

CRANSTON SCHOOL COMMITTEE MEETING

JUNE 24, 2013

HOPE HIGHLANDS ELEMENTARY SCHOOL

300 HOPE ROAD, CRANSTON, RI 02921

EXECUTIVE SESSION: 6:00 P.M.

IMMEDIATELY FOLLOWING - PUBLIC SESSION

MINUTES

A meeting of the Cranston School Committee was held on the above date with all members present. Attorney Cascione was present for Executive Session.

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

1. PL 42-46-5(a)(1) Personnel:

- a. (Discussion of Administrator “A’s” Evaluation)**
- b. (Discussion of Certified Administrator “B’s” Contract)**
- c. (Discussion of Certified Administrator “C’s” Contract)**

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 6:59 p.m.

The Pledge of Allegiance was conducted.

The roll was called; a quorum was present.

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

Executive Session Minutes Sealed – June 24, 2013

Moved by Mr. Gale, seconded by Mrs. Culhane and unanimously carried to seal the minutes from Executive Session.

Public Acknowledgements/Communications – There are none.

Chairperson's Communications – There are none.

Superintendent's Communications – None at this time.

School Committee Member Communications – There are none.

Public Hearing

a. Students (Agenda/Non-Agenda Matters)

Nevari Vargas – Student at Rhodes School

I am a third grader where it is three streets away from where I live on Betsy Williams Dr. I was a new student there since I used to go to private school since Pre-K. When I first went to Rhodes I was nervous of what the school year would be like with not knowing anyone. I was scared how I was going to interact with other students and if they would accept me for what I am. I must say, I was welcomed by students and teachers in such a positive way. Classroom size is small there. I have become good friends with many students who attend Rhodes. I participated in their After School Program and I have been able to excel in Math through the new computer program the PTA purchased for Rhodes School, through PTA funds which is available throughout the summer for students who attend Rhodes. This has helped a lot of students. I'm a well-rounded student who scored well on my NECAP scores and get A's and B's on my report card. My mother is active in the PTA and in as many school functions she can help with. I feel extremely comfortable going to Rhodes where I see myself carrying a friendship with all my classmates and graduating from Rhodes 6th grade class. I attended Moses Brown School where I was accepted or stayed at my old private school but my parents knew Rhodes elementary was just as a good school as the private school and they wanted me to have just as any parent would want the best education for their kids. I hope the School Committee members here today will consider their decisions and take away the permit process for Cranston Students who do not live in the home, continue to excel in my education in a school where many resources are offered. School Administrators go

a step beyond to help us and where we have made lasting friendships. Thank you for your time tonight.

Sydney King – Student at Rhodes School

I am 9 years old and currently in the Edgewood Highland district. I have been going to Rhodes since 1st grade. I have made lots of friends and would be sad to have to leave all that. Leaving Rhodes would be a big change for me because I have gone there for so long. I hope this changes your mind about maybe not allowing petitions to go to school out of your district. Thank you for your time tonight.

Members of the Public (Agenda Matters Only)

Jeremy Tung, 69 Waldan Way

Your opposed permit resolution shouldn't be about correcting procedures and mistakes of the past; it should be about adapting the change of protecting our children in this future. You want to end this permit process, fine. Do so starting now, but do it in such a way as to not adverse the effect of the 432 children that have already been granted permits. Let them continue their education at the only school they've ever known with the friends they've established and built relationships with. This is why I believe in strongly supporting Mr. Colford's proposed amendment to the resolution to grandfather in the current permitted students. It's a fair compromise to what both you seek and we parents seek. It will end the permit process from this point forth but it will also allow our children to continue to flourish

and grow in their school with while the same time phasing out the same students. It's a win-win situation. This brings me to my next point. The School Committee's own rules; Article 1, Section 2 B, Series 1120, School Committee Meeting, "The intent of the rules is to minimize the possibility of the School Committees making ill-advised, illegal or improper rulings due to hasty action in the absence of adequate information and study, especially when a policy does not exist, a change in policy is proposed, or an exception to policy is specifically requested." So let me ask, "How many permit students are there in each elementary school and in each grade. Which elementary schools are at capacity? Which schools have room? Specifically which grades? How many permits have been denied over the years? Last week you were unable to answer these simple questions even though as you claim, the issue of permits has been on your agenda for several months now. Have you talked to School Principals for their input on class sizes and room at their schools? Without presenting answers tonight to each of these questions, by voting to approve this permit policy resolution, the School Committee is making an ill-advised and improper change in policy to be in the absence of adequate information. To do so, you will be in violation of the very rules you were sworn in to protect. A committee member who supports the policy has a website banner stating, "Together we can and will secure our children's dreams." Tearing our children from the comfort of their schools and friends sounds more like a nightmare. It continues under a section in Advocate for Students, "She pledged to always be the voice of the student and is taking that

commitment seriously. She is proud of her record of advocacy for students and pledges her continued commitment to ensuring our children's success." Our kids are too young to understand what is happening here but if you could hear the voice of these students, the message would be loud and clear. You're certainly not an advocate for these students and you're not insuring their success. You've already cut Music, Middle School Sports, and The Gifted Programs and now you want to cut permits. How exactly is this being an advocate and helping to ensure their success? We understand you're trying to fix a problem but that's not the issue. If rumors are correct, there are amendments to the policy that would permit our children to continue attending their permitted schools and I applaud you for listening to our concerns and being open minded; however, if things have not changed it shows a true disdain for the students and your apparent unwillingness, unreasonable and true dictatorial nature of certain members of this School Committee.

Jason Colangelo, 117 Laura Circle

I actually wanted to take an opportunity to thank the folks on the committee that I called throughout this whole week; sent e-mails to and you all got back to us. I left this committee last week thinking that there are a lot of righteous people up there making a decision on behalf of the City without enough information. As I sat there and took the time to talk to each one of you individually, the compassion you have around this topic definitely moved me and made me think about the fact that I have faith and trust that each one of you are going to

make the right decision to go ahead and limit the impact on all these children. Thank you.

Ben Gormley, 99 Grand Avenue

My son goes to Rhodes. I see a couple of Rhodes parent here. I know there's room there but ..so for some of us it gets to us that we know there's a little bit of room and these waivers have been very nice to my son and for our community. I just wanted to speak very quickly about the numbers. I think 432 and the 150; these numbers seem a little inflated and with preliminary investigations it comes to many of our minds that 432 for the people who are denied is a number that's not completely accurate. I think that number includes students who have IEP's or Special Needs that not all schools have the capacity to help or assist or meet that State Requirement. If that number's a lot lower, the impact is less and goes to reason that maybe we shouldn't get rid of permitting. The 150 that are clustered or refused admission; when I read that I didn't feel good about that. If you live near a school and members of your family want to go there and they're denied that I would also want to.....but that number also I think is inflated. There are a few 6th grades that when we moved around I think mostly due to Sp.Ed. concerns but I'm not really sure but I think that number is inflated as well. If both numbers are inflated the impact is not as significant as it maybe once started out to be. Maybe we not proceed with getting rid of it. Thank you.

Wenley Ferguson, 48 Bartlett Avenue

My two sons go to Rhodes Elementary School; one is to be in 3rd and one is to be in 5th grade. Just to echo the gentleman who spoke before, thank you each for your services on the School Committee. I know this is a lot of work that you volunteer for each and every week and we greatly appreciate it. I've had the opportunity to speak to almost all of you this week and thank you for sharing and taking the time with me as you've done with so many parents here tonight. I request that if there is an amendment before the committee tonight, that there will be public comment upon that amendment once it's introduced. I urge each of you to allow the children that are on permit today to remain in that school provided the child would not be displacing a student from their home district. I support grandfathering in all students. As space does permit, there's no reason to cause 6, 7, 8, and 9 year olds unnecessary stress taking them out of their school community. Additionally there's not need to separate siblings. Our younger son who will be entering 3rd grade in the fall provided reassurances to his older brother about entering school last year. Based upon last week's vote to stop the petition process and grandfather only 5th and 6th grades, we will have to either let our younger son know that he won't be in the same school with his brother or take our older son out of Rhodes as well, after he has developed a strong group of peers. I strongly urge each and every one of you to grandfather in all students and allow them to continue to grow, thrive and learn in the school community that they have come to know and love. Thank you.

John Wolf, 48 Bartlett Avenue

Members of the Committee, families, teachers and administrators, thanks very much for the opportunity to speak and for continued service to our community. Pictures sometime speak louder than words. I teach middle school and I'm a father of two and a U.S. Navy Veteran and I recently got my Masters in Educational Administration from Providence College. Pictures can speak louder than words and this picture I found ironically this morning; I'll send it up to you after so that you can see it. It's a picture that my son was asked to draw at Rhodes on his first day permitted at his new school this year. One of the teachers thought it would be interesting to see what concerns he had going into his new school and the picture is of a school building and the words are, "Sometimes I worry about switching schools". But every day as parents, coaches and teachers we implore our children to do the best we can. No great human achievement has ever been achieved without that being at the base of it. The best that you can do, I think as a School Committee, is to allow our children in Cranston to continue their academic career without disruption. The best that you can do, is to contact by e-mail, phone or by letter, every family that's being affected by this significant change in policy. The best that you can do is to change this process to allow greater transparency, communication and community input moving forward. And the best that you can do is to recognize that there is a significant negative effect in changing schools for children. I'm here speaking for my second grader because he can't. I know he struggles with writing but he may not be one of those people that is a beneficiary of

one of the amendments. There are those among you who will tell me that I should have known better. You shouldn't have put the kid in harm's way by permitting. Please don't tell me I should have known better. In 45 years of this policy being in place I've not heard of one student who had been permitted being asked out. I knew that I would have to do that if a student from the district needed that space, and I'm ready to do that. We did make a choice for a school 3000 feet from our home with 90% of our pre-school, little league and after school community as part of it. This isn't about crummy playgrounds and it's not about parking spaces. We don't live in a million dollar home; we want reason and community to play a bigger role than what happens here tonight moving forward. Members of the committee, this process is not the best we can do. Please grandfather all the children currently permitted in Cranston Public Schools and then, and only then, we'll be doing the best we can do for them. Thank you for your time and your continued service to our community.

Kerri Kelleher, 83 Freedom Drive

I wrote 5 or 6 times what I wanted to say tonight. I was going to quote some School Committee policy; some things that have been said in the past, some references to other policies and procedures. Every time I wrote something I ended up deleting it. It's really hard for me to try to find a way to speak about an issue that is so personal as what's best for my son, Jack. The only thing that I'm going to ask of you because I've chewed most of your ears off for hours this week is that we don't talk about 430 students. If you take out 5th and 6th

grade being grandfathered in we then would be talking about 320 students. I don't want to talk about numbers; I want to talk about children. I want to talk about Jack and the other 319 students by name who this policy effects. I know that there is a need for a permit policy. It outrages me, some of the conversations I've had with parents, who have been responsible for taking advantage of what was an easy thing to get. It bothers me that we've approved permits for playgrounds and parking, which came from your work session. It saddens me that we're at the point where we need to be talking about all or nothing, with something as important as 320 children; young children 6-9 years old. I urge you, please, the policy is necessary; change is necessary but these children are not responsible for the administration approving all these permits or for, in some cases, their parents abusing the system. The only people who have no blame are these 320 children who are not protected under the current amendment that stands and would not be grandfathered in. Please when you do your debates and discussions tonight, it's not about numbers; it's about these children. They are not responsible for the mistakes that have gotten us here. And, please, I urge you to protect them to finish their schooling in a safe environment so we can do right by them. Thank you.

Lynne Chaput, 9 Western Hills Lane

My son, Tyler, currently attends Garden City School. When we moved to Cranston, he was supposed to attend George Peters School; he was put in the extended school year program; we were informed upon

him entering kindergarten that he would need to attend Garden City because that was the school that would meet his needs for integrated kindergarten classroom setting. After seeing his progress after kindergarten, he was voted out of his IEP. He progressed so well that he no longer received that support. After seeing how well he did in that school setting with his social delay, his speech delay and his gross motor delay, we felt we could not let him leave this comfortable environment he has been in. We then petitioned to have him stay at the school and he has grown so much and I, as a mom going through this again with my second child, it is disheartening, scary, and emotional to know that this was not our choice. Our choice was not to have him go out of his school. That was something that was decided for us. It is unfair that we have to, once again, uproot him out of his comfortable surroundings over something that is out of our control. I'm begging you to please keep into consideration the children who were put into a situation and were not asked to be put there, but are becoming such better students because of the situation that they are in now. That he no longer is on an IEP but he needs to be where he is. Thank you for your time.

Shannon Gormley, 99 Grand Avenue

My son currently attends Rhodes Elementary as a third grader. I am against this policy. It's such an unbelievable community with such a support system that I have that school for my son. I'm currently an educator in Providence and with my school hours, this school has been tremendous in terms of watching out for him. I just can't

imagine him having to leave that school. I beg you to please advocate for our children and my son. Thank you.

Amy Kinney, 57 Taft Street

Ironically we are out of our district because of the ½ day kindergarten situation. We are a family that works and has some serious health issues and had to go to a school that had busing for after school kindergarten to the YMCA. Many times having to drive down Park Ave. to go pick her up but it was something we had to do without having a full day kindergarten. Now, she is just beginning to flourish.

She had been in a pre-school for 2 years and had really been doing well and then she started kindergarten. We've talked a lot about the emotional impact of taking these children out of school but there's also the academic of it. Our daughter didn't know any better and was scared and she didn't start to show her skills in class until March of this year. That's documented on her report cards. We've had many conversations with her teacher noting that last year she was starting to read but she was not reading now. She went back to feeling like she couldn't do it. It was only in the very end of the year that she started to really show her skills. Our fear is that now if she goes back to a new school, her home school, we're going to have a child who again falls behind. This will be worse; it will be first grade and there's a lot that she needs to learn, not just social/emotional but academically. Please consider these children and what they need and what's best for them. Thank you very much.

Chris Baxter, 15 Glen Avenue

I'm the proud parent of a 4th and 2nd grader at Rhodes Elementary School. First I do want to thank you for the opportunity to speak and I do appreciate the hard work that you're doing on this very difficult subject. My family does not require a permit to attend Rhodes but I am concerned about any impact to eliminating or grandfathering or phasing out of this process would have on our culture at Rhodes. My understanding is that this past year there are about 35 students who are permitted to attend Rhodes Elementary School. No students were bumped as far as I know. This is out of a total of about 285 students at Rhodes. This constitutes a little bit more than 10% of our student body. My concern is that elimination or phasing out of the permit process would have a significant effect on the enrollment at Rhodes School. As you know from past years, we've had issues with or questions of potentially closing classrooms and my feeling is that elimination of the permit process or phasing out of the permit process would ultimately lead to closing classrooms. I know that's not the intent of this discussion but I'm concerned about unintended consequences down the line. Thank you, again, for the opportunity to speak tonight.

Suzanne Arena, Lakeside Drive

I'm here to talk about recess. I'm putting in a complaint surrounding the recess policy. Your practices and solutions need to be held for further study. It appears necessary that the School Committee work with the Administration, teachers and parents to further investigate

and fully assess the purpose of a full study and the decision by this body. A party shall be asked to attend this meeting for the express purposes of presenting additional facts, making further explanations and clarifying the issues. For these reasons above, I request an Executive Session type meeting based on my complaints. Research and hearing from your own School Committee members stating that used as a last tool is not what she knows it to be because Mrs. Culhane had pointed out that in Eden Park that is not the practice. She's awareI can tell you that my children have gone through this problem when they were at Glen Hills to Eden Park and at Hope Highlands; so we really do have a problem; this is utilized a lot. Even though it might not be the plan to have it done this way, it is done this way. I'd really like to have a better ...a sit down and think about this more. I'd like to present some doctor letters stating why it is really important for children to have recess. Thank you.

Liz Harvey, 168 Woodstock Lane

My boys attend Woodridge and they are not permit students so I'm here to support all of the wonderful families at Woodridge and across the City of Cranston that have kids as permitted students in the City of Cranston. I know for a fact that many of these children are thriving in the schools that they're in. They are friends with my children and it would be extremely disruptive to pull these kids out of their comfort zone; out of the schools that they're contributing to. The families support the schools and the community; everyone that I know is actively involved and I agree with what all the other parents have said

tonight. Please grandfather these kids in and start your permit policies from scratch for those kids that will not be affected by it; the new kids coming in. Thank you.

Lindsey Iacabbo, 28 Pengrove Street

I'm not going to stand here tonight and reiterate what everybody else has but there is one thing that stuck out that a member said tonight and it's in Section 1000 of the rule book and it says, "The purpose of the committee is to minimize the possibility of making ill-advised, illegal or improper rulings due to hasty action in the absence of the adequate information and especially when a policy does not exist. A change in policy is proposed or an exception to a policy is specifically requested." I feel you are taking hasty action in the absence of adequate information. We as a community and members of Cranston have failed to receive the proper evidence that would warrant ending all permits. My son Gian who is five attends Woodridge due to a safety breach at Arlington. He didn't walk out of the school on my watch. I had to change schools. If that kept him safe, I wouldn't be up here tonight. The all or nothing attitude will affect children in more ways than one and some parents have valid reasons as to why they have changed schools. I understand not everybody should be on permit. I get that. Also, I'd like to address something that a committee member said last week that this has been discussed at past meetings; yes it has. As a busy working mother; working family, we don't always have the time to come here. We want to but we don't always have that time. What you're saying is that we

would have to go on line and check the website every day to see if a major policy has changed. I would obviously have to check that every day in order to find out if my son can still attend that school. If you can't handle sending out 525 notices to families that would be affected by this then what good is this committee? It frightens me that out of 10,000 students you can't accommodate 525 special circumstances. I understand the City has no money; I get that. Why do our children have to suffer because of that? They did nothing wrong. Your role as committee members is to interpret the needs of the community and the desired educational requirements to its professional organization. This is to me a perfect example of the committee ignoring the needs of the community. Why don't you focus on the children that go to our schools that don't even live in this City. Ask yourself if turning the lives of 525 families upside down is helping or hurting the community, nothing will be fixed overnight. I understand that but please, for our children's sake, don't do this. Reconsider the permits. Thank you.

Kate Motte, 1383 Narragansett Blvd.

I'm another proud parent from Rhodes School. I should note that neither of my two boys are on permit but I came here to support the families at our school that are on permit. Permitting is not about better playgrounds and parking as has been mentioned many times this week on the various discussion boards. Permitting is; however, about improved community and support. For those who happen to live one or two blocks away from the arbitrarily defined boarder; that

distance can put families miles away from the community they call home. Absolutely no doubt about it; spots should be given on a priority bases to families for whom this is their home school. If space is available, which at our school has been the case for the past several years, permitting families are a tremendous resource to our school. Supporters of the community are actively seeking out and selecting our school and as a result, have been huge contributors; volunteering at school events, contributing in the classroom and supporting teachers and administrators. Permitting allows their kids to go to school with the kids they call friends. The kids they play soccer with; the kids they hang out at the playground with; and the kids they've attended pre-school with. Permitting allowed these parents to be in the support system for child care pick-up, drop off, etc. which is so often the case for working parents who rely on one another for back up for these young children. This is not about seeking other playgrounds and parking. On a side note, at Rhodes, we have no parking and our playground is ancient. This is however, about supporting a sense of community for these kids and their families. If space is not a problem as is the case at many of these schools, then why shouldn't this continue? Thank you.

Dan Wall, 27 Sagamore Road

Good evening to members of the School Committee, the Superintendent Lundsten; as I said my name is Dan Wall. My daughters attend Woodridge Elementary. They are not permitted. When I was here last week I came to speak on a non-agenda item

regarding the implementation of an honor roll at my daughter's elementary school. At the time, I felt this issue was very important. I still do. However, after listening to testimony from friends, from neighbors, fellow parents regarding the effects of this permit policy, I was moved. It made me feel like my issues were insignificant in comparison. As Mr. Traficante said, "It touched my heart". When I originally looked at the policy in the agenda, I thought it seemed ok. As I listened, I heard Mrs. Culhane say and pointed out that our City needs a policy that's fair to all students; not just her daughters and my daughters, but everybody. On paper, it seemed appropriate. I'm quite aware or maybe more aware now that over the last 20 years the permit policy has been used and in some cases is abused. Although parents, when they apply, they know they need to re-apply on a yearly basis, the norm seems to be that the permits are perpetual. I know that we are in need of a change but I think that the way that we change this policy is important. Although this policy may look prudent to some on paper, when you consider the adverse effects it will have on our students; when we consider how we will tear apart communities; when we consider how we will break up support networks of families and students, I'm against this policy in its current form. I believe as it's been stated before, as Mr. Colford had stated, that we should amend this policy to include a grandfather clause that allows all current elementary school students to remain in their current elementary school until they have completed that level of education. I know this means that it will take longer to fix this problem. It may take 4-6 years, but I think it's a small concession

because I believe it's better to slow it down; it's better to err on the side of caution and avoid some of the unintended results and harm that this policy may have to our students and our families. Thank you.

Norie Sherman, 4 Talbot Manor

My daughter spoke earlier. She currently attends Rhodes Elementary School. We have petitioned for Sydney to attend Rhodes for the last 4 years with the understanding that if the school did not have the availability due to a high amount of numbers of district children, Sydney would not be able to attend Rhodes. Roughly 10% of Rhodes children are currently petitioners. This 10% does not seem to affect the current district children attending Rhodes or the possibility of new students arriving. Please consider grandfathering current petitioning students and their siblings. As we also have petition for my 5 year old son to attend kindergarten in the fall. Thank you.

Antonella Pasquariello, 2072 Cranston Street

I want to thank all of you on the committee for all your time; the e-mails, the conversations that we've had with some of you. I know that you have been working diligently over the past week to really address this issue which is super-sensitive and super-upsetting in a lot of ways. It's been really hard to end the school year with the blast this year. It's been difficult to really maintain relationships with

people I am not sure I will be seeing again in September. If the policy doesn't change the way that it was amended last week, I will have two children in two separate schools. That is not ok; that will not allow me to be able to pursue my career that I would like to regain at some point. I cannot have two different schedules and then have a third child in another school altogether because he's not yet in the elementary school system. That in it of itself makes it really difficult. Then I started reading all these blogs and some of the comments have been so disheartening to hear other parents talk about this situation because I assured those parents that are on the other side of the fence that if their child was being impacted personally, that they would be here tonight as well. The fact that they'll say that their kids will be just fine; you do not know my children; you do not know my family and you do not know if my kids will be just fine. I watched my daughter spiral into an emotional rollercoaster when she changed schools last year. It's only been a year for us. To watch her go through that again after she so triumphantly came through and jumped her scores from a 60 on her first PAL to a 95 in third quarter at an amazing school. She was finally getting the academic needs that...her needs were being met and that was one of the main issues. Our decision to petition was well thought out; was well considered; was gut-wrenching and one that we had considered for several years. I ask that you take a look at the amendment; listen to the public sentiment on this topic and please consider the children that we happen to be talking about this evening. Thank you.

Ray Pasquariello, 2072 Cranston Street

I never try to follow my wife on anything because she is always much more eloquent than I am but I certainly just wanted to take a few seconds to thank you for your time this week. We've spoken to some of you; we've e-mailed; it's certainly been a long week and I think the one interesting thing that's come from all of this is that permit kids, permit families and non-permit kids and families alike; we all agree that change is necessary but we also agree that the process has worked. We're certainly anxious to see ...I know all of us here are anxious here to see the amendments you have come up with this week and we're certainly looking forward to seeing how this plays out. One of the things that everyone here has shared with you this evening are the stories. There are plenty of stories. Everything has a story. One of things that were most interesting is what kind of conclusions are we going to see going forward in these amendments and what kind of resolution will there be. Thank you for your time.

Consent Calendar-Consent Agenda

Our consent agenda consists of Resolutions: 13-6-20, 13-6-21, 13-6-22, 13-6-23, 13-6-24, and 13-6-25

A motion was made by Mrs. Culhane and seconded by Mr. Gale. The roll was taken. All were in favor.

PERSONNEL – ADMINISTRATION

NO. 13-6-20 – RESOLVED, that at the recommendation of the

Superintendent, said certified administrator be appointed as follows:

Paul DePalma, Principal – Waterman Elementary School

Contract Effective Date: July 1, 2013

See attached Financial Impact Analysis

NO. 13-6-21- RESOLVED, that at the recommendation of the Superintendent, said certified personnel be recalled from layoff, and

Be it further RESOLVED, that the Superintendent notify these individuals of the committee's actions.

NO. 13-6-22 – RESOLVED, that at the recommendation of the Superintendent, the following certified personnel be appointed as substitutes on a temporary basis as needed:

Heather Zanfagna, Elementary\Middle Special Education

Brianna Cardillo, Elementary

NO. 13-6-23- RESOLVED, that at the recommendation of the Superintendent, the resignation(s) of the following certified personnel be accepted:

Paul Heatherton, Principal

Orchard Farms

Effective Date...June 30, 2013

NO. 13-6-24 – RESOLVED, that at the recommendation of the

Superintendent, the resignation of the following coach (es) be accepted:

Joshua Procaccianti, Assistant Boys' Soccer Coach

CHSE

Effective Date...June 13, 2013

Samantha Wheeler, Assistant Coach Girls' Volleyball

CHSW

Effective Date...June 18, 2013

NO. 13-6-25 – RESOLVED, that at the recommendation of the Superintendent, the resignation(s) of the following non-certified personnel be accepted:

Joseph Vessella, Bus Driver

Transportation

Effective Date...June 14, 2013

Dr. Lundsten stated – I am delighted tonight that we have a new principal at Waterman Elementary, Mr. Paul DePalma will you please stand up so that everyone can see you. Mr. DePalma has most recently been at Cranston West. He's been with us for 10 years and we're delighted to see him move into an elementary school and are looking forward to working with him. Some of his colleagues are sitting in the audience and I know they will be a tremendous support to you, Mr. DePalma.

With that being said, we also have a resignation tonight on the agenda for Mr. Heatherton for Orchard Farms. He has decided that he'd like to pursue his passion in teaching which is a wonderful thing and he is going to be returning to the classroom. We wish him the best of luck. Thank you.

Mrs. Ruggieri stated – I just wanted to congratulate Mr. DePalma as well. Cranston West's loss is certainly Waterman's gain and if you ever have a chance to see him dance, it is a thing of beauty. Congratulations.

Action Calendar/Action Agenda

POLICIES AND PROGRAMS

NO. 13-6-26- RESOLVED, that at the recommendation of the Superintendent, the amended General Policy Statement – Permits, #5117, be approved for second reading (see policy attached).

A motion was made by Mrs. Ruggieri and seconded by Mrs. Culhane for discussion:

Mrs. Ruggieri stated – After listening to some of the commentary from parents and other people during the meeting, I had a chance to sit and meet with the Assistant Superintendent to go over the policy as it was written and look at the data that was available and we came up with amendments to the policy thatI don't think that we are ever

going to make everyone happy. I think that it certainly addresses some of the major issues and concerns. I can go through the amendments to the policy.

Ms. Iannazzi – Mrs. Ruggieri, are you moving this document as an amendment?

Mrs. Ruggieri – Yes

The motion was seconded by Mrs. Culhane on the policy amendment for discussion:

Mrs. Ruggieri stated – We split the policy up to have criteria and then implementation as two separate pieces. The criteria is now in a way that addresses the application process because that was not clearly stated at any point. It addresses the renewal because that type of issue wasn't followed as it should have been. I will go through it one piece at a time. (At this time Mrs. Ruggieri went over the amended policy). Mrs. Ruggieri noted that there are copies which were being passed out at this time. Mrs. Ruggieri added that this is a three-four year phase in which seemed to be a little bit more doable not only from the administration stand point but to allow families to prepare for whatever it is that they needed to prepare and to give them time to get used to the new policy and to make sure that we were following all of the things that are set now as criteria and policy implementation.

Mrs. Ruggieri

Those are the amendments that I am proposing tonight and these

amendments were worked on by me, Ms. Iannazzi, the Assistant Superintendent and Mrs. Culhane.

Ms. Iannazzi asked for comments on the proposed amendment.

Mr. Colford – This is the first time I've seen this and I am really not clear on what the unintended consequences of some of these time-lines would be but as I understand it we're really not grandfathering everybody from where they are now. It appears that for 2013-2014 the Kindergarten and first grade students must meet the new requirements. When I go to 2014-2015, I start grades K-4 so technically now that second grader.....Ms. Iannazzi – You're not grandfathering everyone in. It's a three year phase out.

Mrs. Ruggieri – We are talking about in-coming kindergarten and in-coming first grade. Not people who currently....we are talking about our population right now that is kindergarten but we don't know what the in-coming permit issues are.

Mr. Colford – So then that would be the second grader who would be coming into the third grade in that year and now you're going to take them out of the school. Correct? I need a little time to review this information before you ask me to vote on it.

Mrs. Ruggieri – For the first year, we're saying that the kindergarten and first grade students must meet the new criteria. Everyone else is grandfathered in for the annual permit as long as they don't have

poor attendance, excessive tardiness, etc. The only other piece of that is if their permit causes an overage, they will not receive the permit. Mrs. Ruggieri added: Kdg. 27, Gr. 1-21, Gr. 2-40, Gr. 3-59; those are the students who do not currently meet the criteria based on the sheets that we were given. That number may change because when we were looking at some of these, we realized that they may be coded incorrectly. Those numbers may go down but that's the impact.

Ms. Iannazzi – It's a three-year phase out so in the 13-14 school year, K and 1, the new policy is implemented; the following year, it's implemented for K-4; the last year...it's not grandfathered everyone in. It is a three year phase out.

A discussion ensued at this time.

Mr. Gale – My question is bottom line how many students who have permits will be able to finish at the elementary school that they are at now. Will it be everyone from 3rd grade up? I don't really understand how this works.

Mrs. Ruggieri – For the first year, the students that are going to be able to finish are your 4th and 5th grade current students. They are going to be in 5th and 6th grade next year. Any other student that meets the criteria will be able to continue at their permitted school.

Mr. Gale – So basically is the cut off line 3rd grade? If they're in 3rd

grade now they would be able to finish 4th grade at the school that they are permitted for but after that they would have to move to their home school if they don't meet the criteria.

Mrs. Ruggieri – In other words when we start looking at these numbers and we start looking at the reasons that permits are made, historically we know that the system was flawed and that from the administration going back several assistant Superintendents that it became more common place to just approve anything that came in. We are now at a point where, from an administrative standpoint, it needs to be addressed, from a policy standpoint it needs to be addressed, from a student standpoint it needs to be addressed and I also feel that I want to say that when I listen to the commentary there's something that strikes me. I've had this conversation with a few people. We have 17 elementary schools in our system right now. They all offer the support system; they all have engaged teachers; they all are working to provide our kids with the best educational careers that they can and it's what we're putting into it ourselves as well. I almost feel for some people to be saying that their child is getting a better education here than they would there. I don't necessarily know that that's actually the case. Having gone through elementary schools, middle school and now having two of my children in high school and going to a pre-school and moving from out of state, I was able to create my community everywhere I went and I don't think that that changes and I think that our kids are so lucky because they're so involved in so many activities that they

know kids from different things and when they get to middle school, they may not be in the same class as any of the kids they went to elementary school with and they'll know kids because they know kids from every activity that they're involved with. I just don't want to discount our elementary schools and our teachers and our administrators as whole to say one place is better than another. It's working with your teachers and your administrators to make sure that your child is getting what your child needs.

Mr. Traficante – About the cluster students, they may opt to stay in the current school until they leave to go into the 7th grade. So all cluster students can stay where they are presently going to school if they want to.

Mrs. Ruggieri – Yes, because those are students who were district placed.

Mr. Traficante – It says that students in Grade 2 – 12 may be granted an annual permit. So students that are going from 1st grade into 2nd grade; they're not grandfathered in.

Ms. Iannazzi – Mr. Traficante, just to answer that. They may receive a permit as long as their permit does not cause an overage, which is the language on the prior side. We don't want to add a financial cost to the district.

Mrs. Culhane – A point of clarification; the students in grades 2-12 that may be grand....I don't want to say grandfathered; but will be granted this year, that third grader may not be for the following year?

Ms. Iannazzi noted that this is correct. Mrs. Culhane – One of the concerns that I've heard from parents and we're trying to address through this is the fact that some parents felt they didn't have enough time to be able to explain the situation to their children or make accommodations. This quite frankly, folks, is not the best of both worlds from some peoples perspective but we're trying to give time in order for people to understand what changes will be and how the changes will be implemented. That is why we choose to phase it in like this. If I may, there are a couple of comments that I want to make and the first one is that we have a lot of information. There seems to be an idea that the only information that we have is either what people have been able to source on the internet or what not. We've been working on this; I know me as an individual; I've put hours into this. While we may not all work together as a committee because of Open Meetings Acts and things like this, we've all been putting a lot of effort into this. No decision that we're doing is made flippantly. I think something else people need to understand; myself, Mr. Colford, Mrs. Ruggieri; we have children on this committee. So for people to presume that this wouldn't affect me or that I make decisions because it's not going to affect my child; should rewind about 4 years ago when I received a mandate; when we as a committee received mandates from the Park Ave. administration that we needed to cut things that were not essential, non-BEP items. That night after that

School Committee Meeting when my heart broke and I had to cut music and EPIC, I had to go home to my daughter and tell her, “Honey, I have to tell you some bad news. EPIC Program isn’t going to exist next year and you’re not going to play an instrument next year”. My daughter looked at me and said, “Mommy I thought you were trying to make it better.” So for anybody out there to think that the decisions I make up here don’t affect me and my family, you are sorely mistaken and I’m sorry if I sound harsh but I take what I do very personally here. Just like you take it personally for your child; I’ve had to make some really awful decisions for my children too. When I’m making those decisions, I’m looking at the best of the 11,000 children in the district not just what my kid needs. While you have the opportunity to come up and speak for your children, I have to speak for mine and everyone else’s child. I think that everybody needs to just appreciate the fact that we’ve put a lot of thought and effort into this and while this new amendment; it’s the only amendment...people kept saying Mr. Colford’s amendment and respectfully there was no other amendment made at this point and time; while this isn’t perfect, it offers something to at least phase it in and roll it out in a way that gives people an opportunity to prepare what is going to be coming down. I just feel very personally whether you have children on the committee or not. We all make these decisions; we take it very seriously and very personally.

Mrs. McFarland – I just wanted to say that while I did not attend the meetings with the three School Committee members that actually

participated in looking at some amendments, I did send my comments in and if anybody wants my e-mails I will be more than willing to share it with you, since it was shared with all of the School Committee members. I sent an e-mail to the Assistant Superintendent on Wednesday morning at 7:20 a.m. While I won't go through and bore you with all of the writing that I did it was quite a long e-mail that I sent to her with all of my concerns and a lot of those concerns have been put into this particular policy. I am thankful to the committee members who offered to do that. While I did not participate in their conducted meeting because it would have been a violation for a 4th member, I did write a very extensive e-mail to everyone and I will just read to you the last paragraph:

“Finally, I would ask that a placement policy be created as well so we could hold off with the Permit Policy and hear both policies together. Part of me thinks that passage in July and giving the parents what they want, a voice, to listen to their concerns would be helpful. Just my overall thoughts”.

So I wanted you to know that I am thinking of your best interest and I did extend out and write an e-mail to ensure that your voices.....I heard you clearly that Monday night. I took the time on Wednesday morning to do that and to make sure that the committee members were putting together some amendments and were sure about my concerns and my thoughts of the process. I also had the opportunity to speak with another School Committee member, Mr. Colford, and indicated to him that if he had some amendments, he should bring it

forth and make a friendly amendment. I don't know what his proposal is this evening. I don't know how far he wants to go with it but I would ask through the chair my question being that for the 2014 and 2015 year, every student in Grades K-4 must meet the new criteria. We will have children that will attend school for a brief time giving them the application period and they will be asked to go back to their schools. My concern is that that process may be quite an experience for parents to go through at the second, third and fourth grade level. Those children would be affected in 2014-2015 and only children K-1 for this current year. I don't know how we would be handling that or what type of application process would be granted to parents telling them that this would be the criteria that would be proposed in advance.

Ms. Iannazzi – The policy itself details the criteria that would be used. I know that the Assistant Superintendent is off today. She will be working on an application which will be attached to this policy so that when a parent calls the district and requests a permit, that application would have to be complete. Similar to what we just did to the School Flyers; they are working on an application that could be posted on the website as well.

Mrs. McFarland – My second question is that on the first page for permit criteria under #5, "The student is interested in programming not offered in their home school". The only example that you offer is in the high school. What example would you offer for elementary

school? Ms. Iannazzi answered ELL. A lengthy discussion ensued.

Mr. Traficante – I'm going to ask a general question. We have 175 special ed. students on this particular roster. What is happening to them, in general?

Ms. Iannazzi – As long as their IEP or 504 requires a placement, they're staying. The ELL students would be a program so they would be staying.

At this time, Mr. Traficante asked for a 5-minute recess. (8:10 p.m.)

Mrs. Culhane – I have one point of clarification. I would add a friendly amendment to an amendment:

Friendly Amendment – Under the clustered students, I think it's important

for us to make a notation about siblings of clustered students. We're sort

of seeing those students that are clustered; the responsibility is on us

because we have told you for whatever reason there's no room or what

have you. If we could just add language that would say: Elementary students and their siblings who have been clustered. A sibling who is not yet clustered.

A discussion ensued in regards to Mrs. Culhane's amendment.

If because two siblings have already been clustered, would we then allow a third sibling, that incoming sibling, to remain with their siblings?

Ms. Iannazzi – So, your friendly amendment would be to number 7 on the front page and it would say, “The student's siblings attend a school outside of his/her home school, in the district, for special service placements or because of a cluster.”

Mrs. Culhane – I guess it could be added there.

Ms. Iannazzi – Is there any objection from the sponsors to that friendly amendment?

Mrs. Culhane – So we're understanding in other words that would be an in-coming child because the children are already clustered, an in-coming student who is not yet enrolled would also then follow their siblings. This friendly amendment was accepted by the committee and will become part of the amendment.

Mr. Colford – As I try to do some math after I had some time to look at it, it appears that we have 114 permits who will actually be moved out before they reach their conclusions from 6th grade. Mrs. Ruggieri – 138? Mr. Colford – I'd like to propose a friendly amendment to this: I would propose that we, for the 2013-2014 school year, K-6 graders be

granted a permit to finish that permitted school provided they not have poor attendance, excessive tardiness, disciplinary, etc. that may affect the educational process. Then I would continue thatMs. Iannazzi – I would not accept that as a friendly amendment. If you want to offer that as a regular amendment you may do so. You'd have to wait until the existing amendment is voted on.

Ms. Iannazzi – Any discussion on the proposed amendment?

Mr. Gale – I have some questions from the audience when I was down there. One question is about number 4 where it talks about the IEP and the 504 plan. One person raised the point that if the service offered through an IEP or a 504 moves to another school, would that student then have to move with the program or would they be able to stay at the school they are at?

Ms. Iannazzi – They would move pursuant to their IEP to the school that offered the services that they needed.

Mr. Gale – Under the Policy Implementation Schedule, someone suggested the second sentence in the third paragraph that starts, “students in grades 5-12 may be granted an annual permit”, adding the word “entering” so that it reads, “students entering in grades 5-12 may be granted an annual permit”. Just for clarification to show that it's now 5th grade to show that they are entering 5th grade.

Ms. Iannazzi – I think it says that. In the 2014-2015 year they'll be 5th graders. The first sentence says, "For the 2014-2015 year and the next sentence says, students in grades 5". In 14-15 they'd be in grade 5.

Ms. Iannazzi – There being no further discussion on the proposed amendment, the roll was called:

Mr. Gale No Mrs. Culhane Yes

Mr. Colford No Mrs. McFarland Yes

Mr. Traficante Yes Mrs. Ruggieri Yes

Ms. Iannazzi Yes

Ms. Iannazzi – Are there any other amendments to this policy as amended?

Mr. Colford – I would like to amend the policy. As we talked about before, I don't know the sense of urgency that we have to get this done in three years. We've gone decades now without addressing this. We got to the point where we really need to. It is my thinking that students that we are going to impact right now, we allow them to work through the system and basically permit out through their elementary schools. My proposal is that: for 2013-2014 school year, K-6th grade may be granted a permit to finish school in their permitted school provided they do not have poor attendance, excessive tardiness, disciplinary issues, etc. that may affect the educational process. Then continue that process through 2014-2015,

starting with first graders; 2015-2016, starting with second graders; 2016-2017, starting with third graders; 2017-2018, 4th graders; 2018-2019, 5th graders, 2019-2020, that would be the last ones that are permitted out.

The amendment was seconded by Mr. Gale. Discussion:

Mrs. Culhane – Mr. Colford, while I respect and appreciate your idea of wanting to essentially grandfather everybody in, which is what this does, because we've always done it this way and we should allow that to happen. When I first came on the School Committee, I ran because of an issue similar to this that I was opposed to so I understand quite frankly what's going on. But one of the things that I said was that things like this, whatever it was, shouldn't happen and from some people, I heard, "Well that's the way we've always done it". I wasn't willing to accept that. I think, say for obviously the K and the first graders are going to be affected/impacted this year. We're giving parents an opportunity to have a year of planning if this is going to affect them and one of the big issues people were talking about was not having enough time. As difficult as this decision is to me, we don't have the kind of time to keep doing things the way we've always been doing them. I think that now is the time to make the change. We've thoughtfully tried to make a way to phase it in. Is it still going to be difficult for some students? Yes, obviously; we're trying to minimize that through what we just passed. I don't feel that through your amendment that is going to help the students or the district.

Mr. Colford – You're correct that at some point we have to address this. With all due respect, we've allowed this to go on and it's gotten out of hand. The right thing to do for these children is again, as I put myself in those parents's position and the children's position; the right thing to do for these students is to allow them to continue to permit out through the rest of their elementary school. Is it necessarily the best thing? I think for the students it is. Is it the best thing for us as a school district? I don't know. To me there are a lot of unanswered consequences that we may have to address here. (Mentioned consequences) There are implications in there that we're not really clear; I don't know if we've done enough of our homework on that to know those answers. I think we can but in the meantime the right thing to do is to allow these kids to permit out.

Mr. Gale – It looks like...if I'm doing my math right; were down from talking about 432 kids to 138 kids in K-3. In third grade, there are 59 students who are on a permit. Once those kids are gone, it will be down to 79 kids and the following year 48 kids, the final year 27 kids. I don't see why this is a burden to the School Department. I'll state the reasons why I think we should grandfather everyone in. I was on the fence; I was leaning towards supporting it because it sounded like a lot of support for the school system especially Ms. Nota and then I started talking to parents, many who are here tonight and what really got me was that there were families in which we asked them to go to a different school because there wasn't space available. Of course

there is nothing you can do about that so they went along with it. But now we're going to ask them to move again. I just don't understand that.

Ms. Iannazzi – No, we're not, Mr. Gale. That's misleading the public. The parents that we have moved, we own. The parents that we have clustered out, we are honoring, so please take that statement back.

Mr. Gale – Ok, I do. But even still, what really struck me was how I heard from so many parents like for the last meeting, I got a call at 5:00 from a woman who had heard it from a third party; someone who doesn't even have a child in our district and she showed up and testified at this meeting. That says something to me that this is an issue that parents really care about.

Ms. Iannazzi – There being no further discussion on the proposed amendment by Mr. Colford, the roll was called:

Mrs. McFarland Yes Mr. Traficante Yes

Mr. Colford Yes Mrs. Culhane No

Mr. Gale Yes Mrs. Ruggieri No

Ms. Iannazzi No

Mrs. Ruggieri – I just wanted to ask Mr. Colford if his amendment included the siblings that were going to be coming up during this six year phase out and what are you going to do with those siblings? How are you going to handle overcrowding and all the same issues? When I went through all the numbers I went through moving and what

it would look like for classrooms. I just wanted to know when you're making that amendment, you're making that amendment for the current students or are you also going to be including those children who are currently not part of our school system but will be entering our school system at some point during this phase out and what is your plan for those students.

Mr. Colford – Yes, I would include those siblings.

Mrs. Ruggieri – So, you're actually not talking about an 8 year phase out or 6 year phase out, you're talking about a perpetual phase out. There's a never ending phase out. If you're talking about children who are not attending our schools now but when they do attend our schools you're going to allow them to permit into whatever school their sibling is currently permitted into. You're not talking about a permit.....What I'm saying to you is if your proposal is to allow current permitted students; but what happens to those students who are not in school now? Are you phasing them in; are you phasing them out; are they supposed to go to their home schools; what is the plan for them.

Mr. Colford – If those siblings are in that school, then they would be able to be permitted to that school. If a child is born right now, today, it would be six additional years; you'd be at 2025.

A lengthy discussion ensued regarding Mr. Colford's amendment.

Mrs. Culhane – I have two points; the first one is procedurally we have two amendments on the floor on a policy and those amendments contradict one another. I think we need a point of clarification.

Ms. Iannazzi – What we did was we voted this policy first and then Mr. Colford submitted an amendment which would change this language.

Mrs. Culhane – Respectfully, we only voted on the amendments to the policy. We haven't voted on the policy yet. We voted on one amendment for the policy and then we voted on another amendment to the policy and they contradict one another.

Mr. Traficante – Since there is some confusion here, I would recommend that we reconsider and clarify the issue.

Ms. Iannazzi – Mr. Traficante moves, because he was in the prevailing party, Mr. Traficante moves to reconsider Mr. Colford's amendment. This motion was seconded by Mrs. McFarland. The roll was called to reconsider the amendment:

Mrs. Ruggieri Yes Mr. Traficante Yes

Mr. Colford Yes Mrs. Culhane Yes

Mr. Gale Yes Mrs. McFarland Yes

Ms. Iannazzi Yes

Ms. Iannazzi – Now what happens is Mr. Colford's amendment is back on the table.

Mrs. Culhane – Essentially one of the things that ...one of the big complaints that people have about this is that we didn't have a set amount of numbers and we now have a set amount of numbers. We've been given those numbers, schools, locations, designations, everything. Mr. Colford, through the chair, what I'm concerned of is now we don't really have accurate numbers anymore because I had one child that may have been clustered. I've had two subsequent children then have a family move in that have 19 children; we now have made what was a finite number exponential potentially. I think that gets us into a very dangerous situation.

Ms. Iannazzi – Mr. Colford's amendment is on the table.

Mr. Traficante – My voting to support it; I did not vote to support the sibling aspect because that will take us to 2015 so therefore if you limit your discussion from 2013 and said to 2020 to support it, the sibling aspect will just perpetuate the situation over and over.

Mrs. McFarland – I agree with my colleague, Mr. Traficante. I was not supporting additional siblings because we will never end this process. What I was supporting was to allow the children who are currently there and parents would have to make conscious decisions

about where they send their children or whether or not they send them to different schools; that's all a personal choice matter and not a family matter; it's not a public school system when we actually have schools that can accommodate accordingly.

Mrs. Culhane – I'd like to remind the committee that in the initial amendment which we voted on, we do take care of the clustering issue with siblings. That is an issue that is addressed. We outlined the fact, through my friendly amendment, that those students who are clustered, their siblings, whether they're in the school department now or they are going to come five years down the road, and yes that would include those 19 kids in this particular amendment that we voted on first.

Mrs. Ruggieri – I just want to make sure that I understand Mr. Colford's amendment. Your amendment is to not only include grandfathering in the current permitted students regardless of the fact that they meet criteria or not, that you are additionally looking to grandfather in any and all current and future siblings of these students even if they don't meet the criteria.

Mr. Colford – They need to meet the requirements of the amendment we talked about; this amendment that I proposed, which is to grandfather these in.

Mr. Gale – Mr. Colford, would you accept a friendly amendment to

your amendment to exclude any future siblings of the students that are grandfathered in?

Mr. Colford – I would.

Ms. Iannazzi – Are they future siblings that haven't been born yet or future siblings that aren't enrolled in C.P.S. Are you going to define the future siblings?

Mr. Gale – Basically we're just going to grandfather in kids who are in school now from Kindergarten and above. If there are any future kids; if there's a kid in pre-school, they would have to go to their home school, if they don't meet the criteria.

Ms. Iannazzi – Mr. Colford is that what you accept as a friendly amendment?

Mr. Colford – Yes.

Mrs. Ruggieri – Can I have the amendment read back to me, please?

Mr. Colford – I propose that for the 2013-2014 school year, K-6th graders may be granted a permit to finish school at the permitted school provided they do not have poor attendance, excessive tardiness, etc. that may affect the educational process. For the 2014-2015 school year it would be 1st – 6th graders; for the 2015-2016 school year it would be 2nd – 6th graders; for the 2016-2017 school year it would be 3rd – 6th graders; for the 2017-2018 school year it

would be 4th – 6th graders; for the 2018-2019 school year it would be 5th – 6th graders; and for the 2019-2020 school year it would be the 6th graders.

Ms. Iannazzi – Mr. Colford, in our policy, we had run the numbers with Mrs. Nota and know that if clustered kids decided to return to their school, which they are given the option with the policy, that we would have space. Have you run your numbers so you know that with your new amendment allowing everyone to be grandfathered in, that those clustered students would still have space available if they decided to return to their home school?

Mr. Colford – What I know is where we are today with it and we would have these 114 students would not be asked to go back to their home school but they would be able to permit to the schools they are in presently.

Ms. Iannazzi – That's not what the policy says; it says they're able to, if they choose, go back to the school that they should be at. So for example, there's a third grader who should be at Woodridge but is actually at Glen Hills. Under our policy there were provisions so that that child can then return to Woodridge and if we were at cap, then additional permits wouldn't be granted. We had already run the numbers. What I'm saying is because you have now extended this process for four additional years, are you prepared to tell us whether or not there would be any overages or whether or not there would be

space available for those clustered students should they decide to return to their home school.

Mr. Colford – I think that goes back to my original question when we started this process tonight when this amendment was proposed. The same thing; I don't know what those numbers are right now, but again, what are the unintended consequences? We've been going through this process right now with this amount of students; we're just going to continue that time line a little longer. On a case by case basis, no I have not had the time to talk to every student; I don't know. I don't know every student.

Mrs. Ruggieri – When I was working with the Assistant Superintendent on this and we were talking about moving what would be our incoming first grade class, we went through every kid on the list, where they were supposed to be and where they were and then we went through and said how many kids are in that classroom; how many kids would now be in that classroom; how many kids would be in the classroom that they left. That's what we did for each one of those so that we knew when this proposal came forward that we were not inflicting any kind of undo overages into any of those classrooms. That's what I did and I went through every single one. I went back through these lists again and figured out who was going in and who was going out of each school and where they were going to so, yeah, I did do that.

Mr. Colford – Then if you can, I'd appreciate it if I had that information to look at as well. That would be very helpful. Second the permits as we have right now; we're saying that we're going to move 114 permits where in the past we just continued to permit them on. Clearly then you must have had to move classrooms; you must have had to move teachers; you must have had to move transportation by addressing these 115 kids to put back in their home schools. Correct?

Dr. Lundsten – I'm sitting here and I'm thinking about the numbers and I'm thinking about how it looks across the 17 elementary schools, and having been the Assistant Superintendent and working with these numbers, I am concerned, Mr. Colford, about the few schools I suspect we might run into a problem with. Without looking back at what Mrs. Ruggieri and Mrs. Nota did, I'm a little bit worried about 4-5 schools off the top of my head right now that I know the classes are running very close to cap

Mrs. McFarland – If we instituted the policy the way it is tonight and moved ahead and looked at it for next year after the 2013-2014 year, then we could always come back and amend this policy if there was any kind of opportunity to look at extending because it would be the 3rd and 4th grade in the future year of 2014-2015 but that would give us a one year opportunity to really look at and really review what our schools would look like. We would also have a better idea even after August after the applications are put in.

Ms. Iannazzi – It would and it would give you another year of data. It would also allow the opportunity to have....As Mrs. Ruggieri mentioned there's about 73 individuals who are not coded as to what their permit status is based on.

I would ask that the policy pass as amended from the written version and then we can put it on the August Work Session to track the numbers.

Mrs. Culhane – I guess one of the things that I'm perplexed by is the fact that several of us on the committee worked with the Assistant Superintendent; took numbers, took data; asked questions; reviewed and revised; have been working on this essentially for hours all week.

We knew that when we created this amendment there would be some people in this audience tonight that might be one of our future opponents and we understood there would be some people that would be upset by this policy and move to be angry; we got that. But we had a plan that we researched. We did not just come here tonight to appease everyone and say that we didn't really know what the answers are, etc.

Not everybody is going to be happy tonight with this proposed amendment but it works; we have numbers to support it; we're phasing it in and I'm just a little perplexed by people encouraging the idea; we have made accommodations for siblings who have been clustered but yet people were clapping at an amendment that says that if your child is a clustered child, you may have 2, 3, 4, 5 children going to different schools. I hope that people understand that that is

what Mr. Colford's amendment implies. That you potentially could have children; one child is grandfathered in and they'll go all the way through; you could have several children in different schools. I just hope people understand that. Whereas the policy that we have created, yes, it's a phase in; it's a roll out and not everybody will be happy but we've protected those clustered siblings.

Mr. Gale – I just wanted to talk about the clustered children and if they want to move back to their school and that puts us at an overage, wouldn't this policy just allow for the students who are on permit to be told that the permit could not be granted because there was no room and they go back to the home school.

A discussion ensued regarding clustering and permits and an example of the procedure we follow if a school has an overage.

Ms. Iannazzi – On Mr. Colford's amendment, I am going to call the vote; is there any discussion on Mr. Colford's amendment. There being none, the roll was called:

Mr. Colford Yes Mr. Gale Yes

Mrs. Culhane No Mrs. Ruggieri No

Mrs. McFarland No Mr. Traficante No

Ms. Iannazzi No

Ms. Iannazzi – There being no further amendments, a vote will be called on the policy as amended:

Mr. Gale No Mrs. McFarland Yes

Mr. Traficante Yes Mr. Colford No

Mrs. Culhane Yes Mrs. Ruggieri Yes

Ms. Iannazzi Yes

NO. 13-6-27 - RESOLVED, that at the recommendation of the Superintendent, the amended Wellness Policy, #6164.8, be approved for second reading (see policy attached).

A motion was made by Mr. Traficante, seconded by Mrs. Culhane for discussion:

Mrs. Culhane – I just want to indicate, contrary to what a speaker said, I never said this was a problem at Eden Park. I said that I know that there are some teachers, some pockets; some situations where this may be abused but I did not in any way say that this was abused specifically at Eden Park. I just feel that that needs to be corrected for the record. I never said those words; I understand it's an issue; we all understand recess is important. We have faith in our Superintendent, our building principals and most importantly our teachers to be using their judgment to have a discussion about alternatives and that's what we discussed last time. Thank you.

There being no further discussion, the roll was called:

Mr. Colford Yes Mrs. Culhane Yes

Mr. Gale Yes Mrs. McFarland Yes

Mr. Traficante Yes Mrs. Ruggieri Yes

Ms. Iannazzi Yes

NO. 13-6-28 – RESOLVED, that the 2013-2014 Operating Budget, as adopted by the School Committee, be revised for amended State Aid figures.

A motion was made by Mr. Traficante and seconded by Mrs. McFarland on the above Resolution No. 13-6-28 for discussion:

Mr. Traficante – I'd like to make the following motion on the revenue side of the budget, I move that we increase State Aid by \$27,350.00. On the expenditure side, and in that same motion, to increase the expenditures by \$27,350.00 to give us an operating budget of \$137,612,979.00.

Ms. Iannazzi – And that expenditure would be in Special Education tuition?

Mr. Traficante – Yes, Madam Chair.

The motion was seconded by Mrs. McFarland. The vote was taken on the proposed amendment:

Mrs. McFarland Yes Mrs. Ruggieri Yes

Mr. Traficante Yes Mr. Colford Yes

Mrs. Culhane Yes Mr. Gale Yes

Ms. Iannazzi Yes

There being no further discussion on the Budget as amended, the roll

was called:

Mrs. McFarland Yes Mr. Traficante Yes

Mr. Colford Yes Mrs. Culhane Yes

Mr. Gale Yes Mrs. Ruggieri Yes

Ms. Iannazzi Yes

NO. 13-6-29 – RESOLVED, that at the recommendation of the Superintendent, the approval of the Purchased Service Agreement, with Addendum, between The West Bay Collaborative Program located at the Horton Elementary School and the Cranston Public Schools for the amount of \$430,000.00 be approved.

A motion was made by Mrs. Culhane and seconded by Mr. Traficante for discussion:

Mrs. Ruggieri – This is no way a reflection of the West Bay Collaborative or the program that they are providing for Cranston because I know that they are doing a wonderful job. The only thing that I will ask, because I did ask for this last time; we are paying \$430,000 and I would really like to see a budget to see exactly what we're paying for and exactly what those line items are because when I went through this contract, I looked at it and we're providing a lot of stuff. We're still paying a decent amount of money out. I would like to see a more detailed explanation as to what the financial end of it is.

At this time, a motion was made by Mr. Traficante to table Resolution

No. 13-6-29. The motion was seconded by Mrs. Culhane. There being no discussion the roll was called to table this resolution:

Mr. Traficante Yes Mr. Colford Yes

Mr. Gale Yes Mrs. Ruggieri Yes

Mrs. McFarland Yes Mrs. Culhane Yes

Ms. Iannazzi Yes

NO. 13-6-30 – RESOLVED, that at the recommendation of the Superintendent, the approval of the Purchased Service Agreement between The West Bay Collaborative Summer Program located at the Horton Elementary School and the Cranston Public Schools for the amount of \$5,000.00 be approved.

A motion was made on the above resolution by Mrs. Ruggieri, seconded by Mr. Traficante. The roll was called:

Mr. Gale Yes Mr. Colford Yes

Mrs. Culhane Yes Mrs. McFarland Yes

Mrs. Ruggieri Yes Mr. Traficante Yes

Ms. Iannazzi Yes

Public Hearing on Non-Agenda Items – There were none.

Announcement of Future Meetings - July 10 and July 15, 2013

Adjournment

A motion to adjourn was made by Mr. Traficante, seconded by Mrs. Ruggieri. All were in favor. The meeting adjourned at 8:55 p.m.

Respectfully submitted,

**Paula BM McFarland
School Committee Clerk**

Effective July 1, 2013 POLICY #5117

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 on 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 an accurate population trends to determine space concerns at each building in each classroom.

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.

Permit Criteria

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. 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- The student's sibling attends a school outside of his/her home school in the district for special service placements (i.e. ELL or special education)**

4- For the 2013-2014 school year, 5th and 6th graders may be granted a permit to finish school in their permitted school provided they do not have poor attendance, excessive tardiness, disciplinary problems, or for any other reason that may affect the educational process.

5- For the 2014-2015 school year, 6th graders may be granted a permit to finish school in their permitted school provided they do not have poor attendance, excessive tardiness, disciplinary problems, or for any other reason that may affect the educational process.

POLICY AMENDED: JUNE 24, 2013

CRANSTON PUBLIC

SCHOOLS

RESOLUTION NO. 13-6-

CRANSTON, RHODE ISLAND

#6164.8

Wellness Policy

I. 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.

II. 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>

III. 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.

IV. 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/>

A. 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.**

B. 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)**

V. 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.

VI. 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**

VII. 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.**

VIII. 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**

IX. 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.

X. Peanut and Tree Nut Allergy – R.I. General Law 16-21-31 & 16-21-32

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.**

The above policy is set forth in Policy #5141.5 under Students.

XI. 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)

XII. 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. 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)**

B. 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.**

XIII. 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.

XIV. 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.

XV. 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**

A. Recess

All elementary school students will have at least 15 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.**

XVI. 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.

XVII. 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.

XVIII. 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.

XIX. 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.**

XX. 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.

XXI. 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 Adopted: September 18, 2006

Resolution No: 06-9-24

Policy Amended: 11-26-09

Resolution No: 09-7-21

Policy Amended: June 24, 2013 CRANSTON PUBLIC SCHOOLS

Resolution No: 13-6- CRANSTON, RHODE ISLAND

ALTERNATIVE LEARNING PROGRAM AT HORTON ELEMENTARY

**This Agreement is made and entered into this ____ day of June, 2013,
by and
between the Cranston School Committee/Cranston Public Schools
(hereinafter referred to as
"Cranston") and West Bay Collaborative (hereinafter referred to as
"West Bay").**

**WHEREAS, Cranston is in need of an alternative learning program;
and**

WHEREAS, West Bay has the ability to provide those services.

Now, therefore, for good and valuable consideration, it is agreed:

1. TERM:

**The term of this agreement is for the 2013-2014 academic school
year.**

2. COMPENSATION FOR SERVICES RENDERED BY WEST BAY:

Cranston shall pay a fee in the amount of \$430,000.00 which said amount shall be billed and paid on a quarterly basis.

3. OBLIGATIONS OF WEST BAY:

A. West Bay shall operate an alternative elementary school program for students in grades K-6 with two self-contained classrooms at the Horton Elementary School for a maximum of 16 students. The program will provide a highly structured, supportive, and therapeutic environment. Class time will be devoted to hands-on activities for all academic areas with lessons and activities to promote social and life skills. Each classroom will have a Certified Teacher and a Teacher Assistant. The program will also have a Program Administrator and Counseling Services.

B. The schedule shall conform to school calendar of Cranston.

C. West Bay shall be responsible for the management and supervision of the

Program Administrator, Teachers, and Teacher Assistants, all of whom will be employed by West Bay. West Bay will also provide counseling with certified staff and/or outside services to accommodate IEP needs. The amount of Counseling provided by West Bay will not exceed a .5 FTE.

D. West Bay shall be responsible all supplies and materials, student activities, and transportation during the school day that is needed to effectively operate the program.

E. West Bay shall obtain and maintain Workers' Compensation insurance and general and professional liability insurance with limits of liability of \$1,000,000.00 for the services and personnel provided under this Agreement.

F. West Bay agrees to indemnify and hold Cranston harmless from and against any claim, loss, damage, cost, expense or liability arising out of any negligence or wrongful acts of West Bay, its agents and/or employees.

G. West Bay agrees that this contract may not be assigned without the prior written consent of Cranston.

4. OBLIGATIONS OF CRANSTON:

A. Cranston shall provide the space and will be responsible for the maintenance and security of the facility.

B. Cranston shall provide the phone lines and internet connectivity.

C. Cranston shall be responsible for providing textbooks, workbooks, software and assessment materials in use in the district.

D. Cranston shall be responsible for the food service.

E. Cranston shall be responsible for student transportation to and from home.

F. Cranston shall provide part-time staff, to include Music, Library, and PE Teacher; and Speech Language and OT/PT as dictated by IEPs.

G. Cranston shall provide all necessary student records.

H. Cranston shall obtain and maintain general liability insurance as presently existing.

I. Cranston shall indemnify and hold West Bay harmless from any claim, loss, damage, cost, expense or liability arising out of any negligence or wrongful act of Cranston, its agents and/or employees.

5. SEVERABILITY:

If any provisions of this Agreement shall be held invalid or unenforceable in whole or in part, then such provision shall be ineffective to the extent of such invalidity or unenforceability, but shall not affect the validity or enforceability of the remaining provisions of this agreement.

6. BINDING EFFECT:

This Agreement shall be binding upon and inure to the benefit of the parties respective successors, but shall not be assigned without the written consent of the parties.

7. GOVERNING LAW:

This Agreement shall be governed by and construed in accordance with the laws of the State of Rhode Island.

8. COMPLETE AGREEMENT:

This Agreement represents the complete agreement of the parties and succeeds all prior agreements and communications. This agreement shall not be modified except by a writing signed by both parties.

Witness: Cranston School Committee

Witness: West Bay Collaborative

Karen Ostroff, Executive Director

ALTERNATIVE LEARNING PROGRAM AT HORTON ELEMENTARY ADDENDUM

This ADDENDUM to the Alternative Learning Program at Horton Elementary Agreement is made and entered into this ___ day of June, 2013, by and between the Cranston School Committee/Cranston Public Schools (hereinafter referred to as "Cranston") and West Bay Collaborative (hereinafter referred to as "West Bay").

This ADDENDUM allows the program to accept students from other districts provided that their district will pay an agreed upon tuition to West Bay and that the presence of these students will not reduce the level or quality of services that the Cranston students receive.

1. In addition to the obligations in the Alternative Learning Program at Horton Elementary Agreement, West Bay agrees to the following obligations specifically for students from other districts:

A. West Bay shall be responsible for the food service. West Bay will pay the full cost of the meals to Cranston's Food Service Program.

B. West Bay or the student's home district shall be responsible for student transportation to and from home.

C. West Bay or the student's home district shall provide part-time staff, to include Counseling, Speech Language, and OT/PT as dictated by IEPs.

2. Class size in the two self-contained classrooms being provided in the Alternative Learning Program at Horton Elementary Agreement will not exceed 10 students.

3. If West Bay has two full-time students from other district(s), West Bay agrees to increase Social Worker services for the entire Alternative Learning Program at Horton Elementary, including the Cranston students at no additional cost to Cranston.

4. If West Bay has five full-time students from other district(s), West Bay agrees to open a third classroom. If a third classroom is opened,

Cranston would have the option of sending an additional 4 Cranston students at no additional cost to Cranston.

Witness: Cranston School Committee

Witness: West Bay Collaborative

Karen Ostroff, Executive Director

**ALTERNATIVE LEARNING SUMMER PROGRAM AT HORTON
ELEMENTARY**

**This Agreement is made and entered into this ____ day of June, 2013,
by and
between the Cranston School Committee/Cranston Public Schools
(hereinafter referred to as
"Cranston") and West Bay Collaborative (hereinafter referred to as
"West Bay").**

WHEREAS, Cranston is in need of an alternative learning summer program; and

WHEREAS, West Bay has the ability to provide those services.

Now, therefore, for good and valuable consideration, it is agreed:

1. TERM:

The term of this agreement is July 8, 2013 through July 19, 2013.

2. COMPENSATION FOR SERVICES RENDERED BY WEST BAY:

Cranston shall pay a fee in the amount of \$5,000.00.

3. OBLIGATIONS OF WEST BAY:

A. West Bay shall operate a two week K-6 Summer Skills Enhancement program in a structured therapeutic environment. Class time will be devoted to hands-on activities for all academic areas with lessons and activities to promote social and life skills. The program will consist of two classrooms, each with a Certified Teacher

and a Teacher Assistant. The program will also have Program Administrator.

B. West Bay shall be responsible for the management and supervision of the Program Administrator, Teachers, and Teacher Assistants, all of whom will be employed by West Bay.

C. West Bay shall be responsible all supplies and materials, student activities, and transportation during the school day that is needed to effectively operate the program.

D. West Bay shall obtain and maintain Workers' Compensation insurance and general and professional liability insurance with limits of liability of \$1,000,000.00 for the services and personnel provided under this Agreement.

E. West Bay agrees to indemnify and hold Cranston harmless from and against any claim, loss, damage, cost, expense or liability arising out of any negligence or wrongful acts of West Bay, its agents and/or employees.

F. West Bay agrees that this contract may not be assigned without the prior

written consent of Cranston.

4. OBLIGATIONS OF CRANSTON:

A. Cranston shall provide the space and will be responsible for the maintenance and security of the facility.

B. Cranston shall provide the phone lines and internet connectivity.

C. Cranston shall be responsible for providing textbooks, workbooks, software and assessment materials in use in the district.

D. Cranston shall provide all necessary student records.

E. Cranston shall obtain and maintain general liability insurance as presently existing.

F. Cranston shall indemnify and hold West Bay harmless from any claim, loss, damage, cost, expense or liability arising out of any negligence or wrongful act of Cranston, its agents and/or employees.

5. SEVERABILITY:

If any provisions of this Agreement shall be held invalid or unenforceable in whole or in part, then such provision shall be ineffective to the extent of such invalidity or unenforceability, but shall not affect the validity or enforceability of the remaining provisions of this agreement.

6. BINDING EFFECT:

This Agreement shall be binding upon and inure to the benefit of the parties respective successors, but shall not be assigned without the written consent of the parties.

7. GOVERNING LAW:

This Agreement shall be governed by and construed in accordance with the laws of the State of Rhode Island.

8. COMPLETE AGREEMENT:

This Agreement represents the complete agreement of the parties and succeeds all prior agreements and communications. This agreement shall not be modified except by a writing signed by both parties.

Witness: Cranston School Committee

Witness: West Bay Collaborative

Karen Ostroff, Executive Director

Administrator's Compensation Schedule

Administrator's Compensation Schedule

Fiscal Year 2013-2014

NAME	POSITION	SCHOOL	ANN	SALARY
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HEALTH DENTAL LIFE PENSION SURV
BEN OASDI MEDICARE TOTAL Fringe Sal & Fringe

DePalma, Paul	Principal	Waterman	91,463.00	13893 1005 33
13,591	96 0 1326	29,945	121,408	

Fiscal Year 2014-2015

NAME	POSITION	SCHOOL	ANN	SALARY
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HEALTH DENTAL LIFE PENSION SURV
BEN OASDI MEDICARE TOTAL Fringe Sal & Fringe

DePalma, Paul	Principal	Waterman	91,463.00	14310 1035 33
13,591	96 0 1326	30,392	121,855	

Fiscal Year 2015-2016

NAME	POSITION	SCHOOL	ANN	SALARY
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HEALTH DENTAL LIFE PENSION SURV
BEN OASDI MEDICARE TOTAL Fringe Sal & Fringe

DePalma, Paul	Principal	Waterman	91,800.00	14739 1066 33
13,641	96 0 1331	30,907	122,707	

Projections for 3% increase for health & dental in year 2 & 3.

Projections for pension remain flat at 14.86% for all three years.