

NYC EXCELLENCE IN SCHOOL WELLNESS AWARD

Award Criteria Guide

Award Partners:



The NYC Department of Health & Mental Hygiene's Excellence in School Wellness Award was created to recognize elementary schools for their efforts in creating a healthy school environment as a means to promote child health and improve academic achievement. The focus of the award is to highlight school policies and practices that will encourage healthier behaviors within our communities.

NYC EXCELLENCE IN SCHOOL WELLNESS AWARD

Elementary schools are encouraged to work with the entire school community to complete the application, including School Food, physical education staff, nurses, teachers and parents. We recommend using these pages as a guide to plan your school's wellness initiatives. **Please note, for elementary schools that also have upper grades, we will not accept documentation for programs/initiatives that only serve 6th, 7th or 8th grade.**



- TIPS:**
1. Get a 3 ring binder and label it NYC Excellence in School Wellness Award
 2. Share the criteria with staff, school partners, and parent association members
 3. As events and programs occur put the documentation in the binder. Don't wait for the award deadline!

Wellness Resource

The School Wellness Works Portal, an online system provided by the NYC DOE Office of School Wellness Programs, is designed for NYC public schools to access reliable wellness resources and supports, especially for physical and health education programs. The Portal can help schools manage a wellness council, learn about wellness standards and regulations, assess and identify wellness needs, and create action plans and/or budgets to develop policies and practices that support a healthy school environment. To get started, email wellness@schools.nyc.gov so our School Wellness Council team can assist you with getting started.

Award Levels: The table below shows the minimum number of criteria that needs to be met across all categories for each award level.

Award Level	Physical Education (3 criteria)	Physical Activity (5 criteria)	Nutrition (7 criteria)	Wellness (3 criteria)	Mental Health
Platinum	All criteria	All criteria	All criteria	All criteria	All
Gold	At least 2	At least 3	At least 4	At least 3	All
Silver	At least 2	At least 2	At least 3	At least 2	Optional
Bronze	At least 1	At least 1	At least 2	At least 1	Optional

Official award application will be released January, 2015 and due March 31, 2015.

If you have any questions email ESWA@health.nyc.gov

NYC EXCELLENCE IN SCHOOL WELLNESS AWARD CRITERIA

Physical Education		
Criteria	Acceptable Documents	TIPS/Notes
<input type="checkbox"/> All students receive 120 minutes of PE/physical activity a week	<ul style="list-style-type: none"> • Master schedule of PE classes and all physical activity, i.e. dance, soccer, swim, yoga. 	<ul style="list-style-type: none"> • Do not include recess or physical activity that happens before or after school.
<input type="checkbox"/> Full-time OR certified PE teacher on staff	<ul style="list-style-type: none"> • Photocopy of staff roster that shows full-time teacher OR • Copy of PE teacher’s certification 	
<input type="checkbox"/> NYC FITNESSGRAM completed on \geq 90% of students	<ul style="list-style-type: none"> • Completion report from FITNESSGRAM 	<ul style="list-style-type: none"> • Do not submit individual class results with student names.
Physical Activity		
Criteria	Acceptable Documents	TIPS/Notes
<input type="checkbox"/> > 50% of classroom teachers have regular/scheduled physical activity breaks during the day in the classroom	<ul style="list-style-type: none"> • Photocopy of individual class schedules that shows physical activity/movement OR • Physical activity logs that track the number of minutes that activity was done. Many classroom based physical activity programs provide their own tracking sheets. 	<ul style="list-style-type: none"> • There are many classroom based physical activity programs available to NYC schools. Most of them are free. Email us at ESWA@health.nyc.gov for a list of resources.
<input type="checkbox"/> Written policy or plan for active indoor recess during inclement weather	<ul style="list-style-type: none"> • Copy of written policy or plan that indicates what students should do when indoors for recess because of weather. 	<ul style="list-style-type: none"> • Instead of watching a movie, look for dvds of kids yoga or dance. NOTE: Board games are not considered active recess.
<input type="checkbox"/> School-specific written policy that prohibits the use or loss of physical activity as punishment	<ul style="list-style-type: none"> • Copy of written policy from either parent and/or staff handbook 	<ul style="list-style-type: none"> • For examples of written policies from award schools, email ESWA@health.nyc.gov .

<input type="checkbox"/> At least 2 ON-SITE ongoing fitness class/classes offered to parents and/or staff during the 2014-15 school year	<ul style="list-style-type: none"> • Flyer advertising the class(es) OR • Sign-in sheets from the classes 	<ul style="list-style-type: none"> • Schools have done a wide range of fitness classes for parents and staff from walking groups to Zumba. For best practices, email ESWA@health.nyc.gov.
<input type="checkbox"/> BEFORE school fitness class/classes that increase physical activity opportunities for students during the 2014-15 school year (<i>modified criteria from previous year</i>)	<ul style="list-style-type: none"> • Flyer/letter that went out to parents about the BEFORE school physical activity opportunity OR • Photo of BEFORE school activity with brief description 	<ul style="list-style-type: none"> • Should be an activity that is open to all students. Some schools have run/walk programs, Zumba or open gym before school. • NOTE: After school and weekend activities DO NOT count towards this criterion.

Nutrition		
Criteria	Acceptable Documents	TIPS/Notes
<input type="checkbox"/> $\geq 40\%$ of students participate in school breakfast	<ul style="list-style-type: none"> • One week's copy of your school's 'Report of Meals Served': From School Food manager 	<ul style="list-style-type: none"> • DOE offers multiple breakfast programs. For more info email ESWA@health.nyc.gov.
<input type="checkbox"/> Provides juice ≤ 2 out of 5 breakfasts per week	<ul style="list-style-type: none"> • Letter from School Food manager 	<ul style="list-style-type: none"> • Citywide school breakfast menu is NOT acceptable as it states that juice is offered daily
<input type="checkbox"/> Salad or salad bar with at least 4 different vegetables offered daily (excludes mayonnaise-based salads)	<ul style="list-style-type: none"> • Color photos of salad bar on 3 <u>different</u> days (date photos) 	<ul style="list-style-type: none"> • DO NOT send black & white copies of photo • Label each photo with the date it was taken
<input type="checkbox"/> Chocolate milk is NOT provided at any meal for ALL students	<ul style="list-style-type: none"> • Letter from School Food manager 	<ul style="list-style-type: none"> • Citywide school menu is NOT acceptable as it states that chocolate milk is offered daily
<input type="checkbox"/> One or more written and adopted school-specific nutrition policies, such as guidelines for healthy snacks, celebrations and/or rewards	<ul style="list-style-type: none"> • Copy of written policy or letter in staff and/or parent handbook 	<ul style="list-style-type: none"> • For examples of written policies from award schools, email ESWA@health.nyc.gov.
<input type="checkbox"/> NO competitive food is sold in or outside of the cafeteria during any meal times, including DOE approved snacks	<ul style="list-style-type: none"> • Letter from School Food manager 	<ul style="list-style-type: none"> • Even DOE approved snacks and frozen fruit bars are NOT accepted.

<input type="checkbox"/> ON-SITE nutrition or healthy cooking class/classes offered to parents and/or staff during the 2014-15 school year	<ul style="list-style-type: none"> • Flyer advertising the class OR • Sign-in sheets from class 	<ul style="list-style-type: none"> • There are nutrition and cooking programs available to NYC schools. Email ESWA@health.nyc.gov for a list of resources.
---	---	--

Wellness Coordination

Criteria	Acceptable Documents	TIPS/Notes
<input type="checkbox"/> Holds 2 or more healthy fundraisers during the 2014-15 school year	<ul style="list-style-type: none"> • Announcement or flyer about the healthy fundraiser 	<ul style="list-style-type: none"> • Book fairs and school photos DO NOT count as almost all schools have these fundraisers
<input type="checkbox"/> Active Wellness Council/Wellness Coordinator	<ul style="list-style-type: none"> • Wellness Council meeting minutes or sign-in sheets (from at least 3 meetings) OR • Staff roster identifying Wellness Coordinator 	<ul style="list-style-type: none"> • If you would like help starting a wellness council, email ESWA@health.nyc.gov.
<input type="checkbox"/> Staff Wellness Program	<ul style="list-style-type: none"> • Flyer advertising the staff wellness program/class OR • Photo with description 	<ul style="list-style-type: none"> • For best practices and ideas from award schools, email ESWA@health.nyc.gov.

Mental, Emotional, & Social Health

Criteria	Acceptable Documents	TIPS/Notes
<input type="checkbox"/> Mental, emotional & social health	<ul style="list-style-type: none"> • <i>See following page on Mental Health</i> 	<ul style="list-style-type: none"> • <i>See following page on Mental Health</i>

MENTAL, EMOTIONAL & SOCIAL HEALTH IN SCHOOLS

“Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral health and the ability to cope with life’s challenges.”

- National
Association of
School
Psychologists

Elementary school aged students are facing increasing pressure about test scores and academic performance. For many NYC elementary students, that stress is compounded by difficult situations at home (financial woes, violence, transitional/temporary housing, etc). Healthy mental, emotional and social health is essential for children to lead healthy and productive lives both in and outside of the classroom. Children who are not diagnosed and treated early can have problems at home, in school, and in forming friendships. They are also at high risk for violent or self-destructive behavior, and alcohol or drug abuse. Schools offer an ideal setting for mental health services, as they are where children spend most of their day. Research shows that school-based positive behavioral interventions reduce disruptive behavior, bullying, disciplinary referrals and suspensions, and improve concentration.

- In 2009, 9% of six to 12 year-olds in NYC reported ever having at least one of following conditions: attention deficit/hyperactivity disorder (AD/HD); oppositional defiant disorder; conduct disorder or any other behavioral disorder (ODD/CD); anxiety; depression; or bipolar disorder.
- Training teachers to use positive behavioral intervention techniques has been shown to reduce disciplinary referrals and special education referrals, and to improve student grades.

Award Criteria: Mental Health is a new area for the award. We would love to hear from you about what you are doing to support a healthy mental, emotional, and social environment in your school community. We are open to any documentation your school submits that demonstrates a mental health program. Potential activities and programs include:

- Make a daily emotional health announcement
- Incorporate daily relaxation or mindfulness exercises
- Hold a school mental health assembly for students
- Create an Emotional Wellness ad hoc group lead by peers to input and help improve school climate
- Hold a mandatory annual mental health informational workshop for teachers
- Hold a mental health information fair for parents and the community
- Host an event with a local community mental health service provider
- Create an event by using DOE *Respect for All* program
- Adopt a school-wide positive behavior system, such as PBIS or school-based mental health program

Mental Health Resources:

PBIS (Positive Behavioral Intervention & Supports) www.pbis.org

LifeNet: 1-800-Lifenet: Referral and Resource for mental health services

Center for Mental Health in Schools: <http://smhp.psych.ucla.edu/>

Center for School Mental Health: <http://csmh.umaryland.edu/Resources/index.html>

DOE Mental Health Program: <http://schools.nyc.gov/Offices/Health/SBHC/MentalHealth.htm>

Mental Health References

Anderson, S., Cohen, P., Naumova, E., & Must, A. (2006). Association of Depression and Anxiety Disorders with Weight Change in a Prospective Community-based Study of Children followed up into Adulthood. *Archives of Pediatrics and Adolescent Medicine*, 160(3), 285-291. doi:10.1001/archpedi.160.3.285

Bradshaw, C. P., Waasdorp, T. E., & Leaf, P.J. (2012). Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems. *Pediatrics*, 130 (5), e1136-e1145. doi: 10.1542/peds.2012-0243

Copeland, W., Miller-Johnson, S., Keeler, G., Angold, A., & Costello, E. (2007). Childhood Psychiatric Disorders and Young Adult Crime: A Prospective, Population-Based Study. *American Journal of Psychiatry*, 164(11), 1668-1675. doi:10.1176/appi.ajp.2007.06122026

Goodman, E. & Whitaker, R. C. (2002). A Prospective Study of the Role of Depression in the Development and Persistence of Adolescent Obesity. *Pediatrics*, 110(3), 497-504. doi: 10.1542/peds.110.3.497

Haarasilta, L. M., Marttunen, M. J., Kaprio, J.A., & Aro, H. (2004). Correlates of Depression in a Representative Nationwide Sample of Adolescents (15-19 years) and Young Adults. *European Journal of Public Health*, 14 (3), 280-285. doi: 10.1093/eurpub/14.3.280

Lewis, K. M., Schure, M. B., Bavarian, N., DuBois, D. L., Day, J., Ji, P., Flay, B.R. (2013). Problem Behavior and Urban, Low-Income Youth: A Randomized Controlled Trial of Positive Action in Chicago. *American Journal of Preventive Medicine*, 44(6), 622-630. doi:10.1016/j.amepre.2013.01.030

National Association of School Psychologists. (2006). School-Based Mental Health Services and School Psychologists. Retrieved from <http://www.nasponline.org/resources/handouts/sbmhservices.pdf>

Polirstok, S. & Gottlieb, J. (2006). The Impact of Positive Behavior Intervention Training for Teachers on Referral Rates for Misbehavior, Special Education Evaluation and Student Reading Achievement in the Elementary Grades. *International Journal of Behavioral Consultation and Therapy*, 2(3), 354-361. Retrieved from <http://eric.ed.gov/?id=EJ804039>

Snyder, F., Vuchinich, S., Acock, A., Washburn I., Beets, M., & Kin-Kit, L. (2010). Impact of the Positive Action Program on School-Level Indicators of Academic Achievement, Absenteeism, and Disciplinary Outcomes: A Matched-Pair, Cluster Randomized, Controlled Trial. *Journal of Research on Educational Effectiveness*, 3(1), 26-55. doi:10.1080/19345740903353436.

Substance Abuse and Mental Health Services Administration. (May 13, 2008). *The NSDUH Report - Major Depressive Episode among Youths Aged 12 to 17 in the United States: 2004 to 2006*. Retrieved from <http://www.samhsa.gov/data/2k8/YouthDepress/YouthDepress.htm>

U.S. Department of Health and Human Services. (2013, June 6). *Mental Health*. Retrieved from <http://www.healthypeople.gov/2020/LHI/mentalHealth.aspx>

Wunsch-Hitzeg, R., Berger, S., White, K., & Lundy de la Cruz, N. (2013, March). Mental Health Conditions Among Children Aged Six to 12 in NYC. *New York City Department of Health and Mental Hygiene: Epi Data Brief*, (25). Retrieved from: <http://www.nyc.gov/html/doh/downloads/pdf/epi/databrief25.pdf>