

PLEASE POST - NOTICE OF PUBLIC MEETING

Essex North Shore Agricultural and Technical School District
District Policy Subcommittee

Essex North Shore Agricultural & Technical School
565 Maple Street
Hathorne, Massachusetts 01937
Maple Street Bistro Conference Room (Main Level)

Thursday, October 10, 2019
5:00 p.m.

Agenda

1. Call to Order

2. Approval of Meeting Minutes

The Subcommittee will consider approval of the meeting minutes for the May 9, 2019 District Policy Subcommittee meeting.

3. Review and Possible Recommendation of the Following Policies

- a) Wellness Policy and Wellness Policy Assessment Tool
- b) Educational Stability Programming Educational Opportunities for Military Children
- c) Educational Stability Programming Educational Opportunities for Homeless Children & Youth
- d) Educational Stability Programming Educational Opportunities for Children in Foster Care

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

5. Adjourn

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

Essex North Shore Agricultural and Technical School District
 District Policy Subcommittee
 Essex North Shore Agricultural & Technical School
 565 Maple Street
 Hathorne, Massachusetts 01937
 Maple Street Bistro Conference Room (Main Level)
 Thursday, May 9, 2019
 5:00 p.m.

Tentative Minutes

1. Call to Order

Ms. Liteplo called the meeting to order at 5:03

2. Approval of Meeting Minutes

Mr. Strout made the motion to approve the meeting minutes from the March 14, 2019, District Policy Subcommittee meeting.

Mr. Hathaway seconded the motion. The motion passed

3. Review and Possible Recommendation of the Following Policies

Ms. Liteplo went over the minutes and notes from the past meeting when remote participation was discussed.

Mr. Strout felt that the policy as developed is very good and acceptable.

Mr. Strout made the motion to approve the policy on Remote Participation (File BEA).

Mr. Hathaway seconded the motion. The motion passed.

4. Review and Possible Recommendation for the Athletic Handbook

Dr. Riccio explained that this item was not able to be discussed at the last meeting due to time constraints. ENSATS is looking to gain consistency across all coaches concerning guidance.

Mr. Strout feels the new guidelines are excellent and very fair.

Mr. Demsey agreed.

Mr. Strout made the motion to recommend the Athletic Handbook for School Committee vote.

Mr. Demsey seconded the motion. The motion passed.

5. Dr. Thomas O'Toole, Director of Academic Programs. Course of Study adjustments

Dr. O'Toole is not available tonight as he is at Monument Valley and did not get back in time.

Dr. Riccio went on to discuss the alignment of the Academic Programs with the Technical side of programs. Back in January a Spanish requirement was sent out in regard to the two year requirement. ENSATS is still offering Spanish, but it will be offered to the lower grades in order increase hours in the technical program to the higher grades. This process has been explained to parents at an informational meeting.

Ms. Donnelly explained that the parents are happy to have it offered to the lower grades for continuity.

Dr. O'Toole will provide this information at the June meeting.

Mr. Strout shared concerns that state colleges still require two years of foreign language. Dr. Riccio explained the difference in this requirement for Technical schools. She went on to discuss the differences in other subjects for Technical schools. Flexibility is very important on the Technical side of programs.

Ms. Liteplo asked if there is a general course of studies.

Dr. Riccio explained that there are pathways based on content area. She went on to explain the courses and the difference of the needs for each pathway.

Ms. Liteplo asked if this will affect the courses that are offered from year to year.

Dr. Riccio said yes, if they are targeting toward what the student's needs are, strategic offerings will be considered from year to year. Flexibility in the offerings and requirements is required.

6. Essex North Shore Agricultural & Technical School District's Guideline for Travel Reimbursement

Dr. Riccio explained that there is a reimbursement policy in the district policy. The reimbursement is \$65 per day including all food and services. No alcoholic beverages are reimbursed.

Mr. Strout explained that there were concerns shared at the last School Committee meeting around alcoholic consumption.

The group felt that \$65 per day is minimal.

Dr. Riccio explained how they try to get the best rate and using the School American Express account can reduce the reimbursement process.

There is also a form and sign offs from the School Committee before reimbursements are made.

7. Discussion to Schedule Policy Subcommittee Meetings to Start at 5:00 p.m.

Mr. Strout made the motion to schedule District Policy Subcommittee meetings to 5:00 p.m.

Ms. Liteplo asked if this is a hardship for anyone.

Mr. Strout supported the 5:00 p.m. start time for the ENSATS Community.

Mr. Hathaway seconded the motion. The motion passed.

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

There were not discussion items.

Mr. Strout requested the course of study be printed and distributed due to its size.

9. Adjourn

Ms. Liteplo made the motion to adjourn at 5:25 p.m.

Mr. Hathaway seconded the motion. The motion passed.

The meeting adjourned at 5:30 p.m.

Respectfully submitted by the Recording Secretary

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



ESSEX NORTH SHORE AGRICULTURAL & TECHNICAL SCHOOL

WELLNESS POLICY

I. PHILOSOPHY

Essex North Shore Agricultural & Technical School District (ENSATSD hereafter) and Essex North Shore Agricultural & Technical School (ENSATSD 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 ENSATSD school setting and as 21st century citizens upon graduation.

II. ENSATSD 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): ENSATSD 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



ESSEX NORTH SHORE

AGRICULTURAL & TECHNICAL SCHOOL

Coordinator, in consultation with the Wellness Advisory Committee, will be in charge of implementation and evaluation of this policy.

III. NUTRITION

ENSATSD 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 s 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



ESSEX NORTH SHORE AGRICULTURAL & TECHNICAL SCHOOL

✓ 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 ENSATSD 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: ENSATSD 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.



ESSEX NORTH SHORE

AGRICULTURAL & TECHNICAL SCHOOL

Health Education:

A comprehensive health curriculum will be taught by ENSATSD faculty consistent with state regulations and requirements and the curriculum needs of the ENSATSD 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: ENSATSD 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.

V. 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).



ESSEX NORTH SHORE

AGRICULTURAL & TECHNICAL SCHOOL

- 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, NEMLAC) 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 ENSATSD.
- ENSATSD 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.
- ENSATSDS will offer a diverse variety of extracurricular and athletic opportunities to students to foster healthy relationships and team building skills.



ESSEX NORTH SHORE

AGRICULTURAL & TECHNICAL SCHOOL

- ENSATSD has adopted policies and protocols to address concerns relating to Bullying, Harassment, and Discrimination consistent with state and federal mandates;
- ENSATSD endorses and ENSATSD 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.

VI. HEALTH SERVICES

ENSATSD 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 ENSATSD Health Office is currently staffed with two (2) Massachusetts DESE licensed School Nurses (also [Registered Nurses, Commonwealth of MA](#)).

Primary Goal: The ENSATSD 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, ENSATSD 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 ENSATSD's community members be it first aid, episodic or chronic school based care and/or crisis intervention.

VII. FAMILY, SCHOOL AND COMMUNITY PARTNERSHIPS



ESSEX NORTH SHORE AGRICULTURAL & TECHNICAL SCHOOL

ENSATSD students, parents/guardians 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.
- ENSATSD 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.

VIII. STAFF WELLNESS

ENSATSD cares about the wellbeing of staff members and understands the influence that staff actions have on all student health behaviors. All staff shall promote a school environment



ESSEX NORTH SHORE

AGRICULTURAL & TECHNICAL SCHOOL

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.

IX. 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.

X. APPENDIX

Legal References

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



ESSEX NORTH SHORE

AGRICULTURAL & TECHNICAL SCHOOL

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: _____

ENSATSD School Committee Approved Date: _____

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

Wellness Policy Assessment Tool

Form 357 Rev 12/15

This template provides information on wellness policy goals and practices within the LEA. Use this tool to track progress and gather ideas on ways to create a healthier school environment. A separate assessment should be completed for each school or at a minimum, each school level. The wellness policy and completed assessment must be available to the public.

LEA/District Name

Reviewer

School Name

Date

Select all grades: PK ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

Yes No I. Public Involvement

☐ ☐ We encourage the following to participate in the development, implementation, and evaluation of our wellness policy:

- ☐ Administrators ☐ School Food Service Staff ☐ P.E. Teachers ☐ Parents
☐ School Board Members ☐ School Health Professionals ☐ Students ☐ Public

☐ ☐ We have a designee in charge of compliance.

Name/Title:

☐ ☐ We make our policy available to the public.

Please describe:

☐ ☐ We measure the implementation of our policy goals and communicate results to the public.

Please describe:

☐ ☐ Our district reviews the wellness policy at least annually.

Yes No II. Nutrition Education

☐ ☐ Our district's written wellness policy includes measurable goals for nutrition education.

☐ ☐ We offer standards based nutrition education in a variety of subjects (e.g. science, health, math, etc).

☐ ☐ We offer nutrition education to students in: ☐ Elementary School ☐ Middle School ☐ High School

Yes No III. Nutrition Promotion

☐ ☐ Our district's written wellness policy includes measurable goals for nutrition promotion.

☐ ☐ We promote healthy eating and nutrition education with signage, use of creative menus, posters, bulletin boards, etc.

☐ ☐ We have reviewed *Smarter Lunchroom* techniques and evaluated our ability to implement some of them.

☐ ☐ We place fruits and vegetables where they are easy to access (e.g. near the cafeteria cashier or near the front of the line).

☐ ☐ We ensure students have access to hand-washing facilities prior to meals.

☐ ☐ We annually evaluate how to market and promote our school meal program(s).

☐ ☐ We regularly share school meal nutrition, calorie, and sodium content information with students and families.

☐ ☐ We offer taste testing or menu planning opportunities to our students.

☐ ☐ We participate in Farm to School activities and/or have a school garden.

☐ ☐ We only advertise and promote nutritious foods and beverages on school grounds (e.g. buildings, playing fields, etc).

☐ ☐ We price nutritious foods and beverages lower than less nutritious foods and beverages.

☐ ☐ We offer fruits or non-fried vegetables in: ☐ Vending Machines ☐ School Stores ☐ Snack Bars ☐ à La Carte

☐ ☐ We have nutritional standards for foods/beverages served at school parties, celebrations, events, etc.

☐ ☐ We provide teachers with samples of alternative reward options other than food or beverages.

☐ ☐ We prohibit the use of food and beverages as a reward.

(Cont. on page 2)

Yes No IV. Nutrition Guidelines (Cont. from page 1)

- ☐ ☐ Our district's written wellness policy addresses nutrition standards for USDA reimbursable meals.
- ☐ ☐ We operate the School Breakfast program: ☐ Before School ☐ In the Classroom ☐ Grab & Go
- ☐ ☐ We follow all nutrition regulations for the National School Lunch Program (NSLP).
- ☐ ☐ We operate an Afterschool Snack Program.
- ☐ ☐ We operate the Fresh Fruit and Vegetable Program.
- ☐ ☐ We have a Certified Food Handler as our Food Service Manager.
- ☐ ☐ We have adopted and implemented *Smart Snacks* nutrition standards for ALL items sold during school hours, including:
☐ as à La Carte Offerings ☐ in School Stores ☐ in Vending Machines ☐ as Fundraisers

Yes No V. Physical Activity

- ☐ ☐ Our district's written wellness policy includes measurable goals for physical activity.
- ☐ ☐ We provide physical education for elementary students on a weekly basis.
- ☐ ☐ We provide physical education for middle school during a term or semester.
- ☐ ☐ We require physical education classes for graduation (high schools only).
- ☐ ☐ We provide recess for elementary students on a daily basis.
- ☐ ☐ We provide opportunities for physical activity integrated throughout the day.
- ☐ ☐ We prohibit staff and teachers from keeping kids in from recess for punitive reasons.
- ☐ ☐ Teachers are allowed to offer physical activity as a reward for students.
- ☐ ☐ We offer before or after school physical activity: ☐ Competitive sports ☐ Non-competitive sports ☐ Other clubs

Yes No VI. Other School Based Wellness Activities

- ☐ ☐ Our district's written wellness policy includes measurable goals for other school-based activities that promote wellness.
- ☐ ☐ We provide training to staff on the importance of modeling healthy behaviors.
- ☐ ☐ We provide annual training to all staff on: ☐ Nutrition ☐ Physical Activity
- ☐ ☐ We have a staff wellness program.
- ☐ ☐ We have school district staff who are CPR certified (e.g. teachers, coaches, counselors, food service staff).
- ☐ ☐ We actively promote walk or bike to school for students with Safe Routes to School or other related programs.
- ☐ ☐ We have a recycling /environmental stewardship program.
- ☐ ☐ We have a recognition /reward program for students who exhibit healthy behaviors.
- ☐ ☐ We have community partnerships which support programs, projects, events, or activities.

VII. Progress Report: Indicate any additional wellness practices and/or future goals and describe progress made in attaining the goals of the local wellness policy

VIII. Contact Information:

For more information about this school's wellness policy/practices, or ways to get involved, contact the Wellness Committee Coordinator.

Name

Position/Title

Email

Phone

Educational Stability Programming

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

The Essex North Shore Agricultural and Technical School District (ENSATSD hereafter) and Essex North Shore Agricultural and Technical School (ENSATS hereafter) are committed to ensuring continued enrollment, attendance, and the opportunity to succeed in school for students experiencing housing or living transitions due to a family member's military status or connection as it is appropriate and necessary to remove barriers to educational success imposed on children of military families because of their parents'/guardians' frequent moves and deployment. In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents'/guardians being on active duty in the U.S. Armed Services, ENSATSD supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children.

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

ENSATSD's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and receiving schools must use those records for immediate enrollment and educational placement.

- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the receiving school may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, career technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The ENSATSD will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of ENSATS for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which they were enrolled while living without the custodial parent/guardian without any tuition fee imposed.
- ENSATS will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the ENSATS (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

To identify or refer a student eligible for support and intervention consistent with this policy, contact the ENSATSD Military Family Point of Contact:

Sandra Goldstein, MSW, Director of Guidance
sgoldstein@essextech.net (978) 304-4700

Should a concerns regarding ENSATSD's implementation of this policy arise, please forward a written statement to:

The Office of the Superintendent
 Essex North Shore Agricultural and Technical School District
 562 Maple Street
 Hathorne, MA 01937

For more information see also:

Interstate Compact on Educational Opportunity for Military Children.

1. "Best interest of the child" shall be determined utilizing the guidance provided in G-2: "In determining a child or youth's best interest, an LEA must, to the extent feasible, keep a homeless child or youth in the "school of origin" unless doing so is contrary to the wishes of the child or youth's parent or guardian, or unaccompanied youth."

LEGAL REFS: M.G. L. [15E](#);

Interstate Compact on Educational Opportunity for Military Children



Educational Stability Programming

EDUCATIONAL OPPORTUNITIES FOR HOMELESS CHILDREN & YOUTH

The McKinney-Vento Homeless Assistance Act and the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, ensure educational rights and protections for children and youth experiencing homelessness. The Massachusetts Department of Elementary and Secondary Education has adopted Section 725(2) of this Act regarding the definition of homeless children and youth to include:

Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition shall include: children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and unaccompanied youth a youth not in the physical custody of a parent or guardian.

Identification

Faculty and staff will be trained at least once annually regarding the process for identifying students who may be eligible for supports and services under the McKinney-Vento Act or other above considerations. This training will be provided by the District's Homeless Education Liaison or designee. The training shall include but not be limited to ensuring faculty and staff have access to definitions regarding eligibility and an understanding of the process for referring students to proper authorities in the building in a timely and careful manner that ensures students confidentiality consistent with FERPA. Additionally, transportation staff are trained by the Transportation Manager to identify and report any concerning changes or disruptions to a student's transportation patterns as they may relate to this status.

Notice of Rights Under McKinney-Vento

Attendance and Success: Identified students and/or unaccompanied youth have the right to fully attend and participate in all school activities, classes, educational opportunities, meals, social and athletic events, clubs, teams, and other services. These students, their parents/guardians and/or caretakers will be

provided information by the District Homeless Education Liaison or designee regarding their rights under McKinney-Vento as well as available services and supports.

Barriers to Continued Enrollment

ENSATSD will presume that it is in the best interest¹ of identified students to maintain their enrollment in their school of origin, Essex North Shore Agricultural and Technical School, and furthermore, in their Career Technical Program, through the end of the school year in which the student obtains permanent housing, despite their temporary residency due to homelessness or unaccompanied youth status, except when doing so is contrary to the request of the student's parent/guardian, or in the case of an unaccompanied youth, the youth. Furthermore, the district will ensure that these students have the opportunities to meet the same challenging State academic and Career Technical Education (CTE) standards as other children and youth. In order to facilitate this, the District Homeless Education Liaison or designee will coordinate the following services and supports:

Transportation: ENSATSD policies ensure that enrolled students have access to transportation up to a 20 mile radius from campus. The Homeless Education Liaison or designee will coordinate with the Transportation Manager or designee to identify bus routes and stops as necessary when a student's residence has changed due to McKinney-Vento considerations. This is done discreetly and privately to ensure that the student and family's personal circumstances are kept confidential consistent with FERPA. Should a student require transportation beyond the districts' 20 mile perimeter, the Transportation Manager will work with the district of residence and/or community based contacts to arrange for transportation. Allocations will be committed in the district budget annually to support this service in anticipation of possible need. Title I funds may also be considered as well as necessary and appropriate.

School Based Meals: Students identified and deemed eligible for services, supports and protections under McKinney-Vento will be designated eligible for participation in Federal, State, or local food programs. The District Homeless Education Liaison will collaborate with Food Services personnel to ensure timely if not expedited access to participation in Federal, State, or local food programs.

Supplies/Fees: Students identified under McKinney-Vento will be provided with the necessary school supplies, including but not limited to supplies needed to access their Career Technical Program (e.g.: uniforms, tools, etc.) and/or athletics/extracurricular programs (e.g.: waiver of athletic fees; support with Skills USA travel or conference fees, etc.). Furthermore, students will be advised of post-secondary planning opportunities and eligibility for fee waivers for post-secondary applications (e.g., FAFSA). Allocations will be committed in the district budget annually to support this service in anticipation of possible need. Title I funds may also be considered as well as necessary and appropriate.

Access to School-Based Support Services: Collaborative efforts will be made to provide identified students with appropriate school-based supports. This will primarily be facilitated by the school based counselors and/or Assistant Principals consistent with the District Curriculum Accommodation Plan (DCAP).

Dispute Resolution

In the event that ENSATSD determines that it will deny a student's continued enrollment or right to enroll in the school selected by the parent/guardian/unaccompanied minor, ENSATSD will comply with the notice and dispute resolution process established by DESE.

Family and Community Collaboration

The District Homeless Education Liaison or designee will provide proper and necessary outreach to parents/guardians, caretakers and/or unaccompanied youth of identified students consistent with FERPA and McKinney-Vento guidelines. The District Homeless Education Liaison or designee will review the student and family's rights. Furthermore, the District Homeless Education Liaison or designee will remind parent/guardians, caretakers and/or the unaccompanied youth that ENSATSD will not require residency verifications from host families to meet residency requirements otherwise expected to ensure proper school and/or CTE program enrollment.

The District Homeless Education Liaison or designee will also offer the following:

Access to Health Insurance: Families will be offered information to access Mass Health as needed and appropriate.

Access to Shelter Resources: Families will be offered information to access Shelter resources as needed and appropriate.

Access to Community Based Supports: When appropriate, the District Homeless Education Liaison or designee may help facilitate referrals to community based social service agencies.

To identify a student eligible for support and intervention consistent with the McKinney-Vento Act, contact:

Sandra Goldstein, MSW, Guidance Director
ENSATSD District Homeless Education Liaison
s.goldstein@essextech.net (978) 304-4700

Should a concerns regarding ENSATSD's implementation of this policy arise, please forward a written statement to:

The Office of the Superintendent
Essex North Shore Agricultural and Technical School District
562 Maple Street
Hathorne, MA 01937

For more information see also:

[Every Student Succeeds Act \(ESSA\)](#)

MA Department of Elementary and Secondary Education <http://www.doe.mass.edu/mv/haa/>

-McKinney-Vento Homeless Education Assistance Act Education of Homeless Children and Youth
Program

-McKinney-Vento Homeless Education Assistance - Advisories

Educational Stability Programming

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The Essex North Shore Agricultural and Technical School District (ENSATSD hereafter) and Essex North Shore Agricultural and Technical School (ENSATS hereafter) are committed to ensuring continued enrollment, attendance, and the opportunity to succeed in school for youth engaged in the foster care system consistent with ESSA (2015) excerpts related to Title 1 Part A foster care enrollment provisions. The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing. ENSATSD is committed to supporting school and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), the MA Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination & Dispute Resolution

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

To identify a student eligible for support and intervention consistent with this policy contact the ENSATSD Foster Care Point of Contact:

Sandra Goldstein, MSW, Director of Guidance
sgoldstein@essextech.net (978) 304-4700

For more information see also:

[Every Student Succeeds Act \(ESSA\)](#)

MA Department of Elementary and Secondary Education

<http://www.doe.mass.edu/sfs/foster/>

-Educational Stability for Students in Foster Care

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

1. "Best interest of the child" shall be determined utilizing the guidance provided in G-2: "In determining a child or youth's best interest, an LEA must, to the extent feasible, keep a homeless child or youth in the "school of origin" unless doing so is contrary to the wishes of the child or youth's parent or guardian, or unaccompanied youth."