



Department of
Education

Dennis M. Walcott, Chancellor

New York City Department of Education 2010-2011 Wellness Report

THE REAL WINNERS
IN LIFE RESPECT
THEMSELVES AND THEIR BODIES
BE A WINNER
BE LIVELY 60!
minutes every day
AND BE HEALTHY (:



ACKNOWLEDGEMENTS

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Public school student winners from the annual School Wellness Poster Contest created the artwork displayed on the front and back cover of this report. There were more than 2,500 entries in the elementary, middle, and high school categories from the 2010 and 2011 contests. Students explored two elements of wellness—nutrition and physical activity. The front cover was created by Melissa Luen, Grade 10, NYC Lab School for Collaborative Studies.

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Message from the Chancellor

Wellness is a passion of mine not just at home, but also on the job. In order to stay healthy, I chose from an early age to be mindful about what I eat and how much physical activity I get every day. As a parent and grandparent, I am also aware of being a role model for my extended family. And as Chancellor, it's equally important to me that we instill healthy habits in our students so that they are able to pursue their goals as healthy adults.

When I decided to run the 2011 New York City Marathon, I raised my personal fitness goals. Training at that level was new for me, and it was tough—especially in the beginning. I know how challenging it is for all of us to make healthy choices. But I also want our students, staff, and families to understand the urgent need to change the course of our City and our nation's childhood obesity epidemic.



Derek Alvarez *Staten Island Advance*
**Chancellor Walcott training with the
Port Richmond High School Defending PSAL
City Cross Country Champion Girls Team in 2011**

We have made important changes to the food we serve in schools and created programs like Move to Improve to increase students' activity levels during classroom activity breaks. Yet we must still face the reality that about 40 percent of New York City public school students in grades K-8 are either overweight or obese, and medical experts say there is a link between obesity and diabetes, heart disease and cancer. Promoting wellness—being healthy in mind and body—is a priority for me. Together, we must identify opportunities large and small that can make a difference in student health.

This report provides an overview of the many facets of wellness programs in our schools, from physical activity opportunities for students, to improvements in nutrition, to the work of School Wellness Councils. I hope that school staff, families, and community partners read this report through the lens of the school in which they work or which their children attend, and consider how they can further support the health of our children. There is no magic solution for the problem of childhood obesity, but we must help school communities work together to help improve student wellness.

This is a challenge, but we are beginning to see the first signs of progress. In December 2011, Mayor Bloomberg announced that the rate of obesity among elementary and middle school students dropped 5.5 percent, from 21.9% to 20.7%, over the past five years. School wellness programs are one part of the solution, but partnerships with families and community organizations are essential for reinforcing this commitment to wellness outside of the classroom.

This report both looks back at our school wellness achievements over the 2010-11 school year and renews our commitment to creating a culture of wellness in every school. Together, we must work to ensure that the youngest generation of New Yorkers lives longer, healthier lives.

Sincerely,

A handwritten signature in black ink that reads "Dennis M. Walcott".

Dennis M. Walcott
Chancellor, New York City Department of Education

School Wellness: Schools as Part of the Solution

Rates of obesity have tripled over the past 30 years in the United States. This epidemic poses risks for all of our students today and in the future. Overweight and obese children are at higher risk than their healthy-weight peers for a host of serious illnesses, including heart disease, stroke, asthma and certain types of cancer. Obese children already are being diagnosed with health problems previously considered to be adult illnesses, such as Type 2 diabetes and high blood pressure.

Reaching and maintaining a healthy weight is a matter of balance. We must balance the calories in the food we eat with the calories we burn in physical activity every day. In other words, calories in must equal calories out.

In 2010 the New York City Department of Education (NYC DOE) affirmed its commitment to the role of schools in promoting wellness by revising and significantly raising the bar in its updated School Wellness Policies. This report captures the state of enhanced nutrition and fitness programs during the 2010-11 school year. (See the complete NYC DOE Wellness Policy in Appendix 1.)

NYC public schools have enhanced their role as part of the solution to the childhood obesity epidemic by:

- Improving school food to include low and non-fat milk, whole grains, and more fresh food offerings.
- Improving the capacity of schools to deliver physical and health education in traditional and non-traditional classes and settings.
- Providing healthy beverage and snack options in school stores and vending machines.
- Opening facilities and schoolyards for year-round community use.
- Partnering with Department of Health and Mental Hygiene (DOHMH) to increase access to health care and support.
- Supporting all schools in providing opportunities for all students to be physically active on a regular basis.
- Ensuring that food and beverages sold or served at school meet or exceed the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Ensuring that school meals provide a variety of affordable, nutritious, and appealing foods that meet health and nutritional needs while accommodating the religious, ethnic, and cultural food preferences of the student body.
- Providing nutrition education and physical education to foster life-long habits of healthy eating and physical activity.

Using NYC FITNESSGRAM data, and as reported by researchers at the Department of Health and Mental Hygiene in December 2011, current estimates in New York City indicate a decrease from the 2006–07 to the 2010–11 school years in the prevalence of obesity among public school children in grades K–8; however, obesity prevalence remains higher among minority children and those living in poor

neighborhoods.

Researchers note that despite the decrease in the prevalence of obesity among New York City public school children, prevalence remains high and warrants continued public health interventions. Improving the food environment both within and outside of school, limiting the marketing of and children's access to calorie-dense and nutrient-poor foods, improving access to and opportunities for physical fitness, and educating students and parents about healthy nutritional and fitness practices are all important public health interventions that need to be expanded and sustained.

There is still a lot of work to be done, but as the Mayor noted in his December 2011 announcement regarding a decrease in childhood obesity rates: “Our schools deserve a lot of credit – because in recent years, we’ve raised the nutritional standards of meals served in public school cafeterias, eliminated deep-fried foods, limited the availability of sugary beverages, and taken other steps to encourage healthy eating habits. Since 2005, schools have also sent NYC FITNESSGRAMS home with students: individualized reports that let parents and guardians know whether their children are maintaining a healthy weight, and what to do if they’re not. Our ‘Move-to-Improve’ program has also shown teachers how to integrate more exercise into classroom activities.”

Improvements in Nutrition

The introduction of the revised NYC DOE Wellness Policies in 2010 generated a significant shift in not only what foods are served in schools, but also in spreading a new cultural awareness about how to support student health.

Meals served by SchoolFood through the National School Breakfast (NSB), Lunch (NSL), After-School Snack, and Supper programs must meet, local, State, and federal requirements for reimbursement. Within those regulations, SchoolFood has been able to restrict the fat, sodium, cholesterol, and high fructose corn syrup content of meals, while promoting fruits and vegetables, plant-based entrees, and three types of low-fat milk (see Appendix A, #2). Considering that SchoolFood served nearly 171 million meals in 2010-11 (see Table 2), the impact of these improvements cannot be overstated.

TABLE 1. Prevalence of obesity* among public schoolchildren in grades K–8 who were aged 5–14 years, by school year and selected characteristics—New York City, 2006-07 to 2010-11 school years

Source: Obesity in K-8 Students—New York City, 2006-07 to 2010-11 School Years, *Morbidity and Mortality Weekly*, December 16, 2011/ 60 (49): 1673-1678. http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6049a1.htm?_cid=mm6049a1_w

Characteristic	% of obesity					Adjusted p value for trend†	% decrease 2006-07 to 2010-11
	2006-07	2007-08	2008-09	2009-10	2010-11		
Overall	21.9	21.4	20.9	21.0	20.7	<0.001	5.5
Sex							
Girls	19.5	19.1	18.7	18.9	18.6	<0.001	4.6
Boys	24.2	23.6	23.0	23.1	22.8	<0.001	5.8
Race/Ethnicity§							
Asian/Pacific Islander	14.5	13.7	13.2	13.5	13.4	<0.001	7.6
Hispanic	26.5	26.0	25.4	25.7	25.6	<0.001	3.4
Black	21.3	21.1	21.2	21.1	20.9	0.015	1.9
White	17.6	16.9	16.1	16.1	15.4	<0.001	12.5
School postal code area							
Low poverty (<10%)	18.0	17.6	16.7	16.8	16.6	<0.001	7.8
Medium poverty (10% to <20%)	20.9	20.5	19.9	20.2	20.0	<0.001	4.3
High poverty (20% to <30%)	22.5	22.2	22.1	21.5	20.9	<0.001	7.1
Very high poverty (≥30%)	24.4	23.6	23.4	23.8	23.7	0.019	2.9

* Obesity prevalence estimates are based on body mass index measurements weighted by race/ethnicity, borough, district public health office neighborhoods (neighborhoods with low income and disproportionate rates of morbidity and mortality), free lunch status, grade, sex, age, and school type (elementary versus middle).

† To test for trend over school years, a multivariate model was built that included a linear term for trend, along with sex, age, race/ethnicity, school borough, free lunch status, district public health office, place of birth, language spoken at home, and an interaction by age, sex, and race/ethnicity, as covariates. School and student codes were used as cluster variables.

§ Persons categorized as Asian/Pacific Islander, black, or white were all non-Hispanic. Persons categorized as Hispanic might be of any race.

¶ Within the school postal code area, levels of poverty were classified as low (<10% of residents living below the federal poverty level as defined by the U.S. Census 2000), medium (10 to <20%), high (20 to <30%), and very high (≥30%).

Table 2. Meals Served in FY 2011

Source: SchoolFood, 2011

Type	Breakfast	Lunch	Snack	Supper
Average Per Day	218,704	636,237	63,287	26,139
Total Weekends	128,311	165,050		
Total Summer	2,282,142	4,656,038		
Total Yearly	39,585,391	115,158,863	11,453,305	4,731,184

Office of SchoolFood 2010-11 Initiatives

A – 812 Compliance Survey:

Quarterly survey sent electronically to Food Managers to ensure school and vendor compliance by monitoring food sales to students in various settings like vending machines, school stores and fundraisers.

School Snack & Beverage Website: Website developed by awarded snack vendor, in collaboration with SchoolFood, designed to provide convenient and expedient ordering and delivery of DOE approved snacks and beverages for school stores, student clubs, and fundraising groups.

Third Party Removal Process:

All known third party vendors continuing to operate in NYC schools and buildings are provided with 30 days notification to remove junk food vending machines. Principals, School Support staff and Food Service Staff are invited to support the effort to remove noncompliant vending machines from DOE premises.

Nutrition Education & Program Information:

A-812 reminders and important notices are shared regularly with principals. Also, an A-812 Frequently Asked Questions document as well as a list of all approved snacks and beverages are posted on SchoolFood's website.

Meetings & School Visits:

Principal Council, Council on Student Affairs, and SchoolFood staff meetings attended throughout the school year to discuss A-812 and address any concerns. To date, 83 sites were visited to survey school and vendor compliance.

Specific nutritional improvements made in the 2010-11 school year include:

- Using fresh chopped romaine lettuce instead of bagged iceberg lettuce
- Serving reformulated whole grain breakfast sausage rolls
- Incorporating whole grain pasta (instead of white pasta)
- Using zero trans fat cooking oil
- Significantly increasing fiber content in bread products
- Significantly reformulating products for lower sodium (e.g., bagels, wraps)
- Removing high fructose corn syrup from all yogurt.

The nutritional content of daily menu items and snacks is available on the SchoolFood website at <http://www.opt-osfns.org/osfns>.

Also in 2010-11, programs providing access to fresh fruits and vegetables, continue to expand. For instance, participation in the State funded Fresh Fruit and Vegetable Program (FFVP) which provides fresh fruit and vegetable snacks (e.g., strawberries, apples, bananas, carrot sticks, and celery sticks), free of charge, to students grades PK -6th on a daily basis, has grown from 8 to 102 schools since 2008-09. The Garden to School Café Program, a collaboration with the New York State Department of Agriculture & Markets and New York City Parks & Recreation, and Green Thumb connects school gardens and school meals through lunchtime harvest events and educational activities. The purpose is to increase students' consumption of fresh vegetables and knowledge of healthful foods, farming and the local food system. Since 2008-09, this program has grown to more than 50 schools. Both free standing and "on the line" salad bars are in a total of 660 buildings systemwide, offering vegetables and whole grain pasta salads.



Chancellor's Regulation A-812

Chancellor's Regulation A-812 governs the sale of foods in various settings, like vending machines, student stores, and fundraising sales. The regulation seeks to improve the nutritional quality of food and beverages available for sale to students in schools, while providing flexibility for food fundraising within the parameters of the NYC DOE's Wellness Policy. Under Regulation A-812, only foods and beverages approved by the Office of SchoolFood and/or purchased through central contracts may be sold to pupils between the start of the day until 6:00 p.m. on weekdays, with a once per month exception for PTA food fundraisers.

The NYC DOE sought proposals from beverage and/or snack manufacturers, vending management companies, and other qualified parties to provide exclusive vending services to all NYC DOE school locations (administrative and teachers' lounge locations are included on a non-exclusive basis), as well as

sponsorship of NYC DOE sports and physical education programs, including the PSAL (Public Schools Athletic League) and the CHAMPS Middle School Sports and Fitness League. The awarded vendor had to be willing to vend beverages and/or snacks that are in compliance with the DOHMH Nutritional Regulations.

In March of 2010, NYC DOE finalized contracts with CC Vending and Answer Vending, awarding exclusive rights to provide beverage and snack vending machine services. Snack vending is only allowed in schools serving students above fifth grade. CC and Answer are the sole providers of beverage and snack vending machines and vendors of convenience for school store and student fundraising.

The awarded vendors play an integral role in combating the growing obesity problem in NYC public schools by helping students lead healthier lives by:

- Providing more nutritious vending options in all beverage and snack machines
- Creating opportunities for student and parent groups to hold healthier fundraisers

Increased Physical Activity

Student success depends on a blend of academic skills, good health, and physical and mental fitness. Fitness and health activities in school encourage students to:

- Be physically active.
- Learn to make healthy decisions and develop a healthy lifestyle.
- Experience traditional and non-traditional health-related fitness activities.

The NYC DOE Office of School Wellness Programs capped the 2010-11 school year by hosting the first-ever national PE Urban Leadership Summit with the federal Centers for Disease Control and Prevention, National Association for Sport and Physical Education, Action for Healthy Kids, and the Alliance for a Healthier Generation. Educators and public health experts from across the country came to NYC to explore how to expand and improve opportunities for student physical activity before, during and after school. Two NYC DOE programs were specifically highlighted as examples of the role schools can play in improving student wellness levels:

NYC FITNESSGRAM

NYC FITNESSGRAM is NYC's citywide fitness assessment. It supports teachers and students in effectively setting and managing personal and collective fitness goals. Stu-



dents (grades 4-12) and all parents (K-12) receive results in a personalized report in one of nine home languages. NYC FITNESSGRAM reports summarize each student's performance on fitness assessments and suggest ways to help them to reach the "Healthy Fitness Zone" (optimal performance for better health based on their age and gender). Unlike many traditional fitness assessments, students who participate in NYC FITNESSGRAM are measured based on individual performance and personal improvement, and are not judged against each other or a standardized norm. In 2010-11, more than 830,000 students grades K—12 had NYC FITNESSGRAM reports.

Move-To-Improve

Move-To-Improve (MTI) is a program that was designed by NYC DOE and NYC DOHMH to train elementary teachers to implement physical activity lessons with their students in the classroom. MTI does not replace physical education classes, but offers students additional opportunities during the school day to reach the recommended 60 minutes of moderate-to-vigorous physical activity every day. MTI now tackles childhood obesity in 2,224 day care centers and 322 elementary schools. Vigorous physical activity in classroom spaces integrates and reinforces academics, as children move around their classroom while learning core concepts.

To date, MTI has trained nearly 4,000 elementary school staff. In 2010-11, teachers who used the program reported that 40% use it 2-3 times a week and 28% reported using it 4-5 times a week. Most importantly, the number of teachers who indicated they provided no physical activity fell dramatically from 18% before MTI to only 2% after it.

Athletics/Fitness Programs



The purpose of the Public Schools Athletic League is to provide opportunities for educating students in physical fitness, character development and socialization skills through an athletic program that fosters teamwork,

discipline and sportsmanship. PSAL Supports Academic Standards

- A student must pass four credit-bearing subjects and physical education;
- Two of the four subjects passed must be in the areas of English, Mathematics, Social Studies, Foreign Language or Science.

PSAL in 2010-11:

- 13,899 PSAL events, for 215 schools (including campus schools)
- 35,416 unique students athletes
- Continued partnership with the NY Jets and the NY Yankees, which included hosting the first ever HS football Game at Yankee Stadium.



The CHAMPS Middle School Sport and Fitness League promotes physical activity among children going through the critical years of middle school. The name CHAMPS derives from the initials of the five values that define the student participants: Cooperative, Healthy, Active, Motivated, and Positive Students.



The goal of CHAMPS is to help students discover activities that they can enjoy now and for a lifetime.

Schools can choose from a diverse pool of activities over three seasons, from traditional sports such as basketball and tennis, to non-traditional sports like golf and badminton, to fitness activities like yoga, dance and running. CHAMPS in 2010-11

- Over 1,600 programs in
- 371 middle schools with
- 32,160 students participating (based on an average of 20 students per program in each of the three CHAMPS seasons)



Addressing the Whole Child: School Wellness Councils

Starting in the 2010-11 school year, against the backdrop of schools increasingly being asked to do more with less, the DOE Office of School Wellness Programs created a \$2,500 grant for 50 schools to form or expand a School Wellness Council (SWC). This funding commitment was a way to deepen the work of existing School Wellness Councils—often started under previous grants or technical assistance programs from other agencies and partners—while broadening the base of schools that are interested in prioritizing wellness in new ways.

As part of the grant, SWCs were charged with assessing the current school physical activity and nutrition policies, practices, and programming; creating an action plan; and developing and implementing policies and programs to improve the school’s overall physical activity, health, and nutrition choices.

Grant recipients received technical assistance and support; connections to community partners, information, and resources; and \$2,500 for centrally purchased materials and services. Recipients also presented what they were able to accomplish through the grant at a culminating event in June.

Some of the most promising and evident stories of success among SWCs included learning about and taking advantage of multiple collaborations for programming, technical assistance, and/or more funding. Because the goals of the 2010 wellness policies and the SWC grant were aligned with wider city, state, and federal efforts, there was a strong network of government and nonprofit resources available to all schools. The challenge was connecting schools with resources.

With support, SWC grant recipients were able to connect with DOE sponsored professional development and support (health education curricula, middle school CHAMPS program); DOE affiliated programs like New York Road Runners, Tai Chi for Kids, Play Rugby and Bent on Learning;



2010-11 Grant Recipients

Alternate Learning Centers (K138, K332, K33 and John Jay HS)
Bayard Taylor School (02M158)
Benjamin Franklin (14K157)
Brooklyn Brownstone School (16K628)
Brooklyn Community Arts& Media (13K412)
Brooklyn University High School for Law (16K498)
Carter G. Woodson (14K023)
Caton School (17K249)
Central Park East II (04M964)
Dr. Marjorie H. Dunbar Elementary School (09X126)
E.R. Murrow High School (21K525)
East Bronx Academy for the Future (12X271)
Edward Bleeker JHS 185 (25Q185)
Edwin Markham (31R051)
Food and Finance High School (02M288)
Gautier Institute High School (08X519)
General D. Chappie James Middle School of Science (23K634)
High School for Public Service (17K546)
Horace E. Greene Elementary (32K045) IS 52 (06M052)
Jaques Cartier School (04M102)
Middle School 113 (13K11)
Middle School 584 (16K584)
Nathaniel Hawthorne Middle School (26Q074)
P.S.182/BBMS (04M182)
PROGRESS High School (14K474) PS 119X (08X119)
PS 160 Walt Disney School (11X160)
PS 20 Queens (25Q020)
PS 306 (10X306)
PS 80 (28Q080)
PS/MS 218 (09X218)
Public School 309 (16K309)
Red Hook Neighborhood School (15K676)
Renaissance Leadership Academy (05M286)
Roberto Clemente (01M015)
Ruby S. Couche School (28Q030)
Samuel C. Barnes (13K054)
School of Integrated Learning (17K354)
Sheridan Academy for Young Leaders (09X457)
Stanley Eugene Clark (17K399)
The Active Learning Elementary School (25Q244)
The Dag Hammarskjold School (22K254)
The Harriet Tubman Learning Center (05M154)
The Rosedale School (29Q038)
The West Farms Public School (12X006)
Unionport School (08X036)
Validus Prep (09X263)
World Academy for Total Community Health (19K510)

city agency programs like Move-to-Improve, Swim for Life, Eat Well-Play Hard, and Healthy Schools; grant funding from GrowNYC garden grants, Healthy High Schools mini-grants, and the Jordan Fundamentals grant; and, recognition opportunities through the Alliance for a Healthier Generation and Strategic Alliance for Health.

In schools' efforts to approach wellness in a coordinated way, many were overwhelmed at the positive response and level of participation from most students, especially those typically hard to engage. Many times students tried a fitness, gardening, or cooking activity for the first time, visited a new part of the neighborhood, even used new equipment or a new part of the school repurposed for fitness. If this novelty can create short-term momentum for longer-term health benefits, imagine the societal benefits that coordinated school health approaches among schools across neighborhoods, boroughs, and cities could create.

Schools + Families = Progress

Schools and parents represent the diverse mosaic of New York City, yet we all share a common commitment to the health of our children. This report has outlined what public schools are doing. Here are some suggestions about nutrition and physical activity from the DOHMH for parents to consider:

- Encourage healthy eating habits.
- Look for ways to make favorite dishes healthier.
- Remove calorie-rich temptations.
- Help kids stay active.
- Reduce the amount of time that kids are sitting around not moving.
- Don't let children drink their calories. Choose water or low-fat milk, not high-calorie juice or soda.
- Snack on fruits and vegetables instead of junk food.

We also encourage parents to learn more about what their child's school is doing by finding out if their child's school has a School Wellness Council:

- If one is in place, we recommend parents ask about their activities and consider joining.
- If one does not yet exist, we recommend talking to the principal about creating one.
- The DOE and DOHMH can provide guidance and assistance through the Office of School Health. Contact wellness@schools.nyc.gov.

Appendix 1

The New York City Department of Education Wellness Policies on Physical Activity and Nutrition

June 2010

INTRODUCTION

Childhood obesity is epidemic throughout the United States, with rates tripling over the past 30 years. New York City is home to an even higher proportion of obese and overweight children than other parts of the country. The importance of this issue cannot be overstated. Childhood obesity has both immediate and long-term health effects. Childhood obesity increases the likelihood of adult obesity, which is associated with heart disease and cancer. Current research also reveals that higher levels of fitness are associated with better academic performance. To read the most recent New York City public school research on childhood obesity and its consequences, go to <http://www.nyc.gov/html/doh/downloads/pdf/survey/survey-2009fitnessgram.pdf>.

Public concern about the impact of childhood obesity has risen significantly since DOE published its first Wellness Policies on Physical Activity and Nutrition in 2006. This 2010 update raises the bar for New York City public schools. The policies also align with the Obama administration's goal of ending the childhood obesity epidemic within a generation.

Our broad-based approach to wellness includes commonsense strategies, such as making healthier foods available in our schools while increasing opportunities for students to be physically active. Through these efforts, we aim to help students to make healthier choices today and to develop healthy habits that will last a lifetime. We encourage all school community members to review these policies and begin a serious consideration of how wellness can be integrated into daily teaching and learning, as well as extending to students' lives outside school.

First Lady Michelle Obama, who launched the national Let's Move campaign to address childhood obesity, sets expectations this way: "Ultimately, it's going to take all of us—businesses and non-profits; community centers and health centers; teachers and faith leaders; coaches and parents... all working together to help families make commonsense changes so our kids can get, and stay, healthy." The Department of Education invites parents, educators, and community leaders to help make that vision a reality for the 1.1 million children who attend City schools.

BACKGROUND

In the Child Nutrition and WIC Reauthorization Act of 2004, the U.S. Congress established a requirement for school districts that participate in federally funded school meal program(s) to develop and implement a wellness policy. The wellness policy must include goals for nutrition education and physical activity, along with guidelines to promote student health and reduce childhood obesity.

This document outlines the New York City Department of Education's (DOE) wellness policy. This policy is designed to promote the health and well-being of students, while taking into account competing priorities and the availability of funds. The DOE engaged—and continues to engage—students, parents, teachers, food service professionals, health professionals, and other interested community members in policy development and review.

PREAMBLE

The New York City Department of Education is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, DOE will:

- Support all schools in providing opportunities for physical activity and encouraging all students to be physically active on a regular basis.
- Ensure that food and beverages sold or served at school meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Ensure that school meals provide students with access to a variety of affordable, nutritious, and appealing foods that meet their health and nutritional needs.
- Participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).
- Provide nutrition education and physical education to foster life-long habits of healthy eating and physical activity. Establish linkages between health education and school meal programs, and related community service agencies.

SPECIFIC POLICIES

1. School Wellness Councils

DOE encourages schools to develop or work with existing school wellness councils to monitor school nutrition and physical activity policies and practices. Councils may include parents, students, representatives of the school food program, school administrators, teachers, health professionals, and members of the public (including cooperating community-based organizations). The council's role is advisory; final responsibility for implementation rests with the principal.

2. Nutritional Quality of SchoolFood Meals

SchoolFood Meals Served in Accordance with the National School Meals Programs

Meals served by SchoolFood through the National School Breakfast (NSB), Lunch (NSL), After-School Snack, and Supper programs will:

- Meet, local, State, and federal requirements for reimbursement.
- Restrict the fat content of meals as follows:
 - Total fat will be limited to 30 percent of the total calories over the course of the week.
 - Saturated fat will be limited to 10 percent of the total calories over the course of the week.
 - Partially hydrogenated oils will be limited in accordance with current dietary guidelines.
- Provide limited amounts of sodium and cholesterol.
- Provide restricted amounts of high fructose corn syrup, with a goal of eliminating high fructose corn syrup from all products.
- Offer and promote the consumption of fresh fruit and a variety of vegetables daily.
- Offer and promote the inclusion of plant-based entrees.
- Offer three varieties of reduced-fat milk:
 - Low-fat (1%),
 - Fat-free, and
 - Fat-free chocolate milk.

Exception: Some special populations (*i.e.* special education) may receive whole milk.

The nutritional content of daily menu items and snacks is available on the SchoolFood website, <http://www.opt-osfns.org/osfns>.

Program Services

Breakfast - To meet students' nutritional needs and stress the benefits of a healthy breakfast, SchoolFood encourages students to participate in the School Breakfast program.

- Breakfast will continue to be offered at no charge to all NYC public school students.
- A "Grab-and-Go" or breakfast in the classroom option is available to schools seeking alternate ways to provide students with a healthy meal to begin the school day.

Lunch - SchoolFood offers students a varied lunch menu designed to meet nutritional standards.

- SchoolFood works to develop new, healthy items for use in menus.

Menus - New foods and menu items are evaluated to identify healthful and appealing choices by:

- Evaluating items in the SchoolFood test kitchen before use in schools.
- Testing items in selected schools and obtaining feedback from student customers before marketing the product more widely.
- Reviewing likes and dislikes of students based on production records.

Monthly menus are posted in the school dining room and on the SchoolFood website, <http://www.opt-osfns.org/osfns>.

Foods and Beverages Sold / Served Outside the NSB and NSL Programs (Vending Machines, A La Carte Snacks, School Stores, School-Based Kitchens etc.)

Effective in February 2010, only foods and beverages that meet the Department of Education SchoolFood guidelines may be offered for sale during school hours. The SchoolFood list will not include items prohibited by federal and/or State law.

Information on SchoolFood-approved snack products, ingredients, portion sizes, and other information are available on the SchoolFood website, <http://www.opt-osfns.org/osfns>.

Standards for Areas Accessible to School Children

Elementary and Middle School

Machine Locations	Permitted Products	Calorie Limit	Serving Size Limit
Student-Accessible Areas	Water	N/A	None
	Low-calorie drinks without artificial flavors or colors	10 calories per 8 oz.	None

High School

Machine Locations	Permitted Products	Calorie Limit	Serving Size Limit
Student-Accessible Areas	Water	N/A	None
	Low-calorie drinks without artificial flavors or colors	25 calories per 8 oz.	None

NOTE: Caffeinated beverages will be allowed in High Schools. Carbonated beverages will be allowed in High Schools and Middle Schools (includes 6-8th and 6-12th grade schools). Carbonated and caffeinated products are not allowed in Elementary Schools (includes K-5th, K-8th and K-12 schools). Aerated (carbonated) beverages can be sold if on the USDA exemption list for carbonated beverages for use in School Meal Programs. The link below lists all beverages which are currently on this list. If a manufacturer believes their product meets the USDA qualifications, they are urged to contact the USDA to be added to this exemption list.

<http://portal.nysed.gov/portal/page/pref/CNKC/IntDocs/Exemptions%20Under%20the%20Competitive%20Food%20Regulation%20List.pdf>

Standards for Areas Not Accessible to School Children (i.e., Teacher Lounges and Administrative Offices)

Beverage vending machines in administrative offices and teacher-accessible areas (e.g., teachers' lounge and other spaces to which students do not have access) shall comply with the Citywide standards for beverage vending machines for adults, which may be updated from time to time by the City in its sole discretion.

Guidelines for the Sale of Food and Snack Items

SchoolFood's goal is to encourage students to develop healthy eating habits by reducing or eliminating the total fat, saturated fat, transfat, cholesterol, and sodium content of snack items. Many popular snack items have been reformulated to meet enhanced nutritional standards.

The Chancellor's Regulation on Competitive Foods (CR A-812) is available at: <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/78296/A812FINAL.pdf>

Approved Items - Only approved foods may be offered for sale to students through vending machines, school stores, and/or school fundraising activities *during non-meal hours* from the beginning of the school day through 6:00 PM, weekdays, with one exception that is limited to PA/PTA fundraising (Chancellor's Regulation A-812, Section I, Paragraph "H"). *Student fundraising sales* of approved items will be allowed throughout the school day outside of the cafeteria (Chancellor's Regulation A-812, Section I, Paragraph "G"). Approved beverages may be sold all day.

Note: Snack vending machines may not be used in any schools serving grade levels pre-kindergarten ("PK") through five (5).

Effective February 2010 the nutritional standards for approved snacks and beverages are as follows:

- The maximum level of fat is 35 percent of total calories (nuts and nut butters are exempt)
- Less than 10 percent of calories from saturated fat
- 0.5 grams of transfat or less
- Less than 35% of calories from sugar (fruit products with no added sugar are exempt)
- Less than 200 total calories
- Sodium content may not exceed 200 mg per portion

- Grain-based products must contain at least 2 grams of fiber per serving
- Combination products of dried fruit and nuts are exempt from the total fat standard

New items can be proposed for inclusion on the approved snack list by contacting SchoolFood , Food Support Unit, NYC Department of Education, Attn: Ms. Lorraine Burke, 44-36 Vernon Blvd – Room 413, L.I.C., NYC 11101/ telephone: 718-707-4249 email: Lburke@schools.nyc.gov.

Prohibited Items - The following items may not be offered for sale to students through vending machines, school stores, student fundraising, and/or other school fundraising activities from the beginning of the school day through 6:00 PM weekdays:

- Chewing gum
- Candy (including hard candy, jellies, gums, marshmallow candy, fondant, licorice, spun candy, and candy coated popcorn)
- Water ices which do not contain fruit or fruit juices
- Artificial sweeteners

A list of snacks that meet NYC Department of Education criteria is available on the SchoolFood website, <http://www.opt-osfns.org/osfns>. See Chancellor's Regulation A-812 for further information.

3. Nutrition Education and Promotion

SchoolFood will work within all NYC Public Schools to develop and maintain effective SchoolFood Partnerships with members of the school community. In Partnership meetings SchoolFood will discuss nutrition-related topics and the food service program at the school. They will provide information on any aspect of the SchoolFood program upon request. SchoolFood will encourage principals to invite students from various classes, the principal or a designee, the parent coordinator, the school nurse, and the SchoolFood manager to participate in Partnership meetings. Partnership members will work together to foster communication between SchoolFood and the school community.

Wellness councils will work with SchoolFood Partnerships to promote and monitor nutritional and physical activity policies and programs in their respective schools. These groups will serve as a resource to the school administration in implementing those policies.

The Office of Fitness and Health Education will complement these efforts by addressing nutrition education in professional development trainings for the Department's recommended comprehensive health education curricula, *HealthTeacher* (for grades K-5) and *HealthSmart* (for grades 6-12).

Communications with Parents

The DOE encourages schools to support parents' efforts to provide a healthy diet and daily physical activity for their children. Schools may offer healthy-eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools may encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The school

may provide parents with a list of foods that meet the DOE's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the school may provide opportunities for parents to share their healthy food practices with others in the school community.

Food as Reward

Teachers should not use foods or beverages, especially those that do not meet SchoolFood nutrition standards (described above), as rewards for academic performance or good behavior.

4. Physical Activity Opportunities and Physical Education

Daily Physical Education K-12

DOE encourages principals to provide daily physical education (or an alternate schedule that meets New York State requirements) to students in grades K-12, including students with disabilities and/or special health-care needs and those in alternative educational settings. As of 2007-2008, meeting the NYSED requirements for physical education is part of the Principal's Compliance Checklist. To the extent possible, physical education will be taught by a certified physical education teacher or a teacher specializing in physical education. Students should spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Curriculum – The DOE is committed to the use of a health-related fitness curriculum, such as *Physical Best*, in all of its schools.

Assessment - DOE has adopted NYC FITNESSGRAM (based on the Cooper Institute's FITNESSGRAM) as its standard method of assessing students' health-related fitness. All schools are expected to incorporate NYC FITNESSGRAM into their physical education program. As of 2007-2008, participation in NYC FITNESSGRAM is part of the Principal's Compliance Checklist.

Students and parents receive printed reports of student performance on NYC FITNESSGRAM.

Physical Activity

Integrating Physical Activity into the Classroom Setting - For students to receive the nationally-recommended 60 minutes of physical activity per day, they need opportunities for physical activity beyond physical education class. Toward that end principals are encouraged to:

- Provide classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities such as watching television.
- Provide opportunities for physical activity as part of other subject lessons.
- Have classroom teachers provide short physical activity breaks between lessons or classes, as appropriate.

The Office of Fitness and Health Education provides ongoing professional development opportunities to train classroom teachers to incorporate physical activity into daily instruction.

Daily Recess - In addition to physical education classroom time, DOE encourages principals to provide elementary school students with at least 20 minutes a day of supervised recess, preferably outdoors, during which time staff encourage moderate to vigorous physical activity and provide appropriate space and equipment. DOE policy states that outdoor play is permitted regardless of temperature so long as weather conditions are appropriate.

Physical Activity Opportunities Before and After School – The DOE encourages all elementary, middle, and high schools to offer extracurricular physical activity programs, such as physical activity clubs and intramural programs. All high schools and middle schools are also encouraged to offer interscholastic sports programs. The DOE recommends that schools offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs should encourage daily periods of moderate to vigorous physical activity for all participants to the extent possible.

Physical Activity and Punishment - Teachers and other school and community personnel should not use physical activity (e.g., running laps, pushups) or withholding opportunities for physical activity (e.g., recess, physical education) as punishment.

Use of School Facilities Outside of School Hours

Principals are encouraged to allow school spaces and facilities to be available for school-sponsored activities that promote fitness for its students during non-school hours. As circumstances permit, DOE will encourage schools to make these spaces and facilities available to community agencies and organizations offering physical activity and nutrition programs and willing to pay for pass-through custodial and safety costs. School policies concerning safety will apply at all times. Compliance with Chancellor's Regulation D-180 on "Extended Use of School Buildings" is required.

Communications with Parents

DOE encourages schools to provide information about physical education and other school-based physical activities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside school. Such supports can include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

5. Staff Wellness

The DOE encourages its staff to maintain a healthy lifestyle. Each principal is encouraged to work with a group of staff to develop, promote, and oversee a multi-faceted plan to promote staff health and wellness. The plan should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle.

6. Monitoring and Policy Review

In each school, the principal or designee will ensure compliance with this wellness policy as well as Chancellor's Regulation A-812 and will report on the school's compliance to the appropriate DOE manager. In addition, SchoolFood and The Office of Fitness and Health Education will provide the following services:

- SchoolFood will work with the local health department, community advocacy organizations, and the educational community to assess and promote student acceptance of the NSB and NSL programs.
- SchoolFood will continue to use USDA-approved software to monitor compliance of cycle menus and snack programs with federal, State, and local nutritional policies and standards.
- Menu items will be randomly collected, analyzed, and evaluated for compliance with SchoolFood specifications.
- SchoolFood will continue to participate in the School Meals Initiative at least once every five years or as dictated by the NY State Education Department.
- The DOE Central Office of Fitness and Health Education, in conjunction with the Office of Compliance Services, will track participation in activities recommended under fitness and physical education guidelines and will provide a report on schools' participation to the Chancellor and the Panel for Educational Policy. The Central Office of Fitness and Health Education will provide additional technical assistance and support for schools on increasing their level of participation in activities recommended under fitness and physical education guidelines.

Policy Review

During the 2010-2011 school year, the DOE will develop a detailed report of its existing nutrition and physical activity programs. Data from this report will be used to recommend changes in wellness policies and will serve as a baseline for future efforts. These reports will be triennial and will permit reassessment of the value of existing policies and highlight areas where additional implementation efforts are needed.

Inquiries

Inquiries pertaining to the Wellness Policy should be addressed to:

Office of School Health
2 Gotham Center, CN#25
42-09 28th Street, 11th Floor
Queens, New York 11101-4132
(347) 396-4751
wellness@schools.nyc.gov

Appendix 2: New York State Requirements for Physical Education

Physical Education (PE) plays a vital role in the development and growth of all students. In PE, students learn critical concepts and develop attitudes, skills, and behaviors that lead to lifelong physical, mental, emotional, and social wellness. NYS Education Law 803 requires instruction in PE in grades K-12.

For details, go to: www.p12.nysed.gov/ciai/pe/documents/title8part135.pdf

Learning Standards and Guidance

- Learning standards establish what students should know and be able to do at each grade level and provide the basis for meaningful assessments.
- NYS learning standards for physical education are: 1) Personal Health and Fitness; 2) A Safe and Healthy Environment; and 3) Resource Management. Details can be found at: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf>
- National Learning Standards for Physical Education: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

ELEMENTARY SCHOOL PHYSICAL EDUCATION REQUIREMENTS

- Elementary School students must participate in PE throughout Elementary School.
- K-6 students must participate in PE for at least 120 minutes per week.
 - Grades K-3 shall participate in PE on a daily basis.
 - Grades 4-6 shall participate in PE no less than three times per week.
- The minutes above are exclusive of time required for changing and dressing.
- The size of PE classes in Elementary School shall not exceed classroom size per the UFT Contract.
- Staff requirements: Elementary classroom teachers may provide PE instruction under the supervision of a certified PE teacher/supervisor. It is recommended that PE is taught by a certified PE teacher.

MIDDLE SCHOOL PHYSICAL EDUCATION REQUIREMENTS

- Middle School students must participate in PE in every semester throughout Middle School, two times per week in one semester and three times per week in the other semester (2/3), for a minimum of 90 minutes per week. Sixth grade students adhere to middle school requirements.
 - The minutes above are exclusive of time required for changing and dressing.
- The size of PE classes in Middle School shall not exceed 50 students to 1 teacher per the UFT Contract. It is important to consider the size and nature of the facility in order to provide a safe environment for quality instruction.
- Staff requirements: PE must be taught by a certified physical education teacher.

HIGH SCHOOL PHYSICAL EDUCATION REQUIREMENTS

- High school students must participate in PE throughout High School.
- High schools may schedule PE classes one of the following ways (times are exclusive of time needed for changing and dressing):
 - PE is scheduled daily: Students must attend and participate for a minimum of 180 minutes per week for seven semesters.
 - PE is scheduled two times per week in one semester and three times per week in the other semester (2/3): Students must attend and participate for a minimum of 90 minutes per week for eight semesters.
- The size of PE classes in High School shall not exceed 50 students to 1 teacher (UFT Contract). It is important to consider the size and nature of the facility in order provide a safe environment and quality instruction.
- Staff requirements: PE must be taught by a certified physical education teacher.

Appendix 3

LIST OF CAPITAL IMPROVEMENT PROJECTS ON PHYSICAL EDUCATION SPACES, CONSTRUCTION COMPLETED DURING 2010-11 SCHOOL YEAR		
Building ID	School	Project Description
M047	J.H.S. 47 SCHOOL FOR THE DEAF	GYMNASIUM FLOORING
X099	METROPOLITAN HS @ FORMER PS99X	PLAYGROUND REDEVELOPMENT
X001	P.S. 1	PLAYGROUND REDEVELOPMENT
X121	P.S. 121	PLAYGROUND REDEVELOPMENT
Q045	P.S. 45	PLANYC PLAYGROUND
K217	P.S. 217	PLANYC PLAYGROUND
K384	P.S. 384	PLANYC PLAYGROUND
K102	P.S. 102	PLANYC PLAYGROUND
K204	P.S. 204	PLANYC PLAYGROUND
K235	P.S. 235	GYMNASIUM FLOOR
K291	I.S. 291	PLANYC PLAYGROUND
X106	P.S. 106	PLAYGROUND REDEVELOPMENT
K138	P.S. 138	GYMNASIUM UPGRADE
Q091	P.S. 91	GYMNASIUM UPGRADE
X137	I.S. 321 UDC (@X137)	GYMNASIUM UPGRADE
K977	TELECOM ARTS & TECH TRANSPORT	TCU REMOVAL AND PARK RESTORATION
Q127	P.S. 127	FY09 RESO A PLAYGROUND REDEVELOPMENT
X138	P.S. 138	PLAYGROUND & TCU REMOVAL
M460	WASHINGTON IRVING H.S.	GYMNASIUM FLOOR
Q226	I.S. 226	GYM FLOOR & FOLDING PARTITION
X046	P.S. 46	PLAYGROUND REDEVELOPMENT
Q076	P.S. 76	PLAYGROUND REDEVELOPMENT
Q811	P.S. 811 (OL 187 - CMCH)	PLAYGROUND REDEVELOPMENT
K120	P.S. 120	PLAYGROUND REDEVELOPMENT
M883	LEGACY HS FOR INTEGR. STUDIES	CREATING A FITNESS CENTER
K806	METROPOLITAN CORPORATE ACADEMY	CREATING A FITNESS CENTER
X166	I.S. 166	CREATING A FITNESS CENTER

STATUS OF PE SPACES IN SCHOOL FACILITIES OPENED IN 9/2010			
Building ID	School	Indoor PE Space *	Outdoor Play Space
M114	I.S. 114 - MANHATTAN	Y	Y
M276	P.S./I.S. 276 - MANHATTAN	Y	Y
M282	BROADWAY EDUCATION CAMPUS - M (PHASE III)	Y	N
M816	PS 151 (PHASE III)	Y	N
M877	NEW YORK HARBOR SCHOOL - MANHATTAN	Y	Y
M933	I.S. 260 - MANHATTAN	Y	N
M263	PS/IS 263 - MANHATTAN	Y	Y
M812	HS FOR MATH, SCI & ENGINEERING-M	N	N
X790	MOTT HAVEN EDUCATIONAL CAMPUS - BRONX	Y	Y
X338	MORRIS HEIGHTS EDUCATIONAL COMPLEX - BRONX	Y	Y
X465	EAGLE ACADEMY FOR YOUNG MEN - X	Y	N
X079	P.S. 79 - BRONX (ADDITION)	Y	Y
X361	P.S. 94 ANNEX - BRONX	Y	Y
X498	THE LT. CURTIS MEYRAN AND JOHN BELLEW EDUCATION COMPLEX - BRONX	Y	Y
K814	P.S. 89 - BROOKLYN	Y	Y
K259	I.S. 259 - BROOKLYN (ADDITION)	Y	Y
K807	P.S. 163 ANNEX - BROOKLYN	Y	Y
K971	P.S. 971 - BROOKLYN	Y	Y
Q013	P.S. 13 - QUEENS (ADDITION)	Y	Y
Q273	P.S. 273 - QUEENS	Y	Y
Q686	METROPOLITAN AVENUE CAMPUS - QUEENS	Y	Y
Q695	QUEENS GATEWAY TO HEALTH SCIENCES SECONDARY SCHOOL - QUEENS	Y	Y
Q280	P.S. 280 - QUEENS (PHASE II)	Y	Y
Q739	YOUNG W. LEADERSHIP SCL ASTORIA -Q (PHASE II)	Y	N

*including gymnasium, gymnasium, multi-purpose room, exercise room or dance room

Appendix 4: SchoolFood Partnerships

SchoolFood works within schools to develop and maintain effective monthly SchoolFood Partnerships with members of the school community. In Partnership meetings, SchoolFood managers discuss nutrition-related topics and the food service program at the school. Managers provide information on any aspect of the SchoolFood program requested, and work with principals to ensure that students from all classes, the principal or a designee, the parent coordinator, the school nurse, and the SchoolFood manager participate in Partnership meetings.

Number of SchoolFood Partnership Meetings, by Region, 2010-11

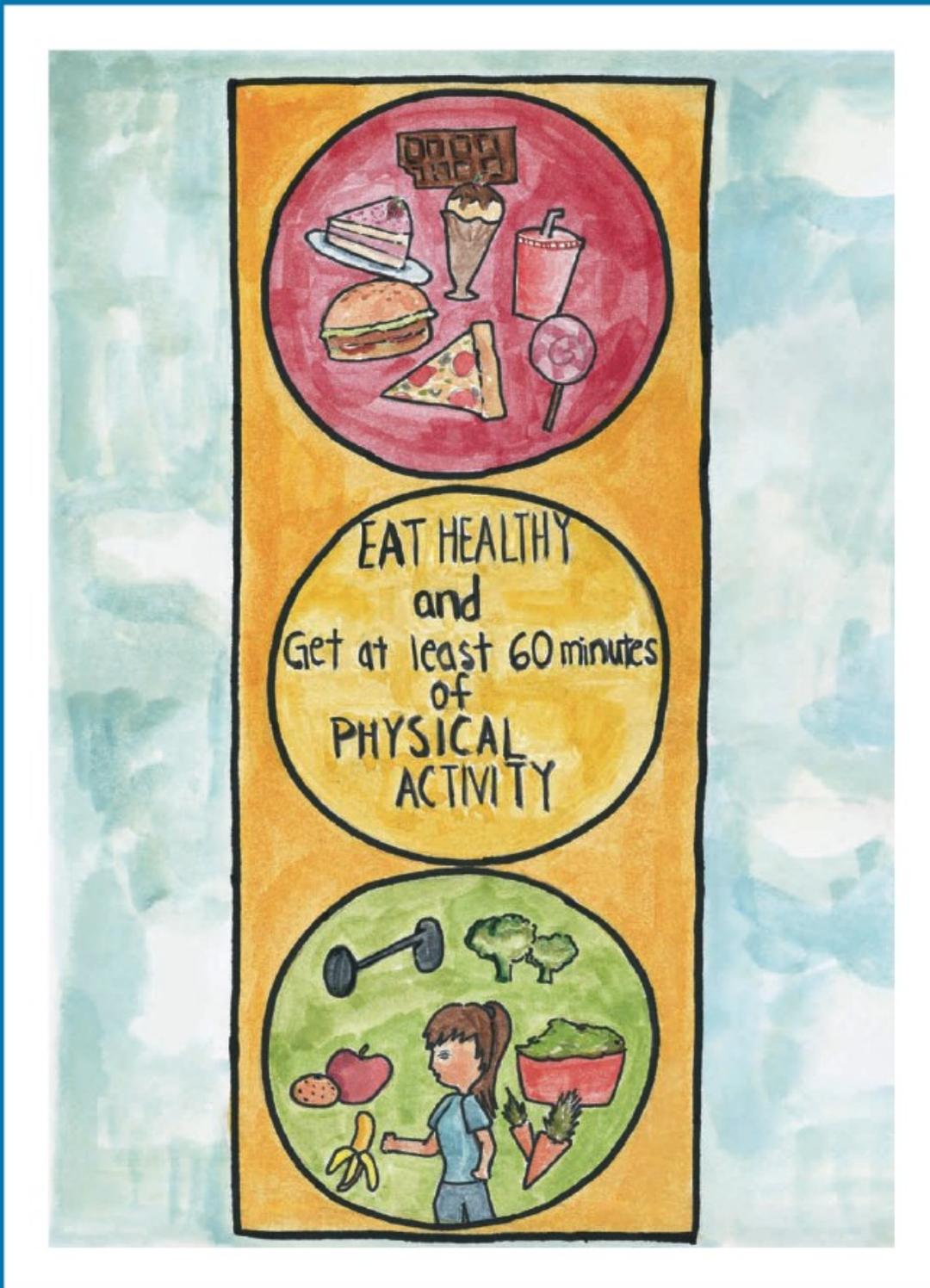
Bronx	2,780
Brooklyn 1	1,820
Brooklyn 2	2,840
Manhattan	2,310
Queens	1,980
TOTAL	11,730

Percentage of Schools, by Level, Providing SchoolFood Partnership Meetings, 2010-11

Elementary	79%
IS/JHS	79%
High School	76%
Special Education	74%
Non-Public	73%
Charter	70%

WELLNESS

Wellness means being healthy in body and mind.



By Julia Lee
Grade 7, J.H.S. 074 Queens

Teacher: Irene Papamichael