Providence Public Schools

Wellness Policy Toolkit

For Principals and School Staff

A resource manual for PK-12 to aid with understanding and implementing the PPSD Wellness Policy
The PPSD Wellness Policy Toolkit was created to help PPSD staff and administrators understand and implement the **PPSD Wellness Policy** adopted by the Providence School Board in November 2013.

On the following pages, you will find highlights of the Policy’s guidelines and requirements, as well as ideas and suggestions around full implementation.

*Feedback about this Toolkit is welcome as we continue to enhance health and wellness in Providence schools and the Providence community.*

*Send questions and comments to Jennifer Quigley-Harris, PPSD Wellness Coordinator: [Jennifer.QuigleyHarris@ppsd.org](mailto:Jennifer.QuigleyHarris@ppsd.org)*
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Message from the Wellness Committee
September 2015

Dear Principals and School Staff:

All local education agencies participating in the National School Lunch/Breakfast Program are required by federal law to have a School Wellness Policy that helps schools support positive nutrition and physical activity environments to enhance health and learning outcomes for all students.

With the passage of the Healthy Kids, Hunger-Free Act of 2010, new provisions were established requiring all School Wellness Policies to include broader district wide communication about wellness goals. It also required schools to develop tools to aid in the implementation and assessment of the Wellness Policy.

During the 2013-2014 school year, Providence participated in a yearlong technical assistance workshop offered by RIDE through the Wellness Collaborative. Members of the Providence Wellness Committee, along with our community partners, parents, teachers, administrators, students and school staff, worked to rewrite our PPSD Wellness Policy so that it met (and exceeded) USDA and RI guidelines and incorporated nationally recognized best practices in school wellness.

In November of 2013, the Providence Public School Board approved the updated PPSD Wellness Policy, which can be found on our district website. The Wellness Policy Toolkit was developed to help all of us understand and implement our PPSD Wellness Policy. The Toolkit offers practical tips, references the latest school wellness research and helps make the connection between healthy bodies, healthy minds, academic outcomes and improved behavior.

Please join me in our work to fully implement our updated PPSD Wellness Policy, using this Toolkit as a guide and resource. I look forward to working with all of you to create healthy, positive environments for teaching and learning in Providence.

Sincerely,

Christopher N. Maher
Superintendent
Wellness Policy Checklist

Here’s what your school must complete at a minimum in order to be in compliance with state and federal laws/regulations and our District Wellness Policy. References to Policy page numbers are included:

- Post the PPSD Wellness Policy on your school website
- Keep at least one paper copy of the PPSD Wellness Policy in your Main Office
- Let all school staff know where they can find the PPSD Wellness Policy (hard copy or online)
- Distribute PPSD Wellness Policy and/or the web link to the Policy to your school’s PTO
- Ensure your students receive 100 minutes per week of Physical Education/Health Education. Recess, free play and after-school activities do not count towards this total (p. 8)
- Ensure all elementary students receive 15 minutes of physically active recess during the school day, every single day. Recess may not be withheld as a disciplinary strategy (p. 9)
- Ensure your students have a minimum of 20 minutes to eat lunch after the last student passes through the lunch line every day (p. 4)
- Ensure that your school provides access to free, fresh drinking water during meal times in food service areas of schools (p. 4)
- Ensure your school participates in the state-mandated school breakfast program
- Work with food service staff in the cafeteria to ensure all meals meet the nutritional guidelines of USDA and RINR. Promote increased consumption of fruits and vegetables for all students and staff
- Ensure that school vending, school stores and in-school fundraising meet the RI State Laws and nutrition standards for foods sold outside of the meal program (p. 6)
- Ensure that school vending, school stores and in-school fundraising do not sell foods of any kind during the meal service
- Ensure that candy is not used as a reward, incentive or punishment in the classroom or school building during the school day (p. 6)
- Ensure that classroom and school building celebrations, during the school day, are not centered on food (p. 7)
- Ensure all elementary students are provided opportunity to learn about nutrition education by fully participating in the USDA’s Fresh Fruit and Vegetable Program (page 3)

If you have questions about PPSD Wellness Policy Implementation, contact Jennifer Quigley-Harris, PPSD Wellness Coordinator at Jennifer.QuigleyHarris@ppsd.org

Source: PPSD Wellness Policy
adopted by the Providence School Board
November 2013
The Academic Importance of Health

Healthy Students = Better Learners = Stronger, Healthier Communities

CONSIDER:

- There are 24,000 students in the Providence Public Schools
- 30% of children in RI are overweight or obese, putting them at risk for many health issues as they move into adulthood, roughly translated to 7,200 Providence Public Schools students*
- 50% of children and teens in RI are not exercising regularly (less than 5 days a week of physical activity), which roughly translates to 12,000 Providence Public Schools students*
- Students sometimes eat 2-3 meals at school, as well as consuming additional snacks and drinks
- School have a DIRECT influence on both eating and physical activity behaviors for all PK-12 students.

60 minutes a day of active play, movement or sports supports academic achievement.†

Students who eat a healthy breakfast - whole fruits, whole grains and a protein - have been shown to attend 1.5 more days of school per year.†

Students who consume at least 5 servings of fruits and veggies a day (2 at breakfast and 3 at lunch as regulated in our RI school meal programs) have increased cognitive performance, decreased absenteeism and improved academic grades.†

20 minutes of moderate activity, incorporated during any part of the school day (advisory periods, classroom breaks, recess, PE class or after school events), increases brain activity, leading to better learning outcomes.†

† Visit www.rihsc.org for resources and publications connecting student health to academic achievement: Health and Academic Achievement, Centers for Disease Control and Prevention The Learning Connection: What You Need to Know to Ensure Your Kids are Healthy and Ready to Learn, Action for Healthy Kids
1. Health & Wellness Subcommittee

**Q: What is a Health and Wellness Subcommittee?**

**A:** A Health and Wellness Subcommittee (or more commonly “Wellness Committee”) is an advisory group mandated by federal law as a subcommittee of a district’s school board, chaired or co-chaired by a school board member. A district Wellness Committee develops and implements a district Wellness Policy, the purpose of which is to provide a healthy learning environment in all schools by supporting wellness, good nutrition and regular physical activity. Providence has a district Wellness Committee, and some PPSD schools have wellness teams that focus on their own individual school environments. The district Committee and the school-based wellness teams work collectively to coordinate all wellness initiatives.

**Q: Who should serve on a Wellness Committee?**

**A:** School staff, school teachers, administrators, students, parents, community and school-based health professionals, business community representatives and representatives of local and statewide nonprofit health organizations. The PPSD Committee meets regularly and enthusiastically welcomes new members.

**Q: Why focus on health in schools?**

**A:** Schools play a critical role in establishing environments supportive of healthy eating and regular physical activity and they provide a perfect opportunity to teach students about the importance of a healthy lifestyle. Studies show that higher levels of physical activity and improved nutrition lead to enhanced concentration, better behavior, lowered absenteeism and positive academic performance. And since obesity has more than doubled in children and quadrupled in adolescents in the past 30 years, establishing healthy habits in youth is more important than ever.

**Q: What does a Wellness Committee do?**

**A:** The role of the Wellness Committee is to assess programs and policies impacting healthy eating and physical activity in all schools. It is responsible for assessing and raising awareness of the district Wellness Policy and developing action plans to implement it. Regular district Wellness Committee meetings offer the school community and community at large opportunities for feedback and conversation around school wellness issues.
What is the Rhode Island Healthy Schools Coalition?

**Rhode Island Healthy Schools Coalition**, over 100 members strong, is the only statewide school wellness organization connecting the RI school community, while providing direct support for district school wellness work to create and sustain healthy school environments for all children. RIHSC engages school communities, motivating and helping districts with wellness initiatives, which ultimately address student health and education outcomes.

Why is it needed?

Rhode Island has been a leader for school wellness and has demonstrated over the years that a combination of state and community-based vision and support can effectively change school environments. There currently exists a strong foundation of state and federal laws and regulations to drive healthful policy in our schools. It is the challenging work of making these policies come alive in each school that will take continued commitment, leadership and community support. Schools need the involvement of parents, administrators, teachers, school board members, students, local businesses and community organizations, all working together, to improve nutrition, increase physical activity, decrease overweight and obesity risks, and improve learning outcomes.

What can RIHSC do?

RIHSC is uniquely positioned to help schools achieve healthy culture change by sharing relevant and timely school wellness news, information and resources; by providing access to educational workshops, funding opportunities and personalized technical assistance for wellness committee work; and by establishing a forum for community collaboration, advocacy and the sharing of successful practices.

Contact us: rihealthyschoolscoaliton@gmail.com
Resources to Aid Implementation
Section 1: Health & Wellness Committee

RI Healthy Schools Coalition - www.rihsc.org


WellSat: 2.0 - Rudd Center for Food Policy & Obesity - http://www.wellsat.org/resources.aspx


**If you have additional suggestions for Resources that can be added to the PPSD Wellness Policy Toolkit, contact Jennifer Quigley-Harris, Wellness Coordinator at Jennifer.QuigleyHarris@ppsd.org**
2. Nutrition Education & Wellness Promotion

Schools have an important role to play in educating the next generation of Americans about wellness and the importance of developing healthy lifelong habits, particularly:

- eating more fruits and vegetables and
- cutting back on the consumption of fatty foods, sweetened beverages and sodium
- increasing daily physical activity

Nutrition Education & Wellness Promotion in schools should include curriculum-based lessons, and should be directly linked to behaviors practiced in the school environment.

Effective Nutrition Education & Wellness Promotion in schools should:

- Teach and model skills to facilitate positive behavior changes around healthy food choices and increased physical activity
- Design and promote a school environment that makes healthy choices easy
- Build support and encouragement for long-term healthy lifestyle behavior patterns for everyone in the school community including students, staff, administrators, community partners and families
Snacking During the School Day

CLASSROOM AND SCHOOL CELEBRATIONS
(PPSD Wellness Policy, pg 7)

In an effort to:

- address concerns about food safety
- remain attentive to severe food allergies in our buildings
- respect parent/guardian food preferences and choices for their children

the PPSD Wellness Policy discourages classroom and school celebrations centered around food. Instead, focus on fun activities and games.

(See “Healthy Party Ideas” on the next page in this Toolkit for alternative celebration/reward ideas)

The PPSD Wellness Committee encourages after school event planners to follow careful food safety protocol and be sensitive to food allergies and religious preferences when planning after school or evening events that serve food to families, students and the community.

STUDENT SNACKS (PPSD Wellness Policy, pg 3)

Snacks brought into school by students are not prohibited, but foods and beverages in school buildings during the school day should be consistent with messages learned in student Health classes. In an effort to link K-12 Nutrition Education to the school environment, foods and beverages brought into schools should meet recommended state standards and provide opportunities to practice and model healthy eating behaviors.

Healthy snacks provide energy, vitamins, minerals and other nutrients to help students grow, nourish their bodies and brains, and perform their best. Snacking itself isn’t bad, but what kids snack on is important. We want our students to be the healthiest they can be!
<table>
<thead>
<tr>
<th>Month</th>
<th>Ideas</th>
</tr>
</thead>
</table>
| September  | This is the right time to set a healthy tone for the rest of the school year! How about......
|            | - Having a book swap with students’ favorite summer reading books       |
|            | - Celebrating Farm-to-School month with a visit by a local farmer       |
| October    | Celebrate the harvest with a fall festival! How about......
|            | - Having temporary tattoos, stickers or plastic spiders instead of candy|
|            | - Decorating pumpkins in celebration of the harvest season              |
| November   | A great month to give thanks! How about......
|            | - Having students write what they are grateful for on cut-out leaf shapes|
|            | - Thank and honor our U.S. veterans—have students send personal notes and cards to veterans for Veterans Day |
| December/January | ‘Tis the season! How about......
|            | - Making holiday cards for nursing home residents                       |
|            | - Decorating the classroom with student-made paper snowflakes or snowmen|
| February   | It’s HEART month! How about......
|            | - Throwing a Have a Heart party and exploring the importance of charity & community service |
|            | - Celebrating Presidents’ Day by reading books about our presidents      |
| March      | Spring is coming! How about......
|            | - Planting a classroom garden or visiting a Providence Community Garden|
|            | - Having students explore new foods and emphasize the importance of nutrition to celebrate March as National Nutrition Month |
| April/May  | Springtime! How about......
|            | - Having students make Mother’s Day cards                              |
|            | - Celebrating Earth Day by discussing recycling or planting a classroom tree|
|            | - Decorating the classroom with paper flowers                          |
| June       | Time for summer break! How about......
|            | - Having students write stories about their favorite part of the school year|
|            | - A classroom discussion about making healthy choices over the summer   |
Calling All Future Chefs!

The Sodexo Future Chefs Program is a nationwide competition that for the past 5 years has been encouraging healthy eating habits by asking elementary students to get directly involved in the kitchen and come up with and prepare their own recipes for other kids (and adults!) to enjoy.

In the 2015, the Future Chefs challenge was to prepare a healthy snack. In Providence, 96 elementary school students submitted healthy, after-school snack recipes and 18 finalists were selected to participate in the district-wide preparation and tasting event.

One winner was selected and that recipe was submitted into the regional contest. Regional winners go on to become national finalists that compete for the public’s vote on a YouTube channel. Some of the submitted recipes can also go on to become featured menu or snack items in our schools.

The Providence Sodexo Future Chefs Program happens every spring in our district, so please watch for information about it this winter and encourage students to participate.

More information: Lori Richard, Operations Manager, Sodexo Providence, lori.richard@sodexo.com, 401-453-8679
**Fresh Fruit and Vegetable Program (FFVP)**

FFVP is a USDA program that offers FREE fresh fruits and vegetables as a snack **(accompanied by a nutrition education component)** to all Providence elementary schools.

Fresh fruits and veggies are available for distribution during the school day, outside of the lunch and breakfast programs.

The goal of the FFVP is to improve the overall diets of children and create healthier snacking habits to impact their present and future health.

Schools that are enrolled should develop partnerships to help implement the educational aspect of the program.

General info, including a FFVP Handbook, is found on the RIDE Child Nutrition Programs website:

[www.ride.ri.gov/cnp/NutritionPrograms/FreshFruitVegetableProgram.aspx](http://www.ride.ri.gov/cnp/NutritionPrograms/FreshFruitVegetableProgram.aspx)

Free evidence-based FFVP nutrition education curriculum is available from the URI SNAP-Ed Program.

Paula Paolino (401) 277-5391

[paula_paolino@uri.edu](mailto:paula_paolino@uri.edu), [web.uri.edu/snaped/](http://web.uri.edu/snaped/)

When local fresh fruits and vegetables are served in the FFVP, RI’s Farm to School staff is available to make classroom or school presentations to add an educational element to the Fresh Fruit and Vegetable Program.

Kim Clark, Farm to Cafeteria Coordinator

(401) 312-4250, [kimclark@farmfreshri.org](mailto:kimclark@farmfreshri.org)

[www.farmfreshri.org/about/schools.php](http://www.farmfreshri.org/about/schools.php)

Our district food service provider Sodexo can also provide educational materials for your FFVP including handouts, scripts and templates for morning announcements, coloring pages, etc.

Sandy Sepe, Sodexo Prov. Wellness Coordinator,

(401) 207-4685, [Sandra.Sepe@sodexo.com](mailto:Sandra.Sepe@sodexo.com)
Farm Fresh Rhode Island is growing a local food system that values the environment, health, and quality of life of RI farmers and eaters. The RI Farm to School Project contributes to this mission by:

- Encouraging RI school food purchasers to look to RI farmers FIRST when seeking fresh foods for their students and staff

- Offering engaging, educational opportunities that teach school communities the environmental, economic, and nutritional benefits of supporting local farmers

We bring together school food purchasers and RI farmers for the development of sustainable purchasing relationships. We offer chef technical assistance to school food service to help source and integrate fresh produce into school meals.

We work with students in the cafeteria, classroom, and community to provide tastings, nutrition education, and a tangible understanding of RI agriculture.

These engaging experiences empower youth to think critically about the food they eat, to learn about how food is produced at nearby farms, and to taste for themselves that healthy, fresh foods can be super delicious.
Farm Fresh Rhode Island is excited to launch *Harvest of the Month* – a marketing & promotion campaign for all RI cafeterias.

*Harvest of the Month* is designed to make it easy for cafeterias to source, promote, purchase & serve RI grown produce. Each month (in season), we will promote a different RI grown fruit or vegetable. In exchange for a commitment to purchase and serve twice each month, we will provide cafeterias with beautiful posters of *Harvest of the Month* items. We will also give elementary school students stickers with featured *Harvest of the Month* items.

Cafeteria purchasers will receive newsletters with advice on where to source the featured produce. We will send educational resource newsletters to administrators and teachers with examples of morning announcements and fun *Harvest of the Month* lessons & activities.

Every Rhode Island school district has signed up to participate in *Harvest of the Month*, so look for RI grown on your school menu and in your cafeteria!

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**Harvest of the Month Resources are all available online!**

http://www.farmfreshri.org/about/schools/harvest.php

- Downloadable Posters & Stickers
- Educational Resources for teachers
- Monthly Newsletters for purchasers
- Recipes
- Link to Monthly Purchasing Report
- Social Media Links

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**Questions/Concerns?**

Farm to Cafeteria Coordinator – Kim Clark
kimclark@farmfreshri.org

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*RI Farm to School* wants our youth to think critically about the food they eat, learn about nearby farms, and how food is produced and taste delicious, healthy, fresh foods for themselves!
School Gardens and Wellness Promotion

Planning, building, maintaining and enhancing school/community gardens can provide students with time in outdoor learning spaces, give students additional physical activity time, teach life skills and offer positive brain breaks between subjects.

NEED SOME INFORMATION?

- There is a garden-based science curriculum, tied to the Next Generation Science Standards, currently in use in several PPSD schools. Contact PPSD Supervisor of Science Initiatives Donna Casanova for more info.

- The Desourdy School Garden Mentor Program (SGM) offers URI Master Gardener volunteers to act as mentors and advisors for schools that are working on developing or maintaining school gardens.

  The SGM volunteers do not provide leadership or maintenance for the garden, but they can provide answers to questions, help solve problems and offer additional resources.

  Contact the SGM program at 1-800-448-10100 or email gardener@etal.uri.edu for more info.

Want to start a school garden but not sure how? Take a look at the following pages for some best practices and resources from Green Circle Design, a local landscape architecture firm that offers consultations to schools for creating school gardens.

Best Practices for RI School Gardens

1. Properly site the garden:
Sunny location
Access to water
Fenced (or can be fenced)
Visible area

2. Test the soil or plan to garden in raised beds:
UMass Soil and Plant Tissue Testing Lab: https://soiltest.umass.edu Every garden should start with a soil test to check for lead and other heavy metals as well as nutrients and organic matter. Make sure you select “organic matter” in addition to “routine analysis” on the order form.

3. Include some essential components of a school garden:
Gathering space or outdoor classroom area with seating
Sun for plants and shade for people
Classroom beds, communal beds of herbs and flowers, experimental/digging beds, a wild area
Walkways clearly defined
4. List the rules: Signs around the garden should communicate rules in a positive manner:

- Always walk in the garden.
- Ask first before harvesting or using a tool.
- Respect each other and insects in garden.
- Be courteous to your fellow classmates and don’t throw sand or other materials.
- Hold tools below the waist with sharp points facing down.
- Conserve water.

5. Outfit the garden:

Multiple sets of appropriately sized tools and gloves, including hand lenses on lanyards for observation
Writing surface (chalkboard for class or clipboards for all)
Laminated weed identification sheets to help with garden maintenance

6. Tend the garden organically. Green Circle Design has photo ID sheets for common garden weeds

Food Crops

1. Nutrition education: Kids are more likely to try vegetables and herbs that they have grown themselves and more likely to eat more veggies as they become familiar with them.

2. Work with the RI Climate and the school-year calendar. Plant crops that are easy to grow in Rhode Island and that are planted and harvested in the spring or fall. URI Master Gardener Association can provide a RI Planting calendar.

3. Celebrate the harvest. Plan to grow crops that are fun to prepare and eat. Green Circle Design has easy recipes for salsas, pesto and salads.

Flower Gardens

1. Plant perennials (plants that come back every year without replanting) that come to life much earlier in the spring than annuals (plants planted each year by seeds or seedlings).

2. Include native perennials to attract pollinators and provide wildlife habitat for science curriculum connections. URI CELS’s native plant guide- http://web.uri.edu/rinativeplants/

3. Don’t be too quick to clean up in the fall: Leave stalks with dried flowers & seedpods in garden beds through the winter to provide visual interest and food and habitat for wildlife. Cut them back in the spring as new growth appears.
Garden Management

1. **Gather support** from Principal, teachers and parents in the school community. Start a garden committee to help with maintenance and fundraising (both for and from the garden!)

2. **Consider a Community Garden-School Garden hybrid**: Offer some garden beds to community members who will grow their own food but also help to care for school plots during summer.

3. **Incorporate the garden into the daily routine of the school**: Plant the garden at Field Day, serve harvests at Open House and PTO meetings, organize school fundraising around garden products or art inspired by the garden, invite community partners to involve garden in their programming, etc.

4. **Include the school in the seasonal cycle of the garden**: Allow students to participate in garden activities during every season:

**Curriculum Integration in RI Schools**

1. Consider RI climate when integrating school garden into curriculum: Study Ecosystems in the fall when the garden is overgrown and full of life. Allow the garden tasks that need to be done to set the timeline for learning. Study units that don’t involve the garden in the winter. Start peas in the garden as early as mid-March.

<table>
<thead>
<tr>
<th>Season</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>Observe, weed, water, mulch, plant late crops, plant garlic, plant cover crop, put garden to bed</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>Observe, plan, start seeds, greenhouse/cold frame growing, indoor growing</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Observe, spring cleanup, plant seeds, plant seedlings, weed, water, mulch, make signs</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>Observe, more planting, weed, water, mulch, late summer cleanup before school starts</td>
</tr>
</tbody>
</table>

2. Incorporate the garden into multiple academic disciplines: Gardens can be a tool to help accomplish learning objectives in all subjects, not just science but reading, writing, math, social studies, art, health and physical education.

3. Learn what resources are available: There are many good books and websites with school garden to curriculum connections and lesson plans including:


Books that accompany the Books in Bloom curriculum book:

- A Fruit is a Suitcase for Seeds [http://www.amazon.com/Suitcase-Exceptional-Nonfiction-Titles-Primary/dp/0822559919/ref=tmm_pap_swatch_0?_encoding=UTF8&sr=8-1&qid=1409080583](http://www.amazon.com/Suitcase-Exceptional-Nonfiction-Titles-Primary/dp/0822559919/ref=tmm_pap_swatch_0?_encoding=UTF8&sr=8-1&qid=1409080583)
- Miss Rumphius [http://www.amazon.com/Miss-Rumphius-Barbara-Cooney/dp/0140505393/ref=sr_1_1?ie=UTF8&qid=1409080855&sr=1-1&keywords=Miss+Rumphius](http://www.amazon.com/Miss-Rumphius-Barbara-Cooney/dp/0140505393/ref=sr_1_1?ie=UTF8&qid=1409080855&sr=1-1&keywords=Miss+Rumphius)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Application Due</th>
<th>Funding Limit</th>
<th>Award Notification</th>
<th>How to apply</th>
<th>Organization Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Culinary Chefs Move to Schools</td>
<td>Environmental Curricula Grant Program</td>
<td>Wednesday, September 30, 2015</td>
<td>No deadline</td>
<td>Wednesday, September 30, 2015</td>
<td><a href="http://www.chefsmovetoschools.org">www.chefsmovetoschools.org</a></td>
<td>American Culinary Association</td>
</tr>
<tr>
<td>American Academy of Dermatology of Dermatology</td>
<td>Shade Structure Grant Program</td>
<td>Wednesday, September 30, 2015</td>
<td>$8,000</td>
<td>Wednesday, September 30, 2015</td>
<td><a href="http://www.aad.org">www.aad.org</a></td>
<td>American Academy of Dermatology</td>
</tr>
</tbody>
</table>

**Application Process:**
- Applicants must have attended a PLT workshop OR be registered to Attend an in-person or online PLT workshop at the time of the application.
- Applicants must fulfill certain criteria (recommendation from dermatologist, and sign for display near the shade structure). To be eligible, applicants must have attended a PLT workshop OR be registered to attend an in-person or online PLT workshop at the time of the application.

**Grant Goals:**
- To empower and encourage students to become involved in solving environmental and social problems; to promote thoughtful and appropriate analysis and understanding of the natural world; to train students as informed decision makers through classroom teaching, and incorporate basic ecological principles and holistic environmental curricula that integrate field activities and training/demos.

**Application Information:**
- Applications should include a pre-proposal of one page, with the academic curriculum, the students are “learning by doing.”
- Applicants must have attended a PLT workshop OR be registered to attend an in-person or online PLT workshop at the time of the application.
- Applicants must fulfill certain criteria (recommendation from dermatologist, and sign for display near the shade structure).

**Funding Opportunities:**
- Annie's Garden Foundation: Tree Planting Foundation.
- Arcadia Melinda Gray: Greenworks! Grant.
- American Culinary Association: Chefs Move to Schools Environmental Curricula Grant Program.
- American Academy of Dermatology: Shade Structure Grant Program.

**Additional Resources:**
- www.plt.org/application.htm
- http://www.chefsmovetoschools.org/chefs-moves-schools.org
- http://www.aad.org/me/06325/members/volunteer-and-mentor-locator/ 
- http://promos.cdn.crowdfunding.net/promotions/campaignpromotions/8128-donation.htm
- https://www.plt.org/application.htm
- http://www.chefsmovetoschools.org/chefs-moves-schools.org
- http://www.aad.org/me/06325/members/volunteer-and-mentor-locator/
Field Trip Grants
February 15th of the Fall Cycle: August, 2015
$2000-5000
August 1st, 2015, noon
Lowe's Toolbox for Education
The Lorrie Otto Seeds for Learning
September 30th, 2015
Small Grant Program
Focus: Greening Schools

Grant program is not specifically for gardens or school gardens.
There is a preference for funding requests that have a permanent impact such as facility enhancement (both indoor and outdoor) as well as landscaping/clean up type projects. Projects that encourage parent involvement and build stronger community spirit will be favored.

Successful projects such as butterfly or other pollinators, Rainwater gardens that capture run-off and increase the educational value of the site. Creativity in design is encouraged, but must show complete and thoughtful planning. The involvement of students and volunteers in all phases of development, appreciation for nature using native plants. Projects must emphasize use of the school or organization beyond the stated needs of project, number of children, or is principally being purchased for the general use of the school or campus. Funds are restricted to education and outdoor activity, reduce environmental health hazards, build beauty, create a robust and healthy food system, increase opportunities for hands-on environmental stewardship opportunities for youth; serve as a catalyst for getting environment-based education into schools, inspire youth and communities to participate in community service programs.

Examples of appropriate projects: Wildflower gardens with habitat for butterflies or other pollinators, Rainwater gardens that capture run-off and support birds and other wildlife. Projects that encourage parent involvement and build stronger community spirit will be favored.

The Lorrie Otto Seeds for Learning
Small Grant Program
Focus: Greening Schools

Grant program is not specifically for gardens or school gardens.
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Successful projects such as butterfly or other pollinators, Rainwater gardens that capture run-off and increase the educational value of the site. Creativity in design is encouraged, but must show complete and thoughtful planning. The involvement of students and volunteers in all phases of development, appreciation for nature using native plants. Projects must emphasize use of the school or organization beyond the stated needs of project, number of children, or is principally being purchased for the general use of the school or campus. Funds are restricted to education and outdoor activity, reduce environmental health hazards, build beauty, create a robust and healthy food system, increase opportunities for hands-on environmental stewardship opportunities for youth; serve as a catalyst for getting environment-based education into schools, inspire youth and communities to participate in community service programs.

Examples of appropriate projects: Wildflower gardens with habitat for butterflies or other pollinators, Rainwater gardens that capture run-off and support birds and other wildlife. Projects that encourage parent involvement and build stronger community spirit will be favored.

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Small Grant Program
Focus: Greening Schools

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<table>
<thead>
<tr>
<th>American Honda Foundation</th>
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<tbody>
<tr>
<td><strong>Mission Statement:</strong> Help meet the needs of American society in the areas of youth and scientific education by awarding grants to nonprofits, while strategically assisting communities in deriving long-term benefits. <strong>Funding Priority:</strong> Youth education, specifically in the areas of science, technology, engineering, mathematics, the environment, job training and literacy.</td>
</tr>
<tr>
<td>$20,000-$75,000, average of $45,000</td>
</tr>
<tr>
<td>February 1, May 1, August 1, November 1 for each quarter of the year</td>
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<thead>
<tr>
<th>Katie's Krops</th>
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<tr>
<td>A child, or a group of children, can apply as long as they fall within the age range of 9 to 16 and live in the United States. Grantees are awarded a gift card to a garden center of their choice in their area, have support from Katie's Krops, and are given a digital camera to document the garden and the harvest. Katie's Krops grant winners are required to start and maintain a vegetable garden for a minimum of one planting season. The grantee(s) must donate the entire harvest from the garden to people in need in their community. This may be done through direct donations to families in need or by donating the harvest to soup kitchens or organizations that feed the needy. <a href="http://www.katieskrops.com/apply-for-a-grant.html">http://www.katieskrops.com/apply-for-a-grant.html</a></td>
</tr>
<tr>
<td>October 1st (2015 grant cycle closed) December 31st, approx</td>
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<thead>
<tr>
<th>Kitchen Gardeners International</th>
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</thead>
<tbody>
<tr>
<td>The grant is for nonprofit causes or organizations (schools, 501c3s, food banks, community gardens, colleges, libraries, prisons, senior programs, etc.) interested in starting or expanding food garden projects that are of general benefit to their community. <a href="http://kgi.org/grants">http://kgi.org/grants</a> Need to make an account at KGI.org, application instructions in a word document.</td>
</tr>
<tr>
<td>Full Grant: $500 ($300-400 cash, $100-200 seeds or gift certificates) Partial Grant: $325 ($300 cash, $25 subscription to online garden planner)</td>
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<tr>
<td>Friday, January 8, 2016, 5 PM</td>
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<tr>
<th>Kids Gardening - check back regularly for new grants and contests</th>
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<tr>
<td>Carton to Garden</td>
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<tr>
<td>This is a contest, as opposed to a grant. Schools are encouraged to collect, design, and construct garden-related structures made from empty cartons and document their experience. Twenty entries will be selected on May 22, 2015 to receive award packages for their efforts. Four national winners will be selected to receive prizes valued at $2,500. Sixteen winners from eight different regions will receive award packages valued at $1,000. <a href="http://carton2garden.com/contest-details/">http://carton2garden.com/contest-details/</a></td>
</tr>
<tr>
<td>$2,500</td>
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<td>2016 dates not announced</td>
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<thead>
<tr>
<th>Annie's Grants for Gardens</th>
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<tbody>
<tr>
<td>Annie's offers Grants for Gardens donations to schools and other educational programs that help build school gardens. <a href="http://www.annies.com/giving-back/school-gardens/grants-for-gardens">http://www.annies.com/giving-back/school-gardens/grants-for-gardens</a></td>
</tr>
<tr>
<td>No info posted as of 7/9/15</td>
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<tr>
<th>General Mills Foundation Champions for Healthy Kids</th>
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<tbody>
<tr>
<td>Each year since the inception of the Champions for Healthy Kids program, the General Mills Foundation has awarded 50 grants of $10,000 each to community-based groups such as: health departments, government agencies, schools and Native American tribes that develop creative ways to help youth adopt a balanced diet and physically active lifestyle. There are specific eligibility requirements such as that a registered dietician or registered dietetic technician must oversee the delivery of the nutrition education. <a href="http://www.generalmills.com/en/Responsibility/general-mills-foundation/~/link.aspx?__id=C6EE070A1CE842F0AF6117BE75627913&amp;__z=z">http://www.generalmills.com/en/Responsibility/general-mills-foundation/~/link.aspx?__id=C6EE070A1CE842F0AF6117BE75627913&amp;__z=z</a></td>
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<td>$10,000</td>
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<tr>
<th>Project Orange Thumb</th>
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<tr>
<td>Through Project Orange Thumb, Fiskars offers cash and garden tools to help support community garden goals across North America. <a href="http://www2.fiskars.com/Community/Project-Orange-Thumb">http://www2.fiskars.com/Community/Project-Orange-Thumb</a></td>
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<tr>
<td>Food &amp; Nutrition Education Program (K-12)</td>
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<td>This is a year-round initiative that provides educational opportunities for children grades K-12 to learn about food and nutrition. The program includes a variety of workshops, field trips, and hands-on activities that help students understand the importance of making healthy food choices. <a href="http://www.fhlinc.org/nutrition-ed-kids/">http://www.fhlinc.org/nutrition-ed-kids/</a></td>
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Providence School District School-Based Grant Application Procedure
For more information, please email Chiara Deltito at Chiara.deltito@ppsd.org

Providence School District Grant Procedures:
School-Based Grant Applications

Providence School District has a clear and strict procedure governing school-based applications for all grant funding. The grant procedure is in place to help meet the following goals:

(1) All grants submitted by Providence schools are competitive, fundable, and include carefully, accurately, and realistically planned and budgeted program design;

(2) All grants submitted by Providence schools propose programs that are aligned to district goals and standards, conform to district policies, and include authorization and signatures from all relevant administrators and the SIT;

(3) Schools are aware of and have the opportunity to utilize the services of the Providence School District Development Office, including technical and editorial assistance, budgeting assistance, and information about the procurement process for funded programs;

(4) Providence School District is aware of all grant applications and awards and serves as a knowledgeable and helpful clearinghouse for programming, reporting, and fiscal management of grant funds.

The Requirements for Schools Seeking to Submit a Grant Application

Requirement One: All pre-approval forms must be approved by the Providence School District Development Office and the Deputy Superintendent four weeks before the grant deadline.

All grant proposals must be pre-approved using PSD’s Intent Form (Form A). This requirement provides a channel for schools to utilize the services of the Development Office to craft a fundable proposal, ensures that sufficient time is allotted for revisions, and ensures that the proposed programming is consistent with district goals and policies. PSD will firmly adhere to this policy.

Requirement Two: All grants must receive superintendent sign-off, regardless of the grant size or whether the funder requires a superintendent signature on the application.

All grants, regardless of their terms, size, or scope, require district authorization. All grant funds that are awarded without district pre-approval will be returned to the funder. This strict requirements ensures that PSD can maintain programming and fiscal accountability and helps ensure that all grant funded programs are consistent with the district strategic plan, employee contracts, and the district strategic plan. PSD will firmly adhere to this policy.
Requirement Three: All programs proposed for funding must align to the targets, goals, and activities set forth in the school’s School Improvement Plan (SIP).

The SIP is a document that spells out the improvement targets, goals and activities for each school year; grant funds can provide important resources to help schools reach those goals. Grant funds should not be used to support activities that are not related to the school’s SIP.

Requirement Four: Grant funds must be used to “supplement” existing programs or resources. They cannot be used to “supplant” existing funds.

Grant funds can only be used to expand or create (also known as “supplement”) new opportunities, programs, or resources for Providence schools, students and families. Grant funds cannot be used to cover the expenses of existing programs, nor can they replace money that has already been budgeted to support existing work (also known as “supplanting”). This means that grant funds cannot be used to cover the salary of existing staff, purchase materials or supplies that are usually financed through other means, or to pay for programs that are pre-existing and have other identified funding sources.

Requirement Five: Grant funded programs must be self-sufficient. Schools cannot assign expenses to the Providence School district, including matching funds, without prior approval.

Programs or activities that are proposed through a grant application should include sufficient funds to cover all aspects of the proposed program or project. This includes budgeting for sufficient staff time for project implementation and management, data collection and reporting requirements (as necessary). It also includes planning for necessary supplies, transportation, fees, and any other affiliated expenses. Any exception to this rule must be approved by the Development Office.

Many grant applications require schools or districts to contribute “matching funds”. PSD’s Development Office can sometimes find matching funds to meet these requirements, but this process must be done in collaboration; schools cannot identify matching funds independently.

Requirement Six: Schools may not apply for grants that involve more than one school or the entire district without explicit approval from the Development Office and the Superintendent.

If you are interested in applying for a grant that involves more than one school, you must consult the Development Office and gain early approval. Staff members at individual schools are not authorized to apply for district-wide grants or grants that will affect multiple schools without initial district level approval.
The Process for Seeking Approval to Submit a Grant Application

The required process for schools to submit grant applications is described in detail below. Please refer to the attached flow chart for additional information.

Step 1: Submit an Intent Form (Form A) to the PSD Development Office four weeks before the deadline.

The Intent Form (Form A) is a simple three page document that requests basic information about your grant proposal. Schools should not try to complete the entire proposal at this early stage. This Intent Form is intended only to help PSD’s Development Office provide preliminary approval and offer technical or editorial assistance and any data that schools may need to complete their application. Submission of the Intent Form no less than four weeks prior to the grant deadline will ensure that everyone involved has sufficient time to craft a winning proposal that has been approved by the Development Office and the Deputy Superintendent. The Intent Form, (Form A) can be submitted in either hard copy or electronically.

Step 2: (Optional) Schools may request grant writing services from the Development Office.

The Development Office can serve a number of helpful roles to support schools’ grantseeking efforts. Schools may request technical or editorial assistance, help with budgeting, or data that will improve the application. Please be aware that the Development Office is rarely able to write grants for schools, but does its best to provide as much support as possible.

Step 3: Submit a copy of the complete application to the Development Office 2 weeks before the deadline.

The Development Office will forward correspondence on the district’s review of your pre-approval request to your principal and any other appointed contacts as soon as possible. Two weeks before the proposal is due, please submit a completed copy of your application to the Development Office for review.

A note about signatures:

- Principal – Your school principal’s signature is required on the Intent Form (Form A); Form A will not be reviewed without the Principal’s signature.

- Superintendent - Only the Superintendent is authorized by the School Board to sign for PSD. If the funder requires the Superintendent’s signature, the Development Office will forward the proposal, once approved, to the Superintendent for signature. Submit your full proposal to the Development Office as quickly as possible to secure the Superintendent's signature. Please be aware that the Superintendent is often out of the building; signature requests made with less than one week notice are difficult or impossible to fulfill.

Step 4: School submits a finalized and signed proposal to the funder.
Each school is responsible for picking up their proposal from the Development Office, once signed by the appropriate central administration staff, and either mailing or hand-delivering their proposal to the funder directly. The Development Office will not forward proposals on a school’s behalf unless otherwise specified.

Step 5: Schools are notified of the final status of their application.

Once a school hears from the funder about the final status of their proposal, they should inform the Development Office. The Development Office keeps a database of funding for the district and also can assist with implementation, budgeting, procurement and reporting once a project is funded. If the project is funded, please forward a copy of the award packet to the Development Office.

Attachments:
(1) Form A – Intent Form for Internal Grants Approval Process
(2) School-Based Grant Application Flow-Chart
(3) Guidelines for Proposal and Budget Development

Development Office Contact Information

Doris M. De Los Santos
Providence School Department
797 Westminster Street, 1st Floor
Providence, RI 02903
Tel. 401.456-1792
Fax. 401.456.9252
doris.delossantos@ppsd.org
Pre-Approval Intent to Apply Form
For School and Administration Personnel

Please follow these instructions to begin the grant application process and secure assistance and approval for your proposal from PPSD’s Development and Partnerships office.

Step 1: Read and understand PPSD’s Grant Procedures.

Step 2: Verify that the grant opportunity aligns with at least one of the following: the School Improvement Plan, the District Strategic Plan, and (if applicable) the District Technology Plan.

Step 3: Complete this form and return it to Development at least 60 business days before a government grant is due and 20 business days before all other grants are due. The Development office appreciates your adherence to these deadlines. In the case that an opportunity presents itself which does not allow this time, please contact the Development office directly to discuss next steps. The office will assess these opportunities on a case-by-case basis and provide as much support as possible in a given time frame.

Email this form to Chiara.Deltito@ppsd.org with a copy of the funder’s application requirements and guidelines. Only typed responses will be accepted. If a question does not apply to your grant opportunity, please write N/A in the space provided. If you need assistance completing this form, contact the Office of Development.

A. Contact Information

Your name:   Title:   Date:

School and Address:

Email:   Phone:   Fax:

B. Development Office Assistance

Please specify the type of assistance that you are seeking. Check all that apply.

☐ Writing Support   ☐ Letter of Support

☐ Editing/Proofreading   ☐ Data or other information

☐ MOA/MOU   ☐ Other (please specify) ____________________

PPSD Office of Development and Partnerships
Chiara Deltito, Grant Writer • Phone: (401) 456-9100 x.11236 • Email: Chiara.Deltito@ppsd.org
C. Project Information

Application Due Date: Grant project webpage:

Title of Grant Opportunity:

Is this proposal a response to a specific Request for Proposals? □ No □ Yes

Total Grant Request: Funder Name:

Have you received funding from this organization in the past? □ No □ Yes

Is there a PPSD match requirement? □ No □ Yes Amount: $______

Total Project Cost (Grant and Match):

Will this grant support PPSD staff salaries? □ No □ Yes

What are the proposed starting and ending dates for the project, if applicable? N/A

Please identify the teachers, students, grades, etc. to be targeted by this project.

When will the project take place? □ Before School □ During School □ After School □ N/A

Briefly describe the project that you wish to fund and explain how this proposal will support at least one of the following: School Improvement Plan, District Strategic Plan, and (if applicable) District Technology Plan.

What are the specific School District obligations or costs for this project (e.g., access to students, transportation, custodial fees, etc.)

Evaluation: How will you determine the project’s effectiveness in reaching District, school, and project goals and objectives?

Will other agencies be involved? If so, please list the agencies and their responsibilities.
The principal(s) of the school(s) involved, or supervisory administrative staff, must approve the project in order for the request to go forward. Please discuss the proposal idea with your principal/supervisor and ask him or her to sign below.

I have been fully informed of the above project and the resources it requires. I support this project moving forward within our school/District.

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<thead>
<tr>
<th>Name</th>
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<th>Signature</th>
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For Development and Partnerships Use Only:

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<tr>
<th>Approved:</th>
<th>Yes</th>
<th>No</th>
<th>Date:</th>
<th>Date Sent to Zone Director:</th>
<th>PPSD Program Staff Contact:</th>
<th>Signatures Required?</th>
<th>Superintendent</th>
<th>Principal</th>
<th>Other</th>
<th>Who will submit this grant proposal?</th>
<th>Development &amp; Partnerships</th>
<th>School</th>
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Sustainability: Plans to continue this project after grant funding ends?
Feeding hundreds of hungry students in a short amount of time takes a real super hero. Here are some quick tips to get your students to eat and enjoy the healthy foods they are served.

- **Show your students that you enjoy trying new healthy foods by taking a bite of a new fruit or vegetable in front of them.**
- **Encourage students with positive words and suggestions.** Lunch service can actually become more time-consuming and stressful when students are rushed or pressured.
- **All kids can learn to like new foods.** It may take several tries.

---

**Tips to Try:**

- **Get lunch from the garden cart and sit with the students to eat.**
- **Sit down next to loud or unruly students for a calming chat.**
- **Show your students that you enjoy trying new healthy foods by taking a bite of a new fruit or vegetable in front of them.**

---

**Use Phrases that Help**

- **Instead of…** Hurry, you only have 5 minutes to finish!
- **Say…** You have 5 more minutes to enjoy your lunch.
- **Instead of…** You didn’t eat enough of your lunch.
- **Say…** You need to try one bite of that.
- **Instead of…** Those peppers look delicious, how do they taste?
- **Say…** You have 5 more minutes to enjoy your lunch.
- **Instead of…** Did you get enough to eat today?
- **Say…** Thank you for eating quietly in the lunch room.

---

**Encourage students with positive words and suggestions.**

- **Keep it positive.** The best way to show students how to act is to be a role model for respectful behavior and healthy eating. Tips to try:
  - Get lunch from the garden cart and sit with the students to eat.
  - Sit down next to loud or unruly students for a calming chat.
  - Show your students that you enjoy trying new healthy foods by taking a bite of a new fruit or vegetable in front of them.

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**Keep it positive.**

- **Eat your food, the more likely they are to eat the more often they taste a food.** It may take several tries.
- **Encourage students with positive words and suggestions.**

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**Keys to Success for a Healthy School Lunch Hero**

- **Greet students in a friendly, respectful way.** A smile can do a lot to make mealtimes more enjoyable.
- **Be quiet!** Did you get enough to eat today?
- **Those peppers look delicious, how do they taste?**
- **You have 5 more minutes to enjoy your lunch.**
- **You didn’t eat enough of your lunch.** You need to try one bite of that.
- **Hurry, you only have 5 minutes to finish!**
- **Use phrases that help:**
Resources to Aid Implementation
Section 2: Nutrition Education and Wellness Promotion

RI Healthy Schools Coalition - www.rihsc.org

RIDE Child Nutrition Programs - Fresh Fruit & Vegetable Program - http://www.ride.ri.gov/cnp/NutritionPrograms/
FreshFruitVegetableProgram.aspx#21621007-nutrition--wellness

URI SNAP-ED Nutrition Education - downloadable documents for use in classroom and educational settings http://web.uri.edu/snaped/

thrive - RI’s Coordinated School Health Program - http://www.thriveri.org

Rhode Island Department of Health - School Healthy Beverages & Snacks List - http://www.health.ri.gov/healthyweight/about/approvedschoolfoods/

CATCH - Coordinated Approach To Child Health - http://catchinfo.org/

Resilient Kids - http://www.resilientkids.org/


American Heart Association - Healthier Kids website - http://www.heart.org/HEARTORG/GettingHealthy/HealthierKids/Healthier-Kids_UCM_304156_SubHomePage.jsp

American Heart Association - Educator Resources for the Classroom - lesson plans for Elementary and Middle Schools and more - http://www.heart.org/HEARTORG/Educator/FortheClassroom/For-the-Classroom_UCM_001115_SubHomePage.jsp

**If you have additional suggestions for Resources that can be added to the PPSD Wellness Policy Toolkit, contact Jennifer Quigley-Harris, Wellness Coordinator at Jennifer.QuigleyHarris@ppsd.org
3. School Meals

Every five years, Congress must reauthorize child nutrition programs. During the process, Congress debates new funding levels and discusses ways to strengthen and improve the programs. The 2010 Child Nutrition Reauthorization saw the passage of the Healthy, Hunger-Free Kids Act (HHFKA), the landmark legislation which gave school meals their first major national overhaul in decades, although our own state agency, the RI Department of Education (RIDE), has had nutritional standards for school meals in place since 2009 called the RI Nutrition Requirements (RINR).

Periodic food promotions and tastings will be held and students, staff and parents will be notified regularly as to menu offerings and healthy food promotions, especially those that offer locally-grown or locally sourced ingredients.

The federal school meals program, administered by the USDA Food and Nutrition Service, provides free or low-cost food to children. USDA and RIDE have nutrition regulations and standards for reimbursable school meal programs (including School Breakfast, School Lunch and School Supper programs).

As part of our PPSD Wellness Policy, every meal or snack served to students as part of the reimbursable meals program will adhere to both federal and state standards and provide opportunities to help students learn about the importance of healthy eating.

Helpful feedback, positive suggestions and comments based on real-time cafeteria or meal experiences in our schools are always welcome as we continuously work towards improving school meals for all Providence students. Send questions and comments to:

Jennifer Quigley-Harris
PPSD Wellness Coordinator,
Jennifer.QuigleyHarris@ppsd.org
Breakfast After the Bell

Not all Providence students are able to eat breakfast at home every single day - busy weekday schedules, tight family budgets and early morning buses sometimes don’t allow for eating a nutritious meal at home. Some students have a weak appetite first thing in the morning, and many prefer to spend time before school starts socializing with friends.

As a result, not all students are able to get the nutrients and energy they need to get a healthy start every school day. By serving breakfast in the classroom, after the morning bell, Providence ensures that breakfast is available to all elementary students, every single day, no matter what morning meal barriers students face.

Breakfasts meet all USDA & RIDE nutritional guidelines:

- All school breakfasts must contain a fruit or vegetable every day, a whole grain and milk
- No artificial sweeteners, sugar alcohols or products with caffeine are permitted
- Schools will serve 2 fruits and/or vegetables per breakfast (one of these may be a juice, but then juice may not be offered on the same day at lunch)

Sweetland Foods in Pawtucket produces muffins and breakfast bars that are served in all PPSD breakfasts.

Whenever possible, they use locally grown fruits and vegetables to use in their muffins.

When possible, fruits and vegetables served in Providence school meals are from RI farms.

In 2013, Pezza Farm planted 10 school-meal-designated acres of land that yielded 8,000 pounds of produce for PPSD school meals.

In 2015, Pezza increased the number of acres to 25!

Ask about RI grown produce in your cafeteria and encourage students to taste the freshest fruits and vegetables available to them!

Buying local also supports our local economy and protects green space for all Rhode Islanders.
BREAKFAST IN THE CLASSROOM

The School Breakfast Program is a great way for children to get the nutrients they need to stay alert and focused in the classroom leading to a stronger ability to learn and overall more favorable educational outcomes.

**STUDENTS WHO EAT BREAKFAST AT SCHOOL...**

**PERFORM** better on standardized tests.

**HAVE IMPROVED** concentration, alertness, comprehension, memory, and learning.

**SHOW INCREASED** cognitive function, attention, and memory.

**STUDENTS WHO EAT BREAKFAST IN THE CLASSROOM...**

**GET FEWER** tardy days and less disciplinary office referrals.

**PERFORM BETTER** on math and reading achievement tests.

**EXPERIENCE** an increased sense of community and reduced stigma associated with school breakfast.

Other **POSITIVE RESULTS** of Breakfast in the Classroom

**HIGHER** Attendance Rates

**INCREASED** Participation

**BETTER** Student Nutrition

FRAC
Food Research and Action Center

twitter.com/fractweets
facebook.com/foodresearchandactioncenter
Top 10 Reasons to Eat MORE Fruits & Vegetables

10 Color & Texture. Fruits and veggies add color, texture… and appeal… to your plate.

9 Convenience. Fruits and veggies are nutritious in any form- fresh, frozen, canned, dried, and 100% juice, so they’re ready when you are!

8 Fiber. Fruits and veggies provide fiber that helps fill you up and keeps your digestive system happy.

7 Low in Calories. Fruits and veggies are naturally low in calories.

6 May Reduce Disease Risk. Eating plenty of fruits and veggies may help reduce the risk of many diseases.

5 Vitamins & Minerals. Fruits and veggies are rich in vitamins and minerals that help you feel healthy and energized.

4 Variety. Fruits and veggies are available in a wide variety… there’s always something new to try!

3 Quick, Natural Snack. Fruits and veggies are nature’s treat and easy to grab for a snack.

2 Fun to Eat! Some crunch, some squirt, some you peel… some you don’t, and some grow right in your own backyard!

1 Fruits and Veggies are Nutritious AND Delicious!

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact your local DHS office, or call the URI SNAP-Ed nutrition program at 1-877-Food-URI (1-877-366-3874). USDA is an equal opportunity provider and employer.

Information courtesy of Produce for Better Health Foundation (www.MoreMatters.org)
After School Snack Program

By the time children arrive at their afterschool program, lunch is a distant memory. Their growing bodies need food between lunch and dinner just to get through the afternoon. Without it, they feel run down, their attention span shortens, their ability to learn diminishes, and they have difficulty fully participating in afterschool activities.

Healthy snacks allow children to be fully engaged in the educational and enrichment activities at the afterschool program.

Food can help attract children to participating in regular afterschool programs, especially older children who have more of a say in determining whether or not they participate.

All Open Participation*
After School Programs in PPSD are eligible for FREE afterschool snacks through the National School Lunch Program (NSLP)

*Open participation after school programs allow everyone to participate in regularly scheduled educational or enrichment activities in a supervised environment. Open participation programs do not limit enrollment or membership on the basis of a student’s ability.

Please contact Food Services Supervisor Lino Cambio (Lino.Cambio@ppsd.org) for more information on how your open participation afterschool programs can take advantage of the FREE healthy snack offer from the USDA.
Resources to Aid Implementation
Section 3: School Meals

RI Healthy Schools Coalition - Nutrition/Healthy Eating - [http://www.rihsc.org/content/nutritionhealthy-eating](http://www.rihsc.org/content/nutritionhealthy-eating)

RIDE Child Nutrition Programs - [http://www.ride.ri.gov/cnp/Home.aspx](http://www.ride.ri.gov/cnp/Home.aspx)


Sodexo Providence - [https://providence.sodexomyway.com/index.html](https://providence.sodexomyway.com/index.html)

The Lunch Box from the Chef Ann Foundation - [http://www.thelunchbox.org/](http://www.thelunchbox.org/)


URI SNAP ED Nutrition Education - [http://web.uri.edu/snaped/](http://web.uri.edu/snaped/)

Pezza Farm in Johnston, R.I. - part of the Sodexo Providence Adopt-a-Farm local purchasing initiative. Pezza Farm has dedicated an increasing amount of acreage to growing food for Sodexo-managed school districts. [http://www.pezzafarm.com](http://www.pezzafarm.com)

Food Day - every year on October 24 - [http://www.foodday.org/](http://www.foodday.org/)

National Kale Day - annual celebration of eating, growing and sharing kale in America - [http://nationalkaleday.org/](http://nationalkaleday.org/)

Food Research & Action Center (FRAC) - [http://frac.org/](http://frac.org/)


**If you have additional suggestions for Resources that can be added to the PPSD Wellness Policy Toolkit, contact Jennifer Quigley-Harris, Wellness Coordinator at Jennifer.QuigleyHarris@ppsd.org**
4. Competitive and Other Foods & Beverages

COMPETITIVE AND OTHER FOODS & BEVERAGES refer to any food or beverage that is distributed or sold:

⇒ Outside of USDA Meal Programs
  USDA Meal Programs include school breakfast, school lunch, school snack

⇒ On the school campus
  As defined by RI Department of Education: “All areas of the property under the jurisdiction of the school that are accessible to students during the school day.”

⇒ During the school day
  As defined by RI Department of Education: “The period from midnight before, to 60 minutes after the end of the official school day.”

COMPETITIVE AND OTHER FOODS & BEVERAGES include:

⇒ A la carte items & snack bars
  Additional sides and snacks not served as part of the meal program

⇒ School stores

⇒ Vending machines*

⇒ Fundraising food and beverage items sold on the school campus during the school day*

*Per the PPSD food service contract, NO food-based fundraising or vending may occur in the cafeteria during mealtime (even with items that are compliant). Please keep food-fundraising initiatives out of the cafeterias during school meal times and consider selling non-food fundraising items instead during that time.

WHAT ABOUT FOOD AND BEVERAGES FROM HOME?

The PPSD School Board believes that school and classroom events and celebrations offer an opportunity for the PPSD community to model and promote healthy eating habits. Although not regulated by USDA Smart Snacks or RI State Law, classroom parties, school events and foods/beverages brought to campus by students, parents or staff should promote the goals of the District Wellness Policy and not contradict nutrition messages taught to students in Health and PE classes. Due to concerns about allergies & food safety, classroom and school celebrations should not be centered on food and food-sharing is discouraged.

Please see “Healthy Party Ideas” in the Nutrition Ed & Wellness Promotion section.
School Food Fundraisers
&
Competitive Foods
In Elementary, Middle & High Schools
October 2015

The United States Department of Agriculture (USDA), RI General Law and the RI Department of Education has nutrient standards for “Competitive foods”. Competitive foods are snack foods and beverages that compete with the healthy reimbursable meals offered through the USDA School Lunch and Breakfast Programs.

Competitive food nutrient standards apply to all foods and beverages sold to students during the school day on the school campus. This includes fundraising food sales and vending machine sales.

These standards do not apply to:
- Fundraising held after school or on the weekend, or at off-campus fundraising events.
- Foods brought to school in a bagged lunch or brought in for activities such as birthday parties or other celebrations.

Districts are encouraged to address healthy fundraising and healthy celebrations in their local school Wellness Policies. The Healthier US School Challenge program discourages the sale of food for fundraisers.

Here are some definitions you need to know!

School Campus is all areas of the property under the jurisdiction of the school that are accessible to students during the school day.

School Day is from midnight before to 60 minutes after the end of the official school day.

Meal Period is the time taken to serve and eat meals.

Compliant Item is a food or beverage that meets the RI and USDA nutrition standards for competitive foods. It can be sold or distributed in RI schools during the school day.

Non-Compliant Item is a food or beverage that does not meet the RI and USDA nutrition standards. It cannot be sold or distributed in RI schools during the school day.

Compliant BEVERAGES sold as a School Fundraiser are limited to the following:

<table>
<thead>
<tr>
<th>Beverages</th>
<th>Elementary School</th>
<th>Middle or High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain water (with or without carbonation)</td>
<td>Any size</td>
<td>Any size</td>
</tr>
<tr>
<td>Unflavored low fat milk (1% fat), or Unflavored or flavored fat free milk, or Milk alternatives permitted by USDA</td>
<td>Up to 8 oz.</td>
<td>Up to 12 oz.</td>
</tr>
<tr>
<td>Water, flavored or sweetened with 100% fruit juice</td>
<td>Up to 8 oz.</td>
<td>Up to 12 oz.</td>
</tr>
<tr>
<td>- may be carbonated water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- no added sweetener allowed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% fruit and/or vegetable juice</td>
<td>Up to 8 oz.</td>
<td>Up to 12 oz.</td>
</tr>
<tr>
<td>- may be carbonated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- no added sweetener allowed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The use of artificial sweeteners is not allowed.
Caffeine is not allowed (other than small natural quantities found in some items).

This institution is an equal opportunity provider and employer.
Compliant FOODS sold as a School Fundraiser are limited to the following:

1. **Must be one of these Types of Foods**
   - A grain product that contains at least 50% whole grain, or
   - Have as the first ingredient
     - a fruit,
     - a vegetable,
     - a dairy product,
     - or a protein food; or
   - Be a combination food that contains at least 1/4 cup of fruit and/or vegetable; or
   - Contain 10% of the Daily Value (DV) of one of the these nutrients (calcium, potassium, vitamin D, or dietary fiber) only thru July 1, 2016*

2. **AND must meet these Nutrient Content requirements (some exemptions below):**
   - Calorie limits: No more than 200 calories
   - Sodium limits: No more than 230 mg (On July 1, 2016, snack items must contain ≤ 200 mg sodium per item)
   - Fat limits *: No more than 30% of item’s calories come from fat.
   - Saturated fat #: Less than 10% of item’s calories come from saturated fat
   - Trans fat: Zero grams of trans fat
   - Sugar limit +: No more than 35% of item’s weight is from total sugars

The use of artificial sweeteners is not allowed.

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**Exemptions to the Nutrition Standards for Competitive Foods - (Naturally nutritious!)**

The following are exempt from all nutrient standards:
- Fresh fruits and vegetables with no added ingredients except water.
- Canned and frozen fruits with no added ingredients except water, or are packed in 100% juice, extra light syrup, or light syrup.
- Canned vegetables with no added ingredients except water or that contain a small amount of sugar for processing purposes to maintain the quality and structure of the vegetable.

The following are exempt from the total fat standards (*):
- Reduced fat cheese (including part-skim mozzarella).
- Nuts and seeds and nut/seed butters.
- Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats.
- Seafood with no added fat.

Combination products are not exempt; They must meet all the nutrient standards.

The following are exempt from the saturated fat standards (#):
- Reduced fat cheese (including part-skim mozzarella).
- Nuts and seeds and nut/seed.
- Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats.

Combination products are not exempt; They must meet all the nutrient standards.

The following are exempt from the total sugar standards(+):
- Dried whole fruits or vegetables; dried whole fruit or vegetable pieces; and dehydrated fruits or vegetables with no added nutritive sweeteners.
- Dried whole fruits, or pieces, with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, tart cherries, or blueberries).
- Products consisting of only exempt dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats.
Foods commonly used for fundraising at school (candy, baked goods, salty snacks, soda) have very little nutritional value. While schools may raise funds, students pay the price. An environment that constantly provides children with unhealthy foods promotes unhealthy habits that can have a lifelong impact. For this reason, many schools are turning to healthy fundraising alternatives.

### Healthy Fundraising Is Important

**Healthy Kids Learn Better**
- Good nutrition is linked to better behavior and academic performance.
- The best possible learning environment for children should support healthy behaviors.

**Consistent Messages Matter**
- Fundraising with nonfood items and healthy foods shows your commitment to promoting healthy behaviors.
- It also supports the classroom lessons students are learning about health, instead of contradicting them.

**Showcase a Healthy School Environment**
- Healthy fundraising alternatives are an important part of providing a healthy school environment.
- Consistent, reliable health information and ample opportunity to use it will promote positive lifestyle choices.
- The goal is to reduce student health risks and improve learning.

### Consequences of Unhealthy Fundraising

**Compromises Classroom Learning**
- Selling unhealthy foods contradicts nutrition messages taught in the classroom.
- Classroom learning about nutrition remains abstract if the school environment regularly promotes unhealthy behaviors.

**Promotes the Wrong Message**
- Selling unhealthy foods sends the message that student health is less important than raising funds.
- Schools should promote healthy lifestyle choices to reduce student health risks and improve learning.
- School fundraisers should actively support this healthy lifestyle.

**Contributes to Poor Health**
- Foods commonly used as fundraisers (like chocolate, candy, soda and baked goods) provide unneeded calories and take the place of healthier food choices.
- Skyrocketing obesity rates among children are resulting in serious health consequences, such as increased incidence of type 2 diabetes and high blood pressure and places them at risk for developing chronic diseases later in life.

Adapted from Connecticut Department of Education Publication / Child Nutrition Program (9 2014)
IDEAS FOR HEALTHY FUNDRAISING
Promote a healthy learning environment

Items You Can Sell:
Activity theme bags
Air fresheners
Bath accessories
Balloon bouquets
Batteries
Books
Brick/stone/tile memorials
Buttons, pins
Candles
Coffee cups or mugs
Crafts
Coupon books (nonfood items)
Emergency kits for cars
First aid kits
Flowers, bulbs, plants
Foot warmers
Football seats
Garden seeds
Gift baskets (nonfood items)
Gift certificates (nonfood items)
Gift items
Gift wrap, boxes and bags
Graduation tickets
Greeting cards
Hats
Holiday ornaments
Holiday wreaths
House decorations
Jewelry
Magazine subscriptions
Monograms
Music, CDs, DVDs
Newspaper space, ads
Parking spot (preferred location)
Pet treats/toys /accessories
Plants
Phone cards
Raffle donations (nonfood items)
Raffle extra graduation tickets
Raffle front row seats at a special school event
Rent a special parking space
Scarves
School art drawings
Souvenir cups
Spirit/seasonal flags
Stadium pillows
Stationery
Student directories
Stuffed animals
Valentine flowers
Yearbook covers
Yearbook graffiti

Healthy Foods You Can Sell:
Fresh fruit
Frozen bananas
Fruit and nut baskets
Fruit and yogurt parfaits
Fruit smoothies
Trail mix

Sell Custom Merchandise:
Bumper stickers and decals
Calendars
Cookbook of healthy recipes
Flying discs with school logo
Logo license plates/holders Logo air fresheners
School spirit gear
T-shirts/sweatshirts

Activities Supporting Academics:
Read-a-thon
Science Fair
Spelling Bee

Things You Can Do:
Auction
Bike-a-thons
Bowling night/bowl-a-thon
Car wash (presell tickets as gifts)
Carnivals/festivals
Dances (kids, father/daughter, Sadie Hawkins)
Family/glamour portraits
Fun runs
Gift wrapping
Golf tournament
Jump-rope-a-thon
Magic show
Raffle (movie passes, theme bags)
Raffle (teachers do a silly activity)
Rent-a-teen helper (rake leaves, water gardens, mow lawns, wash dog)
Recycling cans/bottles/paper
Singing telegrams
Skate night/skate-a-thon
Tag sale, garage sale
Talent shows
Horseshoe/ Tennis competition
Treasure hunt/scavenger hunt
Walk-a-thons
Workshop/classes

Adapted from: California Project Lean, CA Department of Health Services (2010), Creative Financing and Fun Fundraising.
RIDE Child Nutrition Program 9/2014
Resources to Aid Implementation
Section 4: Nutrition Standards for Competitive and Other Foods and Beverages


Centers for Disease Control and Prevention (CDC) - Competitive Foods in Schools - http://www.cdc.gov/healthyyouth/nutrition/standards.htm

Alliance for a Healthier Generation - Snacks and Beverages - https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/

Center for Science in the Public Interest (CSPI) - Support Healthier Snacks and Beverages in Schools - http://cspinet.org/nutritionpolicy/compfoods.html

RI Healthy Schools Coalition - Nutrition/Healthy Eating - http://www.rihsc.org/content/nutritionhealthy-eating

RI Healthy Schools Coalition - Healthy School Fundraising - http://www.rihsc.org/content/healthy-school-fundraising

RI General Law 16-21-7 - Health and Safety of Pupils: School Health - http://webserver.rilin.state.ri.us/Statutes/TITLE16/16-21/16-21-7.HTM


RI Department of Health: Approved Healthy School Foods (“Approved Beverages & Snack List”) - http://www.health.ri.gov/healthyweight/about/approvedschoolfoods/

Thrive: RI’s Coordinated School Health Program website sponsored by RIDE in partnership with RI DOH - http://www.thriveri.org/

*If you have additional suggestions for Resources that can be added to the PPSD Wellness Policy Toolkit, contact Jennifer Quigley-Harris, Wellness Coordinator at Jennifer.QuigleyHarris@ppsd.org
5. Physical Education & Physical Activity

**Physical Education (PE)** is a planned, sequential instructional program that promotes lifelong physical activity. PE teaches skills and knowledge to establish and sustain an active lifestyle into adulthood. Like other academic classes, quality PE classes develop cognitive skills, use professional instructional strategies and provide well-designed lessons for all students.

RI State Law: PE classes taught by a certified physical education teacher & required for all RI children in grades 1-12

RI State Law: PE and Health instruction must average at least 20 minutes per day

RI Physical Education Framework: endorsed by the RI Board of Regents, guides curriculum, instruction and assessment for each district’s curriculum

PPSD Wellness Policy: students should receive an average of 100 minutes/week of health/physical education - all grades

RIDE Regulation: Recess, free play and after-school activities are NOT counted as PE and NOT included in the 100 minutes/week

PPSD Wellness Policy: PE teachers are encouraged to seek new information and expertise to maintain their roles as the physical education and physical activity experts in the building

**Physical Activity (PA)** is bodily movement of any type and can include recreational, fitness and sport activities that supplement quality school PE classes. PA includes daily activities such as walking to school, taking the stairs, classroom or advisory period breaks, recess or school gardening. PA occurs before, during and after school and often includes staff, parents and community members.

PPSD Wellness Policy: Schools should encourage physical activity BEYOND the PE program, such as before or after school programs

PPSD Wellness Policy: PA should be incorporated into daily school curriculum and prioritized as essential to student social and academic achievement

PPSD Wellness Policy: Elementary recess is a required physical activity. It may NOT be withheld as a disciplinary strategy. 10-15 minutes of daily recess is required for all elementary students

PPSD Wellness Policy: PA breaks (in addition to recess and PE classes) are encouraged for all grades. PA breaks can take place in the classroom, in advisory periods, or between classes

PPSD Wellness Policy: School and district collaboration with local agencies, public safety and police departments is encouraged for practicing Safe Routes to School programs
Daily Recess

**BENEFITS** of daily recess:

- Assists in improved academic performance
- Reduces risk for obesity, diabetes and other chronic diseases
- Reduces effects of stress
- Encourages positive social skills including cooperation and turn-taking

**PPSD Wellness Policy:**

- Elementary schools are required to provide students with 10-15 minutes of recess, preferably outdoors, every day.
- Recess will complement, not replace, physical education.
- Recess cannot be taken away as a disciplinary strategy.

**IDEALLY, RECESS SHOULD:**

- Occur before lunch
  - Studies find “Recess Before Lunch” a best practice
- Occur once or several times during the day
  - Studies find frequent breaks improve learning outcomes
- Occur outdoors
- Be used as a reward
- Allow for self-directed free play
  - PPSD recognizes that school may be the only safe place for free play in some cases
- Be well-supervised by trained staff
- Be used as a reward

The Centers for Disease Control and Prevention (CDC) recommends that all children and adolescents participate in at least **60 minutes** of moderate to vigorous physical activity EVERY DAY.
School Gardens & Physical Activity

School Gardens provide an opportunity for learning about healthy eating AND provide an opportunity for additional physical activity during the school day. Planning, building, maintaining and enhancing school or community gardens can provide students with time in outdoor learning spaces, additional physical activity skills-building and brain breaks between subjects.

Lessons delivered in the garden are associated with more movement than indoor lessons. Increased time outdoors also leads to greater physical activity and differences in movement patterns for both adults and students.

Numerous studies have suggested that gardens positively influence children’s diet-related outcomes such as vegetable consumption, vegetable knowledge and willingness to taste different vegetables. Recent studies have started to show that school and community gardens have a positive effect on children’s physical activity levels.

In a recent study, kids at schools with gardens were physically active at school for 10 more minutes a week than before their schools had gardens. That might not sound like much, but it is an increase of four times what peers in the study experienced at garden-less schools.

Introducing students to gardens as part of the school day may help shift them from a life course trajectory of sedentary activities towards a more positive trajectory of gardening as adults and increased healthy food consumption as adults.

School gardens are an excellent way to help our students get the recommended 60 minutes of physical activity a day!

See Toolkit section on Nutrition Education & Wellness Promotion for info on starting, maintaining and incorporating curriculum integration for school and/or community gardens.
A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach where schools use all opportunities for students to be physically active and meet the nationally-recommended 60 minutes/day of physical activity.

A CSPAP approach includes Physical Education classes as well as physical activities before during and after school. It involves not just students, but also staff, family and community.

PPSD physical education teachers are the PA experts in the school building and have lots of ideas on ways to incorporate more of those 60 minutes.

**DURING SCHOOL PA IDEAS**
- Establish Fitness or Stress Breaks between classes or during advisory periods
- Schedule Flash Mob Performances around school spirit events or school news
- Incorporate PA into holiday/seasonal celebrations instead of food-based parties
- Organize a Jog-A-Thon during the school day or over the whole school year as a fundraiser
- Include PA in morning announcements
- Reward students with PA like extra recess, drop-in times in a gym during a lunch hour
- Schedule Fitness or Wellness Weeks

**BEFORE & AFTER SCHOOL PA IDEAS**
- After school sports clubs, teams, instruction or skills and drills
- Walking or running clubs before school
- Non-sports based after school PA clubs - frisbee, tag, gardening, recess games, bike safety and maintenance, etc.
- Walking School Bus or Cycling School Bus
- Switch to Recess Before Lunch - or schedule recess away from lunch period to maximize activity time
- Integrate PA as part of homework assignments

**STAFF INVOLVEMENT PA IDEAS**
- Create school wellness teams to address behavior issues, absenteeism or academic challenges specific to your building
- Schedule teacher trainings on how to conduct PA breaks or integrate movement or stress reduction activities into teaching day, especially during testing weeks
- Build staff relationships and foster teamwork with walking clubs/team challenges & pedometers
- Establish & maintain school-community gardens

**FAMILY & COMMUNITY ENGAGEMENT**
- Bike and Walk to School programs
- Community/Business sponsored PA activities/ fundraisers
- Family Fitness Nights or Dance A Thons
- School-promoted family time at local venues - bowling, city parks, swimming pools, bike paths
- Invite parents to participate in before and after school activity programs - discover local expertise and help integrate parents into the programs
- Work with other neighborhood schools to organize a Family Run-Walk Day for the neighborhood
- Establish and maintain school-community gardens
Physical Activity “Brain Breaks” for Middle/High School

Kids and teens should be active for at least 60 minutes a day. Try using these quick and easy ideas to incorporate more physical activity into your classroom. Students will be more refreshed, energized, and ready to learn!

**No Stress Test** – Make it a classroom tradition to have a 2-5-minute walking break before a test to help everyone unwind and relax.

**Walking Worksheets** – Tape worksheets on walls, easels or chalkboards throughout the classroom. Students move from worksheet to worksheet and answer the different questions.

**Stretch It Out** – Lead students in stretches to help loosen up tension. Have students hold each stretch for 15-20 seconds—reach for the sky, touch toes, arm circles, neck circles, knee to chest, quad stretch.

**Chair Yoga** – Spend a few minutes at the beginning of class or before a test leading a few of the chair yoga exercises depicted below. Remind students to breathe.

- Forward bend
- Knee squeeze
- Side stretch
- Spinal twist
- Sun pose
- Leg lifts

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact your local DHS office, or call the URI SNAP-Ed nutrition program at 1-877-Food-URI (1-877-366-3874). USDA is an equal opportunity provider and employer.
Jammin’ Minute Activities—Standing

Try adding this one-minute fitness routine into your class periods. Each Jammin’ Minute includes 5 very simple exercises that kids (and staff) can do while standing at their desk.

<table>
<thead>
<tr>
<th>Reps</th>
<th>Exercise Routine: Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Pretend you are taking a jump shot with a basketball</td>
</tr>
<tr>
<td>10</td>
<td>Tap your bottom on chair and stand up</td>
</tr>
<tr>
<td>10</td>
<td>March feet and clap hands over right ear then left</td>
</tr>
<tr>
<td>10</td>
<td>Hands over head, lower your body as if sitting in chair, hold</td>
</tr>
<tr>
<td>10</td>
<td>Jog and pretend to juggle</td>
</tr>
</tbody>
</table>

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Jammin’ Minute Activities—Sitting

Try adding this one-minute fitness routine into your class periods. Each Jammin’ Minute includes 5 very simple exercises that kids (and staff) can do while sitting in a chair.

<table>
<thead>
<tr>
<th>Reps</th>
<th>Exercise Routine: Sitting</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Hands on hips, criss-cross legs in and out</td>
</tr>
<tr>
<td>10</td>
<td>Arms extended straight out, palms down, criss-cross arms</td>
</tr>
<tr>
<td>10</td>
<td>Pretend you are doing the back stroke</td>
</tr>
<tr>
<td>10</td>
<td>March feet fast and clap hands over head</td>
</tr>
<tr>
<td>10</td>
<td>Hold onto chair and bicycle your legs. Repeat.</td>
</tr>
</tbody>
</table>

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PowerUp P.E. is a series of evidence-based training materials and resources for Physical Education (PE) teachers to help students become more physically active during PE class. The CDC recommends that children ages 6 and over should get 60 minutes or more of physical activity each day. However, only one quarter of children ages 6-15 meet this standard nationally. PE classes are an important opportunity to improve physical activity among students. Many states have laws specifying the quality and quantity of PE programs in schools. However the enactment of laws and policies will only achieve the desired outcomes if they are coupled with effective implementation.

PowerUp P.E. offers training videos demonstrating fun and interactive ways in which elementary school PE teachers can increase their students’ physical activity levels and a downloadable toolkit for PE teachers that complements these videos. The toolkit contains complete lesson plans, musical suggestions, and other resources. PowerUp P.E. is targeted, in particular, to schools and classrooms with small spaces and limited access to resources. We also offer two professional development webinars featuring instructions for incorporating these materials into PE curricula. All materials were designed with input from PE professionals in order to ensure their applicability and accessibility.

Our goal is to increase children’s physical activity levels in an effort to prevent and/or reduce the prevalence of obesity and other chronic diseases and to improve the overall physical and mental health of children. Funding for PowerUp P.E. was provided by Active Living Research/Robert Wood Johnson Foundation.

Resources include:

- Two professional development webinars
  - Part 1. Organizational Techniques, Interdisciplinary Activities, and Using Technology
  - Part 2. Productive Motor Skills
- 6 instructional videos:
  - Productive Motor Skills K-1
  - Productive Motor Skills 2-3
  - Productive Motor Skills 4-5
  - Interdisciplinary Activities
  - Organizational Management
  - Assessment Techniques and Use of Technology
- A toolkit including lesson plans, musical suggestions, and other resources.

You can find all of our resources free to download at riph.org under the programs tab.
Resources to Aid Implementation  
Section 5: Physical Education & Physical Activity

RI Healthy Schools Coalition - PE/PA - [http://www.rihsc.org/content/physical-educationphysical-activity](http://www.rihsc.org/content/physical-educationphysical-activity)

RI General Law 16-22 - Curriculum and instruction in health and physical education - [http://webserver.rilin.state.ri.us/Statutes/TITLE16/16-22/16-22-4.HTM](http://webserver.rilin.state.ri.us/Statutes/TITLE16/16-22/16-22-4.HTM)

RI Physical Education Framework - [http://www.ride.ri.gov/InstructionAssessment/OtherSubjects.aspx](http://www.ride.ri.gov/InstructionAssessment/OtherSubjects.aspx)

Boys And Girls Club Providence - [http://www.bgcprov.org](http://www.bgcprov.org)

Girls on The Run RI - [http://www.gotrri.org/](http://www.gotrri.org/)

“Power Up PE” – RI Public Health Institute has free training videos, materials and resources for PE teachers to help students become more physically active during PE classes. Especially good for schools with limited resources and space - [http://riphi.org/portfolio/powerup-p-e/](http://riphi.org/portfolio/powerup-p-e/)


Alternatives to Withholding Recess, Center for Science in the Public Interest – search tab [http://cspinet.org/index.html](http://cspinet.org/index.html)


Exercise Breaks in the Classroom (RI) [http://www.exercisebreaksplus.com/exercise_breaks/Exercise_Breaks_in_the_classroom.html]

Classroom Activity Breaks – RI Healthy Schools Coalition website [http://www.rihsc.org/content/physical-educationphysical-activity]


Health and Academics – CDC: [http://www.cdc.gov/healthyyouth/health_and_academics/]


**If you have additional suggestions for Resources that can be added to the PPSD Wellness Policy Toolkit, contact Jennifer Quigley-Harris, Wellness Coordinator at Jennifer.QuigleyHarris@ppsd.org**
The PPSD Wellness Committee would like to thank the following organizations and partners for their support in revising this 2015 Wellness Policy Toolkit.

**Students who are healthy and ready to learn are better able to achieve their academic potential.**

We hope that this resource manual helps every Providence school work towards full policy implementation where nutritious food is always available, students are engaged in regular physical activity, and healthy behaviors are promoted and actively modeled.