

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Carol M. White Physical Education Program Application Package**

**CFDA # 84.215F**

**PR/Award # S215F130153**

**Grants.gov Tracking#: GRANT11378853**

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- Preapplication  
 Application  
 Changed/Corrected Application

\* 2. Type of Application:

- New  
 Continuation  
 Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

04/11/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**B. APPLICANT INFORMATION:**

\* a. Legal Name:

PAWTUCKET SCHOOL DEPARTMENT

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

05-6000307

\* c. Organizational DUNS:

8762227790000

**d. Address:**

\* Street1:

286 Main Street

Street2:

P.O. Box 388

\* City:

Pawtucket

County/Parish:

\* State:

RI: Rhode Island

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

02860-2908

**e. Organizational Unit:**

Department Name:

Child Opportunity Zone (COZ)

Division Name:

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:

Ms.

\* First Name:

Mary

Middle Name:

\* Last Name:

Parella

Suffix:

Title:

COZ Director

Organizational Affiliation:

Pawtucket School Department

\* Telephone Number:

(401) 729-6293

Fax Number:

(401) 721-2137

\* Email:

parellam@psdri.net

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

X: Other (specify)

**Type of Applicant 2: Select Applicant Type:**

**Type of Applicant 3: Select Applicant Type:**

**\* Other (specify):**

LEA -- Public School District

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

**CFDA Title:**

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

**\* Title:**

Office of Elementary and Secondary Education (OESE): Carol M. White Physical Education Program  
CFDA Number 84.215F

**13. Competition Identification Number:**

84-215F2013-1

**Title:**

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

The Pawtucket PEP program will increase the amount of time students are engaged in physical activity, as well as time they are learning about nutrition and healthy lifestyles in 8 schools.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

\* a. Federal

\* b. Applicant   
\* c. State  
\* d. Local  
\* e. Other  
\* f. Program Income  
\* g. TOTAL

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:

\* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  Deborah Cylke	* TITLE  Superintendent of Schools
* APPLICANT ORGANIZATION  PAWTUCKET SCHOOL DEPARTMENT	* DATE SUBMITTED  04/11/2013

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name:

\* Street 1:  Street 2:

\* City:  State:  Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="N/A"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>
----------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--------------------------------------------------------------------	--------------------------------------------------------------

**10. a. Name and Address of Lobbying Registrant:**

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Street 1:  Street 2:

\* City:  State:  Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Street 1:  Street 2:

\* City:  State:  Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:

Title:  Telephone No.:  Date:

**Federal Use Only:**  Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215F130153

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA STATEMENT.pdf

Add Attachment

Delete Attachment

View Attachment

## GEPA STATEMENT

The COZ will ensure equity and access to all PEP programs through a variety of mechanisms that reaches out to all in the community, regardless of age, learning abilities, mental or physical impairments, or language ability. All PE teachers from the district and classroom teachers from the targeted schools will be asked to participate in all professional development opportunities. We are also offering PD for after school staff, custodians and food service workers. Teachers, administrators, parents and students will have opportunities to have their voices heard regarding policy development by serving on a Workgroup or participating in the policy review process. All students in the targeted schools are eligible to participate in the after school and summer programs. The program is flexible enough to accommodate the needs of the participants. We have worked with our special education office to provide a one-on-one aide if that is what is necessary to allow a child to attend. We will ensure that PE teachers have the equipment necessary to adapt activities for students who are physically challenged.

All application and parent consent materials are translated in the three major languages used in our community, English, Spanish and Portuguese/Cape Verdean Creole. The COZ provides bilingual outreach workers to assist families and many of our after school staff are also bilingual. For parent components and special events, the program actively recruits from a broad cross section of the community. Flyers will be sent home with students at all schools in targeted schools as well as distributed to our adult education learners describing all the program services. Information on the PEP programs, including the already existing services of the COZ will be promoted through the inclusion in local church bulletins, Cable TV, press releases to local media such as the Pawtucket Times, Providence Journal, Spanish and Cape Verdean radio stations, distribution at community agencies. All material sent home to parents will be available in the three primary languages, English, Spanish, and Portuguese/Cape Verdean Creole. Translators will be available at the parent sessions to assist non-English speaking families. All stakeholders will have multiple opportunities to provide feedback to the project on a regular, on going basis throughout the implementation of the program.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

PAWTUCKET SCHOOL DEPARTMENT

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. \* First Name: Deborah Middle Name:

\* Last Name: Cylke Suffix:

\* Title: Superintendent of Schools

\* SIGNATURE: Deborah Cylke

\* DATE: 04/11/2013

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

\* Attachment:

## ABSTRACT

Organization: Pawtucket School Department  
286 Main Street, P.O. Box 388  
Pawtucket, RI 02860  
(401) 729-6315  
Deborah Cylke, Superintendent  
[cylked@psdri.net](mailto:cylked@psdri.net)

Contact Person: Mary Parella, COZ Dir.  
c/o Cunningham School  
40 Baldwin St.  
Pawtucket, RI 02860  
(401)729-6293  
[parellam@psdri.net](mailto:parellam@psdri.net)

The Pawtucket School Department Child Opportunity Zone (COZ) is applying for \$1,620,272 over three years to develop, expand, and improve the amount of time students engage in physical activity and to establish healthy eating habits that lead to lifelong health. The program will target 925 students in eight schools for direct participation but will ultimately benefit all students in the district. The program will provide opportunities for the students to reach the recommended 60 minutes of physical activity per day, as well as introduce and reinforced concepts of healthy eating and nutrition. The targeted schools and number of students include: Baldwin (215), Cunningham (160), Greene (145), Little (75), Varieur (100), and Winters (110) elementary schools and Jenks (60) and Slater (65) middle schools.

The proposed project addresses all six of the statutory program's Absolute Priorities, focusing on instruction in healthy eating habits and good nutrition and physical fitness activities, with an emphasis on (a) fitness education and assessment to help students understand, improve, or maintain their physical well-being; (b) instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student; (c) opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

The program has six components that provide for a comprehensive program for students, where concepts are learned and reinforced. The *first* component focuses on in school activities –

improving the quality and consistency of PE programs in the targeted schools; helping students attain a healthy fitness level, integrating exercise breaks within classrooms; instituting a before breakfast PE program, and developing friendly competitions between classes and schools. The **second** component focuses on after school programs and will be integrated with the COZ's 21<sup>st</sup> Century Community Learning Center's (CCLC) program. This is where 925 students will substantially increase the dosage and duration of physical activity and increase their knowledge of healthy eating and nutrition. All participants will engage in 15 minutes per day of physical activity and each student who attends two or more days per week must select one physically active club per week that will meet for 1.5 hours. Other clubs will be offered that focus on healthy eating, nutrition, and address the social/emotional/mental health needs of our students. The **third** component adds 30 minutes of physical activity each day (150 minutes per week) to the 5 week summer program that is offered to our students. The **fourth** ensures that the much needed and anticipated PE and Health curricula are indeed development and implemented. It also provides for various workgroups to address policy change around healthy eating, nutrition, and physical activity. The **fifth** component addresses the critical need for professional development for our teachers and staff. Specific, targeted workshops will be designed for PE teachers; elementary classroom teachers who are charged with teaching health; after school staff; custodians around cleaning for health and the importance of clean, safe outdoor space, as well as for food service workers around food allergies and cafeteria safety issues. The **sixth** component focuses on parent engagement and provides for family activities and workshops such as eating healthy on a budget. This component is designed to educate the entire family, provide strategies to help them live a healthier life, and reinforce school based programs. All the proposed activities address issues raised in the School Health Index (SHI).



## Project Narrative File(s)

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## INTRODUCTION AND BACKGROUND

The Pawtucket (Rhode Island) School Department Child Opportunity Zone (COZ) is applying for \$1,620,272 over three years to develop, expand, and improve the amount of time students engage in physical activity and to establish healthy eating habits that lead to lifelong wellness. The program, inspired by the First Lady's national "Let's Move" initiative, will target 925 elementary and middle school students. The program will provide opportunities for the students to reach and exceed the recommended 60 minutes per day of physical activity, and ensure that the State Physical Education (PE) standards are followed. The program will also focus on improving the delivery of health education. The after school and summer components of the program will be integrated with the COZ's successful 21<sup>st</sup> CCLC initiative.

The targeted schools for this project include: Baldwin, Cunningham, Greene, Little, Varieur, and Winters elementary schools (grades K-6) and Jenks and Slater middle schools (grades 7-8). These schools serve low income neighborhoods, with up to 93% of students eligible for free or reduced lunch. Pawtucket, with a population of 72,958, has the fourth highest percentage of children living in poverty: 25.3% of children under 18 live below the federal poverty level, compared to 16.9% in the state as a whole and 7.8% when the four core cities are removed.

The Pawtucket COZ, established 19 years ago, is a full service school initiative that integrates health, education and social services allowing children come to school ready to learn and leave school ready to be productive citizens. The Pawtucket COZ serves as the umbrella organization for the District's 21<sup>st</sup> CCLC; adult education program, which provides daytime and evening GED and ESL classes; family engagement activities, and outreach and referral services to assist families to meet basic needs.

## NEED

(A)The extent specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the project, including the nature and magnitude of those gaps or weaknesses.

In Rhode Island (RI), physical education (PE) is required for all students, grades 1-12. Under RI law, students should receive at least an average of 100 minutes per week of health and physical education combined, not including recess. A physical education curriculum was required to be developed and aligned with the physical education standards of the *RI Physical Education Framework: Supporting Physically Active Lifestyles through Quality Physical Education (Framework)* by 2012. That did not happen, making the need for this funding even more critical to focus attention on health and PE. The six standards describe what all RI students should know and be able to do as a result of grades 1-12 physical education. Performance indicators describe what a student must demonstrate to show competency in meeting the standard at points along 1-12 instruction. A quality PE program works across activities and units to address all standards and selects those that will be formally assessed. The focus will be on developing and maintaining health-related fitness, rather than on sports and competition.

RI's Physical Education Standards' vision states: As a result of daily, high quality physical education instruction from grades 1-12, all students will have the knowledge and skills to lead a physically active lifestyle. The Standards are: 1. Demonstrates competency in many movement forms and proficiency in a few movement forms; 2. Applies movement concepts and principles to the learning and development of motor skills; 3. Understands the implications of and the benefits derived from involvement in physical activity; 4. Applies physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness; 5. Demonstrates responsible personal and social behavior in physical activity settings, and 6. Understands that internal and external environments influence physical activity. While all six of the State Standards are woven throughout this application, our primary focus for

the PEP is on Standards 3 and 4 above. With increasing emphasis on high stakes testing and teacher evaluation, PE and health are not receiving the attention they deserve. In fact, health education at the elementary level is almost non-existent. Given the sedentary lifestyles of many young people, coupled with families who grab fast food as a quick, economical dinner, more and more of our children are becoming obese. In preparing for this application, several of the school nurses from the targeted schools commented on how they had children in their buildings who weighed 200 pounds or more in elementary school.

The nurses, who took the lead to implement the School Health Index (SHI) at the targeted schools, also noted the increasing number of students entering Kindergarten (K) who are overweight, entering school between 60-80 pounds or more. (Usually children enter between 39-45 pounds, with height and weight being almost equal.) Across the board, the nurses estimate that 12% of K students entering are overweight. They also noted the snacks brought to schools by these children are usually calorie dense, high sugar, highly processed foods. Their observations are confirmed by research conducted by the RI Department of Health that found that 19% of girls entering K are overweight and 16% obese and 23% of female 7<sup>th</sup> graders are overweight and 17% obese. At the nurse's request we will include K students into the activities under this proposal. Nurses also found that when students participate in physical activities, many students are completely out of breath in a short time. One school nurse who also teaches an after school Zumba class noted that after 10 minutes the kids are on the floor saying they need to rest.

Currently in the Pawtucket elementary schools, students are receiving 45 minutes of PE per week, with most classes taking place in a combined cafeteria/gym. Health, of which nutrition education is a part, is delivered by the classroom teachers and should be 45-55 minutes per week to reach the state's required 100 minutes of combined PE and health. In interviewing

teachers for this proposal, it is clear that this is just not happening. Health education is not taking place at all in some classrooms. At the middle schools, health teachers are charged with teaching health so it takes place a bit more regularly, but as you will see in the SHI results, there is much work to be done at this level as well. Pawtucket does not have its own curriculum for either PE or health, consequently there is very little professional development (PD). This is particularly problematic for elementary classroom teachers who often lack the background knowledge, confidence and materials to teach about health (which includes nutrition, hygiene and sexuality). PD for physical education teachers is usually limited to first aid/CPR recertification. Several of the elementary PE teachers we interviewed were unaware that Rhode Island has its own standards and were only familiar with the national standards. At the middle schools, an alarming trend has emerged due to scheduling conflicts. Currently, middle school students receive PE/health five days per week for 45 minutes per day, but for only one semester. This time slot is used for electives during the other semester. Obviously, this is contrary to promoting physical activity and healthy lifestyles if teens are not at least participating in PE activities for half the school year.

In preparation for this application, each of the 8 target schools participated in the SHI self assessment. Each school formed a team consisting of the school nurse, PE teacher, one to two classroom teachers, a food service worker, the after-school site coordinator and, in some cases, the school principal. The results were consistent between schools regardless of elementary or middle school level. The issue identified as the highest need was in **Module 2—Health Education**. The scores ranged from 15% to 49% at one of the middle schools. In the elementary level the average was 23% and the overall average was 28%. Since Health, (including nutrition) at the elementary level is taught by classroom teachers, this score reflects

the fact that there is no health curriculum, no time allotted for the subject, no PD and almost no books or materials to use. The school nurses have been giving a presentation to 5-6 grade students on puberty and sexuality but they are limited to 1-2 presentations per year. Allowing school nurses more time in the classroom will be addressed as policy issue. The next areas of need are: **Module 1 – Health and Safety Policies and Environment**, which scored between 41%-71%, with an average of 55%. The lowest scoring components being those that addressed the following: recess lasting only 15 minutes instead of the recommended 20; withholding recess as a punishment for misbehavior; issues relating to indoor air quality maintenance and safety of the physical environment; access to playgrounds beyond school hours (some schools); and the lack of PD of all staff around asthma, unintentional injuries, violence and suicide. According to RI Kids Count, Pawtucket has the fourth highest rate in RI of children being hospitalized with an asthma diagnosis. **Module 3 – PE and Physical Activity** scored between a 52-76% with an average of 63%. While we have no local curriculum, the PE teachers follow the national standards to do work to accommodate all kids and keep them active for most their classes. The issues around PE include the inadequate time allotted; having adequate space (if they cannot use the outdoors); and the lack of PD and common meeting times for school professionals. **Module 4 – Nutrition** ranked the highest with scores ranging from 58%-94%, with an average of 71%. This high score is due in part to recent changes in school nutrition policy that has made RI school meals among the healthiest in the country. RI is one of 19 states that implement nutritional standards for school meals and snacks that go beyond the existing USDA requirements. The RI Nutritional Requirements, which went into effect in September 2009, encourage consumption of more fruits, vegetables, whole grains and legumes in school meal programs such as school breakfast and lunch. Pawtucket's food service provider, Sodexo

has also incorporated fresh, locally grown produce as snacks for children in elementary schools, as part of the Farm to School program. The most serious issue that emerged is that not all children have the full 20 minutes to eat breakfast or lunch. Many students arrive late and only have a few minutes for breakfast before school starts. During lunch, the children at end of the line end up with approximately five minutes to actually eat. This often precludes these students from accessing the new salad bars and finishing their meals, and often results in trips to the nurse for stomach aches from eating so quickly.

**SIGNIFICANCE: The likelihood the proposed project will result in system change or improvement**

This is absolutely the right project at the right time for Pawtucket. The results of the SHI have shocked some of the participants. The SHI process has given school staff a “wake up call” by identifying issues they must address. PE, health and wellness have been under-resourced and in the background for years. Having a major grant with commitments for outcomes will provide the necessary impetus and momentum to get all parties working collaboratively to implement the goals of this project and ensure success. Administrators, parents, teachers, students and the community will all be on the same page. Our findings and our proposed program plan as presented in the next session, will lead to lasting changes in policies and practices. In addition to very strong partners, the chairperson of our Wellness Committee is also a school committee member and is very interested in addressing the obesity epidemic, as is our new superintendent who also serves on the Committee. The Wellness Committee is key in shepherding policy change through the school committee. By the end of the grant period, we will have a local PE and Health curriculum, provided extensive PD to most, if not all, PE/secondary health teachers, to 300 elementary classroom teachers, numerous custodians and food service workers. We will have addressed policy issues around additional time for PE/health; exercise breaks; providing

sufficient time for student lunches; the middle school PE schedule; additional class time for the nurses, and limiting junk food in schools. Further, we will have provided opportunities for 925 elementary and middle school students to increase their physical activity, eat healthier, and take control of their health and wellness that will last a lifetime.

## **QUALITY OF PROJECT DESIGN**

**(A)The extent the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

The proposed project addresses all six of the statutory program's Absolute Priorities, focusing on instruction in healthy eating habits and good nutrition and physical fitness activities. While all five subsections of #2 will be woven throughout, emphasis will be on (a) fitness education and assessment to help students understand, improve, or maintain their physical well-being; (b) instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student; (c) opportunities for PD for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education. The **overall goal** of the project is: To increase the amount of physical activity, health and wellness of 925 students in eight schools by increasing their understanding and desire to engage in physical activity, proper nutrition and healthy lifestyles. This goal directly correlates with **six program components**, which establish a comprehensive set of activities that will lead to lasting change. The proposed components are:

**COMPONENT 1: IN-SCHOOL ACTIVITIES:** The focus here is to increase physical activity and wellness during the school day. To begin, we will work with the PE teachers and the District's Wellness Committee to advocate for additional time for PE classes. Given space limitations, budget deficits and pressure on teachers, it is unlikely that there will be any significant increase in the number of minutes devoted to PE unless there is strong advocacy for change, not only within the District but within the State as well. The current state standards are 100 minutes of PE

and Health. As discussed above, this is not happening in our schools. Much of the work towards meeting and exceeding the current 100 minutes and, ultimately attaining 60 minutes per day will take place within the after-school component for the PEP project, while advocating for additional PE time. PE teachers will receive much needed PD as part of this application and equipment will be purchased that will be shared between the in school and after school programs. This new equipment will provide students with fun, motivating activities. At the request of physical education teachers, the schools will each be supplied with at least 25 heart rate monitors to teach the students how to be aware of how they feel when they are in the aerobic training zone. We will rely on the PE teachers to conduct the assessment of a healthy fitness zone as established by the Presidential Youth Fitness Program using at least 5 of 6 fitness measures on all the targeted students in the after school program.

A second approach to increase physical activity during the school day is to train classroom teachers, at both the elementary and middle school levels, on strategies to include Exercise Breaks in the classroom as an effective way to increase physical activity. We anticipate that by the end of this grant period that this will be a policy of the District. We will also work with teachers who supervise recess to give them strategies to ensure that kids are active during recess time. The third aspect is to provide fun, engaging competition between classes within and between the targeted schools that will be modeled after the successful Shape-Up RI program. Staff will organize two, four week competitions each year tracking student's intake of fruits and vegetables, the number steps they take, all according to the child's developmental level. Each participant will receive a digital pedometer and logbook.

For the fourth aspect, we will institute a 3-day per week, 18 week morning Get Up and Go program that will be piloted in four schools, expanding to 6 by Year 3. Children will meet

before breakfast and engage in 30 minutes of physical activity that will take place in a structured, supervised, safe environment. Activities will include SPARK, Zumba, dance and other high energy activities. This program has been implemented at Jenks for the last few years and has been met with great success; students have commented on how well it has prepared them for their first class of the day. This program has also had positive outcomes for students with behavioral issues increasing their success in the classroom. (Space limitations may preclude some schools from participating.) Finally, the PE teachers will work with K teachers, at each school, to provide activities they can lead in the classroom to get students up, moving and begin to introduce the concepts of physical activity and healthy eating habits to students.

**COMPONENT 2: AFTER SCHOOL HOURS:** Since the PEP will be under the COZ umbrella, the integration of the PEP into the after-school hours is a natural fit. The after-school hours are where participating students from the targeted schools will reach their 60 minutes per day of physical activity. The COZ after school program takes place Monday through Thursday, from 2:45-5:30 at most elementary schools and from 2:20 to 4:30 at the middle schools. In order to accomplish this, the first element is to add 15 minutes per day of supervised moderate to vigorous physical activity during the after school program. The activities will include: walking, running, circuit training, and/or dance, all with the goal of bringing each student's heart rate into the aerobic training zone. The second aspect is to offer high quality, research based "clubs" that promote physical activities and proper health. While the club activities will include a variety of activities from swimming, to dance, to exercise videos, the cornerstone will be the SPARK program. The focus of SPARK is the development of healthy lifestyles, motor skills and movement knowledge, and social and personal skills. Each grade level grouping at each school will have multiple opportunities to select clubs that provide moderate to vigorous physical

activity. All students who attend the after school program two or more days per week will be required to select at least one of these clubs per week. The clubs will meet for 1.5 hours per day. In addition, each grade will be offered a "Healthy Kids" type club choice, focusing on other issues of living a healthy lifestyle, such as healthy cooking and making healthy snacks. Rounding out our offerings will be clubs that support the social, emotional and mental health of our students. Two partner programs, Part of the Oath Dance Company and Project AWARE do an excellent job of helping students know themselves, build positive relationships, address bullying, using movement and the arts as a vehicle for self-expression.

Between the academic and club portion of the after school program, each student will take a few minutes and write what they have eaten and what physical activities they have engaged in so far that day. This mini-journal will help them recall what they have done and help them remember so they can complete their logs in the evening. They will also be valuable for evaluative purposes.

**COMPONENT 3: SUMMER:** The third component is to add 30 minutes of physical activity per day during the summer program. Through the 21<sup>st</sup> CCLC program we provide a five-week summer program at all the schools in the District, including the targeted schools. This program operates Monday through Friday from 8:00-1:30. Breakfast and lunch are provided to all students. While some of the program elements are inherently physically active, there has not been any conscious effort to include physical activity or even recess of any kind. With this grant, we will include 30 minutes per day of moderate to vigorous physical activity. Through this addition, students will reach the recommended 150 minutes per week of physical education related programming. Students will also have the opportunity to grow their own vegetables in summer gardening clubs while also learning about nutrition and cooking healthy meals.

**COMPONENT 4: CURRICUM DEVELOPMENT/POLICY ISSUES:** The need for a local curriculum in PE and Health in Pawtucket is critical. The PE teachers are less concerned with the lack of a curriculum because they follow the national and state standards and feel confident in their work. However, the lack of a health curriculum, guidelines and teaching materials is debilitating to many elementary classroom teachers who are often overwhelmed with requirements around the core curriculum. The teachers we spoke to in preparation for this grant all commented on the need for guidelines, training and materials to adequately teach health/nutrition. Under this project, the development of an overdue the health curricula will be developed during the first year of the program and the PE curricula during Year 2. Local curricula will be aligned to the state grade span expectations in both areas. The Physical Education Curriculum Analysis Tool (PECAT) and the Health Education Curriculum Analysis Tool (HECAT) will both be used to assess our current conditions. The PE curriculum shall be sequential and comprehensive for grades 1-12; aligned with the RI Physical Education Standards of the RI Physical Education Framework; include standards-based goals, objectives, examples of teaching, learning strategies, materials and assessment; and be developmentally appropriate so that all students can achieve high standards. To ensure the curricula are developed we will convene a workgroup of five people per topic to work on the development. We have budgeted for a consultant to guide the process and ensure completion. We will also convene policy workgroups to address issues raised in the SHI and enumerated above.

**COMPONENT 5: Professional Development:** The fifth component is to train and support our daytime and after school staff. High quality staff training will be critical to the success of the PEP. The need for PD to a variety of constituencies was identified by the PEP Planning Team as paramount to successfully increasing physical activity, health and wellness of our students. This

component targets five specific audiences: The *first* audience is all 25 PE teachers in the District. As previously mentioned, our PE teachers have little PD opportunities outside of first aid and CPR. Under this proposal they will receive 18 hours of PD per year, addressing the implementation of the newly written curriculum, incorporation of new evidence-based programs and strategies, such as SPARK, the current research on movements, physical activity, nutrition, and best practices by bringing in experts to lead the sessions. There will be specific workshops on meeting age appropriate fitness goals as outlined under the President's Youth Fitness Program; strategies to increase social and emotional development of students; early recognition of health problems; ways to communicate and reinforce the link between healthy eating, nutrition, and physical activity as important to the whole child. The health education issues addressed at these sessions will benefit both the elementary PE teachers and the secondary PE/health teachers. The *second* audience is the elementary classroom teachers who are responsible to teach health education, of which nutrition should be a key component. This training will provide teachers with content knowledge, resources and confidence to teach health, how teachers should allocate time within their day, how to teach health across the curriculum as a creative and efficient way of incorporating the subject. In addition, the PD will also introduce and discuss the mind-body connection and encourage teachers to incorporate short exercise breaks during the day; address healthy eating and nutrition, provide activities that will keep children moving while at recess and instructing teachers on ways to prevent unintentional injuries. Given the current demands on classroom teachers we are proposing an additional 8 hours of PD under this component. The *third* audience is after-school staff and providers, including core program staff, site coordinators, club leaders, and teen program assistants that will showcase strategies on incorporating physical activity, nutrition and wellness into all after-school

programs. Training will take place on “ages and stages of child development,” curriculum/program development surrounding SPARK and other physical activities, nutrition and healthy eating clubs.

The *fourth* audience is the custodians focusing on the targeted schools, but open to all in the District. Results of the SHI across all the schools highlighted concerns with aspects of the physical environment and air quality scoring very low. The playgrounds are not always free from glass and other debris, outdoor lighting is insufficient, and air quality in some classrooms in each building is unbearable due to mold that has occurred due to unrepaired leaks or lack of remediation once a leak has been fixed. This leads to allergies, sinus infections, and asthma attacks of both students and staff. Custodians will be made aware of the relevance of these concerns to the wellbeing of students and staff. The *fifth* audience is the food service workers in each school. Again, through the SHI it came to our attention that only one person has to be trained in first aid/CPR and choking. There are multiple lunches at our schools, all with between 150-200 children at a time, yet only one person is required to be trained, leading to a potentially deadly situation. We are proposing 4 hours of PD for these workers that will address identifying emergencies, learn the Heimlich maneuver, and developing strategies to follow up with children who have allergies. We will use PD time that is currently built into the various staff contracts. By the end of this grant, we hope to have institutionalized some of the PD hours for these purposes.

This component in particular will be open to everyone in the district, whether they are in a targeted school or not. Through this component we will engage teachers, custodians and food service employees from our two high schools that are both in transformation and have been identified as being persistently low achieving schools (Competitive Preference Priority 1).

**COMPONENT 6: PARENT ENGAGEMENT:** The sixth component is family engagement. If our students are to be successful in increasing physical activity and making healthy food choices, they need to be supported not only at school, but also at home. Research supports the positive impact of family interventions on children's behaviors, and studies show that parent involvement increases daily fruit and vegetable intake and daily physical activity, and decreased TV watching time. Other research has also concluded that it is important for parents to act as positive role models in relation to both diet and exercise. We will provide families with an opportunity to spend constructive time together by offering two to three family activities at each school or clusters of schools depending on proximity to each other. Examples of these activities are bike rodeos, walks in the park, and family swim nights. The URI Community Nutrition Education Program, EFNEP and SNAP-Ed will lead up to 18 workshops per year (3, 6-week sessions) on how to prepare healthy foods on a budget. Every effort will be made to offer workshops in the three major languages spoken in the schools, English, Spanish and Portuguese/Cape Verdean Creole. The New Urban Farmers will provide a mobile farmers market, July to October, at each of our targeted schools weekly to increase the family's access to fresh produce.

As you will notice, this project is designed to build capacity. The extensive PD will lead all who interact with students to do a better job, the materials and equipment purchased will help our PE classes be well equipped and students will have the tools to lead a healthier, more physically active life. As a result of the project, most of the activities such as Get Up and Go, exercise breaks, and eating fruits/veggies will become an expected part of the student's day and will become a good teaching practice to incorporate health and wellness across the curriculum. As a result of this process, a number of policy issues will be addressed and resolved. A curriculum for both PE and health will be in place, new materials and equipment will be available

to teachers and considerable investment will be made in PD for all constituencies involved with the health, nutrition, and physical activity of children and adolescents. From the beginning, project leadership will focus on building capacity and sustainability by working with program partners to leverage other funds to expand and sustain program operations; cultivating the political will within the schools and the City to make policy changes, and sustain the project with state and local dollars. With all the PD, equipment and materials in place coupled with policy changes, the cost of maintaining the gains should be minimal and manageable.

**(B) The extent the design of the project reflects up-to-date knowledge from research and effective practice.**

Carol White PEP requirements are grounded in solid research. There is no question that obesity rates among children are increasing dramatically, especially among low income children.

According to the National Center for Chronic Disease Prevention and Health Promotion at the CDC, one in three low income children are obese or overweight before their 5<sup>th</sup> birthday. This documents the finding of our schools nurses. This finding is significant to our program plan, because our target schools serve predominately low income children. Further, according to the American Academy of Pediatrics, overweight children and adolescents are at a risk for health issues uncommon in children until recent years, such as Type 2 Diabetes, hypertension and sleep apnea to name a few. An additional concern is these children also have lower self-esteem and lack self-confidence, which has been linked to poor academic performance, fewer friends and depression. This situation often leads to teasing, bullying and discrimination. Further, the Surgeon General's Call to Action, discusses the importance of balancing healthier eating with regular physical activity as key to achieving and maintaining a healthy weight. The report recommends that children have 60 minutes of physical activity most days of the week; families exercise together; that communities provide safe environments for children to play actively, and

that all reduce the amount of time spent in sedentary activities. The RI Department of Health's "RI: A Plan for Action, 2010-15, Eat Smart/Move More," present 12 strategies for a healthier RI, based on much of the same research. The report reiterates the fact that those living in lower income communities, such as Pawtucket, are at higher risk to be overweight or obese. Truly, the research on this topic is endless, but all reach the same conclusion, families need to embrace a healthier, more active lifestyle and make better dietary choices. Schools are ideal locations to begin establishing better habits with our young people. With funding from PEP we will move at least 925 students in grades K-8 and hundreds of family members toward healthier lifestyle. As described above, this application covers the major strategies in current research -- increased physical activity, healthy eating and nutrition, access to fresh produce, and family activities.

**(C)The extent the project represents an exceptional approach for mtg statutory purposes and requirements.**

The proposed project provides an unprecedented opportunity to develop, implement and support numerous activities that increase health and wellness among our students. The program is imbedded in the COZ which links numerous components of a full service school -- after school, summer and numerous partnerships to come together to design, develop and implement a range of activities that support and enhance teaching and learning and best practices. The program provides strategies to integrate health and fitness across the curriculum and makes wellness fun and something to look forward to.

As described in the Quality of Program Design, the project provides high quality, cost effective services as set out in the Absolute Priority and the Invitational Priorities. The activities that are proposed are inclusive and will be open to all. The activities include a range of age appropriate choices that are fun, engaging and will be led by well trained staff. The activities reach the recommended guidelines on dosage and duration, by helping students meet and in most cases exceed the interim goal of 150 minutes per week of moderate to intensive physical activity

and ultimately reach 60 minutes per day. This increased dosage is calculated as follows: once a week PE class 45 minutes; after school physical activity club, 90 minutes; after school “recess”, 15 minutes; school day recess, 15 minutes; exercise break, 5 minutes equaling 170 minutes for all targeted students plus the 90 minutes of Get up and Go, for those participating, for a total of 260 minutes. For those attending two physical activity based clubs (additional 90 minutes) this increases to 350 minutes per week. The 150 minutes per week more than triples what students are currently receiving and is an appropriate step while the policy and program change progress, ultimately achieving 60 minutes per day by the end of the grant.

The program provides long term solutions by training PE and secondary health teachers on best practices, equips them to do a better job, provides content knowledge to elementary classroom teachers on healthy eating, nutrition and other important topics, provides strategies to integrate health across the curriculum and provides materials to assist their efforts. Additionally it changes policies and, most importantly, helps students become more physically active and more aware of what and how they eat. The goals of this project will be reinforced throughout the day from the Get Up and Go program before breakfast to exercise breaks and health classes to after school program and then at home with their families, who will have the opportunity to learn how to prepare healthy and nutritious meals on a budget. All components of the program form a unique synergy that provides for an exciting and exceptional program.

Further, the PEP is aligned with Program Requirements 2,3,4,5 and 7 as outlined in the Program Specific Assurances. As required, the Pawtucket PEP will develop and update policies on physical activity, food and nutrition, align with the work of our local Wellness Committee; link with similar initiatives, aligns students use of equipment with PEP elements, will report project information and success to the public, will use the PECAT and HECAT as assessment

tools prior to developing our curricular in these areas and will only purchase equipment that is aligned with the curricula components proposed.

### **ADEQUACY OF RESOURCES**

**(A)The extent to which the costs are reasonable in relation to the number of the persons to be served and to the anticipated results and benefits.**

The proposed project is cost effective and reasonable in relation to the number of participants. There are 925 students who will benefit directly by participating in the after school component and several thousand who will benefit indirectly as a result of the PD, curriculum development and equipment purchases that will improve the quality of instruction; policy changes will impact all students in the district. The funding supports the overall goal and activities of the program. The federal program cost per participant is \$637, Year 1; \$562, Year 2, and \$553 in Year 3. The school department and the partners are providing between 28-30% of the total project costs. The resources for the proposed project are more than adequate to support the six components outlined in this application. In Pawtucket we are very fortunate that the schools are open from 6:00 a.m. to 10:00 p.m. and the building custodians assigned to targeted schools are accustomed to various groups using the buildings for adult education programs, parent meetings, and local community events. Critical to the success of this project is the fact that the superintendent, assistant superintendent, and building principals are 100% firmly and enthusiastically behind this project and have made the buildings and equipment available to the project. (Letters from Principals are attached.)

Further, our program has the resources of all the targeted schools. Pawtucket is a system of neighborhoods schools so few children are bused to school. Therefore, all schools are at the heart of their neighborhoods, within easy walking distance to families. All school facilities will

be available to the PEP program. All materials will be translated and sent to families in the appropriate languages.

In addition, a percentage of the COZ Director's time will be devoted to this project as in-kind support while additional COZ staff, some of whom are multilingual, also provide in-kind support. Each partner will contribute to the project by providing in-kind support, primarily by supervising their aspect of the program and providing guidance and management assistance.

Memoranda of Agreement with these partners is attached as Competitive Priority 2.

### QUALITY OF THE MANAGEMENT PLAN

(A)The adequacy of the management plan to achieve the objectives of the project on time and within budget including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.

A Management Team comprised of representatives of three partner agencies, the Project Director, a school nurse and PE teacher, 21<sup>st</sup> CCLC Program Manager and the PEP Coordinator will provide broad guidance to successfully implement the project. Since the PEP will be integrated into the COZ it will fold into its management structure and mechanisms. The PEP will be adequately staffed, utilizing existing COZ staff and hiring a full-time Program Coordinator and part-time Program Assistant to carry out the proposed activities. Core staff assigned to the PEP are highlighted below in Chart 1.

**Chart 1**

Staff	% time	Key Tasks/Responsibilities
Project Director (Mary Parella)	48%	<ul style="list-style-type: none"> <li>◆ Provide overall management, administration, and implementation of the PEP.</li> <li>◆ Ensure alignment and integration with all aspects of COZ initiative.</li> <li>◆ Provide policy and program direction.</li> <li>◆ Work with central administration and policy makers at state and local level.</li> </ul>
PEP Coordinator, TBA	100%	<ul style="list-style-type: none"> <li>◆ Oversee day to day activities.</li> <li>◆ Ensure that programs are implemented in a timely manner and as planned.</li> <li>◆ Coordinate all aspects of the project.</li> <li>◆ Direct liaison to partnership staff.</li> <li>◆ Organize PD sessions.</li> <li>◆ Assist in planning and staffing all meeting of various workgroups.</li> <li>◆ Organize parent engagement activities.</li> <li>◆ Work with the PE teachers to ensure that all assessments are conducted and data is collected.</li> </ul>

PEP Program Assistant, TBA	32%	<ul style="list-style-type: none"> <li>◆ Organize larger scale events, such as the competitions between schools and family activities.</li> <li>◆ Assist as needed.</li> </ul>
21 <sup>st</sup> CCLC Program Manager, J. Blanchette	40%	<ul style="list-style-type: none"> <li>◆ Work closely with the Director and Coordinator to ensure that all the PEP is integrated into the after school and summer program as proposed.</li> </ul>
Data Specialist, Danielle Clarke	30%	<ul style="list-style-type: none"> <li>◆ Track all after school and summer data.</li> <li>◆ Work with the evaluator and coordinator to ensure that all assessments are completed.</li> </ul>
Bilingual Outreach Worker, Elaine Cruz	35%	<ul style="list-style-type: none"> <li>◆ Responsible for providing outreach/recruitment of children and families for project activities.</li> <li>◆ Provide oral translation services to families about the PEP, after school/summer and other parent engagement activities.</li> <li>◆ Assist in scheduling activities/clubs.</li> </ul>

In addition, School Nurse Linda Mendonca and PE teacher, Ray Pita will serve as the lead contact for their respective colleagues, serve on the curriculum workgroups and advise the project relating to PD (Resumes and Job Descriptions are attached). Chart 2 is the Management Plan that links the objectives and action steps with the responsible staff and a timeline for implementation. Chart 2 is located on Page 23, after the Quality of Project Evaluation Section.

## QUALITY OF THE PROJECT EVALUATION

**(A)The extent the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

As per the Government Performance and Results Act of 1993 (GPRA), the statute that requires all Federal agencies to manage their activities with attention to outcomes, the Pawtucket PEP program has clearly established the goals and work plan as described in the program components, that will drive the activities proposed under this grant application and, in the attached Management Plan and the Budget, specified the personnel to be assigned, the financial resources to be allocated, and the evaluation criteria that have been established. An outside evaluator will be hired upon receipt of this grant following all purchasing requirements of the schools district and the City of Pawtucket. For GPRA Measure 1, the evaluator will create a data management and analysis system, including forms and/or other methods for recording and analyzing children's data for measuring percent of K-12 children with at least 60 minutes of

physical activity using pedometers for students in the 8 targeted schools. He/she will also create a data management and analysis system for the 3-Day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-8 and to adapt or create an instrument for younger children, grades K-4. For GRPA Measure 2, we will measure the percentage of students who achieve age-appropriate cardiovascular fitness levels by utilizing at least five of the assessment measures under the President's Youth Fitness Program. He/she will work with physical education teachers to create a data management system and protocols; create a data analysis system for the percentage of students who meet the standard of a healthy fitness zone. For GPR Measure 3, we will collect and report on the percentage of students served by the grant who consumed fruit two or more times per day and vegetables three or more times per day. Our evaluator will review the tools provided by the USDOE for elementary and middle school children, and adapt them for this project, or design a data collection, management and analysis system to track the percentage of students who consume fruit two or more times per day and vegetables three or more times per day. He/she will use the nutrition-related questions from the Youth Risk Behavior Survey as a guide and develop an appropriate assessment tool for elementary/middle school students. Finally, for GPR Measure 4, the evaluator will provide the information required on the cost per student who achieves the level of physical activity required to meet Measures 1-3. The evaluator will collect the above data as baseline at the start of the project and at two intervals per program year for each of the three years.

In the attached Management Plan, the evaluation components establish milestones, evaluation criteria and measures for the PEP program. In addition to the GPR components discussed above, the plan calls for the collection, analysis and reporting of data on the advertisement of new staff positions and qualifications of people hired; the participation in

exercise breaks and the Get up and Go program. (Component 1: In-School Activities); documenting policies relating to adding 15 minutes of physical activity to the students' school day; the number of physically active clubs that are offered, the number of pedometers purchased and distributed; and baseline measures of physical activity and nutritional habits the number of student participants in each of the program elements across the three year project period (Component 2: After School); participation rates and length of engagement by students in the full range of summer activities (Component 3: Summer); participation in curriculum planning workshops and PD activities; analysis of PECAT and HECAT findings (Component 4: Curriculum Development); training evaluation survey results and participant feedback scores; copies of implementation schedules; and both benchmark (Year 1) and subsequent (Years 2 and 3) behavioral impacts of the program on children and parents (Component 5: PD); and tracking the number of events and activities, and participation therein, through follow-up interviews and focus groups in relevant languages (Component 6: Family Engagement).

In addition, the evaluator will develop forms and protocols so that the COZ can track the above information including teacher participation in PD session and classroom utilization of project protocols and resources by creating a monthly data retrieval system with teachers; design a data collection system with teachers to track teachers' observations of changes in children's health and health behaviors; design and plan a data analysis procedure for a survey for parents and children, and assist COZ in designing and planning data analysis methods for feedback forms for each activity. The evaluator will help the COZ analyze this information and the evaluator will be responsible to write all PEP reports.

## CHART 2 -- MANAGEMENT PLAN

Component	Milestones	Staff	Timeline	Evaluation Criteria/ Measurability
<b>Start Up -- Overall</b>	Convene management team	Director	October '13	Letter inviting participants, meeting agenda.
	Advertise for and hire evaluator to develop data collection methods and prepare for baseline assessments	Director/Mgt Team	October '13	Advertisement of position, qualifications of person hired and copy of data protocols.
	Advertise for and hire the full time PEP program coordinator and the part time program assistant.	Director/Mgt Team	October '13	Advertisement of position, qualifications of person hired, start dates.
	Announce program to all staff at targeted schools.	Director/Superintendent	October '13	Program announcement materials.
<b>Component 1: In School Activities</b>	Purchase PE equipment	Director/PEP Coord	Nov.'13, July '14, July '15	Order form, documentation of need and proposed use.
	Introduce Exercise breaks to classroom teachers and strategies to make recess more active. Monitor results, modify as needed	PEP Coord/ PE teachers	Dec. '13 & Ongoing	Monthly data logs to show classroom utilization and teacher participation. Observation of activities at recess, documented 5 times per year.
	Implement pilot morning Get up and Go program, monitor, track progress, expand program, track progress	PEP Coord/PE teachers	Jan. '14 & Ongoing	Number of students participating at each school. Focus groups/surveys of participants.
	Provide activities for Kindergarten students for classroom use.	PEP Coord/PE teachers	Jan. '14 & Ongoing	Show binder of activities, document meetings, classroom observation.
	Begin Kick off competitions	Director, PEP Coord, Program Assistant	Jan. '14, Oct.'14, April '15; Oct.'15, April'16	Document number of schools and students participating; show student logs tracking number of steps, number of fruits and vegetables eaten.
<b>Component 2: After School</b>	Recruit students to participate in the after school clubs.	After school (AS) program manager/Outreach worker	Jan.'14, Sept '14; Jan. '15, Sept '15, Jan.16	Number of students participating in different program components, including nutrition, wellness, Permission forms
	Provide GPRA assessment to all after school participants in targeted schools, including distribution of pedometers and other tools needed for GPRA assessments. Identify PE teachers to perform PYFT assessment.	PEP coord/ PE teachers	Start early Nov'13 (baseline), Feb'14, June'14, Oct'14, May '15, Oct '15, May'16	Tracking documentation, student logs, data collection tool.
	Add 15 minutes per day to after school program.	AS program manager	October '13	Document policy requiring 15 minutes of physical activity as AS program addition.
	Add new clubs that include physical activity (SPARK, dance, etc), nutrition, and other wellness programs.	AS program manager, AS site coordinators, PEP coord/Data Spec	Jan'14 & Ongoing	Show schedule highlighting new clubs have been added, provide attendance to document participation.
	Develop after school schedule so all students attending 2 or more days per week select at least one physical activity program and one on nutrition/other wellness programs.	AS program manager/Outreach Worker/site coord	Jan. '14 & Ongoing	Number of students participating in different program components, including nutrition, wellness, demonstrated by attendance, teacher surveys.

<b>Component 3: Summer</b>	<p>Add 30 minutes of physical activity every day during the 5 week summer program at the targeted schools. (Year 1)</p> <p>Expand community garden theme to more schools as part of summer program.</p> <p>Develop plan to encourage students to be physically active and eat healthy during remainder of the summer.</p>	<p>AS program manager, AS site coordinators</p> <p>AS site coordinator</p> <p>PEP Coordinator</p>	<p>Summer '14,15,16</p> <p>Summer '14,15,16</p> <p>Summer '14,15,16</p>	<p>Copy of policy statement and implementation schedule for hours of summer program.</p> <p>Document school and student participation rates (# and frequency) in garden themed events.</p> <p>Copy of documents for collection of post summer activities.</p>
<b>Component 4: Curriculum Development and Policy Issues</b>	<p>Advertise for and select curriculum development consultant.</p> <p>Organize Curriculum Workgroup to develop a local curriculum for both Health (Year 1) and PE (Year 2).</p> <p>Review and use the PECAT and HECAT assessments as appropriate in the process.</p> <p>Develop curriculum, submit drafts to other PE and classroom health teachers for review/comment. Prepare final version for RIDOE and school committee adoption/acceptance.</p> <p>Convene workgroups to address and resolve the policy issues identified in the application, including the additional time for lunches, additional time for PE/health, junk food in schools.</p>	<p>Director/PEP Coordinator</p> <p>Director/PEP Coordinator</p> <p>Consultant/Workgroup/ PEP Coordinator</p> <p>Consultant/Workgroup/ PEP Coordinator/Director</p> <p>Director/PEP Coord/Partners/Wellness Committee/nurses</p>	<p>Dec. '13</p> <p>Dec. '13 (Health); Dec. '14 (PE)</p> <p>Dec.'13-Dec. '15</p> <p>Jan.'12- Oct'12</p> <p>Feb. '14 &amp; Ongoing</p>	<p>Advertisement and qualifications of hired consultant.</p> <p>Content and participation in workshops as well as attitudinal responses to content.</p> <p>Analysis of PECAT and HECAT results to ensure alignment into development of curriculum.</p> <p>Curriculum standards, benchmarks, and content alignment.</p> <p>List of individuals and qualifications with minutes and memoranda of showing policy changes.</p>
<b>Component 5: Professional Development</b>	<p>Convene all <b>PE teachers</b> in District to review the PEP project goals, timelines, and data collection methods and identify workshop topics.</p> <p>Provide PE teacher with training on PYFT and teachers on use of heart rate monitors, both to determine cardiovascular fitness.</p> <p>Host SPARK training for PE teachers.</p> <p>Organize workshops for PE teachers on ways to incorporate nutrition education, social and emotional development into their classes.</p> <p>Organize PD session on the newly written curriculum. Develop a yearly PD plan for all PE teachers.</p> <p>Develop PD session for elementary <b>classroom teachers</b> to develop strategies to implement nutrition and health into their classroom, and how to integrate it across all content areas.</p>	<p>Director/Program Assistant</p> <p>PEP Coordinator/Prog Asst</p> <p>PEP Coordinator/Prog Asst</p> <p>PEP Coordinator</p> <p>Dir./ Curriculum Director PEP Coordinator/PE teachers</p> <p>Director/PEP Coordinator</p>	<p>Oct.'13</p> <p>Feb. '14 &amp; Annually</p> <p>April'14 &amp; Annually</p> <p>August '14 &amp; Annually</p> <p>Nov.'15</p> <p>Jan-Feb '14 &amp; Annually</p>	<p>Complete minutes and list of recommendations for enhanced, targeted PD.</p> <p>Training evaluation results from participant feedback surveys.</p> <p>Date and # of participants and content of SPARK training with participant feedback surveys.</p> <p>Date and content of PD session with statistical breakdown on participants' views on implementation of curriculum.</p> <p>Copy of plan and proposed implementation schedule.</p> <p>Dates, content and participation in PD with analysis of PD workshop feedback survey.</p> <p>Dates, content and participation in PD with analysis of PD workshop feedback survey. Focus groups with students for feedback</p>

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	<p>Organize PD to introduce the concept of using short exercise breaks during the day.</p> <p>Provide training for use of strategies/programs like SPARK to keep children active during teacher supervised recess.</p> <p>Instruct teachers on ways to prevent unintentional injuries, early ID of health issues such as asthma, allergies, suicide.</p> <p>Provide PD for all <b>after school staff</b> and providers on PEP goals and ways to infuse physical activity, nutrition and healthy lifestyles into after school and summer programs.</p> <p>Instruct all after school staff on ways to prevent unintentional injuries, early identification of health related issues such as asthma, allergies, suicide risks.</p> <p>Train selected after school staff to implement the SPARK after school program.</p> <p>Hold PD sessions for all <b>custodians</b> in the District to introduce the PEP and the results of the SHL, Module 1. Provide information on and develop action plan to keep the play areas cleaner and safer for the students. Also, introduce information on the effectiveness of green cleaning products.</p> <p>Provide information and develop an action plan on how to repair leaks and mitigate mold and other air quality issues in a timely manner.</p> <p>Develop a small workgroup of PEP staff, central/building level administrators, and custodians to work with the City to resolve issues of playground "ownership."</p> <p>Provide PD session for <b>cafeteria workers</b> around issues of health and safety, including first aid/CPR and Heimlich Maneuver; better ways to address food allergies, and improving supervision of children with food allergies.</p>	<p>PEP Coordinator</p> <p>PEP Coordinator</p> <p>PEP Coordinator/School Nurse</p> <p>AS program manager</p> <p>AS program manager/school nurse</p> <p>PEP Coordinator</p> <p>Director/PEP Coord/Director of Building and Grounds</p> <p>Director/PEP Coord/Director of Building and Grounds</p> <p>Director</p> <p>PEP Coordinator/Sodexo Food Services Manager</p>	<p>Aug '14 &amp; Annually</p> <p>Oct'14 &amp; Annually</p> <p>Sept. '14 &amp; Annually</p> <p>Jan. '14, Sept. '14 &amp; Annually</p> <p>Jan.'14 &amp; Annually</p> <p>March 14 &amp; Annually</p> <p>May '14 &amp; Annually</p> <p>May'14 &amp; Annually</p> <p>Summer '14 and Ongoing</p> <p>March '14 &amp; Annually</p>	<p>Dates, content, and participation in PD with analysis of PD feedback survey, observation of recess and student feedback.</p> <p>For all activities on this page:</p> <p>Dates, content and participation in PD with analysis of PD workshop feedback survey.</p> <p>PEP coordinator to provide dates, content, audience-related training protocols, curriculum-specific qualifications of trainers and analysis of feedback from trainee/PD participant surveys on attitudes and behaviors benchmarked (Yr.1) and for follow-up sessions (Yrs. 2 and 3) to document measurable changes in professional approach to program content delivery as well as parent and child changes in adopting healthy lifestyle behaviors that they ascribe to participation in the program. (Focus on direct impacts and sustainability of positive attitudes and behaviors related to nutrition and physical activity.)</p>
<p><b>Component 6: Family Engagement</b></p>	<p>Provide multiple opportunities and encouragement for parents and parents and children to participate in physical activity session, nutrition/cooking workshops, and sessions on living and modeling healthy lifestyles during the evening and weekends.</p> <p>Ensure that all materials are translated into the three major languages spoken by our families.</p> <p>Increase access to fresh fruits and vegetables from Mobil Farmers Market provided by New Urban Farmers.</p>	<p>Director/PEP Coordinator/Program Asst/URI Nutrition Program</p> <p>Outreach Workers/PEP Coordinator</p> <p>PEP Coord/New Urban Farmers</p>	<p>Feb. '14 &amp; Ongoing</p> <p>Ongoing</p> <p>Summer/Fall, '14,15,16</p>	<p>Track number of events and activities, number of parent and child participants and analysis of attitudinal surveys – baseline and 6 month follow up on modified behaviors.</p> <p>Copies of samples of translated project materials.</p> <p>Schedule of stops for mobile market, promotional materials sent to families</p>



## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:** Attachment 1 -- Resumes of Key Staff and Job Descr

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# **ATTACHMENT #1**

## **Resumes of Key Staff and Job Descriptions**

**MARY A. PARELLA**

(b)(6)

**EDUCATION**

UNIVERSITY OF RHODE ISLAND, Kingston, RI  
Master's Degree (MCP), Community Planning and Area Development  
(Concentration in Social Equity Planning)

EMMANUEL COLLEGE, Boston, MA  
Bachelor of Arts, Political Science

BRISTOL HIGH SCHOOL, Bristol, RI

**PROFESSIONAL EXPERIENCE**

1994-Present

**PAWTUCKET SCHOOL DEPARTMENT**, Pawtucket, RI  
Director of the Child Opportunity Zone

Initiative to integrate education, health, and social services for children and families in the ethnically and socio-economically diverse neighborhoods in the City. Developed a full service school model that includes: after school and summer programs at 16 schools; adult literacy and English classes, serving more than 350 adults per year; onsite dental care for elementary school students at eight schools; school based health care; parent engagement activities, and outreach and referral for families.

1992-1994

**UNIVERSITY OF RHODE ISLAND**, Graduate Program in Community Planning/Cooperative Extension Service  
Adjunct Instructor/Special Assistant to the Director

Taught courses in Urban Affairs and Community Planning; conducted research on the existence of gangs in the City of Providence and conducted a needs assessment for the RI Chapter of the American Red Cross. Facilitated and wrote components of the Department's Strategic Plan and conducted a variety of special projects for the director.

1994

**COMMUNITY COLLEGE OF RHODE ISLAND**, Warwick, RI  
Adjunct Instructor, Criminology

1987-1991

**R. I. GOVERNOR'S JUSTICE COMMISSION**, Warwick, RI  
Executive Director

Planned, organized and directed all work of the state's criminal/juvenile justice planning agency. Developed state criminal and juvenile justice plans, programs, and reports in compliance with federal and state mandates.

Organized and hosted several large-scale conferences and training sessions with members of the Judiciary, Bar Association, law enforcement, and community based organizations. Areas of work included: substance abuse prevention, juvenile justice, victims of crime, crime prevention, criminal justice information systems planning.

1982-1987

**UNIVERSITY OF RHODE ISLAND**, Kingston, RI  
Associate Director, The Ocean State Center for Law and Citizen Education (formerly the Law Related Education Project)

Developed the Ocean State Center for Law and Citizen Education from a single city project focusing on grades 5-8 to a broad-based statewide organization focusing on grades K-12, along with after school and community based programs. Responsible for all the day-to-day administration of the Center. Designed, developed, and implemented education programs, including workshops and conferences concentrating on the legal and judicial systems for educators and social service providers. Compiled curricula and resource materials, coordinated classroom speakers and field trips, presented innovative teaching strategies, all to assist educators to implement Law-Related Education in their classrooms.

1981-1982

**UNIVERSITY OF RHODE ISLAND**, Kingston, RI  
Program Assistant, University School Partnership Program

Designed needs assessments for students and teachers in the Government and Law Magnet Program at Central High School in Providence.  
Organized shadowing experiences and internships for high school students in government and law.

## **CIVIC INVOLVEMENT**

Riverwood Rehabilitation Center, Board of Directors  
Self Help, Board of Directors  
Friends of Linden Place, Founding Member  
Bristol Heritage Committee  
Leonardo DaVinci Lodge, Sons of Italy  
Bristol Jaycees  
Bristol Substance Abuse Task Force, Founding Member

## **AWARDS & RECOGNITION**

### *Awards and Honors:*

- URI Honor and Recognition as a Distinguished Founding Member of the URI/RI Bar Association/RI Courts Law Day Program, 2004
- URI Cooperative Extension Children, Youth and Families 4-H, Outstanding Volunteer Service Award, 1998
- Bristol Train of Artillery, Community Service Award, 1997
- Bristol 4<sup>th</sup> of July Committee, Co-Chief Marshal (with brother Joe), 1995
- Leonardo DaVinci Lodge, Order of Sons of Italy, Civic Service Award, 1993.
- R.I. Crime Prevention Officers Association, Service to the Organization, 1990
- Bristol Jaycees, Distinguished Service Award, 1989
- URI Graduate Program in Community Planning, The Paul Davidoff Urban Field Center Award for Commitment to the Goals of Equity and Social Justice in Practice, 1989

Jane Ann (Bouley) Blanchette

(b)(6)

**Education** BA Political Science \*concentration in Public Administration, Providence College  
Paralegal Certificate, Roger Williams University

**Relevant Experience & Accomplishments**

**Employment**

2000-  
present

**Project Manager**, Pawtucket School Department Child Opportunity Zone (COZ)

\* Lead person to develop and organize all after school, summer, weekend, family activities and special events in conjunction with the COZ Director and the management team for 14 schools in the Pawtucket School Department.

\* Provide overall organizational direction to the project; ensure that the scheduling and implementation of activities and program components are well coordinated, cohesive and timely.

\* Maintain relationships with teachers, administrators, staff and volunteers at the targeted schools.

\* Supervise the site coordinators and ensure that the daily activities at each site are run effectively and efficiently, including payroll and program purchases.

\* Oversee the evaluation component of the project and formulate all grant reports in a timely manner.

\* Work with the project director to develop and maintain the budget.

\* Coordinate the development of staff training.

**Pawtucket Resource Parent**, Rhode Island Parent Information Network

1998-  
2000

\* Provided information, support and guidance to parents of children with disabilities enabling them to effectively negotiate the educational and social service systems both within Pawtucket and statewide.

\* Advocated for the concerns of parents of children with disabilities.

\* Promoted collaboration between parents and schools and other professionals.

**Paralegal, Blanchette Law Office**

1985-  
1998

\* Legal research for a real estate, estate and corporate law practice.

**Area Director**, American Cancer Society, Rhode Island Division, Inc.

1982-  
1985

\* Responsible for the planning, organization, and supervision of all programs relating to cancer control within the Providence and northern Rhode Island region.

\* Direct supervision of up to 100 volunteers throughout the region for such activities as special events, fundraising, and educational activities.

\* Ensured linkage and coordination with volunteer committees with the activities of the statewide board.

**Federal Programs Coordinator** Town of Burrillville, Rhode Island

1977-  
1981

\* Administered program of employment of over 100 people

\* Functioned as coordinator of employment for persons with handicaps

\* Appointed to coordinate special projects on energy

\* Organized and administered recreation programs

**Professional Associations and committees**

Pawtucket School Department Coordinator, Rhode Island Mentoring Partnership, Inc.

Pawtucket School Department Coordinator, Rhode Island College Crusade for Higher Education  
Rhode Island State 21<sup>st</sup> Century Community Learning Centers Coordinators Committee member

**Community Involvement**

**Troop Committee** Troop 18 Pawtucket, Boy Scouts of America, 12 years

Former Cub Scout and Webelos Scout leader.

# Danielle Clarke

(b)(6)

## **Education**

Rhode Island College, Providence, RI  
Master's Degree (MA) Psychology  
(Concentration in Research)

University of Rhode Island, Kingstown, RI  
Bachelor of Arts, Psychology and Biology

## **Awards**

Boy Scouts of America Silver Spoon

## **Work Experience**

Pawtucket School Department 2002-present  
Data and Assessment Coordinator

- Responsible for collecting and tracking data for students in 14 Pawtucket after school programs.
- Complete State and federal reports.
- Track trends, and survey participants, parents, and teachers.
- Liason with research projects, such as the Mott foundation and Brown University on research projects.

Rhode Island College 1994-1996  
Research Assistant  
Women's Bodies, Women's Minds

- Conducted all facets of research for book.
- Responsible for checking book references.

University of Rhode Island 1990-1994  
Statistics Tutor

## **Community Involvement**

Pawtucket Economic Development Committee  
Darlinton American Little League-Fundraising Board/Coach  
Pawtucket Youth Soccer-Coach  
Boy Scouts of America-Troop committee/Scout Leader  
St. Teresa Tennis-Coach Kidsports Flag Football 2003-2004  
Pop Warner Football 2004-Present

# ELAINE CRUZ

## OBJECTIVE

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Outreach Worker/ Site Coordinator

## EXPERIENCE

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2005-Present Pawtucket COZ Pawtucket, RI

*Outreach case manager*

- Assist families with services
- Translate
- Keep communication with the parents about the children in school

2004-Present Pawtucket COZ Pawtucket, RI

*Site Coordinator*

- Implement programs in 14 pawtucket schools for after school programs.
- Manage Cunningham School's after school program.

1998-2004 Pawtucket COZ Pawtucket, RI

*Club Leader*

- Created and planned arts and crafts activities for the children.
- Taught a nutritious class for grades 5 and 6.
- Ran a science club for grades 3 and 4

## EDUCATION

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2002- Johnson and Wales University Providence, RI

- Need 4 classes to receive my Associates degree in Culinary Arts

## INTERESTS

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Computer, Cooking, Baking and Helping out at St. John Church at the food bank.

## LANGUAGE

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Quadlingual in English, Spanish, Portugese and Creolo

(b)(6)

**LINDA L. MENDONCA, RN, BSN, MEd, NCSN**

**BUSINESS ADDRESS**

(b)(6)

**EDUCATION**

M.S.N-c	2010-	RUSH, College of Nursing, Chicago, IL
M.Ed.	2003	Cambridge College, Cambridge, MA Major: School Nursing
B.S.N.	1983	Medical University of South Carolina Charleston, SC
Diploma.	1981	St. Joseph Hospital School of Nursing Providence, RI

**PROFESSIONAL EXPERIENCE**

2010-present	School Nurse-Teacher, Joseph Jenks Jr. High/JMW High School for the Arts, (Grades 7-12), Pawtucket, RI
2002 – 2010	School Nurse-Teacher, Joseph Jenks Jr. High, (Grades 6-8), Pawtucket, RI
2002 – 2003	School Nurse Teacher, Tolman High School, Pawtucket, RI
2001-2002	School Nurse-Teacher, Nathanael Greene Elementary School, Pawtucket, RI
2000-2001	School Nurse, Martin Elementary School, (Grades K-5), North Attleboro, MA
1998-2000	School Nurse, Wall Primary School, Wall, NJ
1994-1997	School Nurse: Waukegan Public School District #60, Waukegan, IL
1992-1994	Substitute Teacher/Nurse, Department of Defense Dependents School, Seoul, Korea
1990-1992	Childbirth Educator, Harrison Memorial hospital, Bremerton, WA
1985-1986	Staff Nurse, Trident Medical Center, Charleston, SC

1981-1985	Staff Nurse, Roper Hospital, Charleston, SC
1981	Staff Nurse, Women and Infants Hospital, Providence, RI

**HONORS AND AWARDS**

Pawtucket Prevention Coalition Academy Award	2011
Governor's Wellness Citation for "Get Up and Go" Morning Physical Activity Program	2009
Johnson and Johnson School Nurse Fellowship Program	2009
RI School Nurse-Teacher of the Year	2008

**PROFESSIONAL CERTIFICATIONS**

Train the Trainer Workshop Managing Asthma Triggers in the School Setting EPA Tools for School Symposium and NASN	December 2007
Train the Trainer Workshop Promoting Healthy Weights National Association of School Nurses Conference, Seattle, WA	July 2004
Train the Trainer Workshop School Nurses Responding to the Challenges of Food borne Illnesses American Nurses Foundation, Washington, DC	March 2004
School Nurse Certification University of Illinois at Chicago, Chicago, IL	December 1995
Childbirth Education Certification Rhode Island Childbirth Education Association, Cranston, RI	March 1989

**PRESENTATIONS**

Section 504 at RI Department of Health Diabetes workshop	March 2003
Promoting Healthy Weights at RICSNT Educational Meeting	March 2005
Get Up and Go! Physical Activity and Breakfast Program, Poster Presentation, NASN conference	June 2005
Challenges of Preventing Food borne Illness Workshop for SNT	March 2006
MAT Workshop	April 2009
School Nurses Role in Food borne Illness, NASN conference, MAT Workshop	June 2009
Parent Resource Center, Poster Presentation, NASN conference	May 2010
Cleaning for Health in Schools, AHNE conference	June 2010
7 Steps to Success – Leadership training, NASN conference	June 2011

**GRANT FUNDING**

Weed 'n Seed Community Block Grant to fund Institute for Study and Practice of Nonviolence to present nonviolence training to entire school	2004-2006
Legislative grants to fund "Get Up and Go" before school program	2007-present
Fuel Up to Play 60 grant money to fund "Breakfast Anytime" program	2009

**PROFESSIONAL ORGANIZATIONS**

Rhode Island Certified School Nurse-Teacher, Inc.  
National Association of School Nurses  
Rhode Island State Nurses Association  
American Nurses Association  
St. Joseph Hospital School of Nursing Alumni Association  
Medical University of SC College of Nursing Alumni  
Sigma Theta Tau

**OTHER COMMITTEES**

**Past**

Co-Chair: RICSNT NE Conference Committee  
Committee Member: RI Lung Association SNT Task Group  
Co-Chair: RI DOH Diabetes SNT Task Group  
Chair: St Joseph Hospital SON Alumni Continuing Education Committee  
Committee Member: RICSNT Health Education Committee.

**Present**

RI Asthma Coalition School Work Group member  
RISNA Board Member, 2004-2008  
RISNA Secretary, 2008-2010  
NASN Board Member representing RI, 2007-2011  
RICSNT Board Member, President 2011-Present  
Chair RI Leadership Board for NE Lung Association, 2008-Present

**COMMUNITY SERVICE**

American Red Cross-Nurse  
American Red Cross Instructor  
Past Health and Safety Chair for American Red Cross  
Past Member of American Red Cross Disaster Team  
Navy Marine Corps Relief Society Visiting Nurse  
Ombudsman USS Greenling  
Ombudsman Trainer, President of USS Nimitz OWC  
Boy Scouts - Tiger Cub Coordinator and Den Leader Girl Scouts - Troop Leader and Cookie Chair, Church School Teacher, various Boards and committees

4/18/12

**Raymond J. Pita**

(b)(6)

**EDUCATION**

**Masters of Science in Physical Education and Health**  
University of Rhode Island, 1980

**Bachelor of Science Degree**  
University of Rhode Island, 1975  
Major: Physical Education and Health Education  
Minor: Science

**SPECIAL EDUCATION RELATED COURSE WORK**

- Physical Education for the mentally retarded and learning disabled
- Adaptive aquatics
- Advance assessment for the mild-moderate child

**CERTIFICATION**

- Health and Physical Education, Grade Pre-K – 12
- Secondary General Science
- Elementary Education, Grade 1 – 6
- Adaptive Physical Education, Grades Pre-K – 12
- Certified CPR and First Aid Instructor

**EXPERIENCE**

Special Lecturer of Education 1999 – Present  
Providence College, Providence, Rhode Island

Elementary Physical Education Teacher 1986 – Present  
Nathanael Greene School, Pawtucket, Rhode Island

General Science Teacher 1985 - 1986  
Samuel Slater Jr. High School, Pawtucket, Rhode Island

Physical Education Teacher  
Diman Regional Vocational Technical High School 1975 – 1985  
Fall River, Massachusetts

Aquatics Director, Camp Ramsbottom Summers 1982 – 1995  
Pawtucket Boys and Girls Club

**Continued ...**

EXTRA-CURRICULAR EXPERIENCE

- |                                                                                                                      |             |
|----------------------------------------------------------------------------------------------------------------------|-------------|
| Cross country track coach, Samuel Slater Jr. High<br>Pawtucket, Rhode Island                                         | 1985 – 1995 |
| Tennis coach, Charles E. Shea High School<br>Pawtucket, Rhode Island                                                 | 1988 – 1991 |
| Soccer, winter track and tennis coach, Diman Regional Vocational<br>Technical High School, Fall River, Massachusetts | 1975 – 1985 |

PROFESSIONAL ACCOMPLISHMENTS

- School chairperson responsible for presentation of the SALT survey to students, teachers and parents
- Worked with the Pawtucket Recreation Department to establish a citywide, in-school track and field program to be incorporated into the physical education curriculum, which would qualify students to participate in the Hershey National Track and Field Youth Program
- Piloted city-wide elementary swim program in Pawtucket, RI
- Annually certify teachers in Kindergarten through Grade 12 in CPR and First Aid
- Established an after school basketball program for 5<sup>th</sup> and 6<sup>th</sup> grades
- Formulated the initial health curriculum instituted at Diman Regional Vocational Technical High School, Fall River, MA

PROFESSIONAL AFFILIATIONS

- RI Association for Health, Physical Education, Recreation & Dance
- American Red Cross

COMMUNITY INVOLVEMENT

- Involved in coaching Little League Baseball
- CYO basketball coach
- Youth soccer coach in East Providence

# PAWTUCKET SCHOOL DEPARTMENT

## POSITION DESCRIPTION

### **Project Coordinator - Carol White Physical Education Program**

The Pawtucket School Department is looking for a dynamic individual to serve as a full time Program Coordinator for the district's new Carol White Physical Education Program. PEP is a three year grant program to expand the amount of time students engage in physical activity and to establish healthy eating habits that lead to lifelong wellness. The program will target 925 elementary and middle school students in eight schools.

The Project coordinator will be responsible for managing the day-to-day operations of the project and will ensure that all six program components are implemented in a timely manner. He/she will work with the school teachers to coordinate the quality and consistency of physical education, health and nutrition programs with the targeted schools; develop and schedule physical activities that can be incorporated into the afterschool and summer programs at each of the 8 targeted schools; organize and coordinate special events to promote healthy lifestyles in the targeted schools, and identify potential community based providers and new partnerships.

#### **Specifically he/she will:**

- Coordinate all aspects of the project.
- Be the direct liaison to partnership staff.
- Organize the professional development sessions.
- Assist in planning and staffing all meeting of various workgroups.
- Organize the parent engagement activities.
- Work with the PE teachers to ensure that all assessments are conducted and data is collected.
- Ensure all program reports are completed accurately and on time.

Candidates must have at least a Bachelors Degree in human services, education, child development, community planning, or related field, and must have at least 3 years experience in program development and working with children and families in a multi-cultural setting. The successful candidate should also have an understanding of school culture, excellent organizational and communication skills, grant writing/fund raising experience and know how to collect, analyze and use data to make program decisions.

The position will require some evenings and weekends in order to accomplish the program goals.

Reports to the Project Director.

# PAWTUCKET SCHOOL DEPARTMENT

## POSITION DESCRIPTION

### **Program Assistant - Carol White Physical Education Program**

The Pawtucket School Department is looking for a dynamic individual to serve as a **part-time** Program Assistant for the District's new Carol White Physical Education Program (PEP). PEP is a three year grant program to expand the amount of time students engage in physical activity and to establish healthy eating habits that lead to lifelong wellness. The program will target 925 elementary and middle school students in eight schools.

Responsibilities include assisting with the day to day operations of the 8 targeted schools in the program, organize and coordinate large scale special events that promote healthy activities, and work with the coordinator to develop physical activities that can be incorporated into the afterschool and summer programs at each of the 8 targeted schools.

The position is part-time at approximately 15 hours per week for 44 weeks. It will require some evenings and weekends in order to accomplish the program goals.

Candidates must have at least an Associate Degree in human services, education, child development, community planning, or related field, and must have at least 3 years experience in program development and working with children and families in a multi-cultural setting. The successful candidate should also have an understanding of school culture, excellent organizational and communication skills and have knowledge of community resources and experience in organizing successful student and family events.

Reports to the Project Coordinator.

# **ATTACHMENT #3**

## **Assurances: Program Specific Assurances**

# Program Specific Assurances

Agency Name: Pawtucket School Dept

DUNS # 876222779

Please ensure you have included a Program Specific Assurance with your application. You must print out your signed Assurance and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at (202) 245-7166 within 3 working days of submitting your electronic application. Be sure to include your Agency name and DUNS# on your Assurance.

**As the duly authorized representative of the applicant, I certify that the applicant shall:**

1. Develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote healthy eating and physical activity throughout students' everyday lives, as part of our PEP project.

2. Align our PEP project with the district's Local Wellness Policy, if applicable.

\*\* Please check here if this requirement is not applicable to your application because your entity does not participate in the school lunch program authorized by the Federal child-nutrition programs as recently amended by the Healthy, Hunger-Free Kids Act of 2010 and therefore is not required to have a Local Wellness Policy and you are not part of a partner group required to have a Local Wellness Policy.\*\*

3. Align our PEP project with similar ongoing initiatives, whose goals and objectives are to promote physical activity and healthy eating or help students meet their State standards for physical education, specifically:

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.

5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures

6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.

7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.

*[Signature]*  
Signature of Authorized Representative

*Superintendent*  
Title

*PAWTUCKET S. D.*  
Applicant Organization

*4-10-13*  
Date Submitted

# **ATTACHMENT #4**

**Required Letters-Commitment to  
Participate in National Evaluation;  
Single Point of Contact**



**PAWTUCKET SCHOOL DEPARTMENT**  
**Office of the Superintendent**  
P.O. Box 388, 286 Main Street  
Pawtucket, RI 02862-0388  
Telephone: (401) 729-6300 Fax: (401) 727-1641

April 10, 2013

To Whom It May Concern:

The Pawtucket School Department is submitting an application for funding from the Carol M. White Physical Education Program (CFDA# 84.215F). This letter is to serve as the school department's commitment to participate in the national evaluation study. By participating in the evaluation we will collect all baseline data that of the GPRA performance measures during the Fall of 2011 at the start of the PEP program. We will also collect and track all other data outlined in our application as well as data that will emerge as part of the national study.

Please note that our school district does not have either a research office or research board, so this letter will serve as the sole authorization.

We hope we will be fortunate enough to be funded under this program and look forward to working on the national evaluation study. If you have any questions, please feel free to contact me at (401) 729-6315.

Sincerely,

Deborah Cylke  
Superintendent of Schools



**PAWTUCKET SCHOOL DEPARTMENT**  
**Office of the Superintendent**  
P.O. Box 388, 286 Main Street  
Pawtucket, RI 02862-0388  
Telephone: (401) 729-6300 Fax: (401) 727-1641

April 10, 2013

Mr. Benny Bergantino, Review Coordinator  
R.I. Department of Administration  
Statewide Planning Office  
One Capitol Hill  
Providence, RI 02908-5870

Dear Mr. Bergantino,

Enclosed, please find a copy of the Pawtucket School Department's Carol M. White Physical Education Program (CFDA #84.215F) in compliance with the Intergovernmental Review Process. This application will be submitted to the U.S. Department of Education, Office of Safe and Drug Free Schools on April 12, 2013. If you have any questions about this program, please call my staff person who is handling this grant, Mary Parella at 729-6293. Thank you for your assistance.

Sincerely,

Deborah Cylke  
Superintendent of Schools

# **ATTACHMENT #5**

## **School Health Index (SHI) Score Cards**

<b>School Health Index Results, Modules 1-4, April, 2013</b>									
	Baldwin	Cunningham	Greene	Little	Varieur	Winters	Jenks	Slater	Average
<b>Module 1--Health and Safety</b>									
Policies and Environment	55.20%	53.50%	71%	70%	70%	41%	67.40%	55.20%	60%
<b>Module 2 -- Health Ed</b>	20%	27%	15%	31%	18%	27%	49%	35.20%	28%
<b>Module 3 -- PE and Physical Act</b>	76%	52%	72%	57%	57%	57%	63%	68%	63%
<b>Module 4 -- Nutrition</b>	58%	66.60%	80%	69%	75%	56%	94%	72%	71%

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

### Module 1: School Health and Safety Policies and Environment

#### Score Card

**Instructions**

- Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	(1)	0
CC.2	Written school health and safety policies	3	2	(1)	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	(2)	1	0
CC.4	Positive school climate	3	2	(1)	0
CC.5	Overcome barriers to learning	3	(2)	1	0
CC.6	Enrichment experiences	3	(2)	1	0
CC.7	Local wellness policies	3	(2)	1	0
CC.8	Standard precautions policy	(3)	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	(0)
CC.10	Prevent harassment and bullying	3	(2)	1	0
CC.11	Active supervision	3	(2)	1	0
CC.12	Written crisis response plan	(3)	2	1	0
S.1	Safe physical environment	3	(2)	1	0
S.2	Maintain safe physical environment	3	2	1	(0)
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	(0)
PA.1	Recess	3	(2)	1	0
PA.2	Access to physical activity facilities outside school hours	3	2	1	(0)
PA.3	Adequate physical activity facilities	3	(2)	1	0
PA.4	Prohibit using physical activity as punishment	3	2	(1)	0
N.1	Prohibit using food as reward or punishment	3	2	(1)	0
N.2	Access to free drinking water	(3)	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	(3)	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	(3)	2	1	0
N.5	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	(0)
N.6	Advertising and promotion of foods and beverages	(3)	2	1	0
N.7	Hands washed before meals and snacks	3	(2)	1	0
T.1	Prohibit tobacco use among students	(3)	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	(3)	2	1	0
T.3	Enforce tobacco-use policies	3	(2)	1	0
T.4	Prohibit tobacco advertising	3	(2)	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	(2)	1	0
A.2	Professional development on asthma	3	2	(1)	0
A.3	Implement indoor air quality practices	3	2	(1)	0

Baldwin

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

A.4	Implement integrated pest management practices	3	2	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	3	2	1	0
SH.2	Confidentiality of HIV status	3	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	3	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

24	32	7	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

63
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MODULE SCORE =  
(Total Points / 114) X 100

55.2
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55.2

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 2: Health Education**

*Score Card*  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

3	2	4	0
<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			9
<b>MODULE SCORE =</b> (Total Points / 45) X 100			20 %

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 3: Physical Education and Other Physical Activity Programs**

*Score Card*

(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under- Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	(3)	2	1	(0)
PA.2	Adequate teacher/student ratio	(3)	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	(2)	1	0
PA.5	Prohibit exemptions or waivers for physical education	(3)	2	1	0
PA.6	Students active at least 50% of class time	(3)	2	1	0
PA.7	Individualized physical activity and fitness plans	3	(2)	1	0
PA.8	Health-related fitness	(3)	2	1	0
PA.9	Teachers avoid practices that result in student inactivity	(2)	2	1	0
PA.10	Promote community physical activities	(3)	2	1	0
PA.11	Certified or licensed physical education teachers	(3)	2	1	0
PA.12/A.1	Address special health care needs	(3)	2	1	0
PA.13/ S.1/A.2	Physical education safety practices	(3)	2	1	0
PA.14/S.2	Playgrounds meet safety standards	3	2	1	(0)
PA.15	Professional development for teachers	3	2	(1)	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	(1)	0
PA.17	Promotion or support of walking and bicycling to school	3	2	(1)	0
PA.18/S.3	Physical activity facilities meet safety standards	3	(2)	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

30	6	3	2
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

41

**MODULE SCORE =**  
(Total Points / 54) X 100

75.9%

Baldwin

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices				
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

NA  
-> school vs district

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

15	6	-	-
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

21
58%

**MODULE SCORE =**  
(Total Points / 36) X 100

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 1: School Health and Safety Policies and Environment  
Score Card**

**Instructions**

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	2	1	0
CC.12	Written crisis response plan	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Recess	3	2	1	0
PA.2	Access to physical activity facilities outside school hours	3	2	1	0
PA.3	Adequate physical activity facilities	3	2	1	0
PA.4	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6	Advertising and promotion of foods and beverages	3	2	1	0
N.7	Hands washed before meals and snacks	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

A.4	Implement integrated pest management practices	3	2	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	3	2	1	0
SH.2	Confidentiality of HIV status	3	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	3	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

27	26	8	
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

61
53.5%

**MODULE SCORE =**  
(Total Points / 114) X 100

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 2: Health Education**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

3	2	7	
<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			12
<b>MODULE SCORE =</b> (Total Points / 45) X 100			26.7 %

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 3: Physical Education and Other Physical Activity Programs**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	2	1	0
PA.5	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.6	Students active at least 50% of class time	3	2	1	0
PA.7	Individualized physical activity and fitness plans	3	2	1	0
PA.8	Health-related fitness	3	2	1	0
PA.9	Teachers avoid practices that result in student inactivity	3	2		
PA.10	Promote community physical activities	3	2	1	0
PA.11	Certified or licensed physical education teachers	3	2	1	0
PA.12/A.1	Address special health care needs	3	2	1	0
PA.13/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.14/S.2	Playgrounds meet safety standards	3	2	1	0
PA.15	Professional development for teachers	3	2	1	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.17	Promotion or support of walking and bicycling to school	3	2	1	0
PA.18/S.3	Physical activity facilities meet safety standards	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

15	12	1	
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

28

**MODULE SCORE =**  
(Total Points / 54) X 100

51.85%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices				
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

15	8	1	
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

24

**MODULE SCORE =**  
(Total Points / 36) X 100

66.66%

*Shell*

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 1: School Health and Safety Policies and Environment**  
*Score Card*

**Instructions**

- Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	X	1	0
CC.12	Written crisis response plan	3	2	1	0
S.1	Safe physical environment	3	2	X	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Recess	3	2	X	0
PA.2	Access to physical activity facilities outside school hours	3	2	1	X
PA.3	Adequate physical activity facilities	3	2	1	0
PA.4	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6	Advertising and promotion of foods and beverages	3	2	1	0
N.7	Hands washed before meals and snacks	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0

71 over

*Greene*

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

A.4	Implement integrated pest management practices	3	2	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	3	2	1	0
SH.2	Confidentiality of HIV status	3	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	3	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

81

MODULE SCORE =  
(Total Points / 114) X 100

71%

*Shull*

SCHOOL HEALTH INDEX -- ELEMENTARY SCHOOL

**Module 2: Health Education**

*Score Card*  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			7
<b>MODULE SCORE =</b> (Total Points / 45) X 100			15%

Three

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

- 1. Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

Table with 5 columns: Item ID, Description, Fully in Place, Partially in Place, Under-Development, Not in Place. Rows include items PA.1 through PA.18/S.3 with circled scores.

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

Summary table for column totals with a handwritten value of 39 in the final cell.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

MODULE SCORE = (Total Points / 54) X 100

Summary table for total points and module score with a handwritten value of 72%.

*Special*

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices	3	2	1	0
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	X	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

**MODULE SCORE =**  
(Total Points / 36) X 100

29  
80%

A. Little

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL**Module 1: School Health and Safety Policies and Environment  
Score Card****Instructions**

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

	Fully in Place	Partially in Place	Under- Develop- ment	Not in Place
CC.1 Representative school health committee or team	3	2	1	0
CC.2 Written school health and safety policies	3	2	1	0
CC.3 Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4 Positive school climate	3	2	1	0
CC.5 Overcome barriers to learning	3	2	1	0
CC.6 Enrichment experiences	3	2	1	0
CC.7 Local wellness policies	3	2	1	0
CC.8 Standard precautions policy	3	2	1	0
CC.9 Professional development on meeting diverse needs of students	3	2	1	0
CC.10 Prevent harassment and bullying	3	2	1	0
CC.11 Active supervision	3	2	1	0
CC.12 Written crisis response plan	3	2	1	0
S.1 Safe physical environment	3	2	1	0
S.2 Maintain safe physical environment	3	2	1	0
S.3 Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1 Recess	3	2	1	0
PA.2 Access to physical activity facilities outside school hours	3	2	1	0
PA.3 Adequate physical activity facilities	3	2	1	0
PA.4 Prohibit using physical activity as punishment	3	2	1	0
N.1 Prohibit using food as reward or punishment	3	2	1	0
N.2 Access to free drinking water	3	2	1	0
N.3 All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4 All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5 Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6 Advertising and promotion of foods and beverages	3	2	1	0
N.7 Hands washed before meals and snacks	3	2	1	0
T.1 Prohibit tobacco use among students	3	2	1	0
T.2 Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3 Enforce tobacco-use policies	3	2	1	0
T.4 Prohibit tobacco advertising	3	2	1	0
A.1 Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2 Professional development on asthma	3	2	1	0
A.3 Implement indoor air quality practices	3	2	1	0

MODULE 1 - Page 3

A. Little

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

A.4	Implement integrated pest management practices	3	(2)	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	(3)	2	1	0
SH.2	Confidentiality of HIV status	(3)	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	3	2	1	(0)
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	(0)

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

54	22	4	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

8
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**MODULE SCORE =**  
(Total Points / 114) X 100

70%
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A. Little

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL**Module 2: Health Education****Score Card***(photocopy before using)***Instructions**

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	(1)	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	(0)
CC.3	Active learning strategies	3	2	(1)	0
CC.4	Opportunities to practice skills	3	2	(1)	0
CC.5	Culturally appropriate activities and examples	3	2	(1)	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	(0)
CC.7	Professional development in health education	3	2	1	(0)
CC.8	Professional development in delivering curriculum	3	2	1	(0)
CC.9	Professional development in classroom management techniques	3	(2)	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	(0)
PA.1	Essential topics on physical activity	3	(2)	1	0
N.1	Essential topics on healthy eating	3	(2)	1	0
T.1	Essential topics on preventing tobacco use	3	(2)	1	0
A.1	Essential topics on asthma awareness	3	(2)	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	(0)

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

0	10	4	0
<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			14
<b>MODULE SCORE =</b> (Total Points / 45) X 100			31 %

A. Little

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 3: Physical Education and Other Physical Activity Programs**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	<del>2</del>	1	0
PA.5	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.6	Students active at least 50% of class time	3	2	1	0
PA.7	Individualized physical activity and fitness plans	3	2	1	0
PA.8	Health-related fitness	3	2	1	0
PA.9	Teachers avoid practices that result in student inactivity	3			
PA.10	Promote community physical activities	3	2	1	0
PA.11	Certified or licensed physical education teachers	3	2	1	0
PA.12/A.1	Address special health care needs	3	2	1	0
PA.13/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.14/S.2	Playgrounds meet safety standards	3	2	1	0
PA.15	Professional development for teachers	3	2	1	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	<del>1</del>	0
PA.17	Promotion or support of walking and bicycling to school	<del>3</del>	2	1	0
PA.18/S.3	Physical activity facilities meet safety standards	<del>3</del>	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

27	2	2	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

31

**MODULE SCORE =**  
(Total Points / 54) X 100

57.4%

A. Little

**SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL**

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

	Fully in Place	Partially in Place	Under Development	Not in Place
N.1 Breakfast and lunch programs	3	2	1	0
N.2 Variety of foods in school meals	3	2	1	0
N.3 Healthy food purchasing and preparation practices	3			
N.4 A la carte offerings include healthy food and beverage items	3	2	1	0
N.5 Sites outside cafeteria offer healthy food and beverage items	3	2	1	0
N.6 Promote healthy food and beverage choices	3	2	1	0
N.7 Adequate time to eat school meals	3	2	1	0
N.8 Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9 Degree and certification of nutrition services manager	3	2	1	0
N.10 Professional development for nutrition services manager	3	2	1	0
N.11/ S.1 Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2 Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

21	4	0	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

25

**MODULE SCORE =**  
(Total Points / 36) X 100

69.4%

VARIETUR  
3/19/13

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 1: School Health and Safety Policies and Environment**  
*Score Card*

**Instructions**

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

	Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1 Representative school health committee or team	3	2	1	0
CC.2 Written school health and safety policies	3	2	1	0
CC.3 Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4 Positive school climate	3	2	1	0
CC.5 Overcome barriers to learning	3	2	1	0
CC.6 Enrichment experiences	3	2	1	0
CC.7 Local wellness policies	3	2	1	0
CC.8 Standard precautions policy	3	2	1	0
CC.9 Professional development on meeting diverse needs of students	3	2	1	0
CC.10 Prevent harassment and bullying	3	2	1	0
CC.11 Active supervision	3	2	1	0
CC.12 Written crisis response plan	3	2	1	0
S.1 Safe physical environment	3	2	1	0
S.2 Maintain safe physical environment	3	2	1	0
S.3 Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1 Recess	3	2	1	0
PA.2 Access to physical activity facilities outside school hours	3	2	1	0
PA.3 Adequate physical activity facilities	3	2	1	0
PA.4 Prohibit using physical activity as punishment	3	2	1	0
N.1 Prohibit using food as reward or punishment	3	2	1	0
N.2 Access to free drinking water	3	2	1	0
N.3 All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4 All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5 Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6 Advertising and promotion of foods and beverages	3	2	1	0
N.7 Hands washed before meals and snacks	3	2	1	0
T.1 Prohibit tobacco use among students	3	2	1	0
T.2 Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3 Enforce tobacco-use policies	3	2	1	0
T.4 Prohibit tobacco advertising	3	2	1	0
A.1 Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2 Professional development on asthma	3	2	1	0
A.3 Implement indoor air quality practices	3	2	1	0

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

A.4	Implement integrated pest management practices	3	2	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	3	2	1	0
SH.2	Confidentiality of HIV status	3	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	3	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

60	10	10	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

80

MODULE SCORE =  
(Total Points / 114) X 100

70%

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 2: Health Education**

**Score Card**

(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

0	2	6	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
8			
MODULE SCORE =			
(Total Points / 45) X 100			
17.7%			

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 3: Physical Education and Other Physical Activity Programs**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	2	1	0
PA.5	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.6	Students active at least 50% of class time	3	2	1	0
PA.7	Individualized physical activity and fitness plans	3	2	1	0
PA.8	Health-related fitness	3	2	1	0
PA.9	Teachers avoid practices that result in student inactivity			1	
PA.10	Promote community physical activities	3	2	1	0
PA.11	Certified or licensed physical education teachers	3	2	1	0
PA.12/A.1	Address special health care needs	3	2	1	0
PA.13/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.14/S.2	Playgrounds meet safety standards	3	2	1	0
PA.15	Professional development for teachers	3	2	1	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.17	Promotion or support of walking and bicycling to school	3	2	1	0
PA.18/S.3	Physical activity facilities meet safety standards	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

18	6	7	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

31

**MODULE SCORE =**  
(Total Points / 54) X 100

57.4%

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices				
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

24	2	1	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

27

**MODULE SCORE =**  
(Total Points / 36) X 100

75 %

# Winters Elementary

## SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

### Module 1: School Health and Safety Policies and Environment Score Card

**Instructions**

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully In Place	Partially In Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	2	1	0
CC.12	Written crisis response plan	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Recess	3	2	1	0
PA.2	Access to physical activity facilities outside school hours	3	2	1	0
PA.3	Adequate physical activity facilities	3	2	1	0
PA.4	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6	Advertising and promotion of foods and beverages	3	2	1	0
N.7	Hands washed before meals and snacks	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0

# Winters Elementary p.2

## SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

A.4	Implement integrated pest management practices	3	2	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	3	2	1	0
SH.2	Confidentiality of HIV status	3	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	3	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

21	10	16	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

47
41%

**MODULE SCORE =**  
(Total Points / 114) X 100

# Winters Elementary

## SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

### Module 3: Physical Education and Other Physical Activity Programs

#### Score Card (photocopy before using)

Instructions

# Winters Elementary

## SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

### Module 2: Health Education

#### Score Card (photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

	8	4	0
<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.	12		
<b>MODULE SCORE =</b> (Total Points / 45) X 100	26.6%		

# Winters Elementary

## SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

### Module 3: Physical Education and Other Physical Activity Programs

#### Score Card (photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully In Place	Partially In Place	Under Develop- ment	Not In Place
PA.1	150 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	2	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	2	1	0
PA.5	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.6	Students active at least 50% of class time	3	2	1	0
PA.7	Individualized physical activity and fitness plans	3	2	1	0
PA.8	Health-related fitness	3	2	1	0
PA.9	Teachers avoid practices that result in student inactivity	3	2	1	0
PA.10	Promote community physical activities	3	2	1	0
PA.11	Certified or licensed physical education teachers	3	2	1	0
PA.12/A.1	Address special health care needs	3	2	1	0
PA.13/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.14/S.2	Playgrounds meet safety standards	3	2	1	0
PA.15	Professional development for teachers	3	2	1	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.17	Promotion or support of walking and bicycling to school	3	2	1	0
PA.18/S.3	Physical activity facilities meet safety standards	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

27	2	2	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

31

**MODULE SCORE =**  
(Total Points / 54) X 100

57.4%

# Winters Elementary

## SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

### Module 4: Nutrition Services

#### Score Card

(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices				
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

18		2	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

20
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**MODULE SCORE =**  
(Total Points / 36) X 100

55.5%
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*Jenks Jr High*

**Module 1: School Health and Safety Policies and Environment**  
*Score Card*

**Instructions**

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-28), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

	Fully in Place	Partially in Place	Under Develop- ment	Not in Place	
CC.1	Representative school health committee or team	3	(2)	1	0
CC.2	Written school health and safety policies	3	(2)	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	(2)	1	0
CC.4	Positive school climate	(3)	2	1	0
CC.5	Overcome barriers to learning	3	(2)	1	0
CC.6	Enrichment experiences	3	(2)	1	0
CC.7	Local wellness policies	(3)	2	1	0
CC.8	Standard precautions policy	(3)	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	(1)	0
CC.10	Prevent harassment and bullying	(3)	2	1	0
CC.11	Active supervision	3	(2)	1	0
CC.12	Written crisis response plan	3	(2)	1	0
CC.13	Student involvement in decision-making	3	(2)	1	0
S.1	Safe physical environment	(3)	2	1	0
S.2	Maintain safe physical environment	3	(2)	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	(0)
PA.1	Access to physical activity facilities outside school hours	3	2	1	(0)
PA.2	Adequate physical activity facilities	3	2	1	(0)
PA.3	Prohibit using physical activity as punishment	3	2	1	(0)
N.1	Prohibit using food as reward or punishment	3	2	1	(0)
N.2	Access to free drinking water	(3)	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	(3)	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	(3)	2	1	0
N.5	Foods offered outside school hours in high schools meet strong nutrition standards	3	(2)	1	0
N.6	Beverages offered outside school hours in high schools meet strong nutrition standards	3	(2)	1	0
N.7	Fundraising efforts during and outside school hours meet strong nutrition standards	3	(2)	1	0
N.8	Advertising and promotion of foods and beverages	3	(2)	1	0
T.1	Prohibit tobacco use among students	(3)	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	(3)	2	1	0
T.3	Enforce tobacco-use policies	(3)	2	1	0
T.4	Prohibit tobacco advertising	(3)	2	1	0
A.1	Written policies for carry and self-administration of	(3)	2	1	0

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

	quick-relief medications				
A.2	Professional development on asthma	3	(2)	1	0
A.3	Implement indoor air quality practices	3	(2)	1	0
A.4	Implement integrated pest management practices	3	(2)	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	(3)	2	1	0
SH.2	Confidentiality of HIV status	(3)	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	3	(2)	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	(1)	0
SH.5	Non-discrimination on the basis of pregnancy or parenting status policy	3	2	(1)	0
SH.6	Strategies to meet the needs of LGBT youth	3	2	(1)	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

45	34	4	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (123) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

83

**MODULE SCORE =**  
(Total Points / 123) X 100

67.4%

67.4

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

*Jenks Jr High*

**Module 2: Health Education**

**Score Card**

*(photocopy before using)*

**Instructions**

1. Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Required health education course	3	2	1	0
CC.2	Health education grading	3	2	1	0
CC.3	Sequential health education curriculum consistent with standards	3	2	1	0
CC.4	Active learning strategies	3	2	1	0
CC.5	Opportunities to practice skills	3	2	1	0
CC.6	Culturally appropriate activities and examples	3	2	1	0
CC.7	Assignments encourage student interaction with family and community	3	2	1	0
CC.8	Credentialed health education teachers	3	2	1	0
CC.9	Professional development in health education	3	2	1	0
CC.10	Professional development in delivering curriculum	3	2	1	0
CC.11	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD, and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (51) by subtracting 3 for each question eliminated).

6	18	1	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
25			
MODULE SCORE =			
(Total Points / 51) X 100			
49 %			

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

**Module 3: Physical Education and Other Physical Activity Programs**

**Score Card**  
(photocopy before using)

*Jenks Jr High*

**Instructions**

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-13), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	225 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	2	1	0
PA.5	Physical education grading	3	2	1	0
PA.6	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.7	Students active at least 50% of class time	3	2	1	0
PA.8	Individualized physical activity and fitness plans	3	2	1	0
PA.9	Health-related physical fitness	3	2	1	0
PA.10	Teachers avoid practices that result in student inactivity	3	2	1	0
PA.11	Promote community physical activities	3	2	1	0
PA.12	Certified or licensed physical education teachers	3	2	1	0
PA.13/ A.1	Address special health care needs	3	2	1	0
PA.14/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.15	Professional development for teachers	3	2	1	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.17	Availability of interscholastic sports	3	2	1	0
PA.18	Promotion or support of walking and bicycling to school	3	2	1	0
PA.19	Training requirements for coaches	3	2	1	0
PA.20/ S.2	Physical activity facilities meet safety standards	3	2	1	0
PA.21/ S.3	Athletics safety requirements	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

27	12	1	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (63) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

40

**MODULE SCORE =**  
(Total Points / 63) X 100

63.4

63.4

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

**Module 4: Nutrition Services**

*Score Card*

*(photocopy before using)*

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

	Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1 Breakfast and lunch programs	3	2	1	0
N.2 Variety of foods in school meals	3	2	1	0
N.3 Healthy food purchasing and preparation practices	3	2	1	0
N.4 A la carte offerings include healthy food and beverage items	3	2	1	0
N.5 Sites outside cafeteria offer healthy food and beverage items	3	2	1	0
N.6 Promote healthy food and beverage choices	3	2	1	0
N.7 Adequate time to eat school meals	3	2	1	0
N.8 Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9 Degree and certification of nutrition services manager	3	2	1	0
N.10 Professional development for nutrition services manager	3	2	1	0
N.11/ S.1 Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2 Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

30	4	0	0
<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			
34			
<b>MODULE SCORE =</b> (Total Points / 36) X 100			
94.4%			

*Slater*

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

**Module 1: School Health and Safety Policies and Environment**  
**Score Card**

**Instructions**

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-28), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	2	1	0
CC.12	Written crisis response plan	3	2	1	0
CC.13	Student involvement in decision-making	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Access to physical activity facilities outside school hours	3	2	1	0
PA.2	Adequate physical activity facilities	3	2	1	0
PA.3	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Foods offered outside school hours in high schools meet strong nutrition standards	3	2	1	0
N.6	Beverages offered outside school hours in high schools meet strong nutrition standards	3	2	1	0
N.7	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.8	Advertising and promotion of foods and beverages	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of	3	2	1	0

Slater

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

	quick-relief medications				
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0
A.4	Implement integrated pest management practices	3	2	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	3	2	1	0
SH.2	Confidentiality of HIV status	3	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	3	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	0
SH.5	Non-discrimination on the basis of pregnancy or parenting status policy	3	2	1	0
SH.6	Strategies to meet the needs of LGBT youth	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

33	22	13	
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (123) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

68

MODULE SCORE = (Total Points / 123) X 100

55.28%

Module 2: Health Education

Score Card

(photocopy before using)

Instructions

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially In Place	Under Develop- ment	Not in Place
CC.1	Required health education course	3	(2)	1	0
CC.2	Health education grading	(3)	2	1	0
CC.3	Sequential health education curriculum consistent with standards	3	2	1	(0)
CC.4	Active learning strategies	3	2	1	(0)
CC.5	Opportunities to practice skills	(3)	2	1	0
CC.6	Culturally appropriate activities and examples	(3)	2	1	0
CC.7	Assignments encourage student interaction with family and community	(3)	2	1	0
CC.8	Credentialed health education teachers	3	2	(1)	0
CC.9	Professional development in health education	(3)	2	1	0
CC.10	Professional development in delivering curriculum	3	2	1	(0)
CC.11	Professional development in classroom management techniques	3	2	1	(0)
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	(0)
PA.1	Essential topics on physical activity	3	2	1	(0)
N.1	Essential topics on healthy eating	3	2	1	(0)
T.1	Essential topics on preventing tobacco use	3	2	1	(0)
A.1	Essential topics on asthma awareness	3	2	1	(0)
SH.1	Essential topics for preventing HIV, other STD, and pregnancy	3	2	1	(0)

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (51) by subtracting 3 for each question eliminated).

15	2	1	
TOTAL POINTS: Add the four sums above and enter the total to the right.			18
MODULE SCORE = (Total Points / 51) X 100			35.29%

Slater

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

**Module 3: Physical Education and Other Physical Activity Programs**

**Score Card**

(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-13), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	225 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	2	1	0
PA.5	Physical education grading	3	2	1	0
PA.6	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.7	Students active at least 50% of class time	3	2	1	0
PA.8	Individualized physical activity and fitness plans	3	2	1	0
PA.9	Health-related physical fitness	3	2	1	0
PA.10	Teachers avoid practices that result in student inactivity	3	2	1	0
PA.11	Promote community physical activities	3	2	1	0
PA.12	Certified or licensed physical education teachers	3	2	1	0
PA.13/ A.1	Address special health care needs	3	2	1	0
PA.14/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.15	Professional development for teachers	3	2	1	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.17	Availability of interscholastic sports	3	2	1	0
PA.18	Promotion or support of walking and bicycling to school	3	2	1	0
PA.19	Training requirements for coaches	3	2	1	0
PA.20/ S.2	Physical activity facilities meet safety standards	3	2	1	0
PA.21/ S.3	Athletics safety requirements	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

33	8	2	
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (63) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

43
68.25%

**MODULE SCORE =**  
(Total Points / 63) X 100

Slater

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices	3	2	1	0
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

21	4	1	
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

26
72.22%

**MODULE SCORE =**  
(Total Points / 36) X 100



# **ATTACHMENT #6**

## **Letters of Support- Target School Principals**

ELIZABETH BALDWIN SCHOOL  
50 Whitman Street, Pawtucket, Rhode Island 02860  
(401) 729-6264 - Fax (401) 729-6269

Mrs. Joan DiOrio  
Principal

Mrs. Kimberly McCaughey  
Assistant Principal

---

April 3, 2013

The Pawtucket Child Opportunity Zone (COZ) has provided many innovative and successful after school and summer programs at Baldwin School. I am happy to write this letter of support to expand the focus on Physical Education and Nutrition through the Carol White PEP Grant.

Baldwin is a school that sets high standards for student achievement. The students try their best, but have many unmet needs, particularly around healthy practices. The addition of a concentrated effort to educate our students about the rewards of physical activity and healthy eating would go a long way to helping our students cope with the stresses of daily living in a diverse, urban environment.

The staff at Baldwin support this grant request from the COZ to bring the PEP project to our school and look forward to making these programs a success for our students.

Sincerely,

*Mrs. J. DiOrio*

Joan Diorio  
Principal

*Principal*



## M. Virginia Cunningham School

729-6262  
40 Baldwin Street  
Pawtucket, RI 02860  
Fax: 729-9201  
**Family Center**  
729-6293

Mr. Paul Zona  
Principal

Diane Belmont  
Secretary

April 5, 2013

To Whom It May Concern:

It is my pleasure to write in support of the Pawtucket COZ's application for a Carol White Physical Education Program grant. There is no doubt that more must be done to help our students become more physically active and to improve their eating habits. We are seeing more and more children enter school overweight which is of growing concern. The staff of the COZ already provides valuable resources to the families of Cunningham Elementary School such as after school programs, parenting classes, field trips, and outreach to needy families. The addition of the Carol White PEP project will greatly enhance our existing programs

I think it is wonderful that this program will provide much needed support to our classroom teachers who are charged with teaching health at our elementary schools. I do think they would feel more confident and comfortable teaching health topics if they had increased professional development and teaching materials as discussed in this application. Our PE teacher would also benefit from working with other PE teachers in the district and having the opportunity to learn and share best practices. Finally, and most importantly I am delighted that the program will help our students become more physically active.

I wholeheartedly support this application.

Sincerely,

(b)(6)

Paul Zona (b)(6)  
Principal



**Nathanael Greene Elementary School**

285 Smithfield Avenue  
Pawtucket, RI 02860  
401-729-6260

April 3, 2013

*To Whom It May Concern:*

*I am writing today in full support for the Pawtucket Child Opportunity Zone (COZ) application for the Carol White PEP Grant. The Pawtucket COZ provides successful programs here at Nathanael Greene Elementary School impacting hundreds of our student body. This new project will provide a life changing opportunity for our children and possibly their entire families.*

*As a general rule, our students are less active than my generation (with the excessant exposure to video games), exposed to junk food daily, and lead stressful lives. (Even though it was tough back then...It's really tough out there now.) Through this program, our students will learn to take charge of their own health by learning to make better choices and incorporating wellness frequently into their lives. I applaud the COZ's efforts to bring this program to Nathanael Greene.*

*The staff at Nathanael Greene Elementary School support this grant request and we look forward to having the COZ PEP project in our school community. In fact, the School Nurse, Ms. Hayden, and our Physical Education teacher, Mr. Pita, have been extremely helpful in the inclusion of our school in this project. Thank you for your consideration.*

*Sincerely,*

(b)(6)

*Darrell LuffBorough*  
Principal

AGNES LITTLE SCHOOL  
60 South Bend Street, Pawtucket, Rhode Island 02860  
(401) 729-6256 - Fax (401) 729-6323

Mr. Raymond S. Dalton, Jr.  
Principal

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April 5, 2013

To Whom It May Concern:

It is my pleasure to write in support of the Pawtucket Child Opportunity Zone (COZ) application for the Carol White PEP Grant. The Pawtucket COZ has consistently offered Agnes Little Elementary School support and services that benefit our children and their families. We are excited about being able to include physical education and nutrition as part of our school day.

Agnes Little Elementary School's nurse is spearheading this effort in our school. The results of our SHI Health Education shows the strong need for a concentrated effort in health education in our school. We cannot expect our students to be successful if they are not exposed to necessary information. I am also happy that workshops on health and nutrition will be held for parents, helping to reinforce newly acquired healthy habits at home.

On behalf of the staff of Agnes Little Elementary School, I wholeheartedly support this grant request and we look forward to having the COZ PEP project in our school community.

Sincerely,

(b)(6)

Raymond Dalton  
Principal

Francis J. Varieur School  
486 Pleasant Street  
Pawtucket, R. I. 02860  
Tel: 401-729 6266  
Fax: 401-729-6544

Dr. Edna P. Coia  
Principal

---

April 5, 2013

To Whom It May Concern:

On behalf of Varieur Elementary School, I would like to lend my support of the Pawtucket Child Opportunity Zone (COZ) application for the Carol White PEP Grant. The Pawtucket COZ has established several programs for the students and families at Varieur School. This opportunity for our children and their families will have a significant impact on our school community.

The health curriculum changes along with focus on physical activities will round out our rigorous academic program. Our teachers and ultimately our students will benefit from ongoing professional development, both for health education and for PE. Incorporating some of the student activities into the COZ's after school and summer programs will help to ensure success of the program and help the participating students attain the goal of 150 minutes of physical activity per week. Including our parents through periodic workshops will hopefully bring permanent change to our students' overall health and academic success.

The teachers and staff of Varieur Elementary School look forward to having the COZ PEP project in our school.

Sincerely,

(b)(6)

Dr. Edna Coia  
Principal

Henry J. Winters Elementary School  
481 Broadway, Pawtucket, Rhode Island 02860  
(401) 729-6272 - Fax (401) 729-6414

Mr. Michael Gilmore  
Principal

---

April 9, 2013

To Whom It May Concern:

I am happy to write this letter of support for the Pawtucket Child Opportunity Zone (COZ) to expand their programs into physical education and nutrition through the Carol White PEP Grant. For the last nine years, the Pawtucket Child Opportunity Zone (COZ) has provided new programs here at Henry J. Winters School, namely a dental program, outreach services, after school and summer programs, and adult education classes for our parents, along with family activities. Now we have an opportunity to expand timely and much needed services for our students centered on their own health.

Getting children to be more active and make better food choices will help with their future success. What an opportunity to have the time and resources to develop healthy choices foods and to instruct and encourage movement to help prevent future obesity issues. Being active should help our students maintain a healthy attitude about school. The addition of each of these programs will be welcome here at Winters School.

The staff at Henry J. Winters School support this grant request and look forward to having the COZ PEP project in our school community.

(b)(6)



Michael Gilmore  
Principal

# JOSEPH JENKS JUNIOR HIGH SCHOOL

www.p-dss.net

JENKS/JMW COMPLEX FOR THE PERFORMING & VISUAL ARTS  
350 DIVISION STREET • PAWTUCKET, RI 02860-4502 • P 401.729.6520 • F 401.729.6523

Principal's Office      Student Services

April 4, 2013

To Whom It May Concern:

I am writing to enthusiastically support the Pawtucket Child Opportunity Zone (COZ) with their application for a Carol White Physical Education Program grant to benefit the students here at Jenks Junior High School. The COZ already offers after school and summer programs, field trips and adult education for our parents.

The additional services that the COZ wants to add to our school through the Carol White Physical Education Project, namely more physical activities and nutrition programs, would be positive additions to our school. The value of this grant for our students cannot be overstated. Our students need to learn to take charge of their own health, but need the tools to make informed choices. We are fortunate to be located near outdoor community athletic facilities that our students may take advantage of outside of school time.

I wholeheartedly support this application for the COZ's application to bring the Carol White PEP project to Jenks Junior High School.

(b)(6)

John Haidefenos  
Principal



Loyalty, Cooperation,  
Perseverance

## Samuel Slater Jr. High School

281 Mineral Spring Avenue  
Pawtucket, RI 02860  
401.729.6480

Dr. Jacqueline E. Ash  
Principal

Mrs. Debra Westgate-Silva  
Assistant Principal

April 4, 2013

To Whom It May Concern:

I would like to lend my support for the Pawtucket Child Opportunity Zone (COZ) in their application for a Carol White Physical Education Program grant. The COZ has provided a plethora of opportunities for the students and families of Samuel Slater Junior High School. The staff of the COZ in cooperation with our faculty, offered a school based health center, after school programs, parenting classes, field trips and other activities, becoming a part of the fabric of our school. Having the Carol White PEP project will align with the needs of our students and will greatly enhance their future outcomes.

I am excited about the proposed Carol White PEP application because it will help close many of the gaps we face in our schools and community. Health and physical activity have taken a backseat in the last few years given the increasing emphasis on assessments and evaluation. Teachers are flat out with their work and these areas; particularly health is often an afterthought. Teachers and staff all need increased training around these issues and need to learn ways to incorporate health and wellness across the curricula. My school nurse has worked with a team to complete the SHI and it is obvious that we have a great deal of work to do to improve the delivery of this information to our students and staff. Students at the junior high level will now have the opportunity to learn to make movement and healthy food part of their healthy choices.

Programs such as these are essential to producing successful students, especially in such an ethnically and socio-economically diverse neighborhood such as ours. This opportunity for our students will be a valuable, necessary and much appreciated program. I wholeheartedly support this application.

Sincerely,

(b)(6)

Dr. Jacqueline Ash  
Principal

# **ATTACHMENT #7**

## **Grant Application Package Signed Forms**

**SF 424**

**Assurances-Non Construction Programs  
Certification Regarding Lobbying  
Disclosure of Lobbying Activities**

<b>Opportunity Title:</b>	Office of Elementary and Secondary Education (OESE): Ca
<b>Offering Agency:</b>	U.S. Department of Education
<b>CFDA Number:</b>	84.215
<b>CFDA Description:</b>	Fund for the Improvement of Education
<b>Opportunity Number:</b>	ED-GRANTS-022613-001
<b>Competition ID:</b>	84-215F2013-1
<b>Opportunity Open Date:</b>	02/26/2013
<b>Opportunity Close Date:</b>	04/12/2013
<b>Agency Contact:</b>	Carlette KyserPegram E-mail: Carlette.KyserPegram@ed.gov Phone: 202-245-7871

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

\* Application Filing Name: Pawtucket School Department

#### Mandatory Documents

Project Narrative Attachment Form  
ED GEPA427 Form  
Budget Narrative Attachment Form  
ED Abstract Form  
Other Attachments Form

Move Form to  
Complete

Move Form to  
Delete

#### Mandatory Documents for Submission

Application for Federal Assistance (SF-424)  
U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION  
Assurances for Non-Construction Programs (SF-42  
Disclosure of Lobbying Activities (SF-LLL)  
ED SF424 Supplement  
Grants.gov Lobbying Form

#### Optional Documents

Move Form to  
Submission List

Move Form to  
Delete

#### Optional Documents for Submission

### Instructions

- Enter a name for the application in the Application Filing Name field.
  - This application can be completed in its entirety online; however, you will need to login to the Grants.gov website during the submission process.
  - You can save your application at any time by clicking the "Save" button at the top of your screen.
  - The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.
- Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.

- It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.
- The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".
- To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <=> button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.
- All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.

- Click the "Save & Submit" button to submit your application to Grants.gov.

- Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
- Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
- The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
- You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

**Application for Federal Assistance SF-424****\* 1. Type of Submission:**

- Preapplication  
 Application  
 Changed/Corrected Application

**\* 2. Type of Application:**

- New  
 Continuation  
 Revision

**\* If Revision, select appropriate letter(s):**

**\* Other (Specify):**

**\* 3. Date Received:**
 Completed by Grants.gov upon submission.
**4. Applicant Identifier:**

**5a. Federal Entity Identifier:**

**5b. Federal Award Identifier:**

**State Use Only:****6. Date Received by State:**

**7. State Application Identifier:**

**8. APPLICANT INFORMATION:****\* a. Legal Name:**
 PAWTUCKET SCHOOL DEPARTMENT
**\* b. Employer/Taxpayer Identification Number (EIN/TIN):**
 05-6000307
**\* c. Organizational DUNS:**
 8762227790000
**d. Address:****\* Street1:**
 286 Main Street
**Street2:**
 P.O. Box 388
**\* City:**
 Pawtucket
**County/Parish:**

**\* State:**
 RI: Rhode Island
**Province:**

**\* Country:**
 USA: UNITED STATES
**\* Zip / Postal Code:**
 02860-2908
**e. Organizational Unit:****Department Name:**
 Child Opportunity Zone (COZ)
**Division Name:**

**f. Name and contact information of person to be contacted on matters involving this application:****Prefix:**
 Ms.
**\* First Name:**
 Mary
**Middle Name:**

**\* Last Name:**
 Parella
**Suffix:**

**Title:**
 COZ Director
**Organizational Affiliation:**
 Pawtucket School Department
**\* Telephone Number:**
 (401) 729-6293
**Fax Number:**
 (401) 721-2137
**\* Email:**
 parellam@psdri.net

 PR/Award # S215F130153

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

**\* Other (specify):**

LEA -- Public School District

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

**CFDA Title:**

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

**\* Title:**

Office of Elementary and Secondary Education (OESE); Carol M. White Physical Education Program  
CFDA Number 84.215F

**13. Competition Identification Number:**

84-215F2013-1

**Title:**

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

The Pawtucket PEP program will increase the amount of time students are engaged in physical activity, as well as time they are learning about nutrition and healthy lifestyles in 8 schools.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,620,272.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

*Deborah Cylke* PR/Award # S2155130153 4-10-0  
Page e120

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Completed on submission to Grants.gov</p>	<p>* TITLE</p> <p>Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>PAWTUCKET SCHOOL DEPARTMENT</p>	<p>* DATE SUBMITTED</p> <p>Completed on submission to Grants.gov</p>

*Demetrius C. [Signature]*

4/10/03

Standard Form 424B (Rev. 7-97) Back

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
PAWTUCKET SCHOOL DEPARTMENT	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Deborah
Middle Name:	
* Last Name: Cylke	Suffix:
* Title: Superintendent of Schools	
<b>* SIGNATURE:</b> Completed on submission to Grants.gov	<b>* DATE:</b> Completed on submission to Grants.gov

*Deborah Cylke*

4-10-13

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: N/A * Street 1: N/A    Street 2: _____ * City: N/A    State: _____    Zip: _____ Congressional District, if known: _____		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b> 		
<b>6. * Federal Department/Agency:</b> N/A	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix _____ * First Name N/A    Middle Name _____ * Last Name N/A    Suffix _____ * Street 1 _____    Street 2 _____ * City _____    State _____    Zip _____		
<b>b. Individual Performing Services (including address if different from No. 10a)</b> Prefix _____ * First Name N/A    Middle Name _____ * Last Name N/A    Suffix _____ * Street 1 _____    Street 2 _____ * City _____    State _____    Zip _____		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Completed on submission to Grants.gov * Name: Prefix _____ * First Name Deborah    Middle Name _____ * Last Name Cylke    Suffix _____ Title: Superintendent of Schools    Telephone No.: (401) 729-6315    Date: Completed on submission to Grants.gov		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

*Deborah Cylke* Page e14/10/13

PR/Award # S215F130153

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Mary		Parella	

Address:

Street1:	40 Baldwin Street
Street2:	
City:	Pawtucket
County:	
State:	RI: Rhode Island
Zip Code:	02860
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(401) 729-6293	(401) 721-2137

Email Address:
parellam@psdri.net

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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# **ATTACHMENT #2**

## **Competitive Preference #2 - Partnership Agreements**

**Agency Name:** PAWTUCKET SCHOOL DEPARTMENT CHILD OPPORTUNITY ZONE (COZ)  
**DUNS #** 876222779

## **CAROL WHITE PEP Partner Agreement for Competitive Preference Priority #2:**

### **Partnerships Between Applicants and Supporting Community Entities**

This form is only necessary if you intend to address Competitive Preference Priority #2 – Partnerships Between Applicants and Supporting Community Entities. If you are submitting an electronic application, you must print out this form, complete it, and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 245-7166 within 3 working days of submitting your electronic application. You must indicate your Agency name and DUNS # on the top of this form.

#### **Page 1 of 5 (LEA Partner)**

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**LEA Authorized Representative Name:** Deborah Cylke

#### **Roles and Responsibilities:**

The Pawtucket School Department has submitted a grant to expand opportunities for 925 Pawtucket school children to engage in increased physical activities and increase the number of fruits and vegetables they eat, all leading to a healthier lifestyle. Through this initiative, we will develop and implement a physical education and health curriculum, offer more physical activity, both during the school day and during the after school and summer program, introduce and reinforce concepts of healthy eating, provide extensive professional development, and address issues that require policy change. The Pawtucket School Department will be responsible to implement all programmatic and financial aspects for the grant as it was funded by the U.S. DOE. The targeted schools are Cunningham, Baldwin, Greene, Little, Varieur, and Winters elementary schools, and Slater and Jenks middle schools. To maximize resources available to students and families, partnerships with the City of Pawtucket, community organizations, the RI Department of Health, Sodexo and other school department programs are essential to facilitate the work of Carol White Physical Education Program.

#### **Contribution to the Project:**

The Pawtucket School Department will provide assistance from central office/fiscal staff as necessary to carry out all the activities. When possible, we will utilize district wide professional development time for physical education and health teachers; provide time in the school day to teach the new curriculum developed through this project; promote use of physical activities during recess time, and through after school/summer programs; provide nutrition clubs and physical activities in a safe and nurturing environment for students at the targeted schools. Parents will also be engaged in order to support healthier lifestyle at home. Student attendance and relevant data will be supplied to complete the mandatory reports to the U.S. Department of Education. In kind support for this project amounts to approximately \$104,726 per year not including space.

This agreement is in support of Pawtucket School Department COZ PEP project and was developed after timely and meaningful consultation between the required partners.

**Signature of LEA's Authorized Representative:** 

**Dated:** 4-10-13

**LEA's Wellness Committee**

**Pawtucket School Department Wellness Committee Chairman: Joanne Bonollo,**

The following has been agreed to by the Pawtucket School COZ and the collaborative agency, Pawtucket School Department Wellness Committee

**Responsibility of Collaborative Agency, Pawtucket School Department Wellness Committee**

The Pawtucket Wellness Committee is responsible for key policies regarding the health and nutrition of Pawtucket's public school children. Key among these are the food policy relating to what is allowed to be consumed in any school, and the new Health Curriculum which will to adopted in all the schools. As a subcommittee of the Pawtucket School Committee, the Wellness Committee will be integral to the long term success of the PEP. The Committee will work closely with implementation of the PEP and assist the PEP project to finalize and formally adopt the policies, protocols, and programs, and that are developed as a result of this project.

**Contribution to the Project:**

The Chairperson of the Wellness Committee will serve as member of the PEP Management Team, and, as a member of the school committee, be the liaison between the PEP, the Wellness Committee and the Pawtucket School Committee. We estimate the value of the Chairperson's time and a percentage of the Committee's time working on PEP issues at \$6,290 contribution as match to this project. (This amount is detailed in the Budget Detail/Narrative.)

This agreement is in support of the Pawtucket School Department COZ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Authorized Representative

Date:

4/8/13

(b)(6)

Print Name:

Joanne M. Bonollo

Title:

School Committee  
Member,  
Wellness Subcommittee  
Chair

(CBO Partner)

---

CBO Name: New Urban Farmers Rhode Island

**New Urban Farmers Co- Director – Emily Jodka**

Roles and Responsibilities:

The New Urban Farmers is a 501(c)3 non-profit organization that has set out to preserve and restore our environment by creating sustainable agricultural systems in and around Rhode Island cities.

New Urban Farmers will assist in developing community gardens with students as part of the after school and summer programs. The New Urban Farmers will work with the students of Pawtucket to create their garden and care of the produce growing in their garden.

Contribution to the Project:

The New Urban Farmers will set up a farmers market weekly at the different stops at each of the targeted schools as a way of providing parents and children at the targeted schools with access to fresh fruit and vegetables. The New Urban Farmers can accept WIC and SNAP funds for their locally grown produce. The New Urban Farmers want to get fresh and healthy locally grown food to all residents, regardless of income level.

This agreement is in support of **Pawtucket School Department COZ PEP** project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

---

Dated

(b)(6)

**CBO Partner: Part of the Oath**

**Part of the Oath Director's Name: Colleen Cavanaugh, M.D.**

The following has been agreed to by the Pawtucket School Department COZ and the collaborative partner agency, **Part of the Oath**

**Responsibility of Collaborative Agency, Part of the Oath:**

The Part of the Oath will provide a dancer who will lead after school clubs that works with students to express themselves through dance and movement, all promoting a strong message of health, self-esteem and empowerment. Part of the Oath will lead four after school clubs per session with each culminating with a performance. They will also participate in leading/co-leading a summer program component. Part of the Oath is a new organization formed to teach young people about health and social issues through the arts. Part of the Oath refers to the Hippocratic Oath of medicine which the organization's founder, a choreographer and physician, envisions as the cornerstone for the for community outreach to promote a strong message of health, self-esteem and empowerment. In addition to the after school/summer program, they developed a contemporary dance of *Chicken Little*, based on the classic fable. With a focus on friendship and bullying, *Chicken Little* will be a powerful vehicle to educate children.

**Contribution to the Project:**

Part of the Oath will provide a dancer who also has experience in discussing social and emotional issues to lead the after school and summer programs. Through this partnership, Part of the Oath will provide a discounted rate for the program to cover the club leader's time and include the school based programs in their fundraising efforts. The founder/director will direct the dancers, help develop the lesson plans, co-lead activities, participate in the development of the performances and serve as an artistic and medical resource to the clubs to promote health and wellness among our students. The value of the founder/director's time which is in-kind is \$10,200 for the 34 week program (3hrs/wk x 34 wks = 102 hours @ \$100/hr). The after school program will pay a portion of the costs of the dancers who are co-leading the club. Part of the Oath will also provide four performances of *Chicken Little* at our targeted schools for children and families, which will be followed by a group discussion. The value of these performances will be \$500 x 6 schools each for a total of \$3,000. Total in-kind is \$13,200.

This agreement is in support of the Pawtucket School Department COZ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Authorized Representative: (b)(6) MP  
Date: 9/10/13  
Print Name: Colleen Cavanaugh, M.D. Title: Director

**Community Partner: University of Rhode Island (URI)**

**Authorized Representative: Katie Mulligan**

The following has been agreed to by the Pawtucket School Department COZ and the collaborative partner agency, **University of Rhode Island (URI) Community Nutrition Education Program.**

**Responsibility of Collaborative Agency, URI**

URI Community Nutrition Education Program will provide up to 18 nutrition classes for parents. The workshops, usually in a series of 6 sessions will focus on healthy eating on a budget. Topics will include the MyPlate, menu planning and shopping, budgeting, feeding families and food safety. The workshop series will be held at different sites to accommodate families from all of our targeted schools. The URI Community Nutrition Education Program houses both the Expanded Food and Nutrition Education Program (EFNEP) and the URI SNAP Program. The workshop series will include leaders from both programs.

**Contribution to the Project:**

The URI Community Nutrition Education Program will provide workshop leaders and materials for up to 18 workshops (three 6 week sessions) that will be held at the PEP targeted schools plus prep time for the instructors. They will also provide assistance to food/nutrition related community resources as needed. The estimated in-kind value of the partnership is \$3,510 (54 hours @ \$65/hr.).

This agreement is in support of the Pawtucket School Department COZ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Authorized Representative: (b)(6) \_\_\_\_\_

Date: 4/10/2013

Print Name: Katie Mulligan Title: EFNEP Program Supervisor

**CBO Boys and Girls Club of Pawtucket**

**CBO Boys and Girls Club of Pawtucket Executive Director Name:  
James Hoyt**

The following has been agreed to by the Pawtucket School COZ and the collaborative agency, the Boys and Girls Club of Pawtucket.

**Responsibility of Collaborative Agency, Boys and Girls Club of Pawtucket**

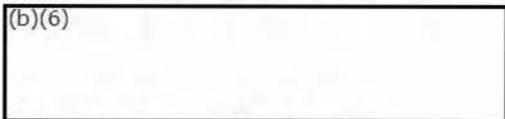
The Boys and Girls club of Pawtucket is committed to the health and wellness of Pawtucket's children, providing a safe and nurturing environment in which children can participate in numerous sports and other physical activities during out of school time.

**Contribution to the Project:**

The Boys and Girls Club of Pawtucket has trained swim instructors and lifeguards who will teach up to 90 students per year at the targeted schools across three 8 week sessions, providing both Learn to Swim programs and extra weeks of free swim to practice new skills in exchange for \$4050.00 from the Pawtucket Coz. The Boys and Girls Club of Pawtucket will offer each participant a year- long membership to use the Boys and Girls Club facilities at half the cost amounting to a savings of \$1,350 per year. In addition, personnel time for planning, facility maintenance and all insurances will be covered by the Boys and Girls Club of Pawtucket for a total contribution of \$3,260.

This agreement is in support of Pawtucket School Department COZ PEP project and was developed after timely and meaningful consultation between the required partners.

Boys and Girls Club of Pawtucket

(b)(6)  


James Hoyt  
Executive Director

Date: 4/9/13

**Community Partner: Project AWARE**

**Project AWARE Founder: Marcy Eclipse Neilson**

The following has been agreed to by the Pawtucket School COZ and the collaborative partner, Project AWARE .

**Responsibility of Collaborative partner, Project AWARE .**

Project AWARE is an art program dedicated to helping children see the world around them as they explore the arts in many areas. Classes are designed to raise awareness, practice communication and reinforce skills in a variety of educational areas. Art projects are designed to practice math, vocabulary, environmental science and social studies and contemporary music. One of the many programs Project AWARE offers is Project COPE (Circles of Peace Education). Project COPE is a bullying program, designed for the school age community. Our goals are to raise awareness about bullying through identification and prevention techniques and at the same time add the new element for prevention by using the arts and movement through contemporary music.

**Contribution to the Project:**

Project AWARE will offer materials to complete the students' artwork at four schools for 28 weeks per year for three years. In order for the students to recognize their self-worth, Project AWARE will plan and organize a performance and exhibit that will be open to the community to view student work each year. Project AWARE will provide staff time for two people at each school. Marcy is a member of RI Council of the Arts Educational Roster. This financial contribution will be valued at \$10,000.

This agreement is in support of Pawtucket School Department COZ PEP project and was developed after timely and meaningful consultation between the required partners.

Project AWARE

Marcy Eclipse Neilson

Founder

(b)(6)

Date: \_\_\_\_\_

**Page 3 of 5 (Public Health Entity Partner)**

---

Public Health Partner The Rhode Island Department of Health Name: **Eliza Lawson,**  
**MPH**

**Roles and Responsibilities:**

The RI Department of Health will provide guidance and technical assistance on program development and implementation, including evidence based strategies and curricula materials for health, nutrition and physical activity, all leading to the prevention of obesity, parent engagement activities, policy development, and alignment of the curricula to the RI Physical Education Standards. This office will also link us with other similar initiative that will facilitate PEP's implementation and success. The office in which the Initiative for a Healthy Weight is located, also houses the Healthy Places by Design Program and the Healthy Homes and Environment Team, dealing with indoor air quality.

**Contribution to the Project:**

The Physical Activity Coordinator for the Initiative for a Healthy Weight will serve on the Pawtucket PEP Management and Advisory committee to provide the above guidance and technical assistance.

**This agreement is in support of Pawtucket School Department COZ PEP project and was developed after timely and meaningful consultation between the required partners.**

**Signature of Public Health Entity's Authorized**

**Representative:**

(b)(6)

**Dated:**

4-8-13



EXECUTIVE CHAMBER, CITY OF PAWTUCKET, RHODE ISLAND

DONALD R. GREBIEN  
MAYOR

**Head of Local Government, City of Pawtucket**

**Head of Local Government name Mayor Donald R. Grebien**

The following has been agreed to by the Pawtucket School Department COZ and the collaborative partner agency, **City of Pawtucket**

**Responsibility of Collaborative Agency, City of Pawtucket:**

The City of Pawtucket has many departments that provide and promote healthy lifestyles along with numerous outdoor community facilities that are free and open to the public. As a partner in ensuring the health and safe practices of our residents, the City offers access to open space, an outdoor pool, running tracks, and numerous classes for both children and adults to shape up and be active. The City sponsors or supports various events such as road races and dragon boat races, and has provided the foundation for ongoing Farmers Markets. The City of Pawtucket has several miles of bike paths that link Pawtucket with neighboring cities, encouraging our residents to use bike for transportation and for pleasure.

**Contribution to the Project:**

The City of Pawtucket through its Parks and Recreation Department will provide classes in the targeted neighborhoods, access to the City's pool for the COZ's summer program, and open space in the Slater Park for special events and activities. Through the Pawtucket Prevention Coalition, the City will provide Health Fairs at each Junior High School to gain direct access to our students with valuable information. Through the Citizens Development Corporation, a permanent Farmers Market will have access to seminars and classes on healthy cooking and food choices. Through the Police Department, the City will provide safe passage for school events such as Cumingham School's Thanksgiving Turkey Trot and other activities. The City will appoint the Parks and Recreation Director to serve as the City's representative on Pawtucket PEP Management and Advisory committee.

This agreement is in support of the Pawtucket School Department COZ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Authorized Representative \_\_\_\_\_

Date: 4/8/13

Print Name: The Honorable Donald R. Grebien Title: Mayor

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

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**BUDGET NARRATIVE**

The proposed budget for the Pawtucket School Department’s Carol M. White Physical Education Project (PEP) is cost effective and meets the funding needs necessary to carry out the proposed activities, enumerated in the six components discussed in the Narrative. The budget supports numerous activities for the 925 targeted students. It was developed to provide the most efficient and effective program implementation over a three year project. The PEP integrates easily in the COZ and school department structure for program and fiscal management. The after school and summer components will be folded into the successful 21st CCLC programs offered under the COZ. The budget for the first year is higher than in subsequent years largely due to PE equipment and materials that are “front loaded,” allowing PE teachers to move quickly to enhance their programs. In years 2 and 3, smaller amounts of funding are available to replenish supplies and add new program components as professional development takes place and teachers learn about and include new scientifically based programs into their teaching. The budget maximizes resources in that it only hires one full-time and one part-time PEP staff people and apportions other implementation duties to existing staff. All of our partners for this project are contributing to this program, with contributions that increase slightly each year.

The overall project budget reflects both the request for federal funds from the U.S. Department of Education as well as the mandated matching funds stated in the request for proposals. The distribution of total project funds for the three year project includes the following.

<b>YEAR ONE:</b>	(b)(4)	<b>Federal Request</b>	(b)(4)
<b>YEAR TWO</b>		<b>Federal Request</b>	
<b>YEAR THREE</b>		<b>Federal Request</b>	

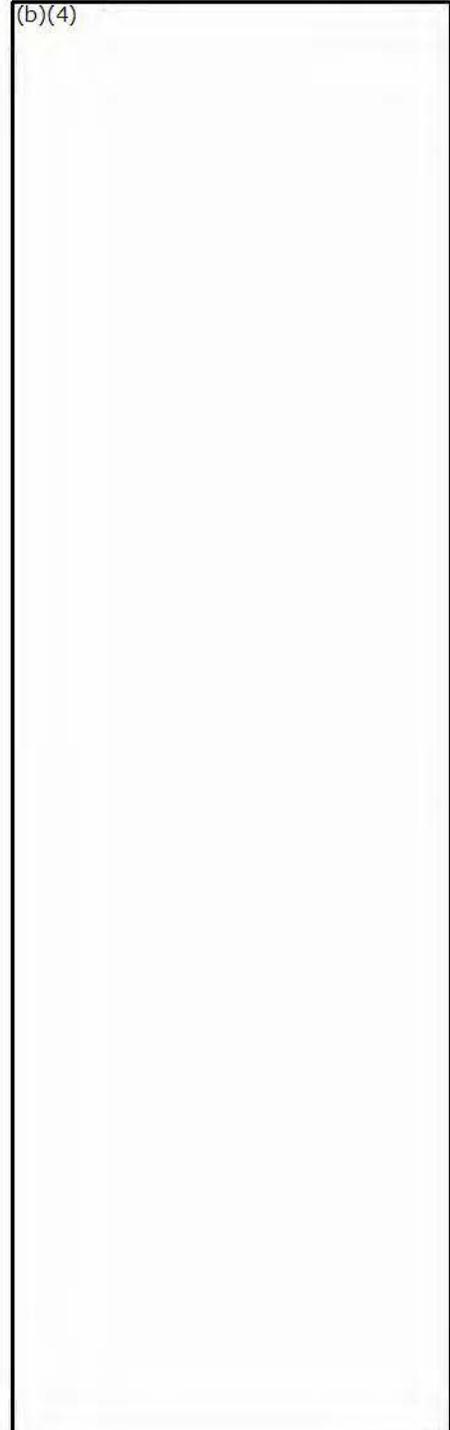
The yearly budget detail follows:

**PAWTUCKET SCHOOL DEPARTMENT  
 CAROL M. WHITE PHYSICAL EDUCATION GRANT  
 BUDGET DETAIL/NARRATIVE  
 YEAR 1- 2013-2014**

REQUEST	DOE	OTHER	TOTAL
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**PERSONNEL**

a. Carol White Project Director/ (COZ Director) Mary Parella, (48%)	33,200		
b. After School/Summer Project Manager, Jane Blanchette, 40% of time	15,000		
c. Carol White Program Coordinator, full-time -- TBA	38,000		
d. Data Specialist, Danielle Clarke 30% of time	5,300		
e. Outreach and Translation, Elaine Cruz, 35% of time	5,250		
f. Carol White Program Assistant Part time, (\$18/hr x 15 hrs/wk x 44 wks)	11,880		
g. Clerical support for project: (\$19/hr x 16 hr/wk x 40 wks.)	7,999		
h. District Curriculum Director 8% of time. (based on annual salary of approx. \$110,000)	0		
i. District Grants Coordinator 5% of time (annual salary \$80,000)	0		
j. District Wellness Committee Chairman for policy development and implementation@ \$30/hr for 7hr/month for 12 months[1250]; plus time of committee members who will be working to implement changes, new policies, etc. development by various committees under PEP – \$30/hrs x 28 hrs/yr x 10 members @60% of time [5040]	0		



k. School Nurses Advisory Committee  
time beyond school day, (Average 3 hrs  
per month x 10 months @ 45/hr x 6 nurses) 0

l. Target school principal's time, after school  
meetings to review program needs  
implementation, information (4 hrs/per year x  
8 principals, @ \$76/hr [average annual salary  
(\$104,000 each or \$533 per day for 7hr  
day or \$76 per hour] 0

m. After School and Summer Site Coordinators  
for oversight and supervision of additional  
physical activities and scheduling of  
students to ensure optimal activities  
and nutrition/healthy club choices  
\$20/hr x 3 hrs/wk for 8 sites for 34wks;  
(\$16,320); weekend/evening programs:  
\$20/hr x 2.5 hrs/wk x 8 wks x 8 sites (\$3,200) 19,520

n. After School Enrichment leaders in  
physical activity health related clubs  
\$20/hr x 2.5 hr per day x 28 wks  
X 3 groups per school  
(different age groups) x 8 schools 22,400

o. Physical activity leader for early morning  
Get Up and Go program, \$22/hr x 1 hr/day x  
3 days per week x 18 weeks x 4 schools 4,752

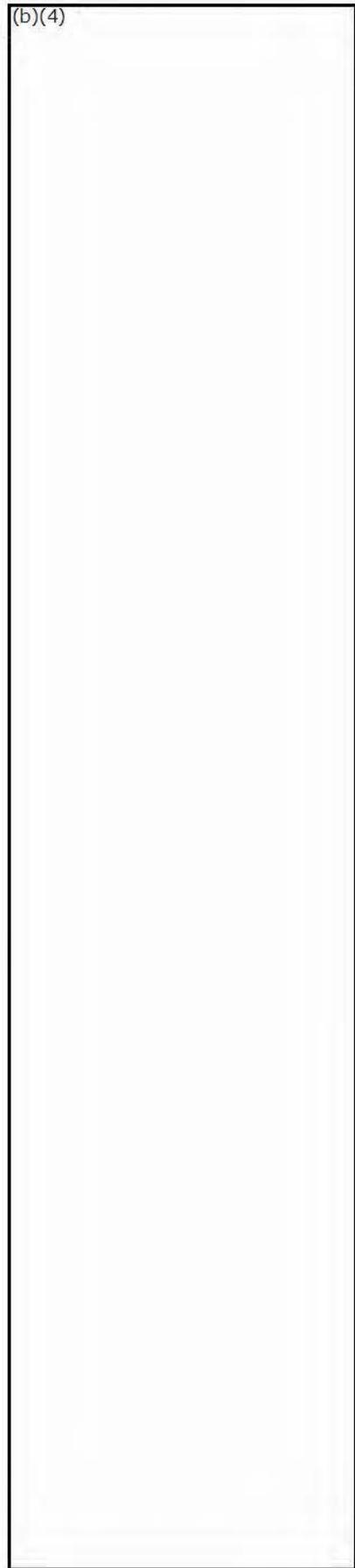
p. PE teacher/leader for after school  
physical activity/recess time –  
\$20/hr x 1 hr/day x 4 days/wk x 28 wks x  
8 schools[20 minute rotation of students]  
(17,920)Summer Program: @ \$22/hr x  
8 hrs/wk x 5 wks x 8 schools (7,040)  
This is for year one to get this component  
Implemented and after school staff trained to  
take this on in future years. 24,960

q. Teen Program Assistants for each  
after school physical activity club at  
elementary sites –  
\$7.75/hr x 3 hrs/day x 4 days/wk x  
28 wks x 2 clubs x 6 schools (31,248)  
summer: @ \$7.75/hr x 25 hrs/wk x 2 per  
school x 5 wks x 6 elementary  
schools (\$11,625) 42,873

r. Family Activities: 1 leader for  
weekend/evening programs

(b)(4)

\$40/hr x 2 hr/week x 8 wks x 8 sites	5,120
s. Custodians for weekend programs \$30/hr x 3hrs/wk x 8 wks x 8 sites	5,760
t. Training Stipends for PE and Classroom teachers and staff to attend training on program: 22 PE teachers x 18 hrs PD x \$30/hr =(\$11,880); 100 elementary classroom teachers x 8 hr. PD x \$30/hr. = (\$24,000) 18 custodians x 8 hr. x \$30/hr = (\$4,320) 30 cafeteria workers x 4 hrs x \$18/hr (\$2,160) 50 after school staff /club leaders x 4 hrs PD x \$18/hr = (\$3,600)	45,960
u. Policy workgroup(s) participant in-kind \$25/hr x 25 hrs. x 12 people	0
v. Stipends for teachers working on curriculum development committee for PE and Health -- 5 members per topic, \$2000 per person, 50% in-kind time	5,000
w. Bus driver for local activities such as Swimming and other activities outside the building at local parks, etc. \$100 r/t x 40 trips	3,000
<b><i>Subtotal Personnel</i></b>	<b><i>\$295,974</i></b>
<b>FRINGE</b>	
Payroll Taxes on a-s @ 7.65%	22,642
Benefit Package for a,b,c,d,e, (Health, Dental, life; budgeted family plan for TBA)	30,868
Retirement -- MERS on a,b,c,d,e at 15.67% (\$96,750 base salary )	15,161
<b><i>Subtotal Fringe</i></b>	<b><i>\$ 68,671</i></b>
<b>PURCHASED SERVICES</b>	
a. Training for staff professional development: SPARK; nutrition; child development, etc. (non-in-house)	4,500



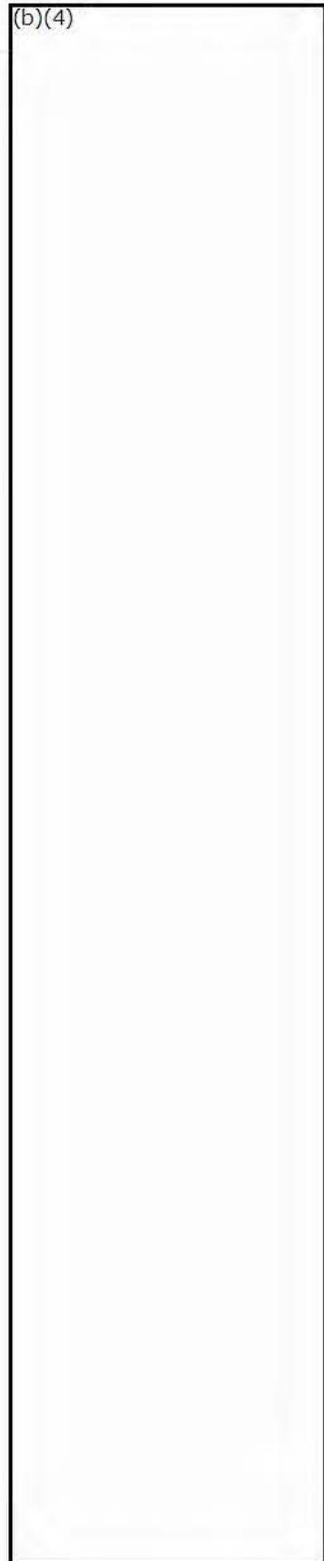
<p>b. After School physical activity, health, and nutrition leaders (Non-School Dept. Personnel for 8 schools @ \$2,500 per session for 3 sessions, e.g. One-on-One Basketball, hip-hop, etc. (match is for other programs to round out club offerings)</p>	30,000
<p>c. Consultant to help develop the Health framework and curriculum (\$100/hr x 50 hrs)</p>	5,000
<p>d. Program Evaluation to outside evaluator</p>	35,000
<p>e. Part of the Oath Dance Group (social/emotional competencies, mental health component)\$3,000 per year for each school x 4 schools --Each year = 12,000. In-kind match – founder/director’s time (3hrs/wk x 34 wks = 102 hours @ \$100/hr = in-kind \$10,200 for the 34 week after school and summer and 6 performances of Chicken Little (friendship and anti-bullying) at our targeted schools @ \$500 x 6 schools each for a total of \$3,000. Total in-kind is \$13,200.</p>	12,000
<p>f. Project AWARE – Circle of Peace (social/emotional/mental health) anti-bullying through the arts</p>	2,000
<p>g. New Urban Farmers Mobile Farmers Market for school stops at each school For 16 weeks from July –October Cost per stop per school (\$125-time, gas Maintenance, etc. (\$125 x 16 wks x 8 stops per wk) plus outreach to families for new training programs</p>	0
<p>h. URI Community Nutrition Education Program for up to 18 workshops at the PEP targeted schools plus prep time for the instructors, in-kind value of the partnership is \$3,510 (54 hours @ \$65/hr.).</p>	0
<p>i. Boy/Girls Club of Pawtucket use of Pool for swimming classes \$2000 per Session x 3 sessions, 45 kids per year In-kind is membership for children Who participate \$40 x 45 kids plus Swim instructors time</p>	4500

(b)(4)

j. Pawtucket Parks and Recreation, use of pool at Vet's Park in summer –value [6000] based on fee charged by B/G Club and 50 hours of director's time at \$55/hr = 2750 for total in-kind of 8750	0
k. Printing and copying – flyers PR materials	3,000
l. Transportation for field trips beyond the Local area -- after school/summer average cost \$400/per bus x 5 trips x 8 schools	16,000
m. Telephone/fax line (50%)	0
n. Space Rental for training sessions	2,000
<b>Subtotal Purchased Services</b>	<b>\$114,000</b>

**SUPPLIES**

a. SPARK Training Manual pre-k-2 set, 3-6 grade set per PE teacher at targeted schools (\$3,000); after school sets for classroom teacher use and club leaders, 4 per building x 8 schools @\$100 per binder (\$3,200)	6,200
b. SPARK Equipment & supplies (kits made by staff) \$1,000 per school x 8 schools	8,000
c. Dance mats – average \$1,200 per set x 8 schools	9,600
d. Heart rate monitors \$1,400 for 24 kit x 8 schools	11,200
e. Circuit training equipment -- \$500 per school x 8 schools	4,000
f. Nutrition and fitness posters – Average \$250 per set x 8 schools	2,000
g. Other PE Equipment selected by PE teachers and PEP staff -- \$3,000 per school x 8 schools	24,000
h. Other supplies for health/nutrition curriculum resource materials i.e. books, videos, etc. plus supplies for after school	



health/nutrition clubs selected by classroom teachers or health teachers and PEP staff (\$3,000 per school x 8 schools)	24,000
i. Office Supplies (Program Share) paper, postage, etc.	3,500
k. Snacks/refreshments for after school, summer programs, family activities \$78,000 (paid for through federal snacks program) refreshments for staff PD and family events 15% of afterschool snacks and summer meals = 11,700 plus refreshments for family activities = 3,000	0
l. Pedometers for students assessments and to track improvements, use in competitions, 1350 at \$2.25	3,037
l. Software purchase or enhancement to Improve data collection process	2,000
<b><i>Subtotal Supplies</i></b>	<b><i>\$97,537</i></b>
<b>Travel</b>	
For PEP conferences/training Sessions, up to 3 staff.	5,500
<b><i>Subtotal Travel</i></b>	<b><i>\$ 5,500</i></b>
<b>TOTAL DIRECT</b>	<b>\$ 581,682</b>
Indirect @1.3%	7,562
<b>TOTAL</b>	<b>\$ 589,244</b>

(b)(4)

**PAWTUCKET SCHOOL DEPARTMENT  
CAROL M. WHITE PHYSICAL EDUCATION GRANT  
Budget Detail/Narrative  
YEAR 2- 2014-2015**

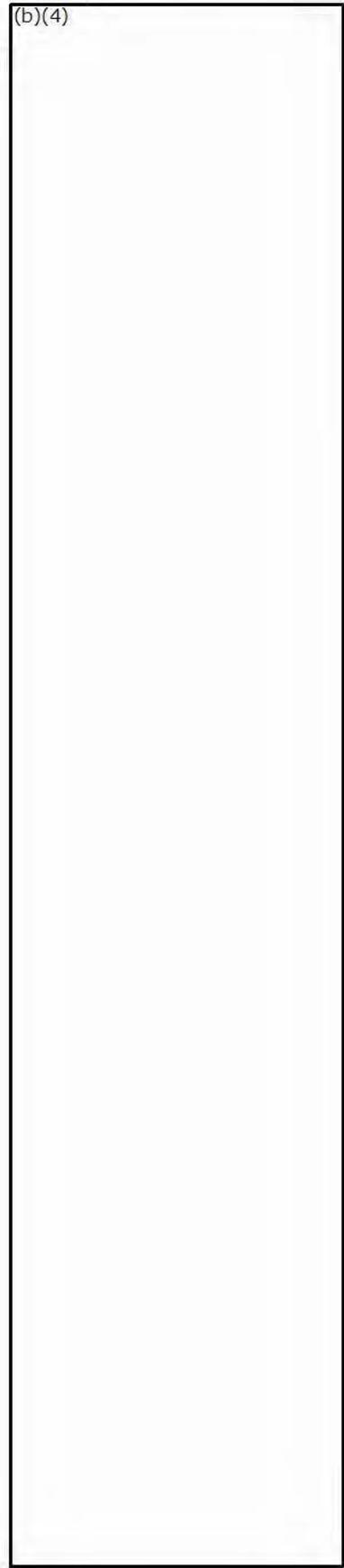
REQUEST	DOE	OTHER	TOTAL
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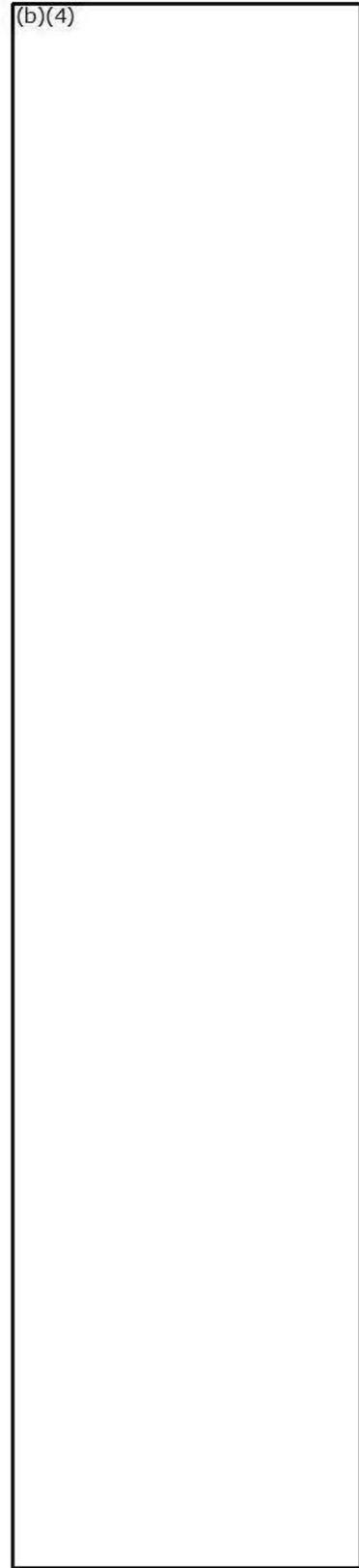
**PERSONNEL**

a. Carol White Project Director/ (COZ Director) Mary Parella, (48%)	33,200		
b. After School/Summer Project Manager, Jane Blanchette, 40% of time	15,000		
c. Carol White Program Coordinator, full-time -- TBA	38,000		
d. Data Specialist, Danielle Clarke 30% of time	5,300		
e. Outreach and Translation, Elaine Cruz, 35% of time	5,250		
f. Carol White Program Assistant Part time, (\$18/hr x 15 hrs/wk x 44 wks)	11,880		
g. Clerical support for project: (\$19/hr x 16 hr/wk x 40 wks.)	7,999		
h. District Curriculum Director 8% of time. (based on annual salary of approx. \$110,000)	0		
i. District Grants Coordinator 5% of time (annual salary \$80,000)	0		
j. District Wellness Committee Chairman for policy development and implementation@ \$30/hr for 7hr/month for 12 months[1250]; plus time of committee members who will be working to implement changes, new policies, etc. development by various committees under PEP – \$30/hrs x 28 hrs/yr x 10 members @60% of time [5040]	0		
k. School Nurses Advisory Committee			

(b)(4)

time beyond school day, (Average 3 hrs per month x 10 months @ 45/hr x 6 nurses)	0
l. Target school principal's time, after school meetings to review program needs implementation, information (4 hrs/per year x 8 principals, @ \$76/hr [average annual salary (\$104,000 each or \$533 per day for 7hr day or \$76 per hour]	0
m. After School and Summer Site Coordinators for oversight and supervision of additional physical activities and scheduling of students to ensure optimal activities and nutrition/healthy club choices \$20/hr x 3 hrs/wk for 8 sites for 34wks; (\$16,320); weekend/evening programs: \$20/hr x 2.5 hrs/wk x 8 wks x 8 sites (\$3,200)	19,520
n. After School Enrichment leaders in physical activity health related clubs \$20/hr x 2.5 hr per day x 28 wks X 3 groups per school (different age groups) x 8 schools	22,400
o. Physical activity leader for early morning Get Up and Go program, \$22/hr x 1 hr/day x 3 days per week x 18 weeks x 4 schools	4,752
p. PE teacher/leader for after school/summer physical activity/recess time – to serve as advisor, TA for rotation of students \$22/hr x 3 hr/month x 11 months x 8 schools [20 minute rotation of students]	5,808
q. Teen Program Assistants for each after school physical activity club at elementary sites – \$7.75/hr x 3 hrs/day x 4 days/wk x 28 wks x 2 clubs x 6 schools (31,248) summer: @ \$7.75/hr x 25 hrs/wk x 2 per school x 5 wks x 6 elementary schools (\$11,625)	42,873
r. Family Activities: 1 leader for weekend/evening programs \$40/hr x 2 hr/week x 8 wks x 8 sites	5,120
s. Custodians for weekend programs \$30/hr x 3hrs/wk x 8 wks x 8 sites	5,760





t. Training Stipends for PE and Classroom teachers and staff to attend training on program: 15 PE teachers x 18 hrs PD x \$30/hr =(\$8,100); 100 elementary classroom teachers x 8 hr. PD x \$30/hr. = (\$24,000) 18 custodians x 8 hr. x \$30/hr = (\$4,320) 30 cafeteria workers x 4 hrs x \$18/hr (\$2,160) 50 after school staff /club leaders x 4 hrs PD x \$18/hr = (\$3,600)	42,180
u. Policy workgroup(s) participant in-kind \$25/hr x 25 hrs. x 12 people	0
v. Stipends for teachers working on curriculum development committee for PE and Health -- 5 members per topic, \$2000 per person, 50% in-kind time	5,000
w. Bus driver for local activities such as Swimming and other activities outside the building at local parks, etc. \$100 r/t x 40 trips	3,000
<b><i>Subtotal Personnel</i></b>	<b><i>\$273,042</i></b>
<b>FRINGE</b>	
Payroll Taxes on a-s @ 7.65%	20,888
Benefit Package for a,b,c,d,e, (Health, Dental, life; budgeted family plan for TBA)	31,794
Retirement -- MERS on a,b,c,d,e at 16.6% (\$96,750 base salary )	16,060
<b><i>Subtotal Fringe</i></b>	<b><i>\$ 68,742</i></b>
<b>PURCHASED SERVICES</b>	
a. Training for staff professional development: SPARK; nutrition; child development, etc. (non-in-house)	2,500

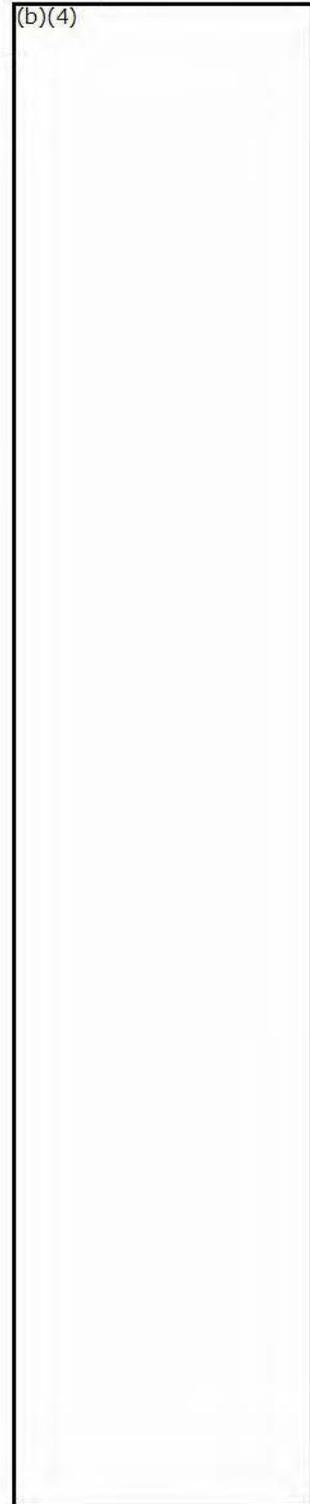
b. After School physical activity, health, and nutrition leaders (Non-School Dept. Personnel for 8 schools @ \$2,500 per session for 3 sessions, e.g. One-on-One Basketball, hip-hop, etc. (match is for other programs to round out club offerings)	30,000
c. Consultant to help develop the PE framework and curriculum (\$100/hr x 50 hrs)	5,000
d. Program Evaluation to outside evaluator	25,000
e. Part of the Oath Dance Group (social/emotional competencies, mental health component)\$3,000 per year for each school x 4 schools --Each year = 12,000. In-kind match – founder/director’s time (3hrs/wk x 34 wks = 102 hours @ \$100/hr = in-kind \$10,200 for the 34 week after school and summer and 6 performances of Chicken Little (friendship and anti-bullying) at our targeted schools @ \$500 x 6 schools each for a total of \$3,000. Total in-kind is \$13,200.	12,000
f. Project AWARE – Circle of Peace (social/emotional/mental health) anti-bullying through the arts	4,500
g. New Urban Farmers Mobile Farmers Market for school stops at each school For 16 weeks from July –October Cost per stop per school (\$125-time, gas Maintenance, etc. (\$125 x 16 wks x 8 stops per wk) plus outreach to families for new training programs	0
h. URI Community Nutrition Education Program for up to 18 workshops at the PEP targeted schools plus prep time for the instructors, in-kind value of the partnership is \$3,510 (54 hours @ \$65/hr.).	0
i. Boy/Girls Club of Pawtucket use of Pool for swimming classes \$2000 per Session x 3 sessions, 45 kids per year In-kind is membership for children Who participate \$40 x 45 kids plus Swim instructors time	4500

(b)(4)

j.Pawtucket Parks and Recreation, use of pool at Vet's Park in summer –value [6000] based on fee charged by B/G Club and 50 hours of director's time at \$55/hr = 2750 for total in-kind of 8750	0
k.Printing and copying – flyers PR materials	3,000
l.Transportation for field trips beyond the Local area -- after school/summer average cost \$400/per bus x 5 trips x 8 schools	16,000
m.Telephone/fax line (50%)	0
n.Space Rental for training sessions	2,000
<b><i>Subtotal Purchased Services</i></b>	<b><i>\$104,500</i></b>

**SUPPLIES**

a. SPARK Training Manual pre-k-2 set, 3-6 grade set per PE teacher at targeted schools (\$3,000); after school sets for classroom teacher use and club leaders, 4 per building x 8 schools @\$100 per binder (\$3,200) @ 75%	4,650
b. SPARK Equipment & supplies (kits made by staff) \$500 per school x 8 schools	4,000
c. Dance mats – average \$1,200 per set – replacements – 3 sets	3,600
d. Heart rate monitors \$1,400 for 24 kit – 3 kits – replacements	4,200
e. Circuit training equipment -- \$500 per school x 8 schools, additional equip	4,000
f. Nutrition and fitness posters – Average \$250 per set x 3 sets, replacement	750
g. Other PE Equipment selected by PE teachers and PEP staff -- \$2,000 per school x 8 schools	16,000
h. Other supplies for health/nutrition curriculum resource materials i.e. books, videos, etc. plus supplies for after school health/nutrition clubs selected by classroom	



teachers or health teachers and PEP staff (\$2,000 per school x 8 schools)	16,000
i. Office Supplies (Program Share) paper, postage, etc.	3,500
k. Snacks/refreshments for after school, summer programs, family activities \$78,000 (paid for through federal snacks program) refreshments for staff PD and family events 15% of afterschool snacks and summer meals = 11,700 plus refreshments for family activities = 3,000	0
l. Pedometers for students assessments and to track improvements, use in competitions, 1350 at \$2.25, new students, replacements	3,037
l. Software purchase or enhancement, license fee to improve data collection process	1500
<b><i>Subtotal Supplies</i></b>	<b><i>\$61,237</i></b>
<b>Travel</b>	
For PEP conferences/training Sessions, up to 3 staff.	5,500
<b><i>Subtotal Travel</i></b>	<b><i>\$ 5,500</i></b>
<b>TOTAL DIRECT</b>	<b>\$ 513,021</b>
Indirect @1.3%	6,669
<b>TOTAL</b>	<b>\$ 519,690</b>

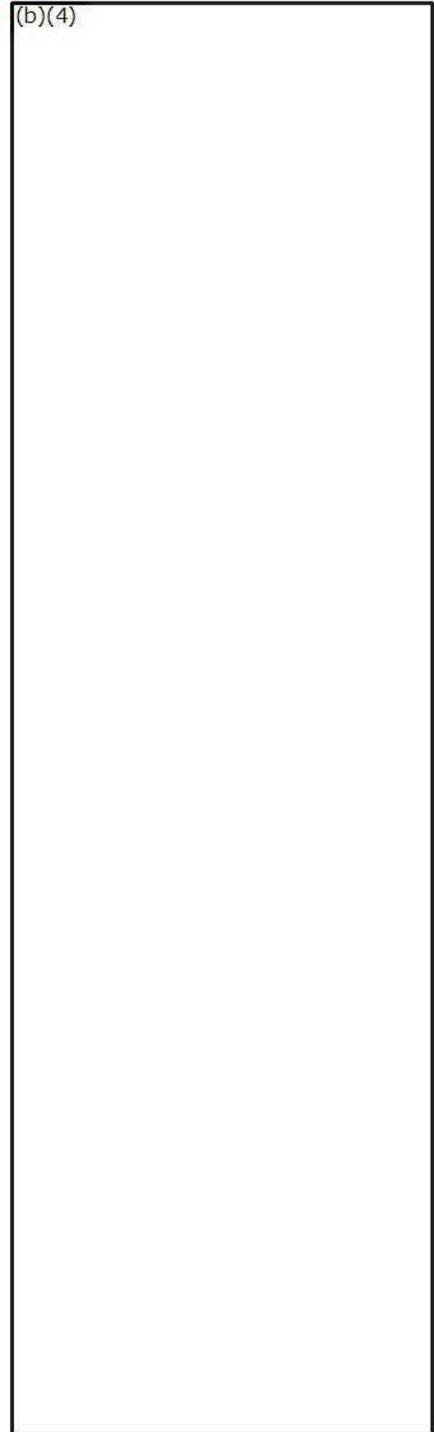
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**PAWTUCKET SCHOOL DEPARTMENT  
CAROL M. WHITE PHYSICAL EDUCATION GRANT  
Budget Detail/Narrative  
YEAR 3- 2015-2016**

REQUEST	DOE	OTHER	TOTAL
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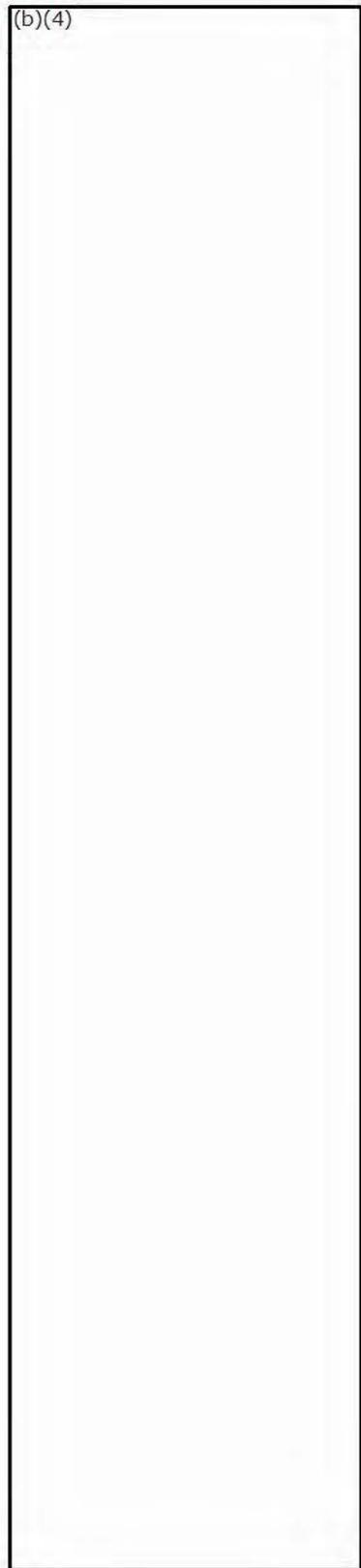
**PERSONNEL**

a. Carol White Project Director/ (COZ Director) Mary Parella, (48%)	33,200		
b. After School/Summer Project Manager, Jane Blanchette, 40% of time	15,000		
c. Carol White Program Coordinator, full-time -- TBA	38,000		
d. Data Specialist, Danielle Clarke 30% of time	5,300		
e. Outreach and Translation, Elaine Cruz, 35% of time	5,250		
f. Carol White Program Assistant Part time, (\$18/hr x 15 hrs/wk x 44 wks)	11,880		
g. Clerical support for project: (\$19/hr x 16 hr/wk x 40 wks.)	7,999		
h. District Curriculum Director 8% of time. (based on annual salary of approx. \$110,000)	0		
i. District Grants Coordinator 5% of time (annual salary \$80,000)	0		
j. District Wellness Committee Chairman for policy development and implementation@ \$30/hr for 7hr/month for 12 months[1250]; plus time of committee members who will be working to implement changes, new policies, etc. development by various committees under PEP – \$30/hrs x 28 hrs/yr x 10 members @60% of time [5040]	0		
k. School Nurses Advisory Committee			



time beyond school day, (Average 3 hrs per month x 10 months @ 45/hr x 6 nurses)	0
l. Target school principal's time, after school meetings to review program needs implementation, information (4 hrs/per year x 8 principals, @ \$76/hr [average annual salary (\$104,000 each or \$533 per day for 7hr day or \$76 per hour]	0
m. After School and Summer Site Coordinators for oversight and supervision of additional physical activities and scheduling of students to ensure optimal activities and nutrition/healthy club choices \$20/hr x 3 hrs/wk for 8 sites for 34wks; (\$16,320); weekend/evening programs: \$20/hr x 2.5 hrs/wk x 8 wks x 8 sites (\$3,200)	19,520
n. After School Enrichment leaders in physical activity health related clubs \$20/hr x2.5 hr per day x 28 wks X 3 groups per school (different age groups) x 8 schools	22,400
o. Physical activity leader for early morning Get Up and Go program, \$22/hr x 1 hr/day x 3 days per week x 18 weeks x 6 schools	7,128
p. PE teacher/leader for after school/summer physical activity/recess time – to serve as advisor, TA for rotation of students \$22/hr x 1.5 hr/month x 11 months x 8 schools [20 minute rotation of students]	0
q. Teen Program Assistants for each after school physical activity club at elementary sites – \$7.75/hr x 3 hrs/day x 4 days/wk x 28 wks x 2 clubs x 6 schools (31,248) summer: @ \$7.75/hr x 25 hrs/wk x 2 per school x 5 wks x 6 elementary schools (\$11,625)	42,873
r. Family Activities: 1 leader for weekend/evening programs \$40/hr x 2 hr/week x 8 wks x 8 sites	5,120
s. Custodians for weekend programs \$30/hr x 3hrs/wk x 8 wks x 8 sites	5,760

(b)(4)



t. Training Stipends for PE and Classroom teachers and staff to attend training on program: 15 PE teachers x 18 hrs PD x \$30/hr =(\$8,100); 100 elementary classroom teachers x 8 hr. PD x \$30/hr. = (\$24,000) 18 custodians x 8 hr. x \$30/hr = (\$4,320) 30 cafeteria workers x 4 hrs x \$18/hr (\$2,160) 50 after school staff /club leaders x 4 hrs PD x \$18/hr = (\$3,600)	42,180
u. Policy workgroup(s) participant in-kind \$25/hr x 25 hrs. x 12 people	0
v. Stipends for teachers working on curriculum development committee for PE and Health -- 5 members per topic, \$2000 per person, 50% in-kind time	5,000
w. Bus driver for local activities such as Swimming and other activities outside the building at local parks, etc. \$100 r/t x 40 trips	3,000
<b><i>Subtotal Personnel</i></b>	<b>\$270,240</b>
<b>FRINGE</b>	
Payroll Taxes on a-s @ 7.65%	20,673
Benefit Package for a,b,c,d,e, (Health, Dental, life; budgeted family plan for TBA)	32,429
Retirement -- MERS on a,b,c,d,e at 16.6% (\$96,750 base salary )	16,447
<b><i>Subtotal Fringe</i></b>	<b>\$ 65,549</b>
<b>PURCHASED SERVICES</b>	
a. Training for staff professional development: SPARK; nutrition; child development, etc. (non-in-house)	1,200
b. After School physical activity, health, and nutrition leaders (Non-School Dept. Personnel for 8 schools @ \$2,500 per session for 3 sessions, e.g. One-on-One	

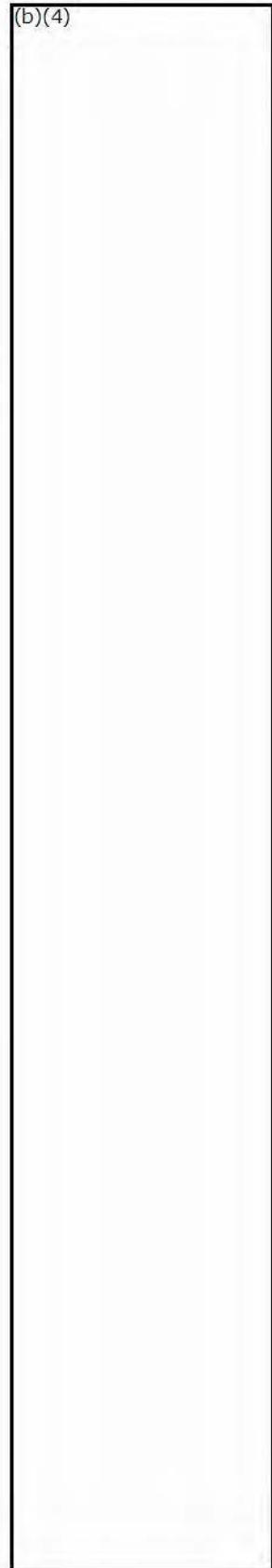
Basketball, hip-hop, etc. (match is for other programs to round out club offerings)	30,000
c. Consultant to finalize, revise the PE and Health framework and curriculum (\$100/hr x 50 hrs)	5,000
d. Program Evaluation to outside evaluator	30,000
e. Part of the Oath Dance Group (social/emotional competencies, mental health component)\$3,000 per year for each school x 4 schools --Each year = 12,000. In-kind match – founder/director’s time (3hrs/wk x 34 wks = 102 hours @ \$100/hr = in-kind \$10,200 for the 34 week after school and summer and 6 performances of Chicken Little or similar (friendship and anti-bullying) at our targeted schools @ \$500 x 6 schools each for a total of \$3,000. Total in-kind is \$13,200.	12,000
f. Project AWARE – Circle of Peace (social/emotional/mental health) anti-bullying through the arts	4,500
g. New Urban Farmers Mobile Farmers Market for school stops at each school For 16 weeks from July –October Cost per stop per school (\$125-time, gas Maintenance, etc. (\$125 x 16 wks x 8 stops per wk) plus outreach to families for new training programs	0
h. URI Community Nutrition Education Program for up to 18 workshops at the PEP targeted schools plus prep time for the instructors, in-kind value of the partnership is \$3,510 (54 hours @ \$65/hr.).	0
i. Boy/Girls Club of Pawtucket use of Pool for swimming classes \$2000 per Session x 3 sessions, 45 kids per year In-kind is membership for children Who participate \$40 x 45 kids plus Swim instructors time	4500
j. Pawtucket Parks and Recreation, use of pool at Vet’s Park in summer –value [6000] based on fee charged by B/G Club and 50 hours of director’s time at \$55/hr = 2750 for total in-kind of 8750	0

(b)(4)

k. Printing and copying – flyers PR materials	3,000
l. Transportation for field trips beyond the Local area -- after school/summer average cost \$400/per bus x 5 trips x 8 schools	16,000
m. Telephone/fax line (50%)	0
n. Space Rental for training sessions	2,000
<b>Subtotal Purchased Services</b>	<b>\$108,200</b>

**SUPPLIES**

a. SPARK Training Manual pre-k-2 set, 3-6 grade set per PE teacher at targeted schools (\$3,000); after school sets for classroom teacher use and club leaders, 4 per building x 8 schools @\$100 per binder (\$3,200) @ 50%	3,100
b. SPARK Equipment & supplies (kits made by staff) \$500 per school x 8 schools, replacements	4,000
c. Dance mats – average \$1,200 per set – replacements – 3 sets	3,600
d. Heart rate monitors \$1,400 for 24 kit – 3 kits – replacements	4,200
e. Circuit training equipment -- \$350 per school x 8 schools, additional equip	2,800
f. Nutrition and fitness posters – Average \$250 per set x 5 sets, replacement	1,250
g. Other PE Equipment selected by PE teachers and PEP staff -- \$1,800 per school x 8 schools	14,400
h. Other supplies for health/nutrition curriculum resource materials i.e. books, videos, etc. plus supplies for after school health/nutrition clubs selected by classroom teachers or health teachers and PEP staff (\$1,800 per school x 8 schools)	14,400
i. Office Supplies (Program Share)	



paper, postage, ink, etc.	3,500
k. Snacks/refreshments for after school, summer programs, family activities \$78,000 (paid for through federal snacks program) refreshments for staff PD and family events 15% of afterschool snacks and summer meals = 11,700 plus refreshments for family activities = 3,000	0
l. Pedometers for students assessments and to track improvements, use in competitions, 1350 at \$2.25, new students, replacements	3,037
l. Software purchase or enhancement, license fee to improve data collection process, e.g. SPSS, Youth Services	1000
<b><i>Subtotal Supplies</i></b>	<b><i>\$55,287</i></b>
<b>Travel</b>	
For PEP conferences/training Sessions, up to 3 staff.	5,500
<b><i>Subtotal Travel</i></b>	<b><i>\$ 5,500</i></b>
<b>TOTAL DIRECT</b>	<b>\$ 504,776</b>
Indirect @1.3%	6,562
<b>TOTAL</b>	<b>\$ 511,338</b>

(b)(4)



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

PAWTUCKET SCHOOL DEPARTMENT

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	295,974.00	273,042.00	270,240.00			839,256.00
2. Fringe Benefits	68,671.00	68,742.00	65,540.00			202,962.00
3. Travel	5,500.00	5,500.00	5,500.00			16,500.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	97,537.00	61,237.00	55,287.00			214,061.00
6. Contractual	114,000.00	104,500.00	108,200.00			326,700.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	581,682.00	513,021.00	504,776.00			1,599,479.00
10. Indirect Costs*	7,562.00	6,669.00	6,562.00			20,793.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	589,244.00	519,690.00	511,338.00			1,620,272.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 1.50 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 1.50 %.

Name of Institution/Organization PAWTUCKET SCHOOL DEPARTMENT	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix: Ms.	First Name: Mary	Middle Name:	Last Name: Parella	Suffix:
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Address:

Street1:	40 Baldwin Street
Street2:	
City:	Pawtucket
County:	
State:	RI: Rhode Island
Zip Code:	02860
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(401) 729-6293	(401) 721-2137

Email Address:  
parellam@psdri.net

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?  
 Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?  
 Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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