

CRANSTON SCHOOL COMMITTEE PUBLIC WORK SESSION

JUNE 12, 2013

WILLIAM A. BRIGGS BUILDING (REED CONFERENCE ROOM)

845 PARK AVENUE

EXECUTIVE SESSION 6:00 P.M.

**PUBLIC WORKSESSION IMMEDIATELY FOLLOWING EXECUTIVE
SESSION**

**PUBLIC SESSION IMMEDIATELY FOLLOWING PUBLIC WORK
SESSION**

MINUTES

The Public Work Session of the Cranston School Committee was held on the above date with the following members present: Chairperson Iannazzi, Mrs. Ruggieri, Mr. Colford, Mr. Traficante, Mrs. McFarland, Mr. Gale, and Mrs. Culhane. Attorney Cascione was present for executive session.

This meeting was called to order at 6:00 p.m. and convened to Executive Session pursuant to RI State Laws –

- 1. PL 42-46-5(a)(1) Personnel:**
- 2. PL 42-46-5(a)(2) Collective Bargaining and Litigation:**
 - a. Contract Negotiations' Update(s)**
 - b. (Secretaries)**
 - c. (Teachers)**

- d. (Teacher Assistants)**
- e. (Bus Drivers, Mechanics)**
- f. (Tradespeople)**

Call to Order – Public Session was called to order at 7:15 p.m.

The roll was called; a quorum was present

Public Work Session:

- a. Proposed Housing Development – Western Cranston – Peter Lapolla**

Ms. Nota-Masse introduced to the committee, Mr. Peter Lapolla from City Planning to talk about any new housing developments going up that may potentially involve school children entering into the Cranston Schools on the Western side of the city. Everyone in the room introduced themselves to him. Mr. Lapolla reported that the city just recently had a couple of public hearings on one sizeable project and one moderate project. The sizeable project is on Hope Road, between Hope Road and Phenix Avenue; it's for 80 units. The other project is up by Comstock off of Pippin Orchard Road and it's the final phase of another project; it would be approximately 20 units. We are looking at roughly 100 units in those two projects. He reported that there are more projects out there that have been approved. A little history about how land is planned, etc., is that it is a 3-phase

project; the sub-divisions are a three-step process. First the master plan, which is what they just went through with these two projects; preliminary plan where all the details are worked out and then the final plan, which is the finals and the approval. Once it receives final approval, those plans are good forever, which is State Law. If it progresses through final approval, that approval whether approved 5 or 10 years ago, is on file with the finally approved sub-division plan. Those sub-divisions are basically approved forever. What they are focusing on are those two sub-divisions which is the reason why you brought me in, which is what you should be aware of. Everything that we approve prior to that are basically still on the books. When we went into recession, the State, by law, if you're partially through the process, you have time frames in which you have to complete some of this. It's basically 4 years to move from one phase to the next and another 4 years to move towards the final plan. When we went into recession, State Law enacted the legislature that they can basically total all of those permits. All of those permits are put on hold; they've been doing that from year to year so that there is no time frame. That's for all permits. At this time, Mr. Lapolla explained the process and the timing of the actual construction from beginning to the end. Mr. Lapolla also noted that the children generated from these projects are 1.5 children per household. When they used to do the census, once every 10 years, they would do the general enumeration and then they would do the statistical survey. They decided to go to something called American Community Survey in which every year they do a statistical survey of the community and then they publish

that data. As they collected this, it started off first at the state level then they moved it down to city levels. For Cranston, they've been collecting this data for almost 10 years. For the census tracts, they are out at least five years. You can get this data for a one year survey; three year average survey; five year survey. All of this information is fairly current; it's the 2007-2011 statistical five year survey. Mr. Lapolla went on to inform the committee about the different structures in Western Cranston. After Mr. Lapolla's presentation, he answered several questions regarding these new units. Mr. Lapolla reported that all of the units on Phenix and Hope (70) units are all single family. They approve the layout of the lots; they insure that the roadway system is adequate; they approve the layout of the utilities. Once they approve that, they're free to build anything they want that is in compliance. A discussion ensued.

Mrs. Iannazzi stated – We went through the whole Phenix Lodge thing but before Phenix Lodge there was a discussion on Independence Place and everyone said that Independence is not going to affect our school numbers because it is apartments; however, as we're seeing Stone Hill's population has been dramatically increased because of Independence Place because apparently Citizens leased a large portion of the apartments there and pays for a shuttle and we are seeing an impact. What do you think the impact, if any, will be on the proposed new development in Garden City where CJCR is?

Mr. Lapolla answered – First of all there is not a lot of number of

units. I don't want to sound cynical but I have a proposal when I have a proposal so between the initial discussions with these people, I only look at plans when they come in. So when they come in I don't know what the numbers are but there weren't a lot of apartments, if memory serves me right there are fifty/ sixty somewhere around there. I'm not saying that they will never have kids there but the numbers that you generally generate from those types of units are not high; nothing comparable to what you would get if it was single family units. There are kids coming from Independence Way but there are 200 units there. You would get 50-60 kids. A discussion ensued.

In ending, Mr. Lapolla stated that they are going to re-do the Impact Fee Structure because the last time they looked at it was 1990 and it is way out of wack. Dr. Lundsten asked Mr. Lapolla to please let her know when they do that so that we can then forward it and lobby as to what we need. Mr. Lapolla stated that the school department needs to be thinking about these new units and planning for it; and then go through Capital Improvements to begin to lay the ground work for it.

Mr. Colford asked when those 80/20 units will be ready for permitting? Mr. Lapolla noted that they don't know this until they come in. His guess is 6-8 months to get their wetlands approved.

b. Policy – Guidelines Regarding In-School Observations for All

Outside Therapists/All Parents - #6165.2 - Cheryl Coogan (see attached)

This has been withdrawn. Per Dr. Lundsten this will be for all schools; for

General Education as well as Special Education. Basically it was drawn up

by our attorneys and the attorney that drew it up was not available tonight.

She feels that it's important for her to be here to give us the legal ramifications of this policy and explain where the rationale came for this

policy. It will be on July's Work Session, if agreeable with all.

c. Breakfast in the Classroom – Raymond Votto

Mr. Votto – As you recall, a year or so ago when we decided to have breakfast in the classroom, we started off with some pilot schools. We also said that we would look at it around this time; in May, to see if we should extend it to the other elementary schools that we have in the district. What I've given to you (Lynn did this for us – see attached handout), is an analysis of our breakfast program. I'd also like to give you an update. This is just the focus on the schools that do not have Breakfast in the Classroom yet but if we did go that way, what it would cost us. We are trying to present it to you whether you want us to leave well enough alone and keep it with the current 9 elementary schools or do you want us to expand. As you can see,

the document that I'm passing around; Lynn gave you where the traditional program is, which is in the cafeteria, and what the rate of participation is. We look at the schools that we currently have in place that have BIC and look at the 50% we gave as a projection. As you can see, because these schools aren't Title I schools and do not get Free/Reduced lunch reimbursement; the reimbursement level is approximately \$.27 for breakfast, so you can see the schools that aren't Title I become very costly to have BIC. The figure on the bottom line is a net loss to the Food Service Program if we were to institute BIC next year. That does not include the current schools that we do have BIC which is pretty much a break even.

Dr. Lundsten stated – We have met with all the principals who currently have Breakfast in the Classroom. They are very positive, not only about the nutritional act but the fact that the kids settle down; they're ready to work; they are structured. We did have bumps in the road when we started and we are still working on some of those but they are working themselves out. What I would frankly like to suggest to you is that you consider keeping those and you consider the cost factor on the other schools tonight.

Janice Ruggieri stated – I have a couple of concerns. One is more of a perception concern than anything else. We do have schools where we are asking our teachers to serve breakfast in the classroom. Then we have schools that we are not requiring that of our teachers because we are serving breakfast in the traditional cafeteria setting.

That's an issue and it is a perception issue but I think that, for some of our staff, it is an issue. The other piece is that we did identify concerns with the current program the way we have it and before I would say, "yes" to continue with the way its going. I want to make sure that those concerns have been addressed and there have been improvements; whether that means that if I send another survey out and get responses back or however we want to do it. I want to make sure that the concerns that we received from parents, children and teachers, are being addressed. The way that the program is set up to run, we discovered that it is not really how the program is running. There are things we need to do to fix that. If we're not going to commit to these things then I think that we need to go back to everybody doing traditional in the cafeteria. To put it out and to not address those concerns and not have the program running the way that it should be run. I think that to just look at it from a financial standpoint is not what we want to do when we're supposed to be providing something to our kids and not taking away from everything else that's going on in that classroom.

Mr. Votto stated – When we met with the principals just this past week, we raised the issue that we would be meeting with them again in the middle to late August to address your concerns. We heard what you said about a month ago; I've had discussions with Lynn and we had discussions with the principals just the other day saying that we would be back here at this table discussing how we're going to do things differently; so we heard you and we will be making

adjustments. As far as your concern I can totally understand that we will probably be getting some kick-back from teachers and possibly the union in terms of not extending it beyond the 9 schools now but there are things that are done in school all the time that teachers are responsible for.

Mrs. Culhane stated – We had made a capital purchase for some heating elements; what schools are getting hot breakfasts right now?

Mrs. Conca stated – they all have been implemented right now. All the breakfast in the classroom schools receive hot breakfast. Those kids are in fact getting hot breakfast available to them in the 9 schools presently in the BIC Program.

Mrs. Culhane – The schools that don't have it right now; our principal doesn't want BIC right now; some say it's up to the principals. Some parents are saying that they were told it's all up to the principals. I said that actually it has nothing to do with what a principal wants. This is an administrative issue. This isn't about what principal wants what; this is about what the administration and the committee are deciding as far as what's going to happen at the schools. So, what you're saying is that every school that has BIC now has the opportunity to at some point do some hot breakfast? This questions was answered, "Yes" buy Mrs. Conca.

Mr. Colford asked – Do we know what the percentages are of participation on these BIC schools before? Mr. Votto stated:

They probably more than doubled. Every school has more than doubled. The more participation you get the more costly it becomes for the non-Title schools. Your Title One schools are reimbursed and your Free and Reduced are reimbursed. Mr. Traficante asked if the question is, “Should we continue to serve breakfast in these schools and not increase it to the classroom because it would cost us additional dollars, correct? It was noted that this is correct.

Mrs. Culhane asked – Do we know, as far as these schools, if there is a desire to have breakfast in the classroom vs. their traditional breakfast? Do we know what the estimate is of the kids that are currently participating in these schools with traditional breakfast? Mr. Votto answered approximately 50%, except for a couple of schools. At this time, the hand-out was discussed at length.

Mrs. Ruggieri stated – the flip side of this would be, “What do you think would happen to the participation that we currently have for this breakfast program in the Title One schools if we put it back into the cafeteria? Mrs. Conca answered - You wouldn’t get the same type of participation.

Mrs. Ruggieri stated – The point of this program and the way that this is set up is to capture those kids who are not getting fed for whatever reason and the traditional way was not capturing those kids because they were playing outside. Now we know that we are capturing all of those kids and they are in a classroom and there is food. That is the

most important point of the way that this program is run and that's why it's in place the way it is. We've addressed it and Sodexo has been really great as far as doing that.

Dr. Lundsten stated – I will speak for the principals that sat around my table; they were 100% for it; the Title One school principals. Even with the bumps that we've had in getting the program going. Each principal thought it was important for these kids to get this food.

Mr. Gale stated – We might have talked about this last time but do we have any data that shows academic improvement? Mr. Votto explained that this information is not available at this time.

Mrs. McFarland commented – I actually had some concerns at some of the schools that I represent and I hope that they are resolved. I would like to be kept abreast of that. I did have several complaints as well as meeting with some parents who had some complaints as well. I would ask that I am kept involved and that it has been resolved.

d. Amended Wellness Policy - #6164.8 – Janice Ruggieri (see attached)

Ms. Iannazzi reported that ordinarily we do not allow members of the

public to speak at our work session but because there's a statement on the Work Session Agenda, Mrs. Arena contacted me and requested the opportunity to speak about the Wellness Policy.

Mrs. Arena stated – I think I brought up some of the things with regard to about my daughter being concerned with the.....I'm e-mailing Andrea which I would like to share with you that reflects the advantage that children must have recess. Taking it away as a disciplinary action and holding it over children's heads that they should not have recess, especially for 504 children that you can't use that as a disciplinary thing because it is the law to protect them. In regard to children that are just basic, no IEP's or no 504's, you can use that but it's actually a cruel thing to use for children because there's a lot of studies and I've provided the information stating that it does actually stimulate growth as far as working in school and being able to focus. The other thing was...I saw that it was only 10 minutes minimum; shouldn't it be 20 minutes? I hear that children need to have at least 20 minutes. My son said that he is usually out there for 15 minutes. Why do we have a minimum of 10 if we're really basing it on 15 and 20. I'm wondering where we got that, from. Was it the parents? Where did they get that number? The other thing is about the food piece of it. I think it is really important especially at a Title One school, to have the breakfast included. My daughter has pointed out one thing about the lunches and that they are forced to pick apples and fruit even though they have their own. They are being forced to take things which a lot of these kids are throwing away. A

lot of the children are telling me that actually they are throwing away the food because they don't like it but they are told they have to take it. Maybe we could use some sort of different thing and hear from some of the students; do a survey with some of the students.

Mrs. Ruggieri presented the amended Wellness Policy to the committee stating:

RIDE came up with the Wellness Collaborative; they opened it up to every district in the State. There were so many USDA Wellness Policy Requirements that were brand new, that we took them up on the opportunity. There were 13 districts that actually came together. Lynn Conca and I attended the meeting and basically there are requirements now for your wellness policy. We have a Wellness Policy now; our language is actually very strong; we were actually pretty close to what we needed to be. Even if you have language somewhere else, it still has to be in your Wellness Policy so we did an assessment of our current policy language and based on that assessment there were areas that we needed to add language. There were new things that needed to be added; there were Federal Regulations that were attached to some of the requirements in the policy that needed to be added in. We actually had to reference those requirements. There were two things that we used to do it. There was a district in another State that got their policy approved by the government and that's the standard that was set. There was also model policy language that we used. Lynn and I went through our current policy; the scorecard of the language; where we needed to

improve. We used the language from the model policy from Rhode Island and also the model policy from Duram..... We came up with this new policy. Rather than piecing and inserting things into the policy that was already on the table, we just went ahead and created a new policy that modeled what it was supposed to....everything that was supposed to be included. You will notice that there are some new things that are in there; a lot of things that you see in there that are new were new requirements that needed to be inserted. These are some things that we want our new incoming families to understand coming into our district and one of those things is the Student Birthday Celebration. We don't want food coming into the schools for birthday celebrations.

A discussion regarding the Wellness Policy, ensued.

Mrs. McFarland asked – If there is new language I would feel more comfortable if you took the Wellness Policy itself and told me by underlining any new language that you put in this policy that was not in your Wellness Policy currently. That way I would know what the new language is. At this time, Mrs. McFarland's concerns were discussed and addressed. Also discussed were the areas that are brand new on the policy.

Ms. Iannazzi asked that they receive a copy of the old policy so that the committee could compare it to the new policy.

Mrs. McFarland also questioned what regulations in the policy are; what are laws, etc. She noted that she does know which ones are State Statutes but there is no way to know what the regulations are. She suggested that the regulations be noted in the policy with some kind of footnote that indicates that it is a RI Regulation and not a RI State Statute.

Mrs. Ruggieri explained how she differentiated these items.

A lengthy discussion and question and answer session ensued.

The formatting of the policy was also discussed at length; it was noted by Mrs. Ruggieri that she would review the items Mrs. McFarland questioned and would format it.

Mrs. Ruggieri reported that she has an e-mail from the Rhode Island Department of Education, approving this amended Wellness Policy. She will provide the committee with this e-mail.

Mr. Gale discussed with Mrs. Ruggieri the issue of recess and some teachers using it as one of the tools in disciplinary practices. Mr. Gale reiterated that if you risk holding physical exercise as a punishment for kids for something that happened earlier in the classroom; he doesn't think that's good. He noted that we can't deny them that physical activity. Mrs. Ruggieri noted that it is not a denial; they are requesting that they refrain from using it as a punishment

but it certainly is not something that they would ever say.

Dr. Lundsten reiterated that she, also, would not like to see them using this as a first step. A lengthy discussion ensued regarding the recess issue.

Dr. Lundsten announced that they have Administrative Retreats coming up; one of the pieces of the retreat will be to review policies. Once it's policy; it's policy and it has to be resolved. She can't say how important policy is and this is the first step.

Mrs. Culhane stated – First I want to thank Mrs. Ruggieri and Mrs. Conca for writing this because for anyone sitting here who has written policies, this is not an easy task. I appreciate you taking the time to do this. Mrs. Culhane asked about Free and Reduced meals and the statement of “provide meals at no charge for all children regardless of income” and what does that mean. Mrs. Ruggieri noted that was the way that it was written. Mr. Votto stated that if a child comes to school with no money, we have to provide them a lunch; that lunch would usually be a cheese sandwich. She also asked about time allotted for school meals. This was also discussed at length.

Also discussed regarding the Wellness Policy:

- Lunch time given**

- **RINR definition – RI Nutrition Regulations**
- **USDA – perhaps spell out for the first time used or use a footnote on the bottom of the page**
- **State Law, Roman Numerals, District Protocol**
- **Suggestion of Footnotes; Format of the Document**
- **Wellness Committee**

e. General Policy Statement-Permits-#5117 (attached)

Mrs. Nota-Masse passed out the new draft of the General Policy Statement-Permits at this time. Mrs. Culhane asked for a copy of the original policy.

Mrs. Nota-Masse stated – Generally there were approximately 50 permits allowed in extreme circumstance for very narrow reasons. Since then, it has exploded to currently 432 children on permit. The reasoning has become loose. As we are reviewing the policies, Mr. Dillon and Mrs. Ruggieri found that the existing policy regarding kids not going to their home schools, entitled “Attendance”..... Ms. Iannazzi asked if she could just interrupt at this point to say that they spoke about this at the last work session for quite a while; there were a couple of members who weren’t at that session so she asked if Mrs. Nota-Masse could give the history to the amount of time the administration spends on the process.

Mrs. Ruggieri – I just wanted to start off saying that when we first started looking at our schools and what they were looking like

because we were trying to figure out a way to get “all day kindergarten” into our district, the ways that we were looking at them were quite costly. When we went back to look at what we could do with our existing buildings and our existing student population, one of the issues that we came across was the large number of students who were not at their home schools. That’s what set this into motion because recognizing that we don’t have a clear picture of our student population where they actually belong, hampers us from saying that we have room at a particular school or we don’t have room at that school, etc. That’s where this started and we went to Jeannine and asked what it looked like now and then now this is what it is.

Mrs. Nota-Masse stated – At this time of year, especially, starting around April, we receive hundreds of letters requesting permits. There is no policy on how to go about the permit process. They call; write a letter; email requests, and often times with inadequate information. We have to spend a great deal of time following up on that. We compile everything and over the summer, once we have a better handle on numbers in each of the classrooms, then we make determinations on permits. Many students have been in schools and have never been in their neighborhood schools. It just becomes an expectation that it will continue from year to year although very clearly on the letters that parents receive it does say, “this is a one-year permit which has to be renewed each year”. In all of the correspondence that we do send to parents it says that it is a one-year permit; however, it has become something that is just

expected. The policy that is in our book goes back to 1977. The new policy outlines six criteria that we should be using to give a permit. Very few of the permits we have fall under one of these criteria. There are a couple of schools that have a greater number of permits than other schools. I gathered the data on a spread sheet with the help of Mr. Dillon to definitively identify grades and as you can imagine where the population increases (how we have the third grade bubble), those are where kids are all over the place because of clustering. If a child is permitted in to say, Eden Park; even though it's for one year, it becomes 2, 3, 4 years. Now a family moves into Eden Park; that child may not have access to that seat at Eden Park because somebody is permitted in from another school. They could be taking the spot of a child that lives in that neighborhood who should be going to that school and cannot.

Mrs. McFarland stated – Why don't you start from scratch. If the letter says, "one year" then just do it for one year. You should be starting with zero. There shouldn't be 432 and then we worry about moving kids who move into the neighborhood.

Mrs. Nota-Masse stated – There are definitely some students who should be permitted; this number we don't have at this time; we would have to go into every individual letter and look at the reason.

A lengthy discussion ensued.

- A cluster situation was also discussed, noting that there are over 600 students who are not where they are supposed to be.
- Needs that have to be met, i.e. Gladstone ELL students
- Service issues – not every school has certain programs that students need
- Siblings who attend the same school
- Criteria

Mr. Traficante stated – He does not want to see a policy that will handcuff either Mrs. Nota-Masse or Dr. Lundsten regarding permitting. He assumes that the policy that is being shown right now, you can work with this. That's the critical issue.

Mrs. Nota-Masse stated – The new policy that you now have; the ultimate goal is to study our population and get a better handle on accuracy and where kids are. We are proposing.... We have 5 criteria here; the old policy had 6 and the old criteria had continued language that is antiquated with things that we don't recognize.

At this time, Mrs. Nota-Masse explained the criteria of the new policy.

Due to the fact that the office has to do so many follow up phone calls because all information isn't in the request, we are designing an application for permit request that will have to be completed and returned with their letter. This application will include all pertinent information.

A discussion ensued.

Mrs. McFarland asked how many students are in the 5th and 6th grades. Those numbers have yet to be determined at this time.

Dr. Lundsten stated – Frequently parents have said to me that their reason for needing a permit is for child care. We need to be prepared for that because that seems to be one of the biggest issues regarding permits, that I hear from parents.

Mr. Traficante stated – I would have had a very difficult time supporting this policy if it were not for #4. About three years ago I asked for a student to be permitted for bullying reasons and the student did extremely well by moving into another school and she has been a good student since with no problems. To have that student pulled out of school during her last year at the permitted school would be an injustice educationally.

Mrs. Nota-Masse stated – I, with working with the high school students, if I see an issue that I feel is appropriate to move the student to another school, that's not a permit issue; that is an administrative move on my part. We still reserve the right to do that as part of our administrative strategy.

At this time, Mrs. Nota-Masse continued to answer questions.

Also discussed was the issue with students moving during the school year (out of the City) and how this is handled.

Mrs. McFarland requested the total number of students that are presently on permit in the district by school.

Adjourn Public Work Session to Public Meeting

Ms. Iannazzi reported that there were no votes taken in Executive Session.

Executive Session Minutes Sealed – June 12, 2013

A motion to Seal the Minutes of Executive Session was made by Mrs. Culhane and seconded by Mr. Gale. The roll was called. All were in favor.

Adjournment

A motion to adjourn was made by Mr. Gale and seconded by Mr. Traficante. All were in favor and the meeting adjourned at 9:25 p.m.

Respectfully submitted,

**Paula BM McFarland
School Committee Clerk**

POLICY #6165.2

CRANSTON PUBLIC SCHOOLS

**Guidelines Regarding In-School Observations for All Outside
Therapists**

**These guidelines have been established in order to minimize
disruption in instruction and/or to the educational process in general.**

**1. Requests to observe classrooms in the school shall be provided in
writing to the school administration. The request must include the
name of the student to be observed and must state the reason for
said observation.**

**2. Permission to observe a classroom shall be limited to an
evaluation being conducted for a legitimate educational purpose.**

**3. Individuals seeking permission to observe a particular child must
comply with the “Visitor Policy” adopted by the Cranston School
Committee (Policy #1250).**

4. Individuals requesting to observe a classroom must provide identification to the school administration and sign in and out at the school office.

5. Individuals requesting to observe a classroom shall be accompanied by a certified administrator at all times.

6. Individuals observing a classroom shall be apprised of the confidentiality requirement under the law. The scope of the observation shall be limited to a specific classroom with the stipulation that any information regarding other students or staff members obtained during the observation will not be shared outside of the school, and information received will not be released to others and will be destroyed when no longer needed for purposes for which the observation was conducted. The individual may be required to sign a separate confidentiality and indemnity agreement as determined by the Administration.

7. Prior to the observation, school administration shall establish the time and duration of the observation. In no event shall an observation be longer than thirty (30) minutes. During the observation, there can be no attempt to engage a teacher or therapist in conversation or ask questions during the instruction. There shall be no attempt to engage with the student being observed or any other students unless expressly authorized by the administrator

accompanying the observer. Taking notes, tape recording, or videotaping shall not be allowed during the visit. Such behavior will be considered disruptive and the individual will be asked to leave the classroom.

8. The Cranston Public Schools reserve the right to rescind observation privileges allowable under State and Federal regulations to any individual who does not comply with the guidelines established by the school administration or when such visits disrupt the educational environment as determined by the building principal.

I understand and agree to comply with the above-referenced policy regarding in-school observations. By signing this agreement I agree that I am observing only the student that I have requested permission to observe and any information that I should obtain about anyone else or anything in the building through my presence in the school is highly confidential and cannot be shared with anyone.

All information that I receive I agree to keep confidential.

Name Signature

Position

Cranston Public Schools

845 Park Avenue

Cranston, RI 02910

To: _____

From: _____

Date: _____

Re: Student/Classroom Observation

Attached you will find the Cranston Public School's policy and guidelines regarding in-school observations. The guidelines must be followed for all student/classroom observations by outside therapists.

Your request will be reviewed by the School Principal and/or Special Education Administrator.

After you have read and agreed to the conditions listed on the guidelines, you will need to submit your written request to the School Principal. You must state the educational purpose as well as provide authorization from the student's parent or guardian. The signed guidelines along with the required documentation should be returned

to the student's School Principal.

You can request the time and date for observation. However, the final decision as to date and time shall be determined by the School Principal. You will need to provide identification when you arrive at the school for the observation. You will be accompanied by, or in the presence of, a certified administrator at all times.

If you have any questions, you can call the student's school at _____ or the Special Education Director at (401) 270-8137.

Attachment:

Guidelines Regarding In-School Observations

POLICY #6165.2

CRANSTON PUBLIC SCHOOLS

Guidelines Regarding In-School Observations for All Parents

These guidelines have been established in order to minimize disruption in instruction and/or to the educational process in general.

1. Requests to observe classrooms in the school shall be provided in writing to the school administration. The request must state the reason for said observation. Only a parent may observe and the parent shall not bring anyone else to the observation.

2. Parents requesting to observe a classroom must comply with the “Visitor Policy” adopted by the Cranston School Committee (Policy 1250).

3 Parents requesting to observe a classroom must be accompanied by an administrator at all times.

4. Parents may observe no more than one (1) time per quarter

5. Parents observing a classroom shall be apprised of the confidentiality requirement under the law. The scope of the observation shall be limited to a specific classroom with the stipulation that any information regarding other students or staff members obtained during the observation will not be shared outside of the school, and information received will not be released to others and will be destroyed when no longer needed for purposes for which the observation was conducted. Parent may be required to sign a separate confidentiality and indemnity agreement as determined by the Administration.

6. Prior to the observation, school administration shall establish the time and duration of the observation. In no event shall an observation be longer than thirty (30) minutes. During the observation, there can be no attempt to engage a teacher or therapist in conversation or ask questions during the instruction. There shall be no attempt to engage with the student being observed or any other students unless expressly authorized by the administrator accompanying the observer. Taking notes, tape recording, or videotaping shall not be allowed during the visit. Such behavior will be considered disruptive and the parent will be asked to leave the classroom.

7. The Cranston Public Schools reserve the right to rescind observation privileges allowable under State and Federal regulations to any parent who does not comply with the guidelines established by the school administration or when such visits disrupt the educational environment as determined by the building principal.

I understand and agree to comply with the above-referenced policy regarding in-school observations. By signing this agreement I agree that I am observing only my child and other information that I may obtain during this observation is highly confidential and cannot be shared with anyone.

Name Signature

Student's Name

April, 2013

**Cranston Public Schools
845 Park Avenue
Cranston, RI 02910**

To: _____

From: _____

Date: _____

Re: Student/Classroom Observation

Attached you will find the Cranston Public School's policy and guidelines regarding in-school observations. The guidelines must be followed for all student/classroom observations by a student's

parent(s).

Your request will be reviewed by the School Principal and/or Special Education Administrator.

After you have read and agreed to the conditions listed on the guidelines, you will need to submit your written request to the School Principal. The signed guidelines along with the required documentation should be returned to the student's School Principal.

You can request the time and date for observation. However, the final decision as to date and time shall be determined by the School Principal. You will need to provide identification when you arrive at the school for the observation. You will be accompanied by, or in the presence of, a school staff member at all times.

If you have any questions, you can call the student's school at _____ or the Special Education Director at (401) 270-8137.

Attachment:

Guidelines Regarding In-School Observations

Cranston Public Schools

Confidentiality and Indemnity Agreement

Observation of Student

It is the responsibility of the Cranston Public Schools (hereinafter “CPS”) to follow all state and federal laws relating to the confidentiality of information for both students and staff. Additionally, it is the policy of CPS to provide our students and employees with a level of privacy and confidentiality with any information concerning any of our students or employees.

In the course of your observation you may have access to information about other students or employees, their families and/or personal business.

Therefore, I agree that:

I will hold any information that I obtain during my observation of student

_____ in the truest confidence as required by law. I understand that I cannot discuss any information that I may have obtained with

anyone at anytime. Furthermore, I understand that I cannot use any information that I obtain for any reason. I understand that if I violate this confidentiality agreement I shall never again be allowed to observe any student in the CPS and legal action could be taken against me. I further agree to indemnify the CPS in the event that I violate my confidentiality requirement and legal action is taken against CPS for any damages assessed against CPS.

I have read this confidentiality agreement and agree to its terms.

Name _____

Signature _____

Date _____

Policy Adopted: CRANSTON PUBLIC SCHOOLS

6164.8

Wellness Policy

Policy Intent/Rationale

Cranston Public Schools promotes healthy schools by supporting wellness, good nutrition, regular physical activity, health education and awareness as part of the learning environment. The district supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential.

- The School District will engage students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring and reviewing district-wide nutrition and physical activity policies.**
- All students in grades Pre-K through 12 will have opportunities, support and encouragement to be physically active on a regular basis.**
- Foods and beverages sold or served at school will meet and/or exceed the nutrition recommendations of the U.S. Dietary Guidelines**

for Americans, as well as the USDA and RINR regulations.

- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of every student; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.**
- To the maximum extent practicable, all schools in our district will participate in the available Federal Schools Meal Programs (including the School Breakfast Program, National School Lunch Program (including after-school snacks), Summer Food Service Program and Child and Adult Food Program.**
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs; and with related community services.**

Cranston Public Schools will use the Center for Disease Control and Prevention's Coordinated School Health approach to comprehensive school wellness. The Coordinated School Health model includes 8 areas of school health: (1) safe environment; (2) physical education; (3) health education; (4) staff wellness; (5) health services; (6) mental and social health; (7) nutrition services; and (8) family involvement.

This policy will provide Cranston Public Schools with guidelines, goals and information that will help the district maintain Federal, State and district regulations.

I. School Wellness Committee:

RI General Law (16-21-28) requires the establishment of a district wide coordinated school health and wellness subcommittee chaired by a full member of the School Committee.

The School Committee shall establish a Wellness Committee that will be composed of, at a minimum, a School Committee member, a School Administrator, a School Food Authority representative, a parent or guardian, a representative of SEAC (Special Education Advisory Committee), a member of CEAB (Cranston Educational Advisory Board), a school nurse, and a member of the physical education department. Members of the public, students and community organizations are encouraged to attend these public meetings.

This committee shall meet no less than four times during the school year.

The members of the committee shall:

- collaborate and coordinate resources to drive school health objectives**
- communicate with the public regarding issues of health and wellness**

- **make recommendations to the Superintendent regarding issues of health and wellness**
- **review and update Wellness policies**
- **ensure that all policies are being followed**
- **ensure that all areas of health and wellness standards are current**
- **report yearly to the School Committee regarding nutrition, physical education, physical activity and the health and well-being of the school community.**

See:

<http://webserver.rilin.state.ri.us/statutes/title16/16-21/16-21-28.htm>

II. Nutrition Guidelines for all foods on school campus

The integrity of the school nutrition environment depends on the quality of all foods and beverages served and sold at school. Foods that provide little nutritional value compete with healthy school meals, send mixed messages to students, undermine nutrition education efforts and discourage healthy eating. School nutrition guidelines shall address all food and beverages sold or served to students from reimbursable meals, vending machines, in school stores, fundraisers, school celebrations, as well as a la carte items sold during school meals. All food sales shall comply with the applicable federal, state and district regulations. Each school will be responsible for ensuring that all policy guidelines are followed.

School Meals :

R.I. General Law (16-21-7) At a minimum, reimbursable meals served through the National School Lunch and Breakfast programs must meet USDA nutrition requirements and Rhode Island Nutrition Requirements

The full meal school breakfast and lunch programs must comply with the USDA and RINR Requirements for Federal School Meals Programs and follow the current Dietary Guidelines for Americans.

See:

<http://www.fns.usda.gov/cnd/governance/legislation/nutritionstandards.htm>

<http://www.thriveri.org/documents/RINR2009>

<http://www.health.gov/dietaryguidelines/>

III. School Food Service Provider Operations

The purpose of the National Breakfast Program and National School Lunch Program, operated by either the district or a contracted service provider, is to safeguard the health of our children. In order to

achieve this purpose the Food Service Provider must provide students with adequate and high quality nutrition during the school day. Menus will comply with all federal, state, and local regulations. Food Service providers will work within the community to provide information, to provide locally grown foods in a cooperative effort with area farms, and to work with the Wellness Committee to maintain standards and provide updates as to regulation changes.

School meals served through the National School Lunch and Breakfast Programs will:

- Be appealing and attractive to students,**
- Be served in clean and pleasant settings,**
- Meet, at a minimum, nutrition requirements established by local, state and federal statutes and regulations,**
- Offer a variety of fruits and vegetables,**
- Serve only low-fat (1%) and fat free milk and nutritionally-equivalent non-dairy alternatives(to be defined by the USDA); and**
- Ensure that half of the served grains are whole grain**

Schools/Food Service Providers should engage students and parents, through taste-tests of new entrees and surveys in order to identify new, healthful and appealing food choices and to identify issues within the program.

Schools/Food Service Providers should share information about the nutritional content of meals with parents and students. Such

information should be made available on menus, a website, on cafeteria menu boards, in school offices or other point of purchase materials.

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will operate the School Breakfast Program**
- Schools will utilize methods to serve breakfasts that encourage participation, including serving breakfast in the classroom,” grab-and- go” breakfast or breakfast prior to the start of school.**
- Schools that serve breakfast to students will notify parents/guardians and students of the availability of the School Breakfast Program.**
- Schools that serve breakfast will provide menus as well as any available nutritional information. This can be done with menus, posts on websites, menu boards, in school offices.**

Free and Reduced-priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

Toward this end schools may:

- **utilize electronic identification and payment systems;**
- **provide meals at no charge to all children, regardless of income,**
- **Promote the availability of school meals to all students;**
- **Use nontraditional methods for serving school meals (“grab-and-go” or classroom breakfast)**

Summer Food Service Program

Schools may provide a food service program for those students attending an extended school year program or attending a school-sponsored enrichment program. These costs will be determined by the food service provider and agreed upon by the district and School Committee vote.

Eating Environment

A well designed and pleasant eating environment is important to the promotion of students’ healthy eating habits. Schools need to assess traffic flows, time allotted for school meals and cafeteria layout to ensure that students are actually encouraged to eat.

All schools will strive towards providing:

- **Adequate space to eat in clean, pleasant surroundings**
- **Adequate time to eat meals**
- **Convenient access to hand washing or hand sanitizing facilities before meals**
- **Scheduled lunch periods at appropriate times**

- **Water will be made available to student in the cafeteria**

Additionally; schools will adhere to the following rules:

- **There should not be scheduled tutoring, club or organizational meetings during mealtimes, unless students are allowed to eat during such activities**
 - **School personnel should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs. (A note must be provided to the School Nurse)**
 - **School District will work with school food providers to explore and implement ways to minimize the time students spend waiting in line**
- Food Safety and Security**

The food offered to students in the schools must not only be nutritious, but must also comply with state and local safety and sanitation regulations. The quality of the food is determined both by the nutrient value and by the standards by which it was prepared.

- **All foods made available to students will comply with the State and local food safety and sanitation regulations.**
- **Sharing of food by students is not encouraged**
- **Guidelines shall be implemented by the Food Service Provider in order to avoid food illness in schools.**
- **Access to food service operations is limited to Food Service staff and personnel authorized by the Superintendent or designee.**

Peanut and Tree Nut Allergy

Depending on the nature and extent of the student's allergy, the measures listed in the IHCP may include, but are not

limited to:

- **Posting additional signs (e.g., in classroom entryways);**
- **Prohibiting the sale of particular food items in the school;**
- **Designating special tables in the cafeteria;**
- **Prohibiting particular food items from certain classrooms and/or the cafeteria;**
- **Completely prohibiting particular food items from the school or school grounds;**
- **Educating school personnel, students, and families about food allergies; and/or**
- **Implementing particular protocols around cleaning surfaces touched by food products, washing of hands after eating, etc.**
- **The measures shall be taken in conjunction with the Cranston Public Schools' health and wellness policy and food safety policy.**
- **A plan may also be developed for each staff member with a serious food allergy.**

District Protocol

The Superintendent of Schools shall forthwith establish a District wide protocol facilitating the terms of this policy consistent with applicable state law, rule, regulation and to the extent appropriate with guidance from the Rhode Island Department of Education including, but not limited to providing for appropriate posting of signs, staff training, communication to the District Community of the policy, provision for student and staff self-management of his/her condition where and when appropriate, and issuance of emergency protocols and standing orders. (This protocol shall provide for reasonable accommodations for non-allergic students to consume peanut/tree-nut based food Products)

The following policy is set forth in policy #5141.5 under Students

Food Marketing in Schools

- School based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutritional standards for meals or for foods and beverages sold individually.**
- School-based marketing or promoting of predominantly low-nutrition foods and beverages is prohibited.**
- The promotion of healthy foods; including fruits, vegetables, whole grains and low-fat dairy products is encouraged.**
- The promotion of healthy activity and behaviors is encouraged**

IV. Competitive Food

Student Nutrition: R.I. General Law (16-21-7) requires that elementary, middle, junior, and senior high schools sell only healthier beverages and healthier snacks, except when items are sold by pupils away from the premises of school; by pupils one hour or more after the end of the school day; or during a school sponsored activity pupil activity after the end of the school day.

A la Carte and Vending Machine Sales

- All snacks served through the Food Service Program including any vending machine items made available to students during meal times shall meet all state and federal laws and regulations.**
- Portion sizes will be age appropriate and specified by cafeteria guidelines by level**
- A la Carte items shall contain no more than 35% of calories from total fat and no more than 10% of calories from saturated fat, no more than 35% percent of calories from sugar by weight and no added trans fats. Individual portions shall contain no more than 200 calories.**
- Vending machines will not be accessible to students at any elementary school. Elementary schools will not have stores that sell food to students.**
- Vending machines in middle and high schools may only sell low-fat or non-fat milk (flavored or unflavored), water, 100% juice with no added sweeteners (12oz maximum serving size)**

School or District Fundraising

- **Food may not be sold or distributed during school hours.**
- **Food sold from fundraisers must be picked up before or after school hours.**
- **Schools are encouraged to consider non-food items or activities for fundraisers.**
- **A list of healthy school fundraiser ideas can be found at www.actionforhealthykids.org.**
- **All food sold before, during and one hour after school must comply with State Law (RIPL 06-231/06-234) as well as USDA, RINR and District Nutritional Standards.**
- **Any group, organization or individual that wishes to sell food for profit before, during or up to one hour after school may purchase their items through the school Food Services Provider. The Food Services Provider will provide a price for any item on the approved lists. The organization or individual may purchase their own items as long as they meet the standards.**
- **Culinary programs at the Cranston Area Career and Technical Center or any Life Skills programs are exempt from these criteria after school hours due to the curricular nature of their food sales.**
- **Community and Parent organizations using CPS facilities or sponsoring school events outside of school hours shall be notified of the wellness policy and encouraged to comply with the standards, but will not be mandated to follow policy.**

STUDENT BIRTHDAY CELEBRATION

Cranston Public Schools recognizes that birthdays are a special day

for our students. Cranston Public Schools must ensure that these types of celebrations do not disrupt the learning process or do not go against current Wellness policies. Cranston Public Schools adheres to a Wellness Policy that recognizes the importance of wellness, good nutrition and an active lifestyle in the overall health of our students. Cranston Public Schools and our staff are responsible for positively influencing student beliefs and habits in these areas. Frequent birthday celebrations with cookies, cupcakes, and other sweets are not in alignment with these learning goals. In addition; a growing number of students throughout our district have health concerns related to food, including allergies, diabetes, and other diseases causing this to become a safety issue as well.

Therefore, birthday parties in which treats and/or snacks are brought to school will not be permitted. If parents would like to recognize their child on their special day, there are a number of non-food options available, such as: sending in pencils, erasers, and/or stickers for every child. Other suggestions include, the child donating a book to his/her class library or an educational game to his/her classroom. Building principals may decide what non-food related form of recognition is appropriate for their school.

V. Nutrition Education

Cranston Public Schools aims to teach, encourage and support

healthy eating. Schools should provide nutrition education and engage in nutrition promotion that:

- 1. Is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;**
- 2. Is part of not only health education classes, but is also incorporated into regular classroom instruction and cafeteria when appropriate and feasible;**
- 3. Includes enjoyable, developmentally appropriate, culturally relevant , participatory activities, such as contests, promotions, taste testing, farm visits and school gardens;**
- 4. Promotes fruits, vegetables, whole grain products, low-fat and fat free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;**
- 5. Emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);**
- 6. Teaches media literacy with an emphasis on food marketing; and**
- 7. Includes training for teachers and other staff.**

VI. Physical Activity Opportunities and Physical Education

Physical Education is required for all students in grades 1-12 according to RI General Law (16-22-4) and Sec. 3.5 of the Rules and Regulations for School Health Programs. Students should receive an average of 100 minutes per week of health/physical education.

Recess, free play, and after-school activities are not counted as physical education. School PE curricula must be aligned with the standards and performance indicators in The Rhode Island Physical Education Framework.

See: <http://webserver.rilin.state.ri.us/Statutes/title16/16-22/16-22-4.htm>

- Physical education classes and physical activity opportunities will be available for all students.**
- Physical activity opportunities shall be offered as when possible before, during (recess) and after school.**
- As recommended by the National Association of Sport and Physical Education (NASPE), school leaders of physical activity and physical education shall guide students through a process that will enable them to achieve and maintain a high level of personal fitness by:**
 - 1. Exposing them to a wide variety of physical activities**
 - 2. Teaching physical skills to help maintain a lifetime of health and fitness.**
 - 3. Encouraging self-monitoring so students can see how active they are and set their own goals**
 - 4. Individualizing the intensity of activities.**
 - 5. Focusing on feedback on process of doing your best rather than on product.**
 - 6. Being active role models**
- Introduce developmentally appropriate components of health-related fitness assessment, (e.g. Fitness Gram, President's Council) to the students at an early age to prepare them for future**

assessments

- **The physical education program shall be provided adequate space and equipment and conform to all applicable safety standards**
- **Schools may choose to offer intramural sports or activities after school. These offerings may require a fee for students to participate**
- **Waivers for physical education are discouraged**
- **Physical education will be taught by a licensed instructor**
- **The district will ensure that PE staff will receive professional development on a yearly basis**

Recess

All elementary school students will have at least 10 minutes a day of supervised recess, preferably outdoors(weather permitting) during which schools should encourage moderate physical activity as long as there is appropriate space and equipment.

- **Schools should discourage extended periods (i.e. two or more hours) of inactivity.**
- **When activities such as mandatory school-wide testing make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active. (The district will provide instruction to staff members on how to model these breaks).**
- **Teachers and other school and community personnel should refrain from withholding opportunities for physical activities (i.e. recess, physical education) as punishment.**

VII. Safe Routes to School

As part of the Safe Routes to School Federal Grant Program the school district will assess and, if necessary and to the extent possible, and if grant funds are made available, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate the district will work together with local public works, public safety, and/or police departments in these efforts.

VIII. Use of School Facilities Outside of School Hours

School spaces and facilities should be available to students, staff and community organizations before and after the school day, on weekends, and during school vacations. School policies concerning safety will apply at all times.

The district is encouraged to promote the use of school facilities outside of school hours for physical activity programs offered by community-based organizations. Certain fees may be applied.

IX. Staff Wellness

Cranston Public Schools highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts made by staff to maintain a healthy lifestyle. Staff will be encouraged to model healthy eating and physical activity as a valuable part of daily life.

The school department will strive to provide nutrition and physical

education activity education opportunities to all school staff at the elementary, middle and high school levels. These educational opportunities may include the distribution of materials, arrangements of presentations or workshops that focus on nutritional value and healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical-activity related topics.

X. Community Involvement

The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district will:

- inform parents and community groups of the Wellness policies,**
- post menus and nutritional information regarding school food programs;**
- Provide information regarding physical activity opportunities for students before, during and after the school day;**
- Provide information via a website, newsletter or other form of communication to notify parents of opportunities for nutrition information, healthy eating, school menus, opportunities for physical activities for children outside of the school day and any other Wellness related information;**
- Support approved community organizations in providing information to students about opportunities for physical activities;**
- Send home yearly surveys to get feedback on nutrition and physical education throughout the district;**
- Continue to provide opportunities for our students to be exposed to healthy foods using the Farm-To-School program as well as the Local**

Produce Day and Cooking contests sponsored by the food service provider.

XI. Implementation, Monitoring and Reporting

This policy and any proposed updates will be posted and accessible on the school district website.

- In an effort to ensure compliance with established district-wide wellness policies updated policy information will be provided to each principal so that they may distribute the necessary information to staff and parents/guardians.**
- Policy information may be posted at each school at the principals' request.**
- School food service staff will ensure compliance of nutrition policies within the school food service areas and will report on this matter to the School Committee. These reports will include any issues, concerns and reviews of USDA School Meals Initiatives.**
- The Superintendent and his/her designee will ensure compliance of these policies within the district and will report on the school's compliance to the School Committee.**

XII. Policy Review

An assessment of the district to determine policy compliance will be done every two years. This review will be done via survey at the school level and possible surveying of parents, staff, students and food service providers.

Review and reporting of these surveys will be submitted by the Wellness Committee to the School Committee and will be made public on the district website.

The district will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

See : School Health Index from the Centers for Disease Control and Prevention (CDC), Changing the Scene from the Team Nutrition Program of the USDA, and Opportunity to Learn Standards for Elementary, Middle and High School Physical Education from NASPE.

Resources for Local School Wellness Policies on Nutrition and Physical Activity

Crosscutting:

- School Health Index, Centers for Disease Control and Prevention,**
- Local Wellness Policy website, U.S. Department of Agriculture,**
- Fit, Healthy, and Ready to Learn: a School Health Policy Guide, National Association of State Boards of Education,**
- Preventing Childhood Obesity: Health in the Balance, the Institute**

of Medicine of the National Academies,

- **The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools, Action for Healthy Kids,**
- **Ten Strategies for Promoting Physical Activity, Healthy Eating, and a Tobacco-free Lifestyle through School Health Programs, Centers for Disease Control and Prevention,**
- **Health, Mental Health, and Safety Guidelines for Schools, American Academy of Pediatrics and National Association of School Nurses,**
- **Cardiovascular Health Promotion in Schools, American Heart Association [link to pdf]**

School Health Councils:

- **Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Councils, American Cancer Society [link to PDF]**
- **Effective School Health Advisory Councils: Moving from Policy to Action, Public Schools of North Carolina,**

Nutrition: General Resources on Nutrition

- **Making it Happen: School Nutrition Success Stories, Centers for Disease Control and Prevention, U.S. Department of Agriculture, and**
- **U.S. Department of Education,**
- **Changing the Scene: Improving the School Nutrition Environment Toolkit,**
- **U.S. Department of Agriculture,**

Dietary Guidelines for Americans 2005, U.S. Department of Health and Human Services and U.S. Department of Agriculture,

- **Guidelines for School Health Programs to Promote Lifelong Healthy Eating,**

- **Centers for Disease Control and Prevention,**

Healthy Food Policy Resource Guide, California School Boards Association and California Project LEAN,

- **Diet and Oral Health, American Dental Association,**

School Meals

- **Healthy School Meals Resource System, U.S. Department of Agriculture,**

- **School Nutrition Dietary Assessment Study–II, a U.S. Department of Agriculture study of the foods served in the National School Lunch Program and the School Breakfast Program,**

- **Local Support for Nutrition Integrity in Schools, American Dietetic Association,**

- **Nutrition Services: an Essential Component of Comprehensive Health Programs, American Dietetic Association,**

- **HealthierUS School Challenge, U.S. Department of Agriculture,**

- **Breakfast for Learning, Food Research and Action Center,**

School Breakfast Scorecard, Food Research and Action Center,

Arkansas Child Health Advisory Committee Recommendations [includes recommendation for professional development for child nutrition professionals in schools],

Meal Times and Scheduling

- **Eating at School: A Summary of NFSMI Research on Time Required by Students to Eat Lunch, National Food Service Management Institute (NFSMI) [Attach PDF file]**
- **Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools, National Food Service Management Institute,**

Nutrition Standards for Foods and Beverages Sold Individually

- **Recommendations for Competitive Foods Standards (a report by the National Consensus Panel on School Nutrition), California Center for Public Health Advocacy,**
- **State policies for competitive foods in schools, U.S. Department of Agriculture,**
- **Nutrition Integrity in Schools, (forthcoming), National Alliance for Nutrition and Activity**
- **School Foods Tool Kit, Center for Science in the Public Interest, Foods Sold in Competition with USDA School Meal Programs (a report to Congress), U.S. Department of Agriculture,**
- **FAQ on School Pouring Rights Contracts, American Dental Association,**

Fruit and Vegetable Promotion in Schools

- **Fruits and Vegetables Galore: Helping Kids Eat More, U.S. Department of Agriculture,**
- **School Foodservice Guide: Successful Implementation Models for Increased Fruit and Vegetable Consumption, Produce for Better**

Health Foundation. Order on-line for \$29.95 at .

- **School Foodservice Guide: Promotions, Activities, and Resources to Increase Fruit and Vegetable Consumption, Produce for Better Health Foundation. Order on-line for \$9.95 at**

National Farm-to-School Program website, hosted by the Center for Food and Justice,

- **Fruit and Vegetable Snack Program Resource Center, hosted by United Fresh Fruit and Vegetable Association,**

- **Produce for Better Health Foundation website has downloadable fruit and vegetable curricula, research, activity sheets, and more at**

Fundraising Activities

- **Creative Financing and Fun Fundraising, Shasta County Public Health,**

- **Guide to Healthy School Fundraising, Action for Healthy Kids of Alabama,**

Snacks

- **Healthy School Snacks, (forthcoming), Center for Science in the Public Interest**

- **Materials to Assist After-school and Summer Programs and Homeless Shelters in Using the Child Nutrition Programs (website), Food Research and Action Center,**

Rewards

- **Constructive Classroom Rewards, Center for Science in the Public**

Interest,

- **Alternatives to Using Food as a Reward, Michigan State University Extension,**
- **Prohibition against Denying Meals and Milk to Children as a Disciplinary Action, U.S. Department of Agriculture Food and Nutrition Service [Link to PDF]**

Celebrations

- **Guide to Healthy School Parties, Action for Healthy Kids of Alabama,**
- **Classroom Party Ideas, University of California Cooperative Extension Ventura County and California Children's 5 A Day Power Play! Campaign,**

Nutrition and Physical Activity Promotion and Food Marketing: Health Education

- **National Health Education Standards, American Association for Health Education,**

Nutrition Education and Promotion

- **U.S. Department of Agriculture Team Nutrition website (lists nutrition education curricula and links to them),**
- **The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, U.S. Food and Drug Administration and U.S. Department of Agriculture's Food and Nutrition Service,**
- **Nutrition Education Resources and Programs Designed for Adolescents, compiled by the American Dietetic Association,**

Integrating Physical Activity into the Classroom Setting

- **Brain Breaks, Michigan Department of Education,**
- **Energizers, East Carolina University,**

Food Marketing to Children

- **Pestering Parents: How Food Companies Market Obesity to Children, Center for Science in the Public Interest,**
- **Review of Research on the Effects of Food Promotion to Children, United Kingdom Food Standards Agency,**
- **Marketing Food to Children (a report on ways that different countries regulate food marketing to children [including marketing in schools]), World Health Organization (WHO),**
- **Guidelines for Responsible Food Marketing to Children, Center for Science in the Public Interest,**
- **Commercial Activities in Schools, U.S. General Accounting Office,**

Eating Disorders

- **Academy for Eating Disorders,**
- **National Eating Disorders Association,**
- **Eating Disorders Coalition,**

Staff Wellness

- **School Staff Wellness, National Association of State Boards of Education [link to pdf]**
- **Healthy Workforce 2010: An Essential Health Promotion**

Sourcebook for Employers, Large and Small, Partnership for Prevention,

- **Well Workplace Workbook: A Guide to Developing Your Worksite Wellness Program, Wellness Councils of America,**
- **Protecting Our Assets: Promoting and Preserving School Employee Wellness, (forthcoming), Directors of Health Promotion and Education (DHPE)**

Physical Activity Opportunities and Physical Education:

General Resources on Physical Activity

- **Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People, Centers for Disease Control and Prevention,**
- **Healthy People 2010: Physical Activity and Fitness, Centers for Disease Control and Prevention and President's Council on Physical Fitness and Sports,**
- **Physical Fitness and Activity in Schools, American Academy of Pediatrics,**

Physical Education

- **Opportunity to Learn: Standards for Elementary Physical Education, National Association for Sport and Physical Education. Order on-line for \$7.00 at**
- **Opportunity to Learn: Standards for Middle School Physical Education. National Association for Sport and Physical Education. Order on-line for \$7.00 at**

- **Opportunity to Learn: Standards for High School Physical Education, National Association for Sport and Physical Education. Order on-line for \$7.00 at**
- **Substitution for Instructional Physical Education Programs, National Association for Sport and Physical Education,**
- **Blueprint for Change, Our Nation's Broken Physical Education System: Why It Needs to be Fixed, and How We Can Do It Together, PE4life,**

Recess

- **Recess in Elementary Schools, National Association for Sport and Physical Education,**
- **Recess Before Lunch Policy: Kids Play and then Eat, Montana TeamNutrition,**
- Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools, National Food Service Management Institute,**
- **The American Association for the Child's Right to Play,**

Physical Activity Opportunities Before and After School

- **Guidelines for After School Physical Activity and Intramural Sport Programs,**
- **National Association for Sport and Physical Education,**
- **The Case for High School Activities, National Federation of State High School Associations,**

- **Rights and Responsibilities of Interscholastic Athletes, National Association for Sport and Physical Education,**

Safe Routes to School

- **Safe Routes to Schools Tool Kit, National Highway Traffic Safety Administration,**
- **KidsWalk to School Program, Centers for Disease Control and Prevention,**
- **Walkability Check List, Pedestrian and Bicycle Information Center, Partnership for a Walkable America, U.S. Department of Transportation, and U.S. Environmental Protection Agency, <http://www.walkinginfo.org/walkingchecklist.htm>**

Monitoring and Policy Review:

- **School Health Index, Centers for Disease Control and Prevention (CDC),**
- **Changing the Scene: Improving the School Nutrition Environment Toolkit, U.S. Department of Agriculture,**
- **Criteria for Evaluating School-Based Approaches to Increasing Good Nutrition and Physical Activity, Action for Healthy Kids,**
- **Opportunity to Learn: Standards for Elementary Physical Education, National Association for Sport and Physical Education. Order on-line for \$7.00 at**
- **Opportunity to Learn: Standards for Middle School Physical Education. National Association for Sport and Physical Education.**

Order on-line for \$7.00 at

• Opportunity to Learn: Standards for High School Physical Education. National Association for Sport and Physical Education.

Order on-line for \$7.00 at

Policy Amended: CRANSTON PUBLIC SCHOOLS

Resolution No: 13- CRANSTON, RHODE ISLAND

Effective June 30, 2013

General Policy Statement

Over the past several years, requests for permits have grown exponentially. This trend is especially prevalent at elementary schools.

In past years the Cranston School Department issued yearly permits to students so they may attend a school other than their home school. This practice started as an exception based courtesy and has grown exponentially over the years.

During the 2012-2013 school year, 432 children were on “permit” to a school other than their home school. This has led to over 150 students being clustered or refused admission to their rightful school away from their home schools. The Cranston School Committee has studied population trends and building trends in preparation for All Day Kindergarten. Due to 600 children not being placed in their “home schools,” we cannot obtain accurate population trends to determine space concerns at each building in each classroom.

During the 2012-2013 school year over 600 students were not placed in their home schools due to either permitting or clustering due to unavailability at their rightful home school. In order to determine where availability of space is and to get accurate student population figures at each school, permits will be suspended at the elementary level only.

In order to continue studying the availability of empty classrooms for the implementation of All Day Kindergarten, the School Committee must suspend permits_.-at the elementary level only.

Permits

Permits for a child to attend school outside of their home school will be granted only under the following conditions:

- 1- The student is interested in programming not offered in their home school; (I.E. – The student is interested in a program at the Career and Technical Center or JROTC)**

- 2. There are documented legal reasons why a child must attend a school outside of their “home” district; (i.e. restraining orders or custody agreements)**

- 3. 2 The student’s sibling attends a school outside of his/her school**

for programmatic reasons.