) sections. Each section will consist of the following:

1. A posted "Do Now"
2. A posted learning objective and agenda
3. A posted homework assignment (if there is one)

It is also important to remember that during or at the end of the lesson, there should be some form of assessment to measure whether or not the learning objective was achieved.

- When making modifications for special education students, general education teachers in collaboration with special education teachers should categorize what is:
 1. Essential to know
 2. Important to know
 3. Nice to know
- Updating class portals on a regular basis (at least every 10 days) is expected for all classroom and career area educators. Aspen class pages are essential tools for home-school communication and should be utilized regularly with regard to homework assignments, long-term assignments, and grade notifications.
- Building and establishing adult-student relationships and building a climate that fosters mutual respect is essential to ensuring student engagement and minimizing classroom management issues. When dealing with classroom discipline or issues, contact the appropriate caregivers/guardians and work with the student before making an office referral. Teachers should read and be familiar with the Level 1, 2, and 3 offenses listed in the Student Handbook.
- It is never cool to "lose your cool" with students. When working with any student or group of students, be sure that you would be comfortable with either a colleague or administrator observing the interaction. When it comes to language, please be sure to use caution when in the presence of students. A good rule to follow is never to say something in class that you would not say in front of a diverse crowd, or in front of caregivers.
- Dress professionally for what you are doing in the classroom *that day*. Your attire adds to your professional demeanor in the eyes of your students.
- If you are feeling frustration with a colleague, administrator, or a curriculum issue, it is important that steps be taken as soon as possible to minimize the impact on both student learning and faculty/staff performance. Address the issue in person and privately.
- Although some meetings are less formal than others, professional demeanor is expected.

C. Other Rules of Thumb

- All Staff are required to be in the hallways at 7:40 AM each day.
- Share information about students or staff on a need-to-know basis only. Please be sure when discussing a particular student, that you do so with educators who have the student in class. Discussing students in the hallway and/or during lunch is not appropriate.
- Make decisions that are in the best interest of students; everything we do should be student-centered.

- Teacher Work Rooms are not for students, caregivers, or visitors. This is an area where faculty or staff eat, socialize, work and use the phone. There is too much risk of a confidentiality issue.
 - Students should not be sent at any time to retrieve mail from a faculty or staff member's mailbox, to make copies, or to get materials from teacher workrooms.
 - In most programs it is expected that the students will be able to completely maintain the CTE Area without the use of custodial help except for the bathrooms. Having a two-fold cleaning program can do this.
 - a. A daily, 10-minute cleanup at the end of each day.
 - b. Periodic heavy cleaning sessions. These should be done as needed.
 - At the end of the day, it is imperative that the last educator in a classroom/career area do the following to maintain a secure building:
 1. Turn off all classroom lights.
 2. Close and lock all classroom doors.
 3. Shut down all electronic equipment in the classroom.
 4. Put up all hallway shades.
 5. Put all student chairs on top of the desks.
 6. The instructor in charge at the close of the day must lock all outside doors and windows in an educator's assigned classroom.
 7. Keys assigned to educators must be carried on the educator's person. Educators will report any missing, lost or stolen keys to their Director or the Principal immediately.
- *** Please be advised that the afternoon custodian will check all classrooms/shops daily.*
- Security – All Classrooms and CTE areas should remain locked at all times. Student access to rooms without adult supervision creates both safety and liability issues. Exterior doors should be locked at all times and cannot be propped open at any time.
 - Proper bus, cafeteria, and detention supervision is important to the overall control of school discipline. Schedules for supervision of these areas will be distributed and it is the educator's responsibility to adhere to such established schedules.

DEPARTMENT MEETING GUIDELINES

Department meetings are generally held monthly with additional meetings scheduled, as needed.

The Department Director shall be responsible for:

- Ensuring that meeting norms are established.
- Creating a meeting agenda.
- Ensuring that meetings begin and end on time.
- Ensuring that meeting minutes are recorded and that attendance is taken.
- Ensuring that each meeting begins with the sharing of a best practice, with members taking turns in sharing with colleagues.
- Ensuring that action steps and future agenda items are identified and reflected in the minutes.
- Ensuring that minutes are sent to the entire department.
- Ensuring that minutes will be sent to the Principal and appropriate administrator.

INSTRUCTIONAL GUIDELINES

A. District Curriculum Accommodation Plan (DCAP)

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms at all academic levels and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in each school. The DCAP describes accommodations and instructional supports and strategies that are available in general education.

Below is a list of accommodations that are available to all students to help increase student achievement and success. The complete plan can be found [here](#).

Appendix

Universal Accommodations			
Instructional Support	Assessment Support	Executive Functioning Support	Social/ Emotional/ Behavioral Support
<ul style="list-style-type: none"> ➤ Wait time/Think time ➤ Multimodal-presentations ➤ Vary teaching strategies ➤ Repeat or reteach differentiating strategies ➤ Pre-teach vocabulary ➤ Display clear goals ➤ Agendas ➤ Clarify directions ➤ Model strategies ➤ Exemplars ➤ Flexible seating ➤ Frequent feedback ➤ Notes template ➤ Scaffold Tasks ➤ Peer buddy system ➤ Graphic organizers ➤ Utilize technology ➤ Manipulatives ➤ Verbal and nonverbal cues ➤ Teach study/testing strategies ➤ Provide study guides ➤ Movement/sensory breaks ➤ Cue student prior to transitions ➤ Provide access to clips/videos for students to replay ➤ Allow access to assistive technology: ➤ Provide enlarged copies of handouts ➤ Use supplementary materials to support key concepts ➤ Provide individual support in the classroom 	<ul style="list-style-type: none"> ➤ Visual directions ➤ Frequent breaks ➤ Specified area/seating in testing room ➤ Rubrics ➤ Read aloud ➤ Preview test language ➤ Word bank ➤ Assess in short periods ➤ Change visual format of test ➤ Administer in large print format ➤ Multiple methods of assessment ➤ Extended time ➤ Retake/corrections for all class levels 	<ul style="list-style-type: none"> ➤ Establish clear routines ➤ Provide daily visual agenda ➤ Time management tools (planner) ➤ Frequent progress monitoring ➤ Increase parent communication ➤ Graphic organizers ➤ Frequent check-ins ➤ Study guides ➤ Long-term assignment timelines ➤ Homework buddy system ➤ Teacher notes ➤ Note-taking template ➤ Post homework and assignments online ➤ Step-by-step instructions ➤ Pacing of approximate time a task should take ➤ Learning objective in student friendly language 	<ul style="list-style-type: none"> ➤ Clear and consistent expectations ➤ Post classroom expectations in view of all students ➤ Teach behavioral expectations ➤ Review/reteach expectations ➤ Establish routines ➤ Positive explicit feedback ➤ Chart/graph student progress toward expectations ➤ Cue student for change of behavior and/or venue ➤ Arrange seating to prevent behavioral difficulties ➤ Diverse classroom management strategies ➤ Include movement breaks and energizers during instructional periods ➤ Quiet fidget tools ➤ Incorporate stress reduction activities ➤ Remove distractions ➤ Two-way parent communication and involvement ➤ Encourage parent involvement ➤ Access to school counseling services ➤ Allow access to other professional personnel (e.g. behavior specialist, nurse)

B. Lesson Planning

- **General** - Thorough planning is essential to superior performance. This is true in every occupation, including teaching. Without proper planning, the educator is denying their students the instruction that they have every right to expect. Lesson plans may be required to be submitted to your director or coordinator upon request.

The Essex North Shore Agricultural & Technical School District School Committee and the administrators fully expect and require a professional performance by each educator on each day of the school year. Thorough planning of each day's activities is an integral part of this professional performance. Planning periods are provided to allow educators the time to plan classroom activities.

- **Assistance in Planning** - At times, educators may experience some difficulty in planning curriculum. Administrators are available and welcome the opportunity to assist with instructional planning. Such a request for professional assistance will be considered evidence of a sincere attempt to improve instruction and, as such, will receive top priority.
- **Curriculum** - The curriculum for Essex North Shore Agricultural & Technical School has been established in alignment with the Massachusetts Curriculum Frameworks. It is required that each educator will present that curriculum within their content area.

Each educator is expected to develop and update the curricula and associated resources for the courses taught. The educator's course materials and curriculum units will reflect the established and approved curriculum maps, as well as the individual teaching style of that educator. District curriculum maps cannot be altered unless approved by the appropriate coordinator/director.

The directors of the academic and CTAE curricula will review courses of study periodically, and educators will be evaluated on the effectiveness of their instruction in meeting the goals and objectives of the course, as set forth in the formal curriculum.

When more than one educator teaches the same course, the sharing of ideas and the collaboration on the development of materials, examination of student performance and adjustments to practice that are indicated as a result of this work, is expected.

C. Career Area Safety & Organization

- **Place in Curriculum**
Safety instruction must be provided on an on-going basis and students' understanding should be tested through traditional assessments and continuous observation in the Career Technical Education (CTE) setting.
- **Requirements**
Since the safety and welfare of our students is our primary responsibility, there needs to be firm rules for a safety program in each career-technical area where hazardous situations might arise. The following rules should be considered mandatory for the educators of such subjects:
 1. Safety glasses must be worn by all students and educators whenever in a CTE area where conditions pose an eye hazard. This is specifically stated in the laws of the Commonwealth and is not subject to interpretation by the students, educators, or administration.
 2. First-year student experiences in the CTE areas should be limited until such time as the instructor has completely familiarized those students with the safe operation of each piece of equipment or handling of animals.
 3. Upon the opening of school, each instructor should discuss and distribute a list of general safety rules with all students; teachers should revisit the safety rules with students throughout the school year, and post them in the CTE area.
 4. Before being allowed to work with any equipment, students must receive a grade of 100% on a school-designed test on Career Area safety.
 5. All completed safety tests must be filed in a secure place.
 6. Machines or equipment posing specific hazards should have a sign indicating the hazard and the proper, positive way of avoiding it.
 7. Students must possess the OSHA 10 certification prior to graduation.
 8. The OSHA 10 certification is a prerequisite for Cooperative Education placement.

Career Area Organization

In order to provide an efficient, smoothly running CTE classroom or lab, educators should create a system to provide for each of the following items:

- **Career Area Jobs**

Job requests should be judged on their educational value, and should be scheduled to coincide with instructional units, whenever possible.

- **Tool Storage & Issue**

A system for the care of equipment and tools should be devised that will implement each of these three goals:

1. Tools should be sufficiently accessible to the students.
2. Tools should be properly accounted for and safeguarded when not in use.
3. Tools should be displayed prominently for educational purposes so that the students will quickly learn their identity and purpose.

- **Tools & Equipment**

The school will furnish students with tools and equipment. However, in some programs it may also be a CTE requirement for students to provide their own tools; in such cases students will own these items upon graduation.

- **Career Area Maintenance**

Care of tools and equipment, including cleaning, lubricating, and repairing, should be done by the students (with supervision) as part of their training. Students will perform maintenance tasks, such as organizing the shop, sorting materials and supplies, re-arranging a supply room or cabinet, or making tool boards, as part of learning workplace responsibility. Maintenance tasks will be assigned equitably throughout the year.

Leaving Campus

Unless a program is working on a last minute project within the school, teachers are not permitted to leave campus with students to purchase supplies. Materials for any outside projects or planned projects within the school will need to be purchased in advance and delivered to the school.

When off campus with students, whether it be an outside project or program-related fieldwork, teachers do not have permission to bring their students to any food and/or beverage establishments. If it is determined that food is needed, the teacher should notify Food Service in advance so that a boxed breakfast and/or lunch can be provided to students for purchase. Students may also elect to bring food from home.

PROTOCOL FOR EDUCATOR ABSENCES

If a teacher will be absent, they must submit the absence in Frontline as soon as possible. Same day absences must be submitted **by 6:00 a.m.** Entries received after 6:00 a.m. create a challenge for securing a substitute for the day and impact student learning. If teachers need to report an absence after 6:00 a.m., call **your supervisor**.

It is expected that lesson plans and other pertinent materials relating to curriculum and schedules can be easily accessed by the department director and the substitute educator. When uploading sub plans to Frontline, please keep in mind that academy administrative assistants will not make copies. As a professional courtesy, educators should email co-teachers to let them know they will be absent.

EVALUATION OF STUDENT PERFORMANCE

*** ***Each educator is required to have a detailed course expectations outline.***

A. Grading Assignments

Students' learning is facilitated by their receipt of frequent and timely feedback about their performance.

Assignments should be corrected, graded, and returned to the students promptly. The grades should be recorded in the Aspen student management system. Students should be made aware of the relative weight assignments will have on their quarter grade. Grading will be based on the pre-set criteria, including percentage weighting by the department.

B. Assessment Guidelines

Assessments should be both formative and summative. Formative assessments should be administered regularly to measure student understanding, and summative assessments should be administered periodically in order to measure both depth of understanding, progress, and overall competency. The results of Formative assessments should be examined so

that instruction can be tailored to address students' acquisition of skills and competencies. Summative assessments should be differentiated to reach all learning styles (tests, projects, oral presentations, etc.). In addition, summative assessments should include a clear rubric when appropriate.

C. Assessments

Common Assessment

It is a goal at Essex North Shore Agricultural & Technical School for common formative and summative assessments to be administered in all courses so that all students are measured in a consistent manner. These assessments could be quizzes, chapter tests, projects, and/or unit tests. ***These assessments can be modified according to student IEPs and 504s and accommodations can be provided.*** For these assessments, following the student's IEP means providing testing accommodations and modifications as outlined on the PLEP A & B on the student's IEP and/or those specified on the student's 504 Plan. It is important that data be collected for these assessments in order to inform instruction and to determine the effectiveness of instruction, to monitor student learning progress, and to determine the effectiveness of instruction.

GRADING SYSTEM

A. Quarter Grades

- Due Dates: Quarter grades are due according to the published schedule.
- Educators' Grading System: Educators will follow their departmental guidelines as outlined in their course expectations.
- Educators are required to file their course expectations guidelines with the appropriate coordinator/director for approval. Students will receive the Course Expectation guidelines from each of their educators during the first full week of classes.

B. Marking System

- Letter grades will be given with the following numerical equivalent:

A+ 97-100	B- 80 - 82	D+ 67 - 69
A 93-96	C+ 77 - 79	D 63 - 66
A- 90 - 92	C 73 - 76	D- 60 - 62
B+ 87 - 89	C- 70 - 72	F 59 and below
B 83 - 86		
- When compiling grades, please use the following suggestions as general guidelines:
 1. Consultation with the school counselor, the Director, and the Principal must occur before a grade of "incomplete" is considered. A grade of "incomplete" should be given only when a student has had a lengthy absence from school or when other circumstances warrant extending the marking period for a student.
 2. All incompletes must be made up within 10 school days of the end of the term unless circumstances warrant an extension. If a student neglects to make arrangements to make up work or neglects to complete the work, the incomplete automatically becomes the grade earned.
- Any student who has more than ten (10) unexcused absences in the school year or five (5) unexcused absences in the course of a semester will receive ***No Credit for that course*** in that year or semester unless that student makes up the time. Time can be made up through Saturday sessions from 8:30 am to 11:30, or by three (3) one-hour after-school sessions. All make-up time must be scheduled through the Assistant Principal's Office. Students who are truant may not make up time and are subject to losing credit for the semester. Any student who loses credit for one semester and does not make up the time will not receive credit for the course and will be required to take that course in summer school to earn course credit.
- The grade "M" (Medical) on a student's report card for a marking period indicates that one of the following has occurred and can only be given with the approval with the Principal:
 - o A student has not been in school for documented medical reasons for a significant amount of the quarter. The student is not required to make up missed work. The final grade will be an average of the other three quarters.
 - o A student who has not been able to attend their CTE program for a documented medical reason will be given an alternative assignment and will be graded on it.

C. Report Cards

Report cards for each quarter will be accessible to students and families via the Aspen portal.

FIELD TRIP PROCEDURES

A. Day Field Trips

The Administration of Essex North Shore Agricultural & Technical School encourages the staff to arrange field trips for their students, using the following guidelines:

- The field trip should be pertinent to the unit of instruction presently under discussion and must be approved by the appropriate director and Principal. When a trip involves an entire department, planning should be directed toward taking all students on the same day.
- Field trips should be carefully planned beforehand.
- It should be remembered by all concerned that a field trip is an educational experience. Every effort should be made to ensure that students understand this.
- Students should be prepared beforehand, briefed on things to look for during the field trip, and be notified of particular safety concerns on the trip.
- Field trips should have one (1) chaperone for up to twelve (12) students; overnight trips should have two (2) chaperones for up to twenty-four (24) students.
- Educators are expected to provide direct supervision of all students while on a field trip.
- A signed parental permission slip is required for each student taking a field trip and must be on file in the Principal's Office at least five days prior to the date of the trip. The Teacher will publish a list of students participating in a given field trip twenty-four (24) hours prior to the date of the trip, and also submit the list to the Assistant Principal's Office for an Academic class or to the CTE Office for a CTE program.
- **Educators are expected to follow all guidelines established by the School Nursing staff during field trips.** For detailed instructions please review the [Field Trip Guide for Staff](#) from the Nurses Office.
- Field trips that are in the state of Massachusetts must be requested a minimum of two (2) weeks in advance of the proposed departure date. The School Committee must approve field trips requiring travel out of the State of Massachusetts or for any overnight trip, in advance. A written request for such a trip, containing dates, reason and destination, as well as any other information pertinent to the request, must be submitted to the Principal a minimum of six (6) weeks in advance of the proposed departure date. If there is a cost involved in the trip, the request must include estimated costs and how the money is to be raised. The sponsor may make no financial or other commitments until the Committee grants permission.
- Field trips by shops must be scheduled during Career Area time. Academic field trips must be scheduled during academic time and should be arranged so students miss as little of the school day as possible.
- The Principal must approve any exception to these guidelines.

B. Overnight Field Trips

On overnight field trips or excursions, all staff, including educators, coaches, bus drivers, and others, shall observe the following guidelines to help ensure the safety of students. Staff members must review these guidelines with chaperones. The staff member organizing the trip shall be responsible for securing necessary adult supervision for the trip and for providing orientation of what is required of the chaperones. The staff member shall review the district policy and student code of conduct and bring along the student handbook to review and apply during the trip. The guidelines for day field trips must also be followed for overnight field trips.

- **Remind Students of Rules** - Staff shall remind students that all school rules, including the code of conduct, apply during overnight field trips and shall review the rules with students. Staff shall remind students that they must respect each other and that there must be no bullying, harassment, hazing, fighting, or other misconduct. Staff shall warn students that staff will be even more vigilant about enforcement of school rules on the school trip and that students can face serious disciplinary action, such as suspension or expulsion, for any misconduct. Staff shall warn students at the beginning of the trip that their property can be subject to searches.
- **Supervision** - Staff and chaperones must supervise students whenever possible, including in the middle of the night, during the overnight trip. Staff must not schedule any unsupervised time for students.

- Searches - Parents of all students participating in overnight trips must consent to a search of their children's luggage before students board the bus. Permission slips must include parental consent for these searches. Staff should conduct these searches before students board the bus. In addition, staff may conduct searches of students' personal property, purses, briefcases, backpacks, and bags when reasonable suspicion exists that a student is violating school rules or the law. These searches may occur at any time during the field trip, including in hotel rooms or before students board buses. Staff should see the school principal about receiving training on conducting searches.
- Release of Student - If a student violates school policy or the law, staff shall notify the student's parents or guardians. Staff shall call the police if a student is in violation of the law, such as for possession of drugs or a weapon. Despite the violation of law and/or school rules, staff must release a student from the trip only if parents or guardians pick them up. Staff must *not* send a student home alone from a trip.

Please Note:

- ***For ALL field trips, the nurses must have the complete list of attendees at least 72 hours in advance of the departure date.***
- ***ALL teachers and the food service manager must be made aware of who is attending field trips at least 48 hours in advance of the departure date for planning purposes.***
- ***NO field trips may be scheduled during state assessments.***

MEDIA CENTER

The Media Center is available for educator and student use during the school day for quiet work, meetings, and breakout classroom space. Staff should notify Media Center staff by phone, prior to sending students to the Media Center.

Student work expos, showcases, and presentations may be held in the Media Center with prior approval from the Director of Technology. Presentations to large groups are welcome to be scheduled in the Media Center through the district facilities use request procedure.

The Media Center has a number of tools available to student and staff projects, including a copy machine, color printer, AccuCut die cutter with an array of dies, a Cricut crafting machine, 3D printer, and laser machine.

ATTENDANCE

A. Attendance Procedure

Educators will record daily student attendance by logging on to the school's network and entering attendance in Aspen, the school's computerized student record program at the beginning of the scheduled first block.

B. Individual Classroom Attendance Procedures

Each instructor is responsible for submitting attendance for each class on Aspen. Attendance must be taken at the beginning of each class, and in the case of a full-day shop, after lunch and after Wellness, as well. Students whose names do not appear as absent in Aspen, but who are missing from a given class, should be reported to the Assistant Principal's Office in a timely manner.

C. Students Leaving Classes

Students are scheduled to be in specific supervised areas every period of each school day. Educators who grant students permission to leave the area must sign the student's electronic pass. Educators should try to limit the number of students granted permission to leave classes to only those who absolutely must be excused.

D. Leaving Classes Without Permission

In the event that a student leaves the class without the permission of the instructor, the Assistant Principal should be notified immediately by telephone. The instructor should provide information as to the reason for the student's leaving and the probable whereabouts. The educator should then submit an office referral.

ILLNESS/ACCIDENT

A. Student Illness

Whenever a student indicates that they are ill, instructors must assume that the student is, indeed, sick. Students becoming ill after arrival at school should not be permitted to continue working, especially if hazardous machinery or equipment is involved. Whenever a student indicates that they are ill, or whenever an educator suspects that a student is ill, the student should be referred to the Health Office. If, in the judgment of the nurse, the student should not remain in school, the nurse will contact the caregivers to make arrangements for sending the student home.

B. Student Accident

In case of serious injury or extreme illness, the instructor should immediately notify the School Nurse. The instructor should stand by for instructions as to the proper procedure to follow. **UNDER NO CIRCUMSTANCES SHOULD THE STUDENT BE SENT OR BROUGHT TO THE NURSE'S OFFICE.** A situation may arise (such as a Career Area class on an off-campus job site) wherein time will not permit communication prior to an instructor calling 9-1-1. In such instances, if the situation is viewed as extreme, the instructor may call 9-1-1, but must then notify the school of the incident.

In case of minor injury (minor cuts, bruises, splinters, burns), the educator should make use of the first aid supplies and equipment as provided in each Career-Technical Area. The educator should then send the injured student to the Nurse's Office.

All accidents, minor or major, should be recorded by the staff member with the student at the time of the injury on Accident/Injury Report Forms. The 'Student Accident Injury Form' is available in the Nurse's Office and on the staff page of school website in the school forms section. This report must be turned in to the Nurse's Office on the day of the accident. The educator should also retain a copy of this report.

C. Educator Illness

Situations will arise wherein a staff member may become ill during the school day. If the instructor deems it necessary to return home for the remainder of the day, they should notify their Director as early as possible so that a suitable substitute may be obtained. Should the illness occur abruptly, the educator should not dismiss the class. They should, instead, request from their Director, someone to supervise the class prior to leaving the building. In all cases, the Director **MUST** be notified.

In the event of a sudden severe illness, the educator will use good judgment in leaving the classroom without immediate supervision.

D. Educator Accident

Educators must self-report all accidents. All accidents, minor or major, should be recorded on the Incident Near Miss Report form. These forms are available on the staff page of the District website under school forms and in the Human Resources Office. This report must be turned in to the Director as soon as possible.

STUDENT BEHAVIORAL GUIDELINES

A. Student Discipline

It is expected that the instructor involved will handle most minor infractions of school or class rules. Should a student habitually behave in a manner prejudicial to good order, they should be referred to the Assistant Principal via Aspen for disciplinary action.

B. Guidelines

In dealing with students, we should try to be flexible and avoid rigidity unless a situation develops where someone's safety is compromised. In view of this, follow the suggestions below:

- When it becomes necessary to discipline a student, remember that the most effective method is a private discussion of the problem. A "dressing down" before the entire class seldom is effective and usually breeds resentment or further disorder.
- Many petty problems can be avoided if an educator can maintain a sense of humor and perspective concerning the situation.
- If special rules are needed for a situation, make sure that they are clear, posted, and understood by all students.
- If discipline is administered by an instructor, make sure that the action helps to correct the situation, and that it is fair and equal to the extent of the offense. Under no conditions should an instructor threaten a student or promise discipline that cannot be carried out.
- Educators should not presume disciplinary action that the Assistant Principal or Principal will take.
- In the rare event that a student should become abusive, violent, or extremely angry, remember that this may be an emotional display indicative of immaturity. In a situation like this, it is best to remain calm and call the appropriate Academy Office for assistance.
- If a student is sent to the office for disciplinary action, the instructor **MUST** submit an online Behavioral Referral in Aspen, which will be directed to the Assistant Principal. Students are to be sent to the office in extreme circumstances only.

REFERRALS OF STUDENTS TO THE STUDENT SUPPORT TEAM (SST)

If a student is having unusual or repeated academic, emotional, behavioral, or adjustment issues in a class, the educator can refer the student to the Student Support Team (SST). The SST Referral forms are located "on the staff page of the District website under the Student Intervention Protocol". Referrals to the Team can be submitted through the School Counselor, Assistant Principal, or School Adjustment Counselor. The SST will address all students referred and will make pre-referral determinations (decisions about initial evaluations), as well as determinations for outside assistance or suggest other appropriate interventions. The SST will closely examine a student's academic performance, as well. In all cases, the referring educator(s) will be notified in a timely manner of the disposition of the referral.

SPECIAL EDUCATION MEETING PROTOCOL

Special Education Meeting Protocol

A. The IEP Team Meeting Members' Expectations in Relation to the Chairperson's Role

The IEP Team determines the need to develop an IEP, which is a legal document. The Team meeting is governed by established laws.

The role of the Team Chair, in part, is to run the IEP meeting according to Special Education Regulations and an established agenda. The Team Chair is responsible for moving the meeting along to complete the agenda in a timely and professional manner.

Educators and all Team members need to follow the lead of the Chairperson of the meeting.

Sometimes a Chairperson may need to intervene during an educator's or any other Team member's presentation or discussion to either clarify a point or call a point of order to maintain a timeline and follow correct procedures. If this occurs, please do not take this personally; it is a necessary function and role of the Team Chair.

The Team Chair may request at a meeting that members keep their comments relevant to the student's current IEP in order to assist in the development of an IEP that will focus on the current special education needs of the student.

B. Chairperson and Letter of Excusal

If an invited Team member has to leave the meeting before the end of the meeting, the Team Chair is responsible for obtaining parental permission for excusal, provided that the parent has had the opportunity to have questions answered by the Team member leaving the meeting.

While the Team Chair is guiding parents or guardians through paperwork required to be signed during the meeting, it is important for the rest of the Team to remain quiet out of respect for the parents' rights to concentrate on the documents they are signing.

C. Purpose of IEP Meetings and the Educator's Role ~ Information and Talking Points

- **Type of Meeting:**

1. Initial Evaluation:
 - a. The IEP Team determines a student's eligibility for special education services.
 - b. The educator role is to present the student's progress in the classroom.
 - c. Present observed and documented learning concerns, as well as accommodations, modifications and teaching styles that have been effective.
2. Annual Review Meeting
 - a. The Team reviews current progress toward IEP goals and benchmarks and determines appropriate goals, benchmarks, and accommodations for the new IEP.
 - b. The educator's role is to present the student's progress in the curriculum content areas as related to the current IEP, and to state appropriate and necessary accommodations and/or modifications the educator has found effective for the student.
3. Three-Year Reevaluation Meeting
 - a. The IEP Team reviews student progress and testing and evaluation reports to determine continued eligibility for special education services.
 - b. The role of the educator is to present the student's progress in the curriculum content areas as related to the current IEP and to present observed and documented effective use of accommodations and/or modifications.
 - c. If found eligible, a new IEP for the student is developed at this meeting.

Educators are encouraged to ask questions and speak with the student's Special Education Liaisons with regard to upcoming meetings.

D. Required Paperwork

- All written records should be done in a professional manner
- All written records about students, regardless of origin, can be made public. These include:
 1. Individual educator reports for **IEP** meetings
 2. Progress Reports written by contributing educators
 3. Hand-written educator notes
 4. Grade books
 5. Emails
- Write everything about a student anticipating that a parent/guardian will read it. Phrase all comments appropriately.
- Return paperwork within the timeframe established.
- Educational Assessment: Part B
 1. Team Chairs utilize forms for educator reports.
 2. When preparing an individual educator report:
 - a. Try to be concise
 - b. Stick to the priority area(s) of concern
 - c. Focus on data or concrete information
 - d. Use parent-friendly language / avoid jargon
 - e. Avoid anecdotal evidence or story-telling
 3. When asked to write about **accommodations**:
 - a. Work from the IEP you already have
 - b. Cite what is effective in your room
 - c. Cite what is not currently necessary in your room for academic success

E. Parent Perspective ~ Things To Be Aware Of At Team Meetings...

- Parents are members of the team.
- Put yourself in the shoes of the parent.
- Present positive verbal and nonverbal messages.
- Know your audience's cultural and family circumstances.
- Any information brought up should be in relation to the student's educational plan.
- Confidentiality is very important.
- Translation should be accurately conveyed for all members of the team.

F. Helpful Meetings Reminders

- DO make frequent eye contact and maintain a friendly demeanor.
- DON'T do other tasks during the meeting (i.e. grading papers, eating, etc.).
- DO start with positive statements about the student.
- DON'T discuss other students during the meeting.
- DO ask questions to get clarification.
- DON'T make promises or statements at the meeting that you may not be able to keep.
- DO respect timeframes and the meeting's agenda.
- DON'T get into arguments with other educators or parents.
- DO come prepared for the meeting.