



**Department of
Education**

Chancellor Richard A. Carranza

**Testimony of the New York City Department of Education
On Health and Wellness Instruction
Before the NYC Council Education Committee**

January 16, 2019

Good afternoon Chair Treyger and Members of the Education Committee. My name is Lindsey Harr, and I am Executive Director of the Office of School Wellness Programs within the Division of School Climate and Wellness. Thank you for the opportunity to discuss comprehensive health education in New York City schools, and the proposed legislation. I am joined by my colleague Donald Conyers, Senior Superintendent in the First Deputy Chancellor's Office, and by Dr. Roger Platt, CEO of the Office of School Health.

Supporting the whole child is a central component of this administration's Equity and Excellence for All vision, and we've made significant investments in the arts, physical education, social-emotional learning, health education, and mental health. Health education is a core component of the whole child model, and we have a lot of work ahead to ensure that all our students are consistently receiving this essential, skills-based instruction. I would like to thank the Council for their leadership on health education, and I look forward to continuing to work together on this important matter.

New York State requires health education at each grade level. Students are required to have health instruction every year in elementary school, and they are required to take a 54-hour health course once in middle school and again in high school. The State also requires all K-12 students to have annual lessons on HIV and AIDS. New York City requires the inclusion of sexual health topics as part of the health class required for middle and high school students. The DOE's inclusion of sexual health education goes beyond the New York State requirement for comprehensive health education and is something we have mandated since 2011.

Schools are in a unique position to help students lead healthy lives now and in the future. Through comprehensive health education, students have the opportunity to learn about a wide range of topics that are key to wellness, including mental, emotional, and social health; nutrition and physical well-being; disease and illness prevention; tobacco, alcohol and other drugs; personal health and safety; age-appropriate growth and development, including identity; and how to access health services and resources. Lessons that are grounded in developing essential health skills like communication, goal-setting, decision-making, self-advocacy, stress management, and understanding media and peer influences can help prepare students to navigate a range of health-related matters throughout their lives.

Sexual health lessons, as part of comprehensive health education, provide students with age-appropriate, medically accurate, inclusive, and skill-based instruction about human growth and development, protecting their health, understanding gender and identity, and safely navigating relationships. In addition, since 2015, male and female condom demonstrations may be included in high school health education class because we know that correct and consistent condom use is key to preventing unintended pregnancy, HIV, and other STIs. Our High School Condom

Availability Program offers high school students access to free condoms and supports from specially trained school staff.

Another important component of health education relates to nutrition and food. Students learn about topics such as the relationship between food and health, food groups and nutrition, beverage choices, and reading food labels. This takes place at all grade levels in the context of healthy choices, self-management, planning, and goal setting. I would like to acknowledge our many partners who promote the importance of food and nutrition education in schools, providing professional learning for teachers, programs for students and families, and resources for engaging the school community. We look forward to continuing and expanding our work together.

Because supporting the whole child is so important to our Equity and Excellence for All vision, Mayor de Blasio and Chancellor Carranza have made an unprecedented \$24 million investment in the new *Health Ed Works* initiative, which supports the Office of School Wellness Programs in helping schools understand what quality comprehensive health education is, why it is important, and how to provide it for all students.

Through *Health Ed Works*, we are establishing comprehensive Health Education so that school leaders prioritize health instruction; prepared teachers provide inclusive, age-appropriate lessons; instructional materials are medically accurate, age-appropriate, inclusive, and culturally relevant; and wrap-around programs engage families and community partners in supporting student well-being. Our two-pronged strategy increases support for all schools Citywide, while focusing intensively on a cohort of 500 *Health Ed Works Focus Schools* that will model best practices by June 2022. We will also increase the number of teachers with a health education certification.

We know there is a lot of work to do—while nearly all graduating high school students are scheduled for the required health course, many middle school students are not receiving the necessary amount of health education: in 2017-18, 60.2% of eighth graders were scheduled for health instruction and 37.2% received the full, 54-hour course.

Through *Health Ed Works*, we will improve the quality of health instruction and ensure that all middle and high schools meet State course requirements by June 2022.

To achieve these goals, we rely on the input and collaboration of partners, educators, students, and families. Our District Wellness Advisory Council, for instance, has provided invaluable feedback on our health education scope and sequence and other instructional materials that we are currently developing. Our School Wellness Council grant program, which is in over 200 schools across the city, helps family members, students, school staff, and other community members come together to target wellness-related priorities in their school. In the current school year, more than half of our grantee schools proposed a nutrition-related project. Through *Health Ed Works*, we will expand existing relationships with outside organizations, develop new partnerships, and increase coordination with other City agencies in order to address the unique needs of each school. We will also help the 500 *Health Ed Work Focus Schools* establish School Wellness Councils, with an emphasis on student leadership in middle and high school.

Guiding our health education instruction is a comprehensive curriculum that is aligned with state and national learning standards. We select this recommended curriculum through a rigorous and

collaborative review process. Our K-12 Health Education Scope and Sequence, which is rolling out this school year, will provide administrators and teachers with clear and more detailed guidance about what students should know and be able to do at each grade level. Working with teachers and content experts, we will continue to identify, review, and develop curricular resources that are responsive to our teachers' and students' needs. Through *Health Ed Works*, we will also expand professional learning opportunities, provide instructional coaching, and launch new professional learning communities in order to better support teachers in providing standards-based, inclusive health education.

I want to take a moment to thank Council Member Cumbo and the Council for creating the Sexual Health Education Task Force. The ongoing dialogue with the Task Force was critical to developing *Health Ed Works*. Many of the Task Force's recommendations are reflected in this initiative. Those suggestions centered on improving a culture of sexual wellness and inclusivity in all schools; ensuring that students are served by well prepared and supported health teachers; improving the content, substance, and methods of sexual health education; and strengthening accountability and reporting. The Task Force will reconvene later this month, and we plan to have an update on the recommendations that we are still reviewing. We look forward to continued partnership with the Task Force.

I will now turn to my colleague Donald Conyers in the Office of the First Deputy Chancellor, who will discuss how these initiatives are supported by Superintendents and Borough Offices.

Testimony of Donald Conyers, Senior Superintendent, Office of the First Deputy Chancellor

Good afternoon Chair Treyger and Members of the Education Committee. My name is Donald Conyers, and I am the Senior Superintendent in the Office of the First Deputy Chancellor. I'm excited to speak about *Health Ed Works* and how the Office of the First Deputy Chancellor supports the goals of this important initiative.

Since this is my first time before the Education Committee, I would I like to share a little about my background. I am a product of our public schools and since 1983, I have been proud to work for the DOE in many different capacities. I began my career as a general and special educator, and then advanced to become an Assistant Principal, Principal, Local Instructional Superintendent, Superintendent of Community School District 23, and now am proud to serve as the Senior Superintendent in the Office of the First Deputy Chancellor.

Under the new streamlined DOE leadership structure put in place by Chancellor Carranza, the Office of the First Deputy Chancellor oversees Executive Superintendents, who in turn oversee Borough Offices and Superintendents, to ensure all aspects of the DOE are working hand in hand to best serve schools and students. This new system, coupled with our *Health Ed Works* investment, enables us to prioritize comprehensive health education so we can strengthen and increase high-quality health education for every New York City student.

It's not just enough to have the right structures in place—we know that we need to work closely with schools to change the culture around health education and address the long-standing barriers to implementation.

While in the past some schools or principals may not have understood the value of health education, our new leadership structure—combined with the goals of *Health Ed Works*—allows us to clearly communicate to schools why this is a critical component to supporting the whole child, and why it must be a priority now.

With this renewed focus and \$24 million investment, we expect significant improvements in the reach and quality of health education. In our monthly Programming for Equity and Excellence workgroup, we work with each Borough Office, the Office of Academic Policy, Office of Compliance Services, and the Office of School Wellness Programs to analyze health education data. Based on that data, we provide support and hold schools accountable. Equity and Excellence cannot be achieved without supporting the whole child. I now would like to turn it back over to Lindsey.

I would now like to discuss the legislation under consideration today.

Intro. No. 365 requires DOE to stock opioid antagonists in all school buildings. The well-being of students and staff is our top priority. Substance Abuse Prevention and Intervention Specialists provide schools with a wide range of drug prevention and intervention services. It is also important to note that there has not been a known overdose of a student in school. We look forward to further discussions with the Council on the proposed legislation.

Intro. No. 560 requires the creation of a task force to review current middle school and high school start times and determine their effect on adolescent health and well-being. Currently, about 50 DOE schools start before 8:00am. Last year, the DOE worked closely with five schools that voluntarily moved their start times to later in the morning. We will expand the pilot this spring to gather and assess more information prior to making any system-wide decisions. While we support the goals of the legislation to ensure that middle and high school students receive adequate sleep, we believe the task force is duplicating work already underway.

Intro No. 1283 requires DOE to report on food and nutrition education. While we share the Council's goal of ensuring that all students receive high-quality health education that includes lessons on food and nutrition, we have several operational concerns with the proposed legislation. The DOE does not track individual units within a course in any subject area. Much as we do not track when a particular topic is taught in science, we do not track when a teacher teaches nutrition, which is a topic within comprehensive health education. In addition, we do not centrally record which schools work with external food and nutrition education providers.

The pre-considered bill sponsored by Council Member Cumbo requires DOE to provide information on health education, sex education, HIV/AIDS lessons, whether schools are using DOE recommended curriculum, and report on the number of full and part-time certified health education teachers. We would like to work with the Council to ensure that this legislation is aligned with what we currently track in our data system. However, it is important to note that, similar to Intro. 1283, the DOE does not track individual topics within a course, nor does DOE require schools to report on which curriculum they use.

Thank you again for the opportunity to testify today. We share the Council's commitment to supporting the whole child, and that includes comprehensive health education. We look forward to working with the City Council on this important issue.

With that, we would be happy to answer any questions you may have.



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Gale A. Brewer, Borough President

January 16, 2019

**Gale A. Brewer, Manhattan Borough President
Testimony before the New York City Council Committee on Education
On Requiring Food and Nutrition Education Reporting in NYC Schools**

My name is Gale A. Brewer and I am the Manhattan Borough President. Thank you to Chair Treyger and the members of the Committee on Education for the opportunity to testify in support of Intro 1283-2018, a bill I am proud to co-sponsor with Chair Treyger, which will require annual reporting on food and nutrition education in all New York City schools.

Eating a nutritious diet leads to better health for today and fewer health problems in the future. School-based food and nutrition education is increasingly regarded as a key component in a whole-child approach to education, giving students confidence to navigate challenging food environments and resist the pervasive marketing of unhealthy foods. Yet students often do not receive adequate—or in some cases, any—food and nutrition education to equip them with the tools to become healthy eaters for life.

The largest public education system in the United States, the New York City Department of Education administers more than 1,700 schools and serves 1.1 million students. Yet according to a March 2018 study conducted by the Laurie M. Tisch Center for Food, Education & Policy at Teachers College Columbia University, 44% or 815 of these schools do not offer any nutrition education program (NEP) to their students.¹ In Manhattan, 42% or over 150 schools do not have any NEP.²

Furthermore, when my office met with Claire Raffel, Deputy Director of the Tisch Center, to understand the context behind the numbers, we realized that even the information we currently have does not truly paint a complete picture of the types and qualities of the programs that our students receive. For example, a school that operates a year-round greenhouse and proactively incorporates urban agriculture and nutritional studies into its curriculum would count as offering one NEP, while another school that sends a single class on a one-hour field trip to visit a garden would also register as having offered one NEP.

Without data that is measured using a common standard and collected at regular intervals, we will not have a true understanding of the state of food and nutrition education programs in our

¹ <https://www.tc.columbia.edu/media/centers/tisch/NEP-Report-March-22-2018.pdf>, p.8.

² "The State of Nutrition Education Programs in Manhattan Schools," Tisch Center for Food, Education & Policy.

public schools. Intro 1283 would require data on average frequency, average minutes per week, and percentage of staff time dedicated to teaching NEPs. The data will establish a baseline and enable the city to identify gaps in NEP education.

Another goal of Intro 1283 is to encourage more NEPs in New York City public schools, both in partnership with healthy food organizations or “in house.” Citywide, over 40 nonprofit organizations offer external NEPs to DOE schools through partnerships and collaborations. Many of these organizations are eager to work with more schools. As Manhattan Borough President, I certainly want to see much more than just 24 Manhattan public schools receiving NEPs from these organizations. But we need data before we can know where and how to deploy resources, and we also need data on schools that are excelling in offering NEPs to set the standard for other aspiring schools.

I strongly support empowering schools to offer NEPs internally as well. Particularly of interest is Intro 1283’s ability to inform Councilmembers and Borough Presidents of the impact of their capital investments in improving healthy food access through “before” and “after” data captured year over year. To date, I have allocated \$1,468,000 in capital funds to over a dozen public schools across Manhattan for the construction and expansion of hydroponics units and greenhouses. These “Green Classrooms” encourage students to eat their vegetables—because they grew them!

I am also committed to funding the construction of Enhanced Cafeterias, or school dining halls that have the capacity to serve a variety of healthy foods.” Schools with Enhanced Cafeterias will be fitted with structures that will display foods in fun and engaging ways. Students will move away from the passive process of being given food and toward a food selection process like ordering from a takeout restaurant. It’s my understanding that the Enhanced Cafeterias are popular with students, and they are choosing more fresh items. It is very satisfying to watch students flocking to the salad bar for lettuce they cultivated through the school’s hydroponics unit! These students will eat healthier, know why eating healthier is good for you, and develop lifestyles that reduce chronic diseases, and live longer.

Finally, I’d like to point out that 43% of external NEPs in partnership with New York City schools are less than a decade old, with a program start year of 2011 or later.³ This statistic is indicative of an emerging movement that is committed to meeting the NEP needs across the city, making this an ideal time to capture NEP data in our schools.

I strongly urge the committee to support Intro 1283-2018 and toward improved health not only for our students, but for all residents in the city.

³ <https://www.tc.columbia.edu/media/centers/tisch/NEP-Report-March-22-2018.pdf>, p. 31. Percentage applies specifically to external NEPs provided in NYC public schools.



FOR THE RECORD



**New York City Council
Committee on Education Hearing**

January 16, 2019

**Jake Martinez
Youth Programs Manager, New York Civil Liberties Union
Youth Engagement Co-Chair, Sexuality Education Alliance of New York City
Testimony on Proposed Bills Related to Sexual Health Education:
T2019-3611 and Res 0716-2019**

Good afternoon. My name is Jake Martinez and I am the Youth Programs Manager for the New York Civil Liberties Union, the state affiliate of the American Civil Liberties Union. I also serve as a member of the Sexuality Education Alliance of New York City. Thank you to Councilmember Treyger for putting this hearing together, to the members of the committee, and to the councilmembers sponsoring the proposals being discussed this afternoon. I am here to express the NYCLU's support for Councilmember Cumbo's bill T2019-3611 and Councilmember Levin's resolution 0716-2019, and to offer suggestions for strengthening these proposals.

The New York Civil Liberties Union, along with many of the allied organizations here with me today, advocates for comprehensive, K-12 sexuality education that meets the National Sexuality Education Standards. As Youth Programs Manager, I manage our Teen Activist Project, where I have the privilege to work with nearly 200 teenagers across New York City and empower them to advocate for the information and skills they need to live safe, healthy, and productive lives.

Teen Activist Project members conduct an annual survey each year to see how schools are performing with regards to their sexuality education. They also go to schools across the city and share with their peers the importance of comprehensive sex ed and their rights as minors in accessing confidential health care. Now more than ever it is important that sexuality instruction include topics such as consent, bodily autonomy, healthy relationships, and access to health services, and it must be inclusive of all students including LGBTQ students and those with disabilities. In the era of #metoo, it is critical for all students to be fully informed and knowledgeable about healthy relationships and sexual health. Based on the findings led by our TAP program, we are dismayed to share that sex education varies from school to school. Some students receive great sex education while others receive no sex education at all or abstinence-only education. The proposals today will help address these problems.

We support bill T2019-3611. New York City students are supposed to receive sexuality education in their health class; however, reports suggest that many schools fail to provide it. In the most recent NYCLU Teen Activist Project survey, only 25% of youth reported having

received any sex education.¹ Many of them not receiving information about consent, healthy relationships, HIV/AIDS, how to use a condom and LGBTQ relationships and identities.

Local Law 14 requires the Department of Education to report on health education, but sex education is not included. We are not able to see what kind of sex education young people are receiving; therefore, schools continue to underperform and fail their students. We strongly recommend the inclusion of sex education reporting. This bill would do just that. We can empower the education community to act if schools are failing to meet the needs of New York City youth.

By reporting on sex education data, failing schools can be identified and measures can be put in place to ensure schools are meeting the National Sexuality Education Standards. If we continue to allow sex education to be included as part of health education reporting and not on its own, we will not receive specific information about these schools. Passing bill T2019-3611 will help us see and solve the problem of inadequate sex education in NYC schools.

In order to strengthen this bill, section 21-966(b) needs to include elementary schools in the reporting. Even students in grades K-5 are expected to receive health education, including information on HIV/AIDS. Sex education is a building curriculum. You do not start teaching calculus without starting with basic numbers. Reporting on elementary school data is essential in understanding the full picture. Members of our Teen Activist Project have served on the Mayor's Task Force and worked alongside educators to create recommendations for improving New York City's sex ed. One of those requirements, should it move forward, is to include elementary schools as part of the requirements for sex education.

Following that, section 21-966(b)(6) should be revised to include: the number of teachers who are not certified health instructors but did teach health education, and the number of teachers who have attended zero DOE trainings on health and/or sexual health education in the last two years but did provide health education. We have seen educators not qualified to teach sex education lead workshops or classes for students, leading to poor quality, awkward encounters with students and questions left unanswered.

Section 21-966(b)(4)(iii) should require student feedback as part of sex education. Not only do we want to include sex education from elementary all the way to high school, we want to know what students think about the curriculum, so educators know what is working and where to make changes as needed.

Lastly, resolution 0716-2019, calling on Mayor de Blasio and the Department of Education to implement the recommendations of the Sexual Health Task Force is imperative. We need sex education to start in elementary school. Children need to know at a young age what consent looks like. This education must continue through the course of their entire public school experience. It needs to be taught by experienced educators and meet the National Sexuality Education Standards. The Mayor and the Department of Education must support schools and hold them accountable.

Thank you Councilmembers Treyger, Cumbo, and Levin and every other Councilmember that supports these proposals. Thank you for having us here today.

¹ *LGBTQ Sex Ed & Safety: A Survey of New York City High School Students*. New York Civil Liberties Union, 2016. https://www.nyclu.org/sites/default/files/field_documents/20170320-nyclu-lgbt-ed-safety-survey.pdf

**Testimony of Planned Parenthood of New York City
Before The New York City Council Committee on Education
Regarding Comprehensive Sexuality Education in NYC Public Schools**

January 16th, 2018

Good Afternoon. My name is Jessica Rivera and I am the Associate Director of Youth Programs at Planned Parenthood of New York City. I would like to thank Committee Chair Council Member Mark Treyger for holding this important oversight hearing on health and wellness instruction and comprehensive sexuality education in New York City Schools.

Planned Parenthood of New York City (PPNYC) has been a leading provider of sexual and reproductive health services in New York City for more than 100 years, reaching approximately 85,000 New Yorkers annually through our clinical and education programs. PPNYC provides a wide range of health services including access to birth control; emergency contraception; gynecological care; cervical and breast cancer screenings; colposcopies; male sexual health exams; testing, counseling, and treatment for sexually transmitted infections; the HPV vaccine; HIV testing and counseling; and pregnancy testing, options counseling and abortion. We also provide PrEP and PEP, transgender hormone therapy, vasectomies, and, recently, menopausal hormonal therapy. We are a trusted name in health care because of our commitment to comprehensive, inclusive care. We believe that high quality health care is a human right every person deserves and our doors are open to all New Yorkers regardless of income, gender, gender-identity, insurance, or immigration status.

In addition to our clinical services, PPNYC has a robust education department, reaching more than 26,000 young people, adults and professionals across New York City annually. Our programs provide tools to help our participants make informed decisions and lead healthy and safe lives. Our education programs are committed to reaching young people and caring adults in communities they live. Our Youth Health Promoters program is led by highly trained peer educators from the South Bronx, Brooklyn, and the Lower East Side of Manhattan who engage other young people and conduct interactive workshops to educate youth about teens' rights and access to sexual and reproductive health care to overcome barriers and stigma that teens may experience in accessing care. PPNYC is also a member of the Sexuality Education Alliance of New York City (SEANYC), a coalition of 50 organizations that support comprehensive sexuality

education for all New York City students. SEANYC has worked to identify gaps in New York City's sexual health education programming and recommend concrete steps for improvement.

As the Associate Director of Youth Programs, I oversee programming that allows our educators to provide Sexual Reproductive Health education in schools and community based organizations. Each year, my program engages with more than 6,000 youth throughout the year through workshops and outreach activities. This includes working with youth from middle school through college on issues such as healthy relationships, communication, sexually transmitted diseases (STDs) and HIV prevention. Part of my role is to build partnerships throughout NYC with schools and community based organizations and connect them to our educational and clinical services. This also includes connecting individuals to our Adult Role Models program, and relevant capacity building and external community resources.

Our experience at PPNYC as a sexual health education and service provider shows us firsthand the gaps that remain in New York City's health education, which significantly impacts young people's health and well-being. Though NY state law requires students receive one semester of comprehensive health education by a certified health instructor in both middle school and high school¹, there are no meaningful enforcement measures to ensure sexuality education is actually taught in New York City schools or that it is comprehensive, and as such, students' experiences vary widely. According to a 2017 report on sexuality education in NYC schools by the NYC comptroller Scott Stringer, only 57% of eighth grade students completed the requirement of health education taught during middle school². Additionally, 88% of middle and high schools do not have a teacher who is licensed for health education, a majority of which are middle schools³. According to a poll conducted by SEANYC's Youth Advisory Council, one out of three middle and high school students surveyed said their school's health education classes did not include sexuality education⁴.

Research has consistently shown that comprehensive sexual health education works. Comprehensive sexuality education includes the teaching of anatomy & physiology, puberty, pregnancy & reproduction, STDs & HIV prevention & treatment, as well as gender, respect of others' values, cultures and identities, positive body image, healthy relationships and consent, anti-bullying and anti-intimate partner violence measures. Positive youth development education,

¹ Comptroller Stringer Report: High Number of Middle and High School Students Aren't Taught "Sex Ed". (2017, September 14). Retrieved January 14, 2019, from <https://comptroller.nyc.gov/newsroom/comptroller-stringer-report-high-number-of-middle-and-high-school-students-arent-taught-sex-ed/>

² Comptroller Stringer Report: High Number of Middle and High School Students Aren't Taught "Sex Ed". (2017, September 14). Retrieved January 14, 2019, from <https://comptroller.nyc.gov/newsroom/comptroller-stringer-report-high-number-of-middle-and-high-school-students-arent-taught-sex-ed/>

³ Comptroller Stringer Report: High Number of Middle and High School Students Aren't Taught "Sex Ed". (2017, September 14). Retrieved January 14, 2019, from https://comptroller.nyc.gov/newsroom/comptroller-stringer-report-high-number-of-middle-and-high-school-students-arent-taught-sex-ed

⁴ Sexuality Education Alliance of New York City. (2016). Retrieved January 14, 2019, from <https://sexedallianceofnyc.tumblr.com/>

that focuses on the physical, mental, emotional, and social dimensions of sexuality is crucial in helping young people to make health-promoting decisions⁵ and can help shift broader cultural ideas about gender, power, and sexuality.

We strongly urge the Department of Education to adopt measures to ensure NYC students are receiving comprehensive sexuality education. PPNYC is supportive of Resolution 0716-2019, introduced by Council Member Levin, that calls on the NYC Department of Education and Chancellor Richard Carranza to adopt all of the policy recommendations of the Mayor’s Sexual Health Education Task Force and provide comprehensive sexual health education on a regular basis, across all grade levels. The recommendations include increasing the quantity of sexual health education across all grade levels, requiring schools to provide health education from a certified health instructor, strengthening accountability and reporting measures, expanding support and resources for rigorous curriculum review, development, and implementation, and increasing community engagement of sexual health education through public outreach and informational sessions⁶.

During a time when the federal government has increased its efforts to curb access to comprehensive, medically accurate, age appropriate sexuality education and focus on abstinence only, “risk avoidance” education and health care, it is important that NYC adopt measures that ensure students have access to sexuality education to promote positive youth development education, healthy relationships and communication, that is crucial in helping young people to make healthy life decisions. And while adoption of these task force recommendations is a critical first step, it is important the DOE ultimately align its sexuality education curriculum with the National Sexuality Education Standards that calls for comprehensive sexual health education to start in kindergarten and build consistently to 12th grade, so that schools foster safe environments for all students throughout all grades.

We applaud New York City’s commitment to ensuring youth have access to comprehensive sexuality education, and we look forward to continuing to work with the Council and Administration to break down the barriers New Yorkers face in realizing safe and healthy lives. Thank you.

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⁵ “Enhancing the Emotional and Social Skills of the Youth to Promote their Wellbeing and Positive Development: A Systematic Review of Universal School-based Randomized Controlled Trials.” [Clin Pract Epidemiol Ment Health](https://doi.org/10.1186/s12916-015-0400-4). 2015; 11(Suppl 1 M2): 21–40. Published online 2015 Feb 26. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4378066/>

⁶ Sexual Health Education Task Force (2018, July 17). Sexual Health Education in New York City Findings and Recommendations. Retrieved January 1, 2019, from <https://www1.nyc.gov/assets/genderequity/downloads/pdf/Sex-Ed-Task-Force-Report-2018.pdf>

Since 1916, Planned Parenthood of New York City (PPNYC) has been an advocate for and provider of sexual and reproductive health services and education for New Yorkers. Through a clinical services, education, and advocacy, PPNYC is bringing better health and more fulfilling lives to each new generation of New Yorkers. As a voice for sexual and reproductive health equity, PPNYC supports legislation and policies to ensure that all New Yorkers will have access to the full range of sexual and reproductive health care services and information



Oral Testimony
Claire Raffel, Deputy Director

Laurie M. Tisch Center for Food, Education & Policy, Program in Nutrition, Teachers
College Columbia University

New York City Council Education Committee Hearing on
Oversight - Health & Wellness Instruction in NYC Schools
January 16, 2019

Good afternoon Chairman Treyger and Council Members. My name is Claire Raffel. On behalf of the Laurie M. Tisch Center for Food, Education & Policy, Program in Nutrition, Teachers College Columbia University, I want to thank you for this opportunity to share our views on Int 1283. I also want to thank Councilmember Treyger and Manhattan Borough President Gale Brewer for introducing this important legislation.

I want to start with one of my favorite quotes from Teachers College Emeritus Professor Dr. Joan Dye Gussow: "Teaching food and nutrition might be viewed as the single most important educational activity of a society; if persons do not learn to obtain and consume food so as to sustain themselves and their dependents, all other learnings are irrelevant."

Too many New York City students, especially those at the intersection of race and poverty, struggle with health and educational disparities that we can prevent. Great food and nutrition education is a critical ingredient in the recipe for a healthy school community. Through engaging activities, students become motivated and empowered to make food choices that promote health, ecological sustainability, and social justice. They gain confidence to navigate our challenging food supply and advocate for better food.

ALL New York City students deserve healthy, equitable, sustainable, and culturally responsive food access and education. Yet currently, this is not the case. Research we published shows that nearly half the city's schools lack access to external food and nutrition education programs.

That is why we are behind Int 1283. The Department of Education needs to shine a light on the gaps in food and nutrition education so that parents, students, educators, advocates, and policy makers can craft policies that direct resources to the schools and students that need them most.

Thank you again for allowing us to express our support for this bill. We look forward to working with Council Members to pass this critical legislation.

Joint Testimony of the Food-Ed Coalition Steering Committee

New York City Council Education Committee Hearing on Oversight - Health & Wellness Instruction in NYC Schools January 16, 2019

Executive Summary

“What we value we measure and what we measure we value”

New York City’s aim is to be the leader in implementing programming and methods that influence the impact on the health and wellbeing of our next generation. As pioneers of urban public health practices, it is crucial that we measure the frequency and impact of nutrition education programs in our NYC public schools.

[Research shows](#) that 35-50 hours per year of behaviorally focused nutrition education is optimal to provide students with the motivation and skills they need to make healthy choices. However, a recent study found that American students receive only a median of 3.4 hours in elementary schools, 4.2 hours in middle schools, and 5.9 hours in high schools. Our proposed reporting requirement will help us understand what the nutrition education landscape looks like in New York City so that we may better support schools to improve the quantity and quality of food education they provide and as a result inform programming and develop a strategic collective impact on the health of the next generation.

Specific Aim

To measure the frequency, reach, total time spent, overall influence, costs and specific locations of public schools that incorporate nutrition education programming into their current school day or after school programming.

Method

Schools will be given a 1-page reporting tool that they will be required to submit to the council, post on the department of education’s website and publish on the city’s open data portal in a non-proprietary machine-readable format that permits automated processing, an annual report based on data from the preceding school year.

Expected Impact

Understanding the location, frequency and reach of the current programming is critical for parents, students, educators, advocates, and policy makers to craft equitable policies that direct resources to the schools and students that need them most. It will also allow external Nutrition Education Programs to distribute their resources in a strategic way to make an equitable impact on a greater range of children multiplying the public health return on investment of the dollars spent on these programs.

Background

Importance

New York City's social and economic health is closely tied to the health of its citizens. Providing healthful food and nutrition education to school children is a critical method of ensuring short- and long-term benefits including better health and learning outcomes. While recent legislative efforts, such as the Healthy Hunger Free Kids Act of 2010, contributed to strong federal child nutrition programs that support school wellness policies and healthier school food environments, the US Department of Education does not have specific federal requirements regarding nutrition education in schools.

[Schools are a significant part of children's lives](#), and are poised to strongly influence dietary practices and promote lifelong healthy habits. Students spend an average of 6.64 hours per day in school. In a 180-day cycle, that equates to roughly 1,200 hours. Between kindergarten and 12th grade, the total number of hours in school surpasses 15,500. Shouldn't we devote at least some of these hours to nutrition education? Our feeling is, yes, absolutely. All New York City students deserve healthy, equitable, sustainable, and culturally responsive food access and education.

Current Challenges

President Trump has just rolled back school lunch regulations championed by First Lady Michelle Obama; schools are now allowed to offer more [flavored milk](#) options, like chocolate. Additionally, efforts to limit sodium content in school lunches have been delayed or partially eliminated.

These policy changes are especially troubling because our kids are in crisis. The latest [data shows that](#) 1 in 3 children in the US are overweight or obese. [In New York City](#), nearly half of all elementary school children and Head Start children are not a healthy weight; 1 in 5 kindergarten students, and 1 in 4 Head Start children, is obese, and that is even higher for black and Latino children. Kids are also fighting serious disease related to obesity. Children as young as 8 years old are on [cholesterol-lowering](#) and [blood pressure-lowering](#) medication. [Fifty percent of children under 15 have fatty](#)

[streaks](#) in their arteries, the beginning stages of heart disease. Annual health care costs in the US relating to obesity are over \$200 billion.

[During childhood](#), low-income children are more likely to experience food insecurity and obesity, as well as a litany of other problems related to behavior and learning. Because schools are where so many of our city's students get their daily meals, it is vital that we provide the best nutrition possible to support their growth and learning.

Our children deserve better. Research shows that a combination of a healthy diet and physical activity has significant benefits for children, including better grades and school performance; increase in good behavior; increase in concentration; and a change in long term health prognosis, lowering obesity, lower BMI, diabetes and heart disease. Changes in diet do more than affect the physical body; a study published in the [American Journal of Public Health](#) found evidence of a significant relationship between unhealthy dietary patterns and poorer mental health in children and adolescents.

Why Value Nutrition Education?

Changing what kids have available to eat is only half the battle. In addition to improving healthy food access, ***we must help our children to make healthy choices***. Instead of a narrowly tailored “teach to the test” curriculum, we must reintroduce the study of food and nutrition to our school, weaving the application of common core reading and math into a practical, engaging, hands-on nutrition education that will change life-long behaviors.

“Nutrition education done well can decrease children’s BMI and weight gain, increase fruit and vegetable consumption, create positive attitudes toward fruits and vegetables, and may improve academic outcomes,” wrote the Tisch Center for Food Education & Policy in its recent brief [The Importance of Nutrition Education in the 2015 Child Nutrition Reauthorization](#). “Nutrition education is an evidence-based, cost effective way to improve health outcomes and foster healthy eating habits for a lifetime.”

It’s easy to understand why: hands-on nutrition education gets children excited about eating healthy foods, it provides children with knowledge and skills for living healthy lives, and creates an environment where healthy choices are the easy choices. It also empowers children to advocate for better food in their schools, communities, and beyond. Through nutrition education, children gain experiences cooking, tasting, gardening, and learning about food to become healthy eaters and advocates for good food.

The recent [A is for Apple Report](#) on nutrition education from the Laurie M. Tisch Center for Food, Education & Policy, a cross-sectional study to determine the landscape of Nutrition Education Programs in New York City schools during the 2016–17 school year, concluded that “through engaging hands-on activities, school-based nutrition education provides students with the motivation, skills, and knowledge to make choices that are healthy for themselves, their communities, and the planet.”

Here’s the thing: if knowledge is power then nutrition education gives children super powers. Witness a fourth grade class at PS 261 in Brooklyn sitting at attention, excited and eager as they learned how to be “Food Detectives” during a free nutrition workshop run by [the nonprofit Beechers Foundation](#). In two and a half hours, they learned how to read nutrition labels, understand ingredient lists, see through corporate marketing messages and cook a veggie chili from scratch.

Or take PS 244, a public school in Queens, which was transformed after a partnership with [Fan4Kids](#), which teaches weekly nutrition and fitness education classes across the grades. Five years after signing on, it became the [first all-vegetarian public school in New York City](#), a change spurred not by administration but by its student body. These stories are two of so many happening every day in classrooms across this city.

This reporting bill would help us to understand precisely which classrooms are filled with this kind of learning and excitement, and which are not. The DOE needs to shine a light on the gaps in food and nutrition education so that parents, students, educators, advocates, and policy makers can craft equitable policies that direct resources to the schools and students that need them most.

Why Value the Reporting Bill?

Nutrition education may be the most powerful form of knowledge a child can receive. That’s why this reporting bill is so essential—it will provide data on what the nutrition education landscape looks like in schools across the city and allow us to identify the gaps and fill them in with funding for across the board nutrition education.

[Research shows](#) that 35-50 hours per year of behaviorally focused nutrition education is optimal to provide students with the motivation and skills they need to make healthy choices. However, a recent study found that American students receive only a median of 3.4 hours in elementary schools, 4.2 hours in middle schools, and 5.9 hours in high schools. This reporting requirement will help us understand what the nutrition education landscape looks like in New York City so that we may go about supporting schools to improve the quantity and quality of food education they provide.

Once we have this data, we can fill any gaps with school-based nutrition education programs. These sorts of programs are cost-effective, saving \$900 - \$12,000 for each additional life-year resulting from obesity prevention. This ranks more favorably than other health sector interventions such as pharmaceuticals or taxes/bans on certain food items, according to a recent [McKinsey Global Institute Report](#). Initial research on the impact of state-level nutrition education funding on BMI has shown that investments in nutrition education have the desired effect of decreasing overweight and obesity.

We have some suggested edits to the legislative language to further strengthen it and streamline reporting for schools; please see Attachment A, suggested edits.

Great nutrition education is a critical ingredient in the recipe for a healthy school community. Through nutrition education, students have exciting and engaging experiences gardening, cooking, and critically thinking about our food supply. Students gain knowledge and skills to make food choices that promote health, ecological sustainability, and social justice. They gain confidence to navigate our challenging food environments and persuasive marketing of unhealthy foods.

Our goal is to ensure that all New York City students have access to great nutrition education. We have the ability to shape the lives of 850,000 children every day. **Let's show how much we value our children's health by measuring the variables that impact it.**

Signed by the following organizations:

Laurie M. Tisch Center for Food, Education & Policy, Program in Nutrition, Teachers College Columbia University
NY Common Pantry
Children's Aid
Edible Schoolyard NYC
FoodCorps New York
Harlem Grown
The NYC Healthy School Food Alliance
Institute for Family Health - Bronx Health REACH
The Sylvia Center
Community Action at New Settlement
Wellness in the Schools
New York Lawyers for the Public Interest
The Horticultural Society of New York

SUGGESTED EDITS TO INT. NO. 1283

By Council Member Treyger (by request of the Manhattan Borough President)

A Local Law to amend the administrative code of the city of New York, in relation to reporting on food and nutrition education in New York city schools

Be it enacted by the Council as follows:

1 Section 1. Title 21-A of the administrative code of the city of New York is amended by
2 adding a new chapter 21 to read as follows:

3 CHAPTER 21

4 REPORTING ON FOOD AND NUTRITION EDUCATION

5 § 21-988 Reporting on food and nutrition education. a. Definitions. For the purposes of
6 this chapter, the following terms have the following meanings:

7 External food and nutrition education program. The term “external food and nutrition
8 education program” means a program that is implemented by an organization other than a school
9 and that provides school-based food and nutrition education to students either at a school or at an
10 offsite location.

11 External food and nutrition education provider. The term “external food and nutrition
12 education provider” means an organization other than a school, such as a nonprofit, hospital,
13 company, government agency, university or other entity that contracts with the department to
14 provide school-based food and nutrition education to students either at a school or at an offsite
15 location.

16 Food and nutrition education. The term “food and nutrition education” means instruction,
17 the provision of materials and the facilitation of educational activities that give students the
18 motivation, skills and knowledge to make and advocate for healthy food choices. Food and
19 nutrition education topics and activities include, but are not limited to, growing and harvesting

1 food, cooking, food justice, promoting ecological sustainability, the components of a nutritious
2 diet and related health effects, food system challenges, and the relationship between nutrition,
3 physical activity, and well-being. Food and nutrition education can be taught as stand alone
4 lessons or integrated into other academic subjects.

Deleted: the health benefits of nutritious diets.

Deleted: supply

5 School. The term "school" means a school of the city school district of the city of New
6 York.

7 b. Annual reporting on food and nutrition education. No later than August 31, 2019 and
8 by August 31 of each calendar year thereafter, the department shall submit to the council, post on
9 the department's website and publish on the city's open data portal in a non-proprietary machine-
10 readable format that permits automated processing, an annual report based on data from the
11 preceding school year. The report shall include, but need not be limited to, the following:

12 1. The average frequency and average total minutes per week of food and nutrition
13 education provided to students in each grade level in each school;

14 2. The number of students receiving food and nutrition education in each grade level in
15 each school disaggregated by (i) race and ethnicity; (ii) gender; and (iii) eligibility for free or
16 reduced-price lunch as determined annually by the United States Department of Agriculture
17 pursuant to subparagraphs (A) and (B) of paragraph (1) of subsection (b) of section 1758 of title
18 42 of the United States code;

19 3. The total time, including minutes, spent on food and nutrition education facilitated by
20 department personnel and the total time, including minutes, spent on food and nutrition
21 education facilitated by an external food and nutrition education provider in each grade level in
22 each school;

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Deleted: percentage of

1 4. The number of department personnel in each school: (i) who have received training in
2 food and nutrition education, including the number of hours of training and the organizational
3 name of the provider of that training; (ii) who hold degrees or professional certificates in food
4 and nutrition education.

Deleted: in food and nutrition education

Deleted: name of the facility that provided such

5 5. For each school contracting with external food and nutrition education providers for
6 the purposes of providing food and nutrition education: (i) the name of the external food and
7 nutrition education provider; (ii) whether the external food and nutrition education provider is a
8 nonprofit, a hospital, a company, a government agency, a university or some other type of entity;
9 (iii) amount of costs, if any, that the school incurs by contracting with the external food and
10 nutrition education provider; (iv) whether the school receives any additional funding to pay for
11 the external food and nutrition education program; and (v) any additional relevant data as
12 determined by the department.

Deleted: and address

Deleted: whether the

Deleted: additional costs

13 6. The methodology by which the data in paragraphs 1, 2, and 3 of this subdivision is
14 tracked at the school level.

15 c. No information that is otherwise required to be reported pursuant to this section shall
16 be reported in a manner that would violate any applicable provision of federal, state or local law
17 relating to the privacy of student information or that would interfere with law enforcement
18 investigations or otherwise conflict with the interests of law enforcement.

19 § 2. This local law takes effect 90 days after it becomes law, except that the department
20 of education shall take such measures as are necessary for the implementation of this local law,
21 including the promulgation of rules, before such date.



POB 737, Mamaroneck, NY 10543 • 631-525-3650 • healthyschoolfood.org

My name is Amie Hamlin and I'm the Executive Director of the Coalition for Healthy School Food. We have a formal and productive partnership with the Office of SchoolFood, now called Office of Food & Nutrition Services, and a number of schools where we provide education and resources. We started working together 11 years ago.

We've brought a number of resources to the partnership including arranging for 20 high level administrators to take the Colin Campbell plant-based nutrition course through eCornell, providing medical doctors for upper level staff trainings, and bringing chefs into school kitchens to assist with training and to create new scratch made recipes. Most notably, we helped launch the first 4 public vegetarian schools in the country, something that has brought the OFNS and the schools much positive press. Our approach is from a health, social justice, and sustainability perspective.

The healthfulness of NYC's school food far surpasses the federal standards and most schools in the country. We applaud the many positive changes they have instituted, including free meals for everyone and clean labels.

We are supportive of removing processed meats from the school menus - it is a logical progression toward the clean menu that NYC schools strive toward.

We offer our support to help with product or recipe ideas, and believe that the processed meats should be replaced with plant-based options.

We understand that with an operation that provides nearly 1 million meals per day, that change is a gradual process.

Getting new products on the menu generally takes 2 years, and so due to the time and resources necessary there has to be a transition plan. It will involve finding alternatives, student feedback, reworking the menus, and a lot of education.

Our greatest request is that the city provide the additional financial resources to support the Office of Food & Nutrition Services in this transition.

Respectfully submitted by Amie Hamlin, Executive Director, amie@healthyschoolfood.org



**Requiring Reporting on Food and Nutrition Education
New York City Council –Education Committee Hearing
January 16, 2019**

**Testimony of Gary Perez, Community School Director, Fairmont-Samara Campus
Children's Aid
(917) 239-3458
garyp@childrensaidnyc.org**

Good Afternoon, my name is Gary Perez and I am the Community School Director of the Children's Aid Fairmont-Samara Campus in the Bronx. I would like to thank Chair Mark Treyger and the members of the Education Committee for the opportunity to submit testimony on Int. No. 1283 *Reporting on Food and Nutrition Education*.

For 165 years, Children's Aid has been committed to ensuring that there are no boundaries to the aspirations of young people, and no limits to their potential. We are leading a comprehensive counterattack on the obstacles that threaten kids' achievements in school and in life. We have also constructed a continuum of services, positioned every step of the way throughout childhood that builds well-being and prepares young people to succeed at every level of education and every milestone of life. Today our over 2,000 full and part time staff members empower nearly 50,000 children, youth and their families through our network of more than 50 locations including early childhood education centers, public schools, community centers and community health clinics in four New York City neighborhoods – Harlem, Washington Heights, the South Bronx and the north shore of Staten Island.

As the Community School Director, I try to find the best services and programs for the families in our community and this bill is important to our families because they often lack important resources and access to health food. Many children in my campus did not know what a salad was and rarely had the opportunity to eat fresh fruit and vegetables. I support the Reporting on Food and Nutrition Education because it will draw the attention of the NYC City Council and Department of Education to the gaps and barriers to providing sufficient nutrition education programming to all students in NYC public schools.

Over the past two years, I have integrated nutrition education lessons into our after school program and have coordinated with the Principals of our schools to provide a salad bar and the alternative menu. We teach the students about where their food comes from and encourage them to eat meals of mostly whole, unprocessed foods. We have built a substantial garden in the playground of our school so that we could have seed-to-table programs for our students and their families. We are trying our best to change the culture in our community and it starts with teaching children about healthy habits and the difference between "slow" foods and "go" foods. As a member of the school wellness council, I always encourage all teachers to integrate the garden and nutrition concepts into their lessons so that all of the children in the building can see real live healthy vegetables. This year, we were granted a FoodCorps Service Member

that helps provide services to our children, supports our teachers and sits on the Wellness Council. Having a dedicated individual to support nutrition and garden programming has been extremely helpful and allowed us to provide food education programming in a more consistent, regular way.

Not surprisingly, it is schools located in the most resource-limited neighborhoods, such as ours, that are particularly ill-equipped to meet students' needs for nutrition education. Schools rely on external organizations (like Bronx Health REACH, and NYRP) to implement nutrition education programming and provide funding and resources. Although all Title I schools that participate in the National School Lunch and School Breakfast Programs are required to meet specific goals for nutrition promotion and education, NYC schools don't have a tracking system in place to determine the quality and quantity of nutrition education available in each school. Collecting and reporting data about which schools are providing consistent, quality food education to their students would bring us one step closer to addressing the problem at hand.

As an agency, committed to eradicating poverty in the neighborhoods that we serve, we will do all that we can to advocate for legislation that continue to promote healthy lifestyles for our families. I thank the New York City Council for their vigorous support of children, youth, and their families.

PEER HEALTH EXCHANGE

**New York City Council
Committee on Education Hearing
January 16, 2019**

Testimony on Proposed Bills Related to Sexual Health Education: T2019-3611 and Res 0716-2019

Thank you to Councilmember Treyger for convening this hearing, to the members of the committee, and to the councilmembers sponsoring the proposals being discussed this afternoon. We are pleased to be here to express our support for Councilmember Cumbo's bill T2019-3611 and Councilmember Levin's resolution 0716-2019, and to offer suggestions for strengthening these proposals. My name is Rachael Peters, and I am here today representing Peer Health Exchange where I am the executive director and as a public school parent.

Peer Health Exchange is a nonprofit organization that works to empower young people with the knowledge, skills, and resources to make healthy decisions. We train college student volunteers to teach a skills-based health curriculum to 6,400 ninth grade students in over 50 NYC public high schools.

We are a proud member of the Sexuality Education Alliance of New York City.

Peer Health Exchange supports **Resolution 0716-2019**, which would ask the DOE to adopt all of the policy recommendations of the Mayor's Sexual Health Education Task Force and provide comprehensive sexual health education on a regular basis, across all grade levels.

The Sex Ed Task force makes eleven recommendations in four different categories of inclusivity, teacher training, curriculum and accountability. Many of the recommendations are aligned to SEANYC's recommendations and we are very pleased to see how wide ranging and detailed the recommendations are. A diverse and inclusive set of people from students, different government agencies, schools, and CBOs gave time to the creation of these recommendations and the clear and right next step is to adopt them. We applaud Council Member Levin for introducing and to the other sponsors for their focus in taking this step and enthusiastically support the passage.

Peer Health Exchange supports **T2019-3611**, a bill that refines Local Law 14 that City Council passed to release health data. The data gleaned from Local Law 14 was instrumental in garnering support for Health Ed Works, the \$24 million dollar investment that Chancellor Carranza announced last May – many thank yous to Chancellor Carranza and to city council for this continued review, focus, and support of health education.

Peer Health Exchange partners with 53 high schools across New York City, reaching over 6,400 high school students this year who would not be receiving health education, We know from our work that many schools across the city do need support, training, and dedicated teachers to focus on health education.

We are very pleased to see that this bill asks that health education data be further broken down by grade level. It is important that we know if students are receiving any health education *and* if they are receiving health education it is important to know in what grade. At a past committee hearing, we learned from Dr. Platt that roughly 50% of students do not receive health education until 11th or 12th grade. As many of us can attest, getting health education in 11th or 12th grade is **too late** for many to first receive information on alcohol, marijuana, consent, pregnancy, stress, suicide, or any of the other central topics covered in a comprehensive health education course.

We would like to propose the inclusion of health education data in Section 21-966(b) for grades K-5 in addition to the data that is currently requested for grades 6-12. Already, in Elementary Schools, students must receive health education every year and must receive 5 HIV/AIDS lessons.¹ We recommend an amendment to **T2019-3611** to include data for how many hours health education is taught *and* if HIV/AIDS lessons are implemented in K-5 (in addition to what is already reported for 6-12). Further, should the Department of Education implement the Sexual Health Task Force's recommendations as urged by resolution 0716-2019, elementary schools will be required to provide age-appropriate sexual health education.

We learned from Local Law 15 passed in 2016² that there are only **165** licensed health educators for 1.1 million students and less than 10% of all health education instructors received training on sexual health education in the preceding two school years. We also learned that only 17% of all health education instructors went to any training on health education in the preceding two school years. This means that you all today after hearing testimony about opiates, school food, sex ed, and sleep, have received more updated information from experts in the field than the vast majority of teachers teaching our children. It is clear that we are devaluing the health of our students and health education by not having trained teachers teach health education – just think how much has changed in the past two years in the health education field. A few topics that spring to mind that are radically different now are around marijuana policing and legalization, juuling, the #metoo movement, and school shootings. I commend that Health Ed Works is focused on continued training for our health education teachers. But, if we are going to use the Incidental Teaching Provision loophole and not going to enforce that certified health teachers teach health education (which is the law³) then let's at least demand that teachers who are teaching health out of certification are receiving sufficient training to teach all the critical health topics that were discussed here today. Let's ensure that we are doing the best for our students and delivering inclusive and up to date information, empowering students to make the best decisions for their bodies and their lives. I propose the City Council audit the records of what teachers are teaching health out of certification and learn if schools are taking the necessary steps to support these teachers instead of assigning them without the needed training. What we cannot tell from these data is the quality of health instruction and it is not enough to only hold class, it must be taught at the standard our students deserve.

In specific: Section 21-966(b)(6) should be revised to include: the number of teachers who are not certified health instructors but did teach health education; and the number of teachers who have attended 0 DOE trainings on health and/or sexual health education in the last two years

¹ http://proxy.nycboe.org/NR/rdonlyres/097B371B-3E3A-4C22-A6C7-63173A42ACF7/0/NYCDOE_Wellness_Policy_2017.pdf

² <https://infohub.nyced.org/reports-and-policies/government/intergovernmental-affairs/health-data>

³ See Attached document on incidental teaching provision on how the city is avoiding having certified health teachers teach health education.

but did provide health education. Our members report that schools often assign teachers to health education who have zero training and are not certified. This significantly affects its quality and efficacy. Data on which schools assign under-prepared teachers to health will help stakeholders address this problem.

Additionally, Section 21-966(b)(4)(iii) should require schools to report whether they include any measure of student satisfaction in assessing the efficacy of their health education curriculum. Assessing student satisfaction or comfort can help measure the curriculum's cultural competency and LGBTQ inclusivity.

Finally, Peer Health Exchange would like to support Int 0560-2018 the task force to study the feasibility of starting middle schools and high schools after 8:30 am in order to reduce adolescent sleep deprivation. There is a plethora of research backing up the importance of adolescent's sleep and how lack of sleep affects students learning.⁴ Thank you for taking this step to advance the health and wellness of our communities.

We applaud the City Council's commitment to address health education, inclusive of comprehensive sexual health education, citywide. Thank you for the opportunity to testify on this important issue.

⁴<https://www.healthiergeneration.org/sites/default/files/documents/20181030/1bf51a2f/Sleep%20Deprivation%20Infograph.pdf>

Incidental Teaching Provision

The provision that the NYC DOE cites that allows teachers to teach out of certification is called the "incidental teaching provision." In the [health education data](#) released under local law 14 in December 2016, Incidental Teaching Provision is defined: "Staff: New York State requires that health education be taught by a certified health education teacher. New York State's incidental teaching provision permits teachers to teach one class out of license if they have **demonstrated competency** in the subject matter. Teachers without a health license are frequently assigned to teach health under this provision." Also from the [NYC DOE High School Academic Policy Guide \(September 2017\)](#) "Through NYSED's [incidental teaching provision](#), there are specific instances where a teacher may teach one period per day in a subject area outside their certification area, provided that they teach within the same student population as their license area and have **demonstrated subject matter competency in the subject**." (bold and underline text added for emphasis).

Official compilation of codes, rules, and regulations of the State of NY outlining requirements for teachers certificates and Incidental teaching can be found at [Commissioner's Regulations 80-5.3](#) . They are also pasted I below.

In the 2017-18 data reported in Local Law 14, there are 165 licensed health instructors in NYC with 18,526 teachers teaching health education. Leaving most teachers teaching health education doing so under Incidental Teaching Provision. This data is misleading because elementary school educators are included, but with roughly 1,000 middle and high schools, we still know that 165 licensed health educators is a drop in a large bucket.

The need for the incidental provision likely emerged from true challenges in finding qualified teachers (see [here](#) page 16 (search incidental) or [here](#) where it looks like it is used for coaching). That said, the provision's intention and spirit is not to allow a whole subject that is a part of New York State educational requirements to be taught by non-certified teachers, which, is what is happening in NYC as stated by the DOE in the quote above. In NYC the incidental teaching provision is being used as a loophole through which students are denied the certified teachers they deserve.

Importantly, the way we use Incidental Teaching in Health Education, runs the risk of not being in compliance with the Incidental teaching provision as it is laid out below.

Key questions:

- Do principals and superintendents go through all steps outlined below (see highlighted text) to comply with provision?
- Are the teachers teaching through this provision receiving the needed training?
 - Given the DOEs reporting on training ([health education data](#)), it does not appear so

Actual provision (highlighting my own).

[https://govt.westlaw.com/nycrr/Document/I364d11c8c22211ddb29d8bee567fca9f?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/nycrr/Document/I364d11c8c22211ddb29d8bee567fca9f?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

80-5.3 Incidental teaching.

A superintendent of schools may assign a teacher to teach a subject not covered by such a teacher's certificate or license for a period not to exceed five classroom hours a week, when no certified or qualified teacher is available **after extensive and documented recruitment**, and provided that approval of the commissioner is obtained in accordance with the following requirements:

(a) Not later than **20 business days after such an assignment**, the superintendent of schools shall submit for approval an application, in a form satisfactory to the commissioner, containing the following information:

- (1) **evidence of extensive recruitment of a teacher certified in the appropriate area;**
- (2) the name and certification status of the teacher given such assignment;
- (3) the subject which the teacher is being assigned to teach on an incidental basis and the total number of classes in such subject being taught on an incidental basis;
- (4) **the qualifications of the teacher to teach such subject on an incidental basis;**
- (5) **the specific reasons why an incidental assignment is necessary;**
- (6) the anticipated duration of the incidental teaching assignment; and
- (7) the number of applications, approved or pending, for authorization to make incidental teaching assignments in the same certification area for which the current authorization is being sought.

(b) To be approved, such application shall demonstrate to the satisfaction of the commissioner that an incidental teaching assignment is necessary, that the teacher so assigned is the best qualified to teach the subject on an incidental basis, and that the requirements of this subdivision have been met.

(c) **The commissioner will issue a determination within 20 business days of receipt of the district's application.**

(d) In the event that the application is disapproved, the superintendent of schools, within seven business days of receipt of notice of such disapproval, shall terminate the incidental assignment. In the event that the application is approved, such approval shall be deemed to have commenced on the date of the incidental teaching assignment and shall terminate on the last day of the school year for which it is granted. The superintendent of schools may apply, in accordance with subdivision (e) of this section, for renewal of such approval for any teacher.

(e) **To obtain renewal of such approval in any subsequent year, the superintendent of schools, as soon as possible after learning that the continued assignment of an incidental teacher is necessary, shall submit an application which, in addition to setting forth the information required pursuant to subdivision (a) of this section, contains an assurance by the superintendent of schools that:**

- (1) the teacher who previously taught the course on an incidental basis has been offered the opportunity to continue to teach the course or has not been offered such an opportunity because the superintendent has evidence that the course was not taught in an acceptable manner;
- (2) the teacher who is assigned to teach the course has completed, or has agreed to complete no later than September 1st of the school year next following the first renewal of such approval, **at least three semester hours of credit or a satisfactory equivalent leading to certification in the subject which the teacher is being assigned to teach; and**
- (3) the teacher who is assigned to teach the course will be **reimbursed by the school district for the tuition cost of any portion of the three semester hours of credit or the equivalent required pursuant to paragraph (2) of this subdivision that is taken by the teacher at the request of the school district, and satisfactory evidence that the teacher has been so reimbursed in the event the teacher who is assigned has previously taught the course on an incidental basis, pursuant to a previous renewed approval.**

- Of note – find this response by the Council of Administrators of Health, Physical Education... from 2012 – page 3 – also pasted below

This new Q & A is answered by NYSED Associate's office (for health education).

This is a correction from an earlier issue of the Q & A Times. (See 2001-2011 Anthology Q & A's, p. 7, posted on our website at www.nysahperd/coa.)

Q:

Can a non-certified health teacher teach health? I need to cover one health class this semester and have one of my PE teachers available to teach it.

A:

This question is interesting. Commissioner's Regulations 80.5, allows for "incidental teaching," which enables teachers to teach out of subject area only if there is a documented shortage/need (5hrs per week or 1 class). 80.5 requests, need to go to the BOCES District Superintendent for approval.

Education Law Article 17, Sec. 804/805 requires that health be taught as a separate course and by a certified health teacher (so do the Commissioner's Regs) at the junior high and high school level. The important piece is that this comes from Ed Law, rather than Commissioner's Regulations, and

Commissioner's Regs cannot undo statute.

In this interpretation, Commissioner's Regs for 80.5, cannot apply to teaching health and because certified health teaching is a statute in Ed Law, that 80.5 cannot undo.

Furthermore Ed Law Art. 17, section 805 specifically mentions the stipulations that district superintendents must sign off on annually relating to teaching health, so approvals for incidental teaching should be done with Ed Law Art. 17, 805 in mind as well.

To sum up, only certified health teachers can teach health.

**Compiled by Rachael Peters, Peer Health Exchange,
rachael@peerhealthexchange.org**

Testimony on City Council Resolution 238, calling upon the New York City Department of Education to ban processed meats from being served in New York City public schools

Submitted January 16, 2019
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I live in the Upper West Side, District 6 and have three school-age children. Cancer runs in my family. My mother survived an aggressive non-Hodgkins lymphoma in her mid 40's. The experience of having cancer in our home was tragic and life-changing for me. My grandmother and great-grandmother had breast cancer, as well. I'm now 34, and until recently, I had thought that cancer would be around the corner for me, assuming that I should be screened to determine what's in the cards and whether to prepare my family, should I suffer the same fate as my mother.

In the past two years, I've become aware of the growing body of scientific evidence implicating what we eat in most common chronic diseases, including cancers of the breast and prostate, leukemia and lymphoma, and digestive cancers. It turns out that cancer is not only about unlucky genes. Studies have demonstrated that animal protein may prompt cancer cells to progress into larger tumors. Observational studies of cancer rates around the globe show that those communities eating low-fat diets with minimal animal products and processed foods are communities with very low rates of cancer.

The American Institute for Cancer Research says on their website: "Research shows that any amount of processed meat eaten regularly increases the risk of both stomach and colorectal cancers....AICR recommends avoiding bacon and other processed meats."

<http://www.aicr.org/reduce-your-cancer-risk/diet/red-and-processed-meat.html>

The World Cancer Research Fund recommends that we reduce our meat intake overall, with "very little if any to be processed." (<https://www.wcrf.org/sites/default/files/english.pdf>)

In 2018, the World Health Organization listed processed meat as a class 1 carcinogen, alongside asbestos and smoking tobacco. (<https://monographs.iarc.fr/list-of-classifications-volumes/>) The WHO describes class 1 as "carcinogenic to humans... This category is used when there is sufficient evidence of carcinogenicity in humans."

<https://monographs.iarc.fr/wp-content/uploads/2018/06/CurrentPreamble.pdf>

The evidence behind these decisions and recommendations includes major studies like these three:

Researchers at the University of Zurich analyzing the European Prospective Investigation into Cancer and Nutrition (the EPIC study) concluded, "We estimated that 3.3% of deaths could be prevented if all participants had a processed meat consumption of less than 20 g/day. Significant associations with processed meat intake were observed for cardiovascular diseases, cancer, and 'other causes of death'."

<https://www.ncbi.nlm.nih.gov/pubmed/23497300>

Researchers at the National Institutes of Health collaborating with the AARP to study half a million people concluded, "Men and women in the highest versus lowest quintile of red and processed meat intake had elevated risks for overall mortality. Regarding cause-specific mortality, men and women had

elevated risks for cancer mortality for red and processed meats. Furthermore, [cardiovascular disease] risk was elevated for men and women in the highest quintile of red and processed meat.... These results complement the recommendations by the American Institute for Cancer Research and the World Cancer Research Fund to reduce red and processed meat intake to decrease cancer incidence.”
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2803089/>

Researchers at the Karolinska Institute in Sweden performed a meta-analysis and wrote, “Findings from this meta-analysis indicate that high consumption of red meat, in particular processed meat, is associated with higher all-cause mortality. Overall, those in the highest category of processed meat and total red meat consumption had increased all-cause mortality of 23% and 29%, respectively, compared with those in the lowest category....[There is a] steeper increase in all-cause mortality at intakes below approximately 1 serving per day. *This finding suggests that all-cause mortality is elevated even at low intakes of processed meat and total red meat.* [emphasis added].... Results from the present meta-analysis add to the increasing evidence that consumption of red meat, especially processed meat, should be limited.”
<https://academic.oup.com/aje/article/179/3/282/103471>

Since we have the knowledge that consuming processed meat in particular is demonstrably connected to cancer and other causes of death and suffering, there is no good reason to feed it to our children. Processed meat should be off the menu. Unfortunately, hot dogs and bologna sandwiches are associated with childhood. They’re easy to prepare, and they’re cultural icons. Hot dogs may be all-American but they are by no means a health food. Most parents don’t know this, and schools have a role in educating families.

As a plant-based health activist through Plant Powered Manhattan, I want to ensure that everyone knows the connection between food and chronic disease, and to seek out societal changes that help the average person take charge of their own health destinies. ~~Each of you here at the City Council~~ ^{The DOE} has the opportunity to make it easier for millions of people to live healthier lives by changing what’s on the menu, and who better to start with than our children.

If you are curious for more information, I encourage you to pick up two books in particular: How Not to Die by Michael Greger, MD, and The China Study by T. Colin Campbell, PhD, and Thomas Campbell, MD, or to watch any of the wonderful documentaries that have come out recently on food and health, especially *Forks Over Knives*, *What the Health?*, and *Plant Pure Nation*.



Testimony of the National Institute for Reproductive Health
before
The New York City Council Committee on Education
regarding
T2019-3611 and Res 0716-2019
January 16, 2019

Thank you Chairman Treyger, the members of the Education Committee, and the bill sponsors for the opportunity to speak today. My name is Emily Kadar and I am here today representing the National Institute for Reproductive Health (NIRH), a reproductive rights organization that builds power at the state and local level to change public policy, galvanize public support, and normalize women's decisions about abortion and contraception.

We are also a proud member of the Sexuality Education Alliance of New York City (SEANYC), a coalition of educators, students, advocacy groups and direct service organizations fighting for comprehensive, K-12 sexuality education that meets the National Sexuality Education Standards for all New York City youth. SEANYC aims to ensure that New York City schools are equipping young people with the tools and skills to understand their bodies, navigate their relationships with others, and make the healthy decisions that are best for their lives.

Since 2011, the New York City Department of Education (DOE) has required that sexuality education be included in the two semesters of health education mandated by the state for middle and high school students. Unfortunately, both independent surveys and the DOE's own data has demonstrated that this education is not happening as it should. Two years ago, the Council passed a bill creating the Mayor's Sexual Health Education Task Force, a group of experts and stakeholders that studied the issue and published its recommendations in July 2018. Around the same time, the DOE announced the creation of the Health Ed Works initiative to improve health education. These developments are all steps in the right direction, but there is so much more we need to do. That is why I am happy to testify today in support of T2019-3611, introduced by Councilmember Laurie Cumbo, and Resolution 0716-2019, introduced by Councilmember Steve Levin.

Councilmember Cumbo's bill addresses some of the holes in the existing reporting requirements of the DOE. Under current law, the DOE reports annually on the provision of health education, but no reporting is required regarding sexuality education specifically. This makes it impossible to know whether students are receiving the sexuality education they need and to which they are entitled under the DOE's own Wellness Policy. By requiring reporting of sexuality education data specifically, this bill will help parents, city officials, and advocates better understand which schools are meeting their legal obligations to provide sexuality education and allow them take action to address noncompliance. Sexuality education is one of many subjects taught as part of the health education curriculum, and given its importance to young people's development, as well as the stigma and misunderstanding that often prevents it from happening as it should, it is crucial that this data be pulled out from the full health education report.

In order to ensure this bill serves its intended purpose, we recommend three changes:

1. Section 21-966(b) should be revised to include elementary schools in each reporting requirement. Students in grades K-5 are supposed to receive health education each year, including 5 HIV/AIDS lessons per year. Because health education in middle and high school builds upon lessons in elementary education, it is important to capture data on health education, including sexual health education, in grades K-5. Further, should the Department of Education implement the Sexual Health Task Force's recommendations as urged by resolution 0716-2019, elementary schools will be required to provide age-appropriate sexual health education. Tracking compliance with these requirements at the elementary level is essential to ensuring students receive the sexual health education they need throughout their adolescence.
2. Section 21-966(b)(6) should be revised to include: the number of teachers who are not certified health instructors but teach health education, and the number of teachers who have attended no DOE trainings on health and/or sexual health education in the last two years but did provide health education. SEANYC members report that schools often assign teachers to health education who have zero training and are not certified. This significantly affects its quality and efficacy. Data on which schools assign under-prepared teachers to health will help stakeholders address this problem.
3. Section 21-966(b)(4)(iii) should require schools to report whether they include any measure of student satisfaction in assessing the efficacy of their health education curriculum. Assessing student satisfaction or comfort can help measure the curriculum's cultural competency and LGBTQ inclusivity.

NIRH also supports resolution 0716-2019, calling on Mayor Bill de Blasio and the Department of Education to implement the recommendations of the Sexual Health Task Force. The Task Force's report, published over six months ago, includes a number of tangible steps that the city can take to improve sexuality education. New York City should have a true mandate requiring comprehensive, age-appropriate sexuality education that begins in Kindergarten and occurs regularly through the end of high school, is taught by qualified educators, and is consistent with the National Sexuality Education Standards. The DOE must also improve its enforcement mechanisms to ensure schools are held accountable. It is urgent that the Mayor and Department of Education implement these recommendations. As we all look for ways to help young people be healthy, safe, and empowered, this is one of the clearest ways to set our students up for success.

Thank you Chairman Treyger, Councilmember Cumbo, Councilmember Levin, and all the committee members for the opportunity to testify today. The National Institute for Reproductive Health and SEANYC look forward to continuing to work with you to continue strengthening sexuality education in our schools and giving New York's young people the education they need and deserve.

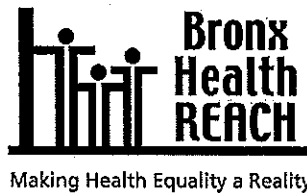
Testimony

Requiring Reporting on Food and Nutrition Education

New York City Council –Education Committee Hearing

January 16, 2019

**City Council Chambers, City Hall
New York, New York**



Moria Byrne-Zaaloff, MPH

**Program Coordinator, Bronx Health REACH
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Thank you for the opportunity to testify here today. My name is Moria Byrne-Zaaloff and I am the Program Coordinator of Bronx Health REACH, a program of the Institute for Family Health. We coordinate the New York State Department of Health's Creating Healthy Schools & Communities Program for the Bronx, working with 91 public schools in the South Bronx to improve student health outcomes and eliminating racial and ethnic health disparities. Our long-term partnership with these schools has given us first-hand experience with the health challenges our students are currently facing.

Bronx Health REACH has spent the past four years working with teachers from 40 NYC public schools to integrate nutrition education and food literacy into core curriculum. Using the DESIGN for Teachers model, developed by Dr. Marissa Burgermaster, Dr. Pamela Koch and Dr. Isobel Contento at Teachers College, Columbia University, teachers received training in how to take a Civics, English, Math or Science lesson and incorporate concepts and activities to promote healthy eating behaviors among their students. Last year, thirteen teachers participated in a pilot to integrate four lessons each in their classrooms. One of the teachers reported that parents praised him for offering these new lessons. They were happy to see that children were asking them to make healthier versions of their family's favorite dishes at home as well as asking their parents to pack healthier snacks. All the teachers agreed to use the same nutrition education lessons in their classrooms next year. For many teachers, integrating nutrition education into core curriculum and afterschool programming is just common sense. Many of the teachers and school staff we approached about the nutrition education pilot and other similar projects were already integrating nutrition and healthy eating lessons into their lessons and clubs on their own. They see what the students are eating in the morning and at lunch, how it affects their health and their engagement in the classroom, and feel compelled to take action. One Parent Coordinator, who runs a nutrition education afterschool club, conducted an activity in nutrition label reading focused on sugary beverages. When the students counted out the number of teaspoons in their favorite beverage, they were shocked. The teacher said this was a real eye-opening moment for her students. This activity inspired her to receive specialized training from BHR in nutrition education and convince a teacher to join her in conducting a class. With professional training and technical support, this teacher is now prepared to run a class in nutrition education and launch a marketing campaign to eliminate sugary beverages in her school. We've met countless teachers across the Bronx who are motivated and actively running clubs and integrating nutrition education lessons into their classroom. We've also watched the same teachers and school staff become burnt out and stretched too thin between what they want to accomplish and the demands of their job. They often don't have the capacity and administrative support to complete their nutrition education lessons or projects. After leading teachers through successful nutrition education programs by providing them with sufficient technical support, resources and professional development training, Bronx Health REACH has seen significant positive eating behavior change in the students. Bronx Health REACH would like to see teachers teaching about food and nutrition to become the norm not the exception.

All Title I schools that participate in the National School Lunch and School Breakfast Programs are required to implement district-wide wellness policies which meet "specific goals for nutrition promotion and education," consistent with the requirements set forth in section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Sec. 204 of Public Law 111-296). Yet, there isn't a clear and transparent system of measurement to achieve specific nutrition education goals. The New York State Department of Health uses the Wellness School Assessment Tool (WellSAT) tool to measure the strength and comprehensiveness of district-wide school wellness policies.

This tool from the Rudd Food Policy Center is used to evaluate the Creating Healthy Schools and Community program, which focuses on increasing nutrition education and physical activity in school districts and their surrounding communities. The WellSAT evaluates whether district-wide school wellness policies include the following Nutrition Education criteria: 1) A standards-based nutrition curriculum, health education curriculum or other curriculum that includes nutrition; 2) All elementary students receive nutrition education; 3) All middle school students receive nutrition education; 4) All high school students receive nutrition education; 5) Links nutrition education with the school food environment; 6) Nutrition education teaches skills that are behavior-focused; and 7) Nutrition education is sequential and comprehensive in scope. While our district-wide policy for NYC addresses some of these criteria, the NYC policy is not strong and comprehensive enough, and therefore, nearly all of the schools we work with struggle to meet these criteria due to limited funding and resources. Not surprisingly, it is schools located in the most resource-limited neighborhoods that are particularly ill-equipped to meet students' needs for nutrition education. The consequences of this gap are significant. Twenty-four percent of public elementary and middle school students in the South Bronx are obese and an additional 19 percent are overweight. The long-term implications of this can be seen in the 2018 Robert Wood Johnson Foundation's County Health Rankings Report in which the Bronx was once again ranked last place in New York State, 62 out of 62, for health outcomes and factors that affect health. The inability of the NYC DOE to provide adequate nutrition education to schoolchildren in the Bronx contributes to these health disparities.

Too often, the burden of working around these barriers is placed on the shoulders of individual teachers. Schools rely on external organizations to implement nutrition education programming and provide funding and resources. Teachers from our schools have identified three significant barriers to delivering a quality PE program that meets the federal requirement: 1) there is not enough time in the schedule for all students to fit in nutrition education, 2) there aren't clear guidelines from the NYC DOE regarding how many hours or lessons per semester should be dedicated to nutrition education in elementary and middle school, and 3) teachers do not receive sufficient professional development training in nutrition education. Collecting and reporting data about which schools are complying with the federal mandates would bring us one step closer to addressing the problem at hand.

Recently, the DOE has tried to address the need for more health education support in schools by implementing Health Ed Works, a pilot to expand resources and technical assistance in nutrition education to schools and students' families. We hope that DOE will be transparent and share the outcomes of the participating schools throughout this project. Shared knowledge combined with updated standards will help organizations like Bronx Health REACH more effectively address the needs of NYC schools in real time. It is also important to point out that the New York State standards for Health Education and Family and Consumer Studies haven't been updated in 23 years, which includes food and nutrition education standards. Providing a new scope and

sequence for NYC schools is a first step, but without updated State standards to support NYC changes, the sustainability of these changes is limited. There are many opportunities for the DOE and school wellness advocates to partner to create opportunities for improved nutrition education in NYC schools, and we are committed to helping improve the health and educational outcomes that our city's children deserve.



**Reporting on Food and Nutrition Education in NYC Schools
New York City Council, Education Committee Hearing
January 16th, 2019**

**Testimony of Andrew Barrett, New York Program Director
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Good afternoon. My name is Andrew Barrett and I am the New York Program Director with FoodCorps. Through our direct service program in schools and our broader food systems and procurement work, FoodCorps serves to connect kids to healthy food in school.

First, I would like to thank Education Committee Chair Treyger and all the members of the City Council Education Committee for holding today's hearing on the food and nutrition education reporting bill (Int. No. 1283). FoodCorps shares the City Council's interest in creating a future in which all our city's children—regardless of class, race, or geography—know what healthy food is, care where it comes from, and eat it every day. We believe that the knowledge provided by a reporting bill will be a first step toward that future.

When FoodCorps began our direct service program in New York City in 2015, we realized that there wasn't any data with respect to food education in schools to help inform our strategy for allocating our limited resources. We ultimately decided to focus our work in District Public Health Office neighborhoods because of the high rates of diet-related diseases, and currently partner with schools located in the key neighborhoods served by the Center for Health Equity's Neighborhood Health Action Center initiative. Several of our school partners serve districts represented by members of this committee, including Council Member Salamanca, Council Member Cornegy, and Council Member Barron. I am also personally a proud kindergarten parent and a constituent of Council Member Lander.

As FoodCorps continues to grow our programs over the next few years, the information provided through this reporting will allow us to better understand the gaps that exist in access to food education. We will be able to make more strategic decisions about where and how to invest our resources, and to more effectively align our efforts with our partners.

We will also be able to celebrate schools that are providing food education to their students. We will be able to learn from teachers that effectively integrate food into the academic subjects, school staff that create a welcoming cafeteria environment, and principals that help guide a schoolwide culture of health.

As a participant in the Food-Ed Coalition, FoodCorps supports the Coalition's position that all New York City students deserve healthy, equitable, sustainable, and culturally responsive food access and education. In order to achieve this goal, we have to have a better understanding of food education in schools, and that a reporting bill is a strong first step. As we look to balance this important data with the administrative burden it could create for schools, FoodCorps supports changes to the bill as outlined by the Coalition.

We are grateful to the City Council for its commitment to food and nutrition education in New York City schools, and we look forward to working with you to continue growing healthy New York City students and families. Thank you for the opportunity to testify.

Food and Nutrition Education Reporting Bill Testimony

Presenter- Benjamin Ferder
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January 16, 2019
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Good Afternoon,

My name is Benjamin Ferder and I am speaking today as an employee of the NYC DOE for district 9's Lucero Elementary School located in Bronx, New York. I would first like to thank Moria Byrne- Zaaloff of Bronx Health REACH and Taisy Conk of New Settlement for providing me with the opportunity to present my testimony today to support the reporting bill on food and nutrition education in all NYC DOE schools.

When I first came to Lucero in 2015 I knew nothing about wellness or a wellness policy. My focus was strictly on teaching physical education and teaching students how to play different sports, learn different skills- locomotor, non locomotor, manipulative and how to work together as a team (communication and collaboration). Cristina Rios developed Lucero's Wellness Policy along with the parents and staff at Lucero Elementary School. The wellness policy included physical activity awareness, mental health awareness and most importantly food and nutrition education.

When she left it was my job not only to enforce the wellness policy, but also update, modify, and strengthen the policy through the partnerships of different organizations- CookShop, Wellness in the Schools, Edible Schoolyard, Spoons Across America, HIP HOP H.E.A.L.S and more. These programs have helped increase student engagement and understanding about nutrition education and health awareness at

Lucero Elementary School. At Lucero we encourage staff to be healthy role models for our students, demonstrating that eating nutritious food and taking care of our bodies and minds are important values for the whole school community.

Lucero has a very strong Wellness Council derived of parents, staff and wellness organizations that help create and institute different programs and policies to help differentiate the school from other schools in NYC. Lucero also has a student organization called the Wellness Ambassadors. The Wellness Ambassadors are student advocates for the Wellness Council. They help assist the Wellness Council with daily operations and help check for healthy and unhealthy snacks/lunches (all unhealthy foods/drinks are given a sticker and sent back home).

The Wellness Ambassadors have gained the knowledge to read food labels and nutrition facts to help teach their peers about food and nutrition education. At Lucero we have eliminated chocolate milk from being sold in school and the vending machines only dispense water. With the creation of the Wellness Council, Wellness Ambassadors and help from outside organizations Lucero Elementary School has accomplished its most prestigious goal and continues to accomplish this goal. Lucero Elementary School has become a platinum award winning school for its efforts to create a healthy and knowledgeable school environment with policies and practices that promote student, staff, and parental health, nutrition, and physical active achievement.

I am casting my vote **FOR** the proposed bill. I am not only **FOR** the proposed bill because of the importance it will provide students with the motivation, skills, and knowledge to make choices that are healthy for themselves, their families, and their communities; I am **FOR** the proposed bill because Bronx County is ranked 62 out of 62 counties in New York State in health outcomes and health factors. The Bronx has been ranked last in health outcomes and health factors since 2012; it is time for a drastic change. Nutrition education develops different skills- gardening, cooking, critical thinking skills, and it helps empower students to adopt healthier eating habits that can last a lifetime. Nutrition education encourages students to consider how their everyday food choices connect them to the environment, the

work force, big business, and the social justice movement. It encourages students to advocate for healthier environments where they live, learn, and play.

Thank you to the committee for taking the time for allowing me to read my testimony and listening to why I am **FOR** the food and nutrition education reporting bill.

January 14, 2019

Dear City Council:

It is with great enthusiasm that I support the Nutrition Education Bill.

When I began teaching English at Columbia Secondary School for Math, Science, and Engineering in 2007, it was clear to me that many of my urban students lacked understanding of where their food comes from, and what it means to be nourished with healthy, nutritious food.

My first experience in nutrition education came in my first year of teaching, when I co-led a school wilderness trip at an outdoor camp upstate. One parent warned me in great detail before the trip that her daughter was a very picky eater, not wanting to try anything beyond chicken fingers and pasta – “she definitely won’t eat vegetables,” she told me. I told her that we’d make sure her daughter was fed. My own love of cooking led me to be in charge of preparing the meals in the kitchen alongside teams of students, and the first night found me working with the very student who wouldn’t eat vegetables. As we cooked together, I showed the students the different vegetables we were preparing for the night’s dish, including leafy green kale and broccoli, discussed with them how we’d make them, and let them sample along the way. Though at first she was hesitant, when that student saw others trying the steamed broccoli with exclamations of “this is soooo good!”, she quickly took a nibble herself - and proceeded to have her plate covered in green. Her mom soon requested the recipes from the trip, noting that it was the first time her daughter had ever asked for a vegetable.

This showed me the great power of building community around food. When children are simply fed food their parents prepare or buy, they don’t get the experience of being part of the process so they don’t feel the ownership of what they’re eating. When they’re involved in the process, it’s much easier to try new foods and embrace the joy of healthy eating.

My early experiences preparing and sharing meals with my students led me to bring my own childhood experiences of gardening into their lives. I started a school garden, first on the roof of my school’s building and later in a vacant lot up the street. I quickly learned that growing food indeed connected students to healthy eating in yet another deep way: after putting in the work to grow vegetables, students all wanted to try them. I soon found students replacing taco shells with lettuce leaves and requesting more salads in the school cafeteria – so much so that we couldn’t keep up with the demand in the garden. Parents happily shared stories of students eating salad at home and science teachers told me that the students had an excellent grasp of how ecosystems work. And, I found a community of likeminded educators and programs working to support this very kind of work all over New York City, giving me the support I needed to continue to grow this food and nutrition program within my school.

I haven’t yet mentioned that in the process of all of this, I spent my time in the classroom teaching 6th grade English. My garden-based programming expanded to involve extracurricular

courses after school where we delved straight into a “Seed to Fork” approach of growing, eating, and celebrating food and nutrition. As an English teacher, literacy was always at the heart of what I did, and students found themselves writing about their experiences, reading relevant literature, and even developing class publications on food. I saw students who were hesitant readers and writers in my regular classroom suddenly embracing both literacy and nutrition in these courses. At the end of one such class, a student asked, “why we can’t we learn like this every day?”

That summer, I rewrote my English curriculum based on studies of food systems. We read *Seedfolks*, a novel by Paul Fleischman about a Cleveland Community Garden and paralleled it with our own work in the school garden. We explored survival novels including Gary Paulson’s *Hatchet* and Jean Craighead George’s *Julie of the Wolves* in tandem with students’ studies of the Neolithic Revolution and the rise of agriculture in Social Studies. Students boosted their nonfiction skills as they read the young readers’ edition of Michael Pollan’s *The Omnivore’s Dilemma* and we partnered with local nutrition educators to explore the concepts Pollan wrote about in a hands-on way. And, students test scores showed noticeable gains.

When we educate students about what they are putting into their bodies, the very fuel from which they get their daily energy, they gain not only a knowledge, but also a power – the power to make healthy choices and to be educated consumers. The sense of ownership they gain in turn builds enthusiasm for learning. As I built this curriculum, I learned that nutrition and healthy food can be taught in any setting – we can interpret statistics and calculate portions in math, experiment with plants or explore the systems in our bodies and gardens in Science, or consider how human development was affected by food in Social Studies.

With the new bill to report on food and nutrition education in schools, it is my hope that *all* students can experience the power of understanding their food and having a voice for their own healthy life. Thanks to the partners out there (many of whom are likely here to share their own words, too), teachers can come from any range of experiences and still find ways to tie food education to their students’ lives. While some may argue that schools have other priorities, like test prep, to take up their time, I’d argue that a solid understanding of food and nutrition isn’t mutually exclusive. Strengthening our curricula with food and nutrition education gives students the fuel they need – both the food and the academic engagement – to in turn influence their test scores, too. When we talk about leaving no child behind, we can only do that if *all* children have the nourishment to stay in the race. Just like reading and mathematics are tools that students can use to be productive and successful global citizens, so too is the knowledge of growing, cooking, and eating healthy, nutritious food.

Meredith Hill

Assistant Principal, Garden Educator, English (and Food!) Teacher
Columbia Secondary School

City Council Hearing: Committee on Education

Testimony: Ethan Ciment, DPM

January 16, 2019

My name is Dr. Ethan Ciment, and I'm a podiatric physician and surgeon working in Chelsea. In 2015, the World Health Organization classified processed meat—or hot dogs, pepperoni, bacon, and deli meat—as carcinogenic. They cited a major study that found that just one hot dog or two strips of bacon per day increases the risk of colorectal cancer by 18 percent. Unfortunately, it's not uncommon to see these same foods on students' lunch trays regularly in New York City schools. Colorectal cancer is the second deadliest cancer in the U.S., and rates are already rising in young people.

And it's not just students' futures that we should be worried about. As a health care provider, I'm concerned by how common it is to see chronic diseases already affecting our kids. We're seeing more and more children struggling with childhood obesity, type 2 diabetes, and even risk factors for heart disease, like high cholesterol and high blood pressure. Serving our kids processed meat, which—on top of being carcinogenic—is packed with saturated fat and cholesterol, is only exacerbating this trend.

It's time to get these foods out of schools. New York has long been a leader in providing a great learning environment for our students. Let's take it a step further and be a leader in serving high-quality food that can protect our students' health.

Dr. Ethan J. Ciment (President) is a podiatrist in private practice in New York City. He is the founder and medical director of The Chelsea Foot and Ankle Center where he treats the entire spectrum of foot and ankle medicine and surgery. He is board certified by the American Board of Podiatric Medicine, a fellow of The American College of Foot and Ankle Orthopedics and Medicine, an active member of both the American Academy of Podiatric Sports Medicine as well as the American College of Foot and Ankle Pediatrics. Dr. Ciment is also certified in Plant Based Nutrition by The T. Colin Campbell Center for Nutrition Studies through Cornell University.

City Council Hearing: Committee on Education
Testimony: Tom Shamy
January 16, 2019

My name is Tom Shamy, and I'm a parent of two Manhattan public school students - one at PS 314 Muscota in 3rd grade, and one at Columbia Secondary School in 6th grade.

I first want to thank the Brooklyn Borough President and the City Council members who worked together to sponsor this very important resolution. I believe that our schools should serve children healthy, nutritious meals, with wholesome ingredients. As a class I carcinogen, processed meat should have no place in school.

My children are lucky; they learned from a young age to eat and enjoy a variety of fresh fruit, vegetables, whole grains, beans, and other healthy foods that promote wellness. When he was in 4th grade, my son volunteered one day in the K-2 lunch period in his school. He came home upset, and said to me, "Dad, guess what? 90% of the young kids are drinking chocolate milk and throwing out their fruit." So, as a member of the school wellness committee, I worked successfully to remove chocolate milk from service and replace it with a water dispenser. That was 2 years ago, and the kids are now better hydrated and eating more fruit.

Education doesn't stop at the cafeteria door. Children expect that what they are served in school is what they should be eating.

This resolution to ban processed meat is a very important first step towards bringing school food service in line with what current nutrition research tells us is best. But there is still a long way to go. A significant percentage of kids in school now will develop diet-related chronic illnesses, like diabetes, or become obese, or both.

Most school meals are still heavy on meat and cheese, which are high in saturated fat and cholesterol, and have no fiber. I want my children eating food that keeps them healthy - whole food, plant-based meals - so I pack them lunches. But school should be a place for all children to thrive, and where children like mine, who want to make healthy food choices, have better meal options.

There is progress being made, and the NYC Office of School Food is incorporating truly healthy lunch entrees a few days per month on the Alternative and Vegetarian school menus - like roasted chickpea tagine, veggie tacos, pasta fagioli with whole grain pasta, and tofu and bean burritos. This is great, but healthy meals should not be "alternative"; they should be the mainstay of what we serve to all kids. Because the healthy habits they learn in school will stay with them for life.

Thank you for your consideration in making healthy foods more accessible for the school children in New York.



As the Executive Chef of Oceana Restaurant in midtown, but more importantly as the Executive Chef of Wellness in the Schools, a non-profit organization that brings food and fitness programming to public school communities, I testify as follows:

We are in absolute support of Int 1283, which requires public schools to report annually on food and nutrition education. With childhood obesity continuing to rise, our children deserve much better, and we support transparency and equity for all. Our program trains school cooks in the implementation of **the alternative menu**, which includes more scratch-cooked and unprocessed meals - to over 100 public schools here in NYC. **We also teach cooking classes that provide food and nutrition education in these schools.** 100 schools are not enough. There are 1200 school buildings. **All children deserve what WITS schools receive, a menu that is not the alternative.**

City Council Hearing: Committee on Education
Testimony: Robert E. Graham, MD, MPH, ABOIM, FACP, Chef
January 16, 2019

My name is Dr. Robert Graham and I am both a physician and chef. I am the co-founder of FRESH-Med where I advocate for a healthcare model that puts the emphasis on healthful foods, better known as Culinary Medicine. I strongly believe that the food we eat and the lifestyle choices can significantly improve one's health.

On the contrary, eating foods that are unhealthful such as processed meats are known to cause illness. Diet-related diseases like heart disease, type 2 diabetes, obesity and some forms of cancer are largely preventable if we pay attention to what we eat. I urge the board to pass Resolution 238 to remove processed meats which are labeled a class 1 carcinogen by the World Health Organization in the same category as asbestos.

I have trained hundreds of medical professionals on how to prepare foods that are both healthful and delicious. This kind of model that values food as medicine needs to be demonstrated in schools as well. Students need to learn that food is medicine and what better way to do that than removing the foods that harm health like processed meat and replacing them with foods that promote health like fruits, vegetables, whole grains, and legumes. The cafeteria is as much as a learning environment as the classroom is.

Researchers predict that by 2030 the incidence rates among people ages 20-34 years will increase by 90 percent for colon cancer and by 124 percent for rectal cancer. Let's change that statistic today.

City Council Hearing: Committee on Education
Testimony: David Dunaief, MD
January 16, 2019

My name is Dr. David Dunaief and I am here to support Resolution 238 to remove processed meat from schools. As a physician, I know that the research links processed meat to colorectal cancer and the incidence rates are rising in young people. What we think of as age-related diseases or chronic diseases like obesity, cancer, heart disease, and type 2 diabetes, these are becoming prevalent in younger populations. Why is that?

What we eat from a young age over time impacts our health. If a child begins with unhealthful foods like processed meats, their risk increases for developing chronic disease earlier in life. We cannot continue to harm our bodies from the start by serving processed meat in schools. We need to replace them with foods that promote health like fruits, vegetables, whole grains, and legumes.

This is important not only for one's physical health, but also mental and emotional. When someone is diagnosed with a disease, they unwillingly have to take on a new and degrading identity—their disease. Coping with a new diagnosis has caused many of my patients turmoil and not just them, but their friends and family around them as well. The patient, the caregiver, the friend, the neighbor—each of these people are hit like a ripple effect when disease has taken precedence.

My grandfather died from colorectal cancer at age 71. It was too late for him to turn his fate around. As a 10 year old boy, I myself feared getting the same disease. I panicked when I thought I had colorectal cancer too. I'm so thankful that I didn't let genes determine my fate but rather learned to eat healthfully early on. The stress associated with even the thought of having a disease is too great. Put yourself in the shoes of someone with a disease and think about how burdensome that feels. What if we can help stop that diagnosis from ever occurring in the first place?

Early detection is not enough. We need prevention—we need processed meats out of schools and high-fiber, plant-based foods to be the stars of the plate. Let's give our children, our neighborhood, and our city a healthy start so that they don't have to figure out how to change bad eating habits later when it might just be too late. We need to make the grassroots change ourselves today in this meeting room and change the ripple effect of our society.

City Council Hearing: Committee on Education
Testimony: Marisa Miller Wolfson
January 16, 2019

My name is Marisa Miller Wolfson, and I'm a parent currently in the process of writing a cookbook with kid-friendly recipes.

I believe that our schools should not be serving processed meat because in reality they are not kid-friendly at all. We know from the World Health Organization that these are linked to cancer. My children attend private school, and our school doesn't serve any processed meats like hot dogs, salami, or bacon. Why should public school kids be more harmed just because they are in public school and not private school? None of our children should be receiving lunches that have clear links to serious diseases.

As I write my cookbook, it's become even clearer to me just how much parents take great care to feed their babies and toddlers the best possible foods. Why should that suddenly change when children begin going to pre-school and all throughout grade school? We're making it harder for parents to feed their children healthfully, and instead we need to help extend that level of care past the baby/toddler years by passing this resolution.

Some public schools, like PS244 in Queens and PS343 in lower Manhattan have already successfully removed processed meats and other unhealthy foods from their menus and have had great success and a high rate of student participation in their lunch programs.

Thank you for your consideration in making healthful foods more accessible for all of our children in New York schools.

**Testimony for the New York City Council Committee on Education
Oversight Hearing on Health & Wellness Instruction in NYC Schools
January 16, 2019**

**By Gary Edwards
Education Justice Intern, Children's Defense Fund-New York**

Good afternoon, my name is Gary Edwards and I'm a current student at Khalil Gibran High School in Brooklyn and an intern at the Children's Defense Fund New York. I am here to testify about the connection between health and wellness and the school-to-prison pipeline.

As a young individual attending high school I witness my school struggle with a host of challenges, including a lack of necessary resources and supports to help students exceed to the highest levels, especially students with unmet needs.

Health and wellness means the ability to strive for accomplishments without any unjust barriers or inequalities. Wellness determines whether students can progress through life and stay engaged in school. There are many demands on students even outside of school that have an impact on student health, and impact the way they think or participate in school, including lack of sleep, anxiety, depression, etc.

Student health has an impact on how they participate in the classroom, and can often lead to a negative situation. If a school does not have positive supports for students, they sometimes will experience more school safety agents and security guards to be present in the school, however we need to dig deeper for a solution and resolve the conflicts that are going on.

For example, there need to be better consequences instead of arresting a young individual and incarcerating them. This makes everything worse. Arrests are traumatizing. It can be very horrific, especially if it is your first time. You can have a seizure, you can have a panic attack, you can be so anxious to the point where you can't breathe. It would change your state of mind, it could make you so overwhelmed and stressed and over time that could cause you to perform badly in school. It stays with you.

The city needs to invest in alternatives to the harsh treatment of students. This could mean guidance counselors, clinical social workers, nurses, afterschool programs, and other opportunities for students. Schools need more resources. As an example, a guidance counselor could have sessions with students, identify their enthusiasm and emulate the qualities that they have, supporting a student's progress, making sure that they are engaged in school. Supportive school staff help you solve problems, they prevent conflict from happening, and prevent arrests.

The City cannot continue spending resources that are not beneficial to our students' future, instead we need to take that funding and put it into investments that will transform and proceed to help our students succeed.

Thank you for the opportunity to testify.

Testimony on City Council Resolution 238, calling upon the New York City Department of Education to ban processed meats from being served in New York City public schools.

January 16, 2019

Enrica Sacca

I'm a native New Yorker. My parents came to the US from southern Italy in the late 1950's. A bowl of pasta & fagioli and fresh fruit was their typical meal.

Once in the United States their diet changed to meat at least 3x per week and always a sandwich for lunch. Well ...within 10 years my father gains 50 pounds and develops type 2 diabetes, my mother triggered an autoimmune disease and ended up with a liver transplant. And me ... I had colitis - I remember spending more time in the bathroom than in class.

I grew up hearing my mother say :

'You have NOTHING if you don't have your health'.

In our home we thought we were all eating right ... The good old American way.

A few years ago, I was fed up with being sick.

I learned more about diet and health through the work of T. Colin Campbell and others, which allowed me to clear up the lifetime of colitis - something that I never thought was possible, nor that doctors indicated was even an option.

The Crohn's and Colitis Foundation says, "Patients with ulcerative colitis or Crohn's disease... are at higher risk for developing colorectal cancer than the general population." A 2012 study conducted in Europe concluded that ulcerative colitis makes it nearly 2.5 times more likely for patients to develop colorectal cancers. Colorectal cancer is also tied to processed meat intake. The World Health Organization has classified processed meat as a carcinogen. Studies showed that eating 50 grams of processed meat every day -- the size of a single hot dog or 4 strips of bacon -- increased the risk of colorectal cancer by 18%.

(<https://www.cancer.org/latest-news/world-health-organization-says-processed-meat-causes-cancer.html>)

While the interplay of colitis, cancer, and food is not perfectly clear, what I *do* know is that many bowel issues are reversible with food, as my story demonstrates. Let's not wait for children to grow up and develop these terrible diseases; let's help them avoid them to begin with by taking processed meat out of school lunches.

My name is Chloe Coscarelli and I am a vegan chef and cookbook author. I have been vegan for 15 years and have tons of experience making meals that taste fantastic without using any processed meats. I support the passing of Resolution 238 to remove processed meats from schools to benefit the health of students and staff. I am confident that the food service staff can create delicious, healthful meals without processed meat and I would be pleased to personally lend my expertise in menu development.

It is critical that we take action now to pass this resolution. We cannot afford to backtrack. More than 50,000 people in the United States die each year from colon cancer, which has been directly linked to processed meats, and this will worsen if nothing changes. Exposure to healthful foods like fruits, vegetables, whole grains, and legumes at a young age will help kids develop lifelong healthy eating habits and lower their risk for cancer.

From a culinary perspective, there is no reason to use processed meats in school meals. Instead of sausage crumbles, kids could enjoy black beans in burritos which are packed with fiber and protein. Instead of hot dogs and pepperoni pizza, we can make easy kid-friendly recipes like buffalo cauliflower wings or spaghetti with mushroom meatballs. Schools around the country would be inspired to follow if they saw New York City take a stance today. Thank you.

Gail Mayer, MS, RD, CDN

Testimony for Resolution 238

My name is Gail Mayer and I am a Registered Dietitian. The list of documented reasons to pass Resolution 238 and remove processed meats from schools is quite long. To name a few, studies have found that every serving of processed meat per day increases the risk of the two most common causes of death: heart attack¹ and cancer, including colorectal, esophageal, gastric, and bladder cancers². One daily serving (50g) of processed meat also increases risk of hypertension³ and stroke⁴.

Feeding processed meat to children in schools impacts not only their long-term health, but also their current health, through increased risk of developing Type 2 Diabetes⁵. This is of particular concern here in New York City, because the number of children in NYC living with Type 2 Diabetes (11 in 10,000⁶) is more than double the national rate (4.6 in 10,000⁷), and diabetes rates continue to rise. Studies indicate that diabetes onset prior to age 30 can shorten one's lifespan by 15 years⁸, and young onset is associated with higher risk of comorbidities and complications, including kidney failure⁹ and blindness¹⁰.

Because schools have a responsibility to protect children from harm, it is imperative that the food served to them in school does not put them at increased risk of life-threatening and debilitating health conditions. Rather, as a matter of public health, we should strive to serve students the most health-promoting foods possible because we owe every single child the opportunity to enjoy a long, healthy life free from degenerative chronic disease.

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New York City Council
Committee on Education Hearing
January 16, 2019

**Sexuality Education Alliance of New York City
Testimony on Proposed Bills Related to Sexual Health Education:
T2019-3611 and Res 0716-2019**

Good afternoon. My name is Zoe Ridolfi-Starr, and I serve as the Policy co-chair for the Sexuality Education Alliance of New York City. Thank you to Councilmember Treyger for convening this hearing, to the members of the committee, and to the councilmembers sponsoring the proposals being discussed this afternoon. We are pleased to be here to express our support for Councilmember Cumbo's bill T2019-3611 and Councilmember Levin's resolution 0716-2019, and to offer suggestions for strengthening these proposals.

The Sexuality Education Alliance of New York City (SEANYC) advocates for comprehensive, K-12 sexuality education that meets the National Sexuality Education Standards. Our coalition includes students, parents, educators, direct service providers, and advocacy organizations. SEANYC aims to empower all students with the information and skills they need to live safe, healthy, and productive lives.

Comprehensive sexuality education plays a vital role in preventing sexual assault and dating violence, decreasing the rates of sexually transmitted infection and unplanned pregnancy, improving children's health and body image, and eradicating bullying and harassment. However, the sexuality education our city's students currently receive is woefully inadequate. These proposals will help address this urgent issue.

We support bill T2019-3611. New York City students are supposed to receive sexuality education in their health class; however, reports suggest that many schools fail to provide it. In a recent survey by the New York Civil Liberties Union, only 25% of youth reported having received any sex education.¹ In another survey, approximately 1 out of 3 students from Bronx high schools said they had never received sex education, or were "unsure if they have." Of the students that said they had received sex education, a third said they received only one or two lessons total.² Fewer than two thirds of students said they learned about healthy relationships, and just 37 percent learned communication skills when it comes to sex.

¹ *LGBTQ Sex Ed & Safety: A Survey of New York City High School Students*. New York Civil Liberties Union, 2016.

https://www.nyclu.org/sites/default/files/field_documents/20170320-nyclu-lgbt-ed-safety-survey.pdf

² Survey results from "C2P Bronx"; Connect to Protect Bronxworks Sexual Health Education Survey.

Existing reporting requirements under Local Law 14 require the Department of Education (DOE) to report annually on the provision of health education, but no reporting is required on sex education specifically. This makes it impossible to know whether students are receiving the sex education they need and to which they are legally entitled.

This bill will help address the problem by requiring reporting on sex education specifically. It will enable parents, city officials, and advocates to better understand which schools are meeting their legal obligations to provide sex education, and take action to address noncompliance.

We have already seen the influence of releasing such data: Data released in prior years under Local Law 14 has revealed the clear failure of many schools to provide the two semesters of health education mandated by state law. In response, the DOE launched a \$24 million initiative, Health Ed Works, to improve health education and increase compliance. (It is unclear how, if at all, this initiative will impact sex education, because the DOE once again addressed health education without any public discussion of sex education specifically.)

Hiding sex education behind health education obscures schools' noncompliance, and impedes efforts to ensure students get the information they need to live safe, healthy lives. It will be impossible to properly address sex education concerns without clear, specific data. Passing bill T2019-3611 will help us see and solve the problem of inadequate sex education in NYC schools.

In order to ensure this bill serves its intended purpose, we recommend three changes:

1. Section 21-966(b) should be revised to include elementary schools in each reporting requirement. Students in grades K-5 are supposed to receive health education each year, including 5 HIV/AIDS lessons per year. Because health education in middle and high school builds upon learning standards from elementary education, it is important to capture data on health education, including sexual health education, in grades K-5. Further, should the Department of Education implement the Sexual Health Task Force's recommendations as urged by resolution 0716-2019, elementary schools will be required to provide age-appropriate sexual health education. Tracking compliance with these requirements at the elementary level is essential to ensuring students receive the sexual health education they need throughout their adolescence.
2. Section 21-966(b)(6) should be revised to include: the number of teachers who are not certified health instructors but did teach health education, and the number of teachers who have attended 0 DOE trainings on health and/or sexual health education in the last two years but did provide health education. Our members report that schools often assign teachers to health education who have zero training and are not certified. This significantly affects its quality and efficacy. Data on which schools assign underprepared teachers to health will help stakeholders address this problem.
3. Section 21-966(b)(4)(iii) should require schools to report whether they include any measure of student satisfaction in assessing the efficacy of their health education curriculum. Assessing student satisfaction or comfort can help measure the curriculum's cultural competency and LGBTQ inclusivity.

We also support resolution 0716-2019, calling on Mayor de Blasio and the Department of Education to implement the recommendations of the Sexual Health Task Force. Research demonstrates that early and ongoing sexual health education is far more effective in changing

norms, attitudes, and behaviors than one-off lessons.³ Thus, NYC students need a mandate requiring comprehensive, age-appropriate sexuality education that begins in Kindergarten and occurs regularly through the end of high school, is taught by qualified educators, and is consistent with the National Sexuality Education Standards. The DOE must also improve its enforcement mechanisms to ensure schools are held accountable. The Task Force's recommendations outline concrete steps the city must take to ensure students get the education they need and deserve. It is urgent that the Mayor and Department of Education implement these recommendations.

Once again, we appreciate the leadership of Councilmembers Treyger, Cumbo, and Levin and each of the Councilmembers who have supported these proposals. Thank you for the opportunity to testify.

³ *International Technical Guidance on Sexuality Education*. United Nations Education, Scientific, and Cultural Organization. December 2009. <http://unesdoc.unesco.org/images/0018/001832/183281e.pdf>



TESTIMONY OF ANDREW STA. ANA ESQ.,
NEW YORK CITY COUNCIL, COMMITTEE ON EDUCATION, HEARING TO ADDRESS
COMPREHENSIVE SEXUAL HEALTH EDUCATION BILLS

Thank you Council Members for drafting this legislation and for all you do to address comprehensive sexual health education and the needs of students. At Day One, an organization that works at the intersections of dating violence, sexual assault, consent education for students and youth, we believe that **Bill T2019-3611 and Resolution 0716-2019** are important steps toward advancing the health and safety NYC's students.

Day One is the only New York organization committing its full resources to address dating violence among youth 24 years of age and under. Through a combination of services that include abuse prevention education from K-12, social services, legal advocacy and leadership development, we work to create a world without dating violence. We appreciate the opportunity to share our experiences and perspective on the legislation pending before the Council.

Since 2003, Day One has educated or assisted annually more than 18,000 youth under the age of 24 who are experiencing or at risk of dating violence. We work to ensure that all of our services for youth are delivered within a framework that appreciates the intersectionality of identities and the complex dynamics of intimate partner violence, youth sexuality and consent. While our direct service clients are primarily young women, the youth we educate include young people of all genders, LGBTQ people, people of color, immigrants, students, parents, siblings, children, and survivors of trauma and violence. At these intersections, we are mindful that not all young people are provided comprehensive and age-appropriate education about their bodies and their rights. At Day One, we work to creating systems that support young people obtaining knowledge not only to further their support their own health and choices, but also towards understanding boundaries and communicating when they experience discomfortable, tension, and to communicate when another's behavior is non-consensual.

With this in mind, we offer the following testimony focused on the unique experiences of young survivors and the belief that sexual health education is an essential component of sustaining healthy relationships and preventing dating abuse.

- Day One is supportive **T2019-3611**, which requires the Department of Education to report information regarding sexual health education. At Day One, we believe that comprehensive Sexual Health Education can be a part of a foundation for healthy relationships. As part of Day One's Early Relationship Abuse Prevention Program (ERAPP) which launched in September of 2018, we've provided 132 workshops to middle schoolers on topics such as healthy relationships and consent and coercion. Through our programs we reach thousands of young people and the professionals that serve them to discuss consent, coercion, healthy relationships, and identifying signs of abuse. As fewer than 40% of middle schoolers get the comprehensive health education that is required by the state, we believe this bill will help us identify where there is the most need.

- Day One is also supportive **Resolution 0716-2019**, which would push DOE to adopt all of the policy recommendations of the Mayor's Sexual Health Education Task Force and provide comprehensive sexuality education on a regular basis, across all grade levels. In particular, two of these recommendations impact our work at Day One:
 - **RECOMMENDATION 3:** Increase broad community buy-in of sexual health education through public awareness campaigns and informational sessions. At Day One, we believe that our trainings, accompanied with age-appropriate sexual health education, provide young people with essential knowledge about their bodies. We believe that such education and awareness can take numerous forms, from public awareness and social media campaigns to informational sessions, to community education workshops, and each effort plays a role demonstrating the value of sexual health education.

 - **RECOMMENDATION 6:** Require professional development for instructors assigned to teach health education, in order to ensure students receive high-quality health education from a prepared and knowledgeable teacher. At Day One, as we regularly train professionals, from teachers, to school social workers, administrative staff and school safety agents about dating abuse, we know first hand that providing valuable resources to those that serve, teach and support students is critical.

Thank you for allowing us to speak to these issues. We would be honored to partner further with those of you who would like to examine this issue in greater detail. Please help us as we continue to partner with the Department of Education and other city agencies to do this critical and life-saving work. Thank you as always for prioritizing these issues and for your support of young survivors and Day One.

NYCLASS

WE LOVE ANIMALS AND WE VOTE!

Edita Birnkrant, Executive Director, NYCLASS
Department of Education Committee, January 16, 2019
In Support of Resolution 238 to ban processed meats in NYC public schools
edita@nyclass.org; 917.940.2725

My name is Edita Birnkrant and I am the Executive Director of NYCLASS, an animal advocacy non-profit organization based in New York City with supporters in all five boroughs. I am a resident of Queens and a lifelong graduate of New York City public schools.

NYCLASS is in strong support of the passage of Resolution 238 which calls upon the Department of Education to ban carcinogenic processed meats from being served in public schools.

New York City's school kids deserve a healthy start in life and during their school day—and indeed there is a proven correlation between healthy eating, including nutrient-rich vegetables and fruits, and improved test scores, better attention spans and energy levels for students.

However, the Department of Education currently serves around 900,000 meals to students every day which regularly include processed meats ~~in the menus such as hot dogs, ham, bacon and sausage.~~

The World Health Organization's International Agency for Research on Cancer has ranked the same processed meats being served in New York City schools as a Group 1 carcinogen in 2015. This classification indicates scientific evidence proving that processed meats can increase the risk of several cancers, diabetes and respiratory illnesses. Harvard University's T.H. Chan School of Public Health also found that processed meats can be cancer-causing.

Resolution 238 provides the easy solution of removing unhealthy processed meats from public school cafeterias. Many children rely on free school lunches as an important part of their nutrition for the day. Passing Resolution 238 is necessary to protect the health and well-being of the nearly 1 million kids eating school lunches in New York City. Resolution 238 benefits human health as well as the health of environment—a reduction in meat-eating will help reduce the environmental devastation caused by meat production. NYCLASS commends Brooklyn Borough President Eric Adams, Council Member Cabrera and the other sponsors of this resolution for this true investment into our future.

*Replace with plant-based
alternatives*

City Council Hearing: Committee on Education
Testimony: Maggie Neola, RD
January 16, 2019

My name is Maggie Neola and I am a registered dietitian with The Physicians Committee for Responsible Medicine. We are a global non-profit supported by laypeople members and over 12,000 doctors. On behalf of our New York City members, I testify today that we advocate for the passing of Resolution 238.

In September of 2018, Santa Barbara Unified School District decided to remove processed meats from their menus with our support. We are here to support New York City Public Schools in making the same change. In the words of Santa Barbara's food service director, Nancy Weiss, "carcinogens don't belong on the menu" and I couldn't agree more. What does belong on the menu are fruits, vegetables, whole grains, and legumes—the very foods that can prevent the 70% of colorectal cancer cases that are linked to cancer deaths.

Diets high in cholesterol, saturated fat, and highly processed foods cause disease whereas diets high in vitamins, minerals, and antioxidants prevent and reverse disease. Just one hot dog or a few strips of bacon consumed daily increases cancer risk by 18 percent. And the more one eats of these processed meats, the greater their risk is. Let's eliminate the risk entirely caused by processed meats and encourage the entire country to do the same.

We are eager to help schools make healthy menu changes just like this each step of the way.

City Council Hearing: Committee on Education
Testimony: Robyn Kenul, RD
January 16, 2019

My name is Robyn Kenul and I am a registered dietitian supporting Resolution 238. The research clearly shows processed meats cause colorectal cancer. Diet is linked to cancer deaths in as many as 70% of colorectal cancer cases. I advocate for a menu change that not only removes carcinogenic foods, but replaces them with plant-based foods which fight cancer—thanks to their fiber and high antioxidant content.

Colon polyps which are a precursor to colorectal cancer could be reduced by increasing fiber intake. Every 10 grams of dietary fiber consumed cut the likelihood of having a polyp by 9 percent according to a study published in *Gastroenterology*.

Eating 50 grams of processed meat daily also increases the risk of **prostate cancer, pancreatic cancer, and overall cancer mortality.**

With one third of all cancer deaths being diet related, it is critical to make a menu change for the better. I hope that New York City will take action to fight a largely preventable disease.

The following changes are suggested in response to a Local Law to amend the administrative code of the city of New York, in relation to reporting on food and nutrition education in New York City schools. It is requested that it be enacted by the Council, Section 1. Title 21-A of the administrative code of the city of New York is amended by adding a new chapter 21 to read as follows:

CHAPTER 21

REPORTING ON FOOD AND NUTRITION EDUCATION

§ 21-988 Reporting on food and nutrition education. a. Definitions. For the purposes of this chapter, the following terms have the following meanings:

External food and nutrition education program. The term "external food and nutrition education program" means a program that is implemented by an organization other than a school and that provides school-based food and nutrition education to students either at a school or at an offsite location.

External food and nutrition education provider. The term "external food and nutrition education provider" means an organization other than a school, such as a nonprofit, hospital, company, government agency, university or other entity that contracts with the department to provide school-based food and nutrition education to students either at a school or at an offsite location.

Food and nutrition education. The term "food and nutrition education" means instruction, the provision of materials and the facilitation of educational activities that give students the motivation, skills and knowledge to make and advocate for healthy choices. Food and nutrition education topics include, but are not limited to, food justice, promoting ecological sustainability, the health benefits of nutritious diets, food supply challenges and the relationship between nutrition, physical activity and well-being.

School. The term "school" means a school of the city school district of the city of New York.

b. Annual reporting on food and nutrition education. No later than August 31, 2019 and by August 31 of each calendar year thereafter, the department shall submit to the council, post on the department's website and publish on the city's open data portal in a non-proprietary machine-readable format that permits automated processing, an annual report based on data from the preceding school year. The report shall include, but need not be limited to, the following:

The average frequency and average total minutes per week of food and nutrition education provided to students in each grade level in each school

WHY THIS MATTERS: Research shows that 35-50 hours per year of behaviorally focused nutrition education is optimal to provide students with the motivation and skills they need to make healthy choices. However, a recent

- Actively involve youth at high risk in advisory boards or youth councils that plan programs to address health and educational disparities

Document Impact

- Monitor health outcomes and behaviors among youth at high risk and, if possible, policies and programs that address these outcomes and behaviors among these youth
- Evaluate activities and programs that focus on youth at high risk, and use findings to improve programs
- Document and share broadly the successes, challenges, and lessons learned in reaching youth at high risk

The percentage of total time, including minutes, spent on food and nutrition education facilitated by department personnel and the percentage of total time, including minutes, spent on food and nutrition education facilitated by an external food and nutrition education provider in each grade level in each school;

WHY THIS MATTERS: NYC DOE Wellness Policy, as recommended in the Centers for Disease Control and Prevention’s [Whole School, Whole Community, Whole Child \(WSCC\) model](#)([Open external link](#)) has the goal of ensuring that schools and the community have policy promoting health and well being. The Whole Community Approach works to include multiple sectors, because when we all have the tools to work together, we are more effective. The resources and partnerships going into providing these services enables us to plan effective distribution of programs and illuminate the interconnects of partnerships to support a culture of health within communities. Community relationships allow CBO’s like us to connect teachers with resources for training that integrate nutrition education into curriculum and promote a culture of health.

The number of department personnel in each school who have received training in food and nutrition education, including the number of hours of training in food and nutrition education and the name of the facility that provided such training;

WHY THIS MATTERS: Students learn by example. Equipping teachers with the tools to create healthier classrooms, develop curriculum that integrates nutrition education into core subjects, and promote healthy habits in the school setting is how we will set the example. To do that, we need to know how many teachers have these skills, how many more want to learn, and which community resources they can access to provide trainings our Live Healthy program works to connect teachers with resources to learn how to bring nutrition education into classrooms.

The New York City Department of Education (NYC DOE) is committed to working with schools, families, and the community to ensure that all students graduate knowing how to take care of their minds, their bodies, and those around them. We urge you to take into consideration these changes and amend the addition of Section 1. Title 21-A of the administrative code of the city of New York.

Thank you,

Ora Kemp, MPH
PSE Program Manager
NY Common Pantry



NY COMMON PANTRY LIVE HEALTH! NUTRITION EDUCATION POLICY, SYSTEMS & ENVIRONMENTS PROGRAM

Dear Council Members,

My first memories of magic taste like salt. The lacking diversity of food options in my neighborhood growing up displayed in the form of a goiter on my grandmother's throat. Caused by an iodine deficiency, the golf ball-sized growth would make frequent appearances throughout my childhood; snack-times of sliced cucumber and tomato sprinkled with salt would last for days. It was my first memory of the magic of food and sparked a life centered on the power of nutrition.

As the program manager for NY Common Pantry's Policy, Systems & Environments team, I work with neighbors and families that share the same barriers I faced accessing fresh, nutritious food. We support our communities by teaching them the tools to make healthier lifestyle choices, collaborating with schools and partners to fill the gaps in education and resources. Outside of the school setting, bodegas and corner stores are more accessible than green stands or produce carts. The school environment is the ideal setting for students to learn the benefits of food as a tool for prevention, equipping them with the knowledge to fight disease before it arises.

The DOE's School Wellness Policy was drafted with the goal of ensuring that all students graduate knowing how to take care of their minds, their bodies, and those around them. Community-based organizations like ours partner with schools in teaching the skills to be healthy contributors to society. Documenting our work, outreach, and outcomes is an essential piece of the feedback process. It enables us to strategically plan our partnerships, equitably distribute our resources, and measure the impact of our efforts.

Nutrition Education reporting is not just a good idea, it's a fundamental requirement to be effective, giving necessary insight and advising on how and where we can improve as an ally and advocate for school and community health. Reporting on food and nutrition education is how we show our commitment to the health and prosperity of our children. My name is Ora Kemp, and I urge you to take into consideration the testimonies today and accept the addition to Section 1 Title 21-A of the administrative code of the city of New York. Thank you very much.

Kind Regards,

ORA KEMP, MPH
PSE PROGRAM MANAGER

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Bronx, NY 10454
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VOTERS FOR ANIMAL RIGHTS

To: New York City Council Committee on Education

Date: January 16, 2019

RE: Testimony In Support of Resolution 238

My name is Allie Feldman Taylor and I am the President of Founder of Voters For Animal Rights based in Brooklyn, New York. We are a grassroots organization representing more than 60,000 New Yorkers who care deeply about the humane treatment of animals, the environment, and the health of our fellow New Yorkers. We are grateful that the New York City Council Committee on Education, Chairman Treyger, Council Member Cabrera, Council Member Rosenthal, Council Member Brannan and Speaker Johnson have prioritized the health and well-being of New York City's public school children.

Voters For Animal Rights whole heartedly supports the pass of Resolution 238 which advocates for prohibiting public schools from serving toxic, carcinogenic processed meat in New York City's public schools, while recommending healthy, sustainable, plant-based options for in-school meals. This pragmatic public policy solution would mean better quality food for students, and a major reduction in NYC's dependence on animal agriculture which would save the lives of millions of animals while drastically reducing NYC's carbon footprint.

We urge swift passage of this resolution and urge the New York City Department of Education to adopt these recommendations as soon as possible.

Board of Directors: *Allie Feldman Taylor, Michelle Aptman, Jabari Brisport, Julie Cappiello, Joyce Friedman, Christina Gdisis, Heather Greenhouse and Scott Taylor*

786 Jefferson Ave #1, Brooklyn, NY 11221

vfar.org • facebook.com/votersforanimalrights • twitter @theanimalvoters • IG @votersforanimalrights

To: New York City Council Committee on Education

Date: January 16, 2019

RE: Testimony In Support of Resolution 238

Hello, my Name is Alison Timko and I'm the Parents Association President at Grover Cleveland High School in Ridgewood, Queens.

After seeing what kids ate after going vegan and learning the facts on what I was feeding my own children at school I knew I had to get involved and speak up for them.

As a mother of 2 teenage vegan girls for almost 5 years now I have seen and felt the difference first hand. We are much healthier and my daughters and I are rarely sick which means less time out of school.

As I meet more and more children at Grover Cleveland High School I can see and hear their interest on eating a plant-based vegan lifestyle. It's just that there are not enough options for them. They do have salad but, kids are not that interested in just eating that. I know more and more children are finding it difficult to stick to it because of lack of support from home. Having more options in school would make it much easier for them.

Eating a plant based, vegan lifestyle will:

1. Make children less sick and less time out of school. Better grades, better for the school
2. They will feel much better after they eat because they will not be as tired and drained from digesting animal products. They will be more awake in class, pay attention better, and get better grades.
3. And most important to me is making children much more compassionate children. Not only are they taking responsibly for their health but also the environment, and more compassionate towards each other which in this day and age we need and of course the billions and billions of animals that suffer.

There is no down side to a plant-based vegan lifestyle – only what we perceive it to be. Fostering a plant-based life style is the first and big step to telling children as adults we care about your health, we care about the planet and we care as compassionate humans that no animal needs to be our food and suffer unimaginable horror every day.

Please, we need to pass Reso 238. Our kids, our planet, and the animals need this significant, big step in the right direction.

Thank you.

Alison Timko

FOR THE RECORD

To New York City's Committee on Education,

My name is Lucille Tang and I am currently a Masters candidate studying Nutrition and Education at Teachers College, Columbia University. My journey with Nutrition Education started when I chose my high school major, Culinology, at Bergen County Technical High School in Teterboro, NJ. Culinology combines Culinary Arts and Baking and Pastry Arts with Food Science and Nutrition. Every day for four years, I spent one in-school hour training in the kitchen and this experience not only inspired me to find my passion, but it also propelled me forward in my career as a Nutrition Educator.

After completing my Bachelor's degree in Nutrition and Food Science, I started my Masters and became a Nutrition Educator for two unique organizations who work with NYC elementary schools to bring Nutrition Education into 4th and 5th grade classrooms. There is honestly nothing more rewarding than seeing a somewhat hesitant 5th grader try a purple carrot for the first time. Or to see their looks of amazement and excitement when they realize that not all apples taste the same! Even the pickiest of eaters is encouraged by their peers to try the chili that everyone worked together to make. In addition to teaching, I am also a researcher at the Laurie M. Tisch Center for Food, Education, and Policy at Teachers College, studying the impact of Nutrition Education on 5th grade students.

Therefore, I am here today to support the "Local Law to amend the administrative code of the city of New York, in relation to reporting on food and nutrition education in New York city schools." This reporting bill directly and positively impacts the work that I do as a Nutrition Educator and as a researcher. Researchers and Educators need to understand the context of the communities they work with and ensure that we are reaching all communities, not only those who are most needy or most affluent. This amendment will also provide valuable knowledge for those who wish to track student progress. Currently, it is extremely difficult to know how many programs each student, class, or school has experienced. This means it is extremely difficult to truly compare or improve programming.

In order to support equitable Nutrition Education programming for all NYC students, please support this amendment. Thank you for reading this testimony and listening during this public hearing.

Sincerely,
Lucille Tang
Masters Candidate, Nutrition and Education
Teachers College, Columbia University



**City Council
Committee on Education
Testimony of Brooklyn Borough President Eric L. Adams
Wednesday, January 16, 2019**

Good morning Chair Treyger and the New York City Council Committee Education. Thank you for the opportunity to testify at today's hearing on a series of measures to improve the health outcomes of our children through improved health education and healthy food.

Brooklyn is home to 2.6 million residents representing the largest population by county in the City of New York and the entire state. Brooklyn is also the home to nearly 350,000 of the 1 million school children in New York City.

I have long believed that we must do more to educate our young people during their time in our schools on issues that will have a long-term impact on their health and the health of their families.

There are several items under consideration at today's hearing, and I am supportive of the vast majority of them, including:

- Intro 365 would amend the administrative code of the City of New York in relation to requiring the New York City Department of Education (DOE) to stock opioid antagonists, like naloxone, in all school buildings. Throughout 2018, my office partnered with the New York City Department of Health and Mental Hygiene (DOHMH) to provide free overdose prevention trainings throughout Brooklyn, ultimately hosting a dozen trainings, reaching more than 700 residents, and distributing more than 625 naloxone kits. The DOHMH has indicated that they are looking to duplicate these trainings across New York City and our schools should be on the frontlines of countering this terrible epidemic.
- Intro 560 would create a local law to form a task force to study the feasibility of starting middle and high schools after 8:30 AM in order to reduce adolescent sleep deprivation.

This bill would be a first step towards rethinking our school day based on the most up-to-date science. I applaud Council Member Treyger for introducing this legislation and Staten Island Borough President James Oddo for being a leading voice of reform on this topic.

- Intro 1283 would amend the administrative code of the City of New York with respect to reporting on food and nutrition education in city schools. This legislation will provide a baseline for where we need to go as an education system to educate our children on how to live healthy lives through food. I would encourage this legislation to prioritize whole food, plant-based, education, and the most recent research and science to best inform our students, and in turn, their caretakers, on how to best fuel our bodies.
- Reso 632 calls upon the DOE to create a diabetes and prediabetes health based curriculum. This is an important initiative led by Council Member Inez Barron and I encourage the Council, as they consider this resolution, to focus efforts on the most significant source of these health care crises: our food.

I am here personally to support Resolution 238, the proposed ban on serving processed meats in New York City schools. This bill was introduced on my behalf by Council Member Fernando Cabrera, and I thank him for partnering with me on this important effort.

Brooklyn is home to more than 700,000 people living with obesity and nearly 300,000 people living with diabetes. I, too, was diagnosed with Type 2 diabetes in 2016 and faced losing my eyesight and my fingers. My A1C level was a 17 when normal levels are within the five range. It wasn't until I switched to a whole food, plant-based diet that I was able to reverse my disease and begin to live a fuller, healthier life.

Since then, my office has embarked on a mission to bring the City's resources to bear in an effort to assist individuals and families to transition to healthier lifestyles. My office has hosted a series of workshops and meet-ups to teach people how to cook plant-based meals; we have launched Meatless Mondays in schools across Brooklyn and in New York City Health and Hospitals H+H facilities across New York City; and we have partnered with H+H to open the first plant-based health clinic in the United States in the oldest hospital in the United States, a testament to the demand for new ideas and innovation of our H+H leadership.

But we must do more and earlier in our communities' lives. This is why having these conversations and interventions in our school system are so important.

This resolution is important to me personally, but even more important for the future of all of New York City's children. The World Health Organization (WHO) classifies processed meats as a group one carcinogen, meaning consuming processed meats significantly raises the risk of cancer. The WHO also places cigarettes, which we would of course never give to children, in the very same carcinogen category – group one – as processed meats. New York City recently

banned the sale of cigarettes in pharmacies – we should also ban carcinogens from the school lunch line.

By continuing to include processed meats on our school menus, such as the acknowledged processed turkey ham, Canadian bacon, turkey-ham, sandwich salami, and sandwich bologna, we are in effect endorsing eating patterns that evidence shows lead to chronic diseases. Research from Harvard University, the American Institute for Cancer Research, and the Johns Hopkins Bloomberg School of Public Health has all linked processed meats not just to cancer, but to diabetes, heart disease, and obesity.

I believe it is our obligation as policymakers to ensure that government is not literally feeding our health care crisis. Services we provide our constituents, like the Hippocratic Oath, should at the very least do no harm. We therefore have a responsibility to ensure the food we feed our children in New York City public schools does not exacerbate the health epidemic even our youngest citizens face today.

Furthermore, we must ensure our practices are not at odds with one another. For example, DOHMH works diligently to fight childhood obesity and diabetes, yet we are negating these efforts by serving children foods that perpetuate the very same diseases. While DOHMH's campaign to combat the negative health effects of sugar-sweetened beverages is commendable, we have notoriously ignored processed meats, which pose an even larger threat to our children's health.

We must be part of the solution—not part of the problem. We have an opportunity to play a major role in reversing this trend not only in Brooklyn or New York but across the country and the globe. Given our city's purchasing power, we have a chance to expand the market of healthy, nutritious alternatives to processed meats.

Based on the evidence, it is clear that New York City should adopt Resolution 238 to create a clearer path towards healthier children, healthier schools, and ultimately, a healthier city and world.

Subject: regarding the Resolution 238 testimony and January 16 hearing

My name is Michael Walsh, and I'm a parent of students at PS11 in grades 1st and 5th.

As a parent, I believe that our schools should serve our kids the highest quality food. Processed meat isn't it. We know from the World Health Organization that these foods are linked to cancer. My child is a student in New York City public schools, and unfortunately, foods like deli meats, salami, and bacon are common on his/her lunch menus.

I don't want my child eating foods that can make her/him sick, so I mostly pack nutritious lunches to send to school. But school should be a place for all children to thrive, many of our parents rely on school lunch to provide a nutritious meal for their kids. For some kids in our school this may be the last meal they have until they return the following day, So it is very important that it is a healthy one. None of our children should be receiving lunches that have clear links to serious diseases.

Some schools, like PS244 in Queens and PS343 in lower Manhattan have already successfully removed processed meats and other unhealthy foods from their menus and have had great success and a high rate of student participation in their lunch programs. Students at these schools happily eat foods like sesame lo-mein noodles with crunchy tofu, bean burritos, and pasta Fagioli with roasted zucchini—all the while learning healthy habits that will stay with them for life. My kids and I look through the school lunch menu for days when the school is serving healthy foods that they like so they can have school lunch on occasion. I hope that they will find more options, as schools continue to offer more and more healthy options.

Thank you for your consideration in making healthful foods more accessible for all of our children in New York schools.

Michael Walsh

Dear Members of The Committee on Education.

Processed meat should be not be part of the school lunches and definitely needs to be banned. Below are some important facts from the health perspectives.

Several health disorders are well known from consumption of meat. The prolonged toxic chemicals that the farm animals are fed with for fattening, prevention and treatment of infections ultimately harm the humans that consume the meat products. The most dangerous effect being the cancers of various types. Proof of this is seen where the incidence of cancers in India is much less than anywhere else in the world as not only due to high rate of vegetarianism, but also amongst the meat consumers, the consumption of meat products is much less compared to any other country in the world. For the same reason, obesity is not seen amongst the school children in India. Obesity is known to be the precursors of Type 2 DM, hypertension and Cardiovascular, cerebrovascular disorders.

Consumption of red meat is known to cause an elevation in estrogen level.

High levels of mercury in the fish cause mercury poison.

In addition to the ill effects of meat products, the processed meat carries extra harmful added chemicals that are well known to cause cancers of various types and especially the gut. Also well known are the unexplained several inflammatory disorders in the body.

Most families eat meat products 3 times a day and seven days of the week. Serving food free of processed meat in the school lunches is the only opportunity for the children to consume healthy food at least 5 times a week out of the 21 times of food consumption.

Respectfully,
Sharada Jayagopal

Sharada Jayagopal M.D.
21 Bengeyfield Dr.
E. Williston, NY 11596
516 873 9031
516 642 5669

MONTEFIORE



January 16, 2019

Dear Committee on Education:

My name is Robert Ostfeld, MD, MSc. As the Director of Preventive Cardiology and the Cardiac Wellness Program at Montefiore Health System in the Bronx, I am writing in support of Resolution 238, which calls for the removal of processed meat from New York City public school menus.

As a physician, I know that processed meat does not belong on our children's lunch trays. In 2015, the World Health Organization listed processed meats as a Group 1 carcinogen with definitive links to colorectal cancer. And, unfortunately, rates of colorectal cancer are rising in young people. As a cardiologist, I am also concerned about the negative effects foods like bacon, hot dogs, and deli meat have on heart health.

Cardiovascular disease is the leading cause of death in the United States, responsible for 2 out of every 5 deaths in New York State. Studies show that processed meats—which are packed with saturated fat, cholesterol, and sodium, among other deleterious compounds,—not only increase the risk of coronary heart disease, but also heart attacks and heart failure.

Unfortunately, this is not only a concern for adults. Studies show that the effects of a poor diet on the cardiovascular system begin to manifest in childhood. One study found that approximately 2 out of 3 12 to 14-year-olds in the United States have early signs of cholesterol disease in the blood vessels that feed their hearts with blood.

As a cardiologist, I see adult patients on a daily basis who are suffering tremendously from the effects of a lifetime of unhealthy eating. After learning about a heart-healthy diet, it's not unusual to see patients' health completely transform.

Resolution 238 is an opportunity to plant this seed now for New York City's children, which will allow them to avoid unnecessary suffering in the future.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robert Ostfeld', with a long horizontal flourish extending to the right.

Robert Ostfeld, MD, MSc, FACC
Director, Preventive Cardiology
Founder and Director, Cardiac Wellness Program
Associate Professor of Medicine
Montefiore Health System



Jamie Kane, MD
Director, Northwell Health Center for Weight Management
Chief, Section of Obesity Medicine
Assistant Professor of Medicine
Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Written Testimony for Resolution 238

To: Committee on Education

January 16, 2019

My name is Dr. Jamie Kane and I'm the section chief of obesity medicine and director for Northwell Health's Center for Weight Management, as well as an assistant professor in the department of medicine at Hofstra Northwell School of Medicine. I am board certified in internal medicine and a diplomate of the American Board of Obesity Medicine. Every day my team and I work to improve lives by directing a fellowship and a resident clinic in obesity medicine. Additionally we see patients suffering from morbid obesity and appreciate the lifelong difficulty these patients have managing obesity and its co-morbidities. Undoubtedly the best solution for this crisis is not to develop obesity and metabolic disease to begin with. As such, prevention, particularly in the pediatric population is our greatest opportunity to make a dent into the obesity epidemic.

I urge the committee to pass Resolution 238 and stop serving our kids processed meat, which—on top of being carcinogenic—is packed with saturated fat and cholesterol. Foods high in saturated fat and cholesterol and low in fiber only exacerbate the unfortunate epidemic of childhood obesity.

The World Health Organization [classified processed meats](#) in the same category as asbestos, tobacco products, and other carcinogens. Just as schools educate students on the risks of tobacco, they should also educate students on the risks of consuming processed meats while removing them from the menu.

New York has long been a leader in providing a great learning environment for our students. Let's take it a step further and be a leader in serving high-quality food that can protect our students' health.

Yours Truly,

Jamie Kane, MD



**New York City Council
Committee on Education Hearing**

January 16, 2019

**Jake Martinez
Youth Programs Manager, New York Civil Liberties Union
Youth Engagement Co-Chair, Sexuality Education Alliance of New York City
Testimony on Proposed Bills Related to Sexual Health Education:
T2019-3611 and Res 0716-2019**

Good afternoon. My name is Jake Martinez and I am the Youth Programs Manager for the New York Civil Liberties Union, the state affiliate of the American Civil Liberties Union. I also serve as a member of the Sexuality Education Alliance of New York City. Thank you to Councilmember Treyger for putting this hearing together, to the members of the committee, and to the councilmembers sponsoring the proposals being discussed this afternoon. I am here to express the NYCLU's support for Councilmember Cumbo's bill T2019-3611 and Councilmember Levin's resolution 0716-2019, and to offer suggestions for strengthening these proposals.

The New York Civil Liberties Union, along with many of the allied organizations here with me today, advocates for comprehensive, K-12 sexuality education that meets the National Sexuality Education Standards. As Youth Programs Manager, I manage our Teen Activist Project, where I have the privilege to work with nearly 200 teenagers across New York City and empower them to advocate for the information and skills they need to live safe, healthy, and productive lives.

Teen Activist Project members conduct an annual survey each year to see how schools are performing with regards to their sexuality education. They also go to schools across the city and share with their peers the importance of comprehensive sex ed and their rights as minors in accessing confidential health care. Now more than ever it is important that sexuality instruction include topics such as consent, bodily autonomy, healthy relationships, and access to health services, and it must be inclusive of all students including LGBTQ students and those with disabilities. In the era of #metoo, it is critical for all students to be fully informed and knowledgeable about healthy relationships and sexual health. Based on the findings led by our TAP program, we are dismayed to share that sex education varies from school to school. Some students receive great sex education while others receive no sex education at all or abstinence-only education. The proposals today will help address these problems.

We support bill T2019-3611. New York City students are supposed to receive sexuality education in their health class; however, reports suggest that many schools fail to provide it. In the most recent NYCLU Teen Activist Project survey, only 25% of youth reported having

received any sex education.¹ Many of them not receiving information about consent, healthy relationships, HIV/AIDS, how to use a condom and LGBTQ relationships and identities.

Local Law 14 requires the Department of Education to report on health education, but *sex* education is not included. We are not able to see what kind of sex education young people are receiving; therefore, schools continue to underperform and fail their students. We strongly recommend the inclusion of sex education reporting. This bill would do just that. We can empower the education community to act if schools are failing to meet the needs of New York City youth.

By reporting on sex education data, failing schools can be identified and measures can be put in place to ensure schools are meeting the National Sexuality Education Standards. If we continue to allow sex education to be included as part of health education reporting and not on its own, we will not receive specific information about these schools. Passing bill T2019-3611 will help us see and solve the problem of inadequate sex education in NYC schools.

In order to strengthen this bill, section 21-966(b) needs to include elementary schools in the reporting. Even students in grades K-5 are expected to receive health education, including information on HIV/AIDS. Sex education is a building curriculum. You do not start teaching calculus without starting with basic numbers. Reporting on elementary school data is essential in understanding the full picture. Members of our Teen Activist Project have served on the Mayor's Task Force and worked alongside educators to create recommendations for improving New York City's sex ed. One of those requirements, should it move forward, is to include elementary schools as part of the requirements for sex education.

Following that, section 21-966(b)(6) should be revised to include: the number of teachers who are not certified health instructors but did teach health education, and the number of teachers who have attended zero DOE trainings on health and/or sexual health education in the last two years but did provide health education. We have seen educators not qualified to teach sex education lead workshops or classes for students, leading to poor quality, awkward encounters with students and questions left unanswered.

Section 21-966(b)(4)(iii) should require student feedback as part of sex education. Not only do we want to include sex education from elementary all the way to high school, we want to know what students think about the curriculum, so educators know what is working and where to make changes as needed.

Lastly, resolution 0716-2019, calling on Mayor de Blasio and the Department of Education to implement the recommendations of the Sexual Health Task Force is imperative. We need sex education to start in elementary school. Children need to know at a young age what consent looks like. This education must continue through the course of their entire public school experience. It needs to be taught by experienced educators and meet the National Sexuality Education Standards. The Mayor and the Department of Education must support schools and hold them accountable.

Thank you Councilmembers Treyger, Cumbo, and Levin and every other Councilmember that supports these proposals. Thank you for having us here today.

¹ *LGBTQ Sex Ed & Safety: A Survey of New York City High School Students*. New York Civil Liberties Union, 2016. https://www.nyclu.org/sites/default/files/field_documents/20170320-nyclu-lgbt-ed-safety-survey.pdf

To: The New York City Council,

I'm writing today to urge you to please ban processed meats from NYC public schools. As a nurse I have seen first hand the taxing effects of a unhealthy diet and the lack of regular exercise. A majority of my patients consume a diet heavy in processed/red meats, diary and little to no vegetables, fruits, grains, legumes, and healthy complex carbohydrates, which leads to a plethora of chronic medical conditions such as, but not limited to DM, HTN, HLD, CHF and morbid obesity. Most of these individuals do not work, live on government assistance, undergo several amputations and other invasive procedures, cannot ambulate and require home health aids to assist with basic ADL's such as getting dressed or bathing.

The World Health Organization's International Agency for Research on Cancer has ranked the same processed meats being served in New York City schools as a Group 1 carcinogen in 2015. Harvard University's T.H. Chan School of Public Health also found that processed meats can be cancer-causing. Resolution 238 provides the easy solution of removing unhealthy processed meats from public school cafeterias. Many children rely on free school lunches as an important part of their nutrition for the day. Passing Resolution 238 is necessary to protect the health and well-being of the nearly 1 million children eating school lunches in New York City.

Our children deserve a healthy start in life. Please ban processed meats in public schools!

Thank you,
Vanna Haniff RN, BSN

Hello,

Please pass Resolution 238, which would call upon the Department of Education to ban carcinogenic processed meats from being served in public schools. As an educator myself, and someone concerned for animal welfare, health, and the environment, it is important to role model smart eating choices. I urge you to pass the resolution.

Thank you,

--

Lauren Tartaglia
Brooklyn, NY

Resolution 238 is necessary to protect children's health; instead of processed meats, they should be eating fruits, vegetables, and grains.

From: **Joan Bratkowsky**

Please ban processed meats in schools

Toxic crap. Carcinogenic. Our children deserve better!

Judith H. Block

I agree that NYC children should be served fresh, freshly and professionally prepared, healthy food, but deli, and processed meats, even with their issues, are an vital part of a children's palate and diet!

Children need to be served foods that they can relate to and enjoy eating. Don't serve them food as if they are adults!

From: **Moshe Bunin**

In Support of Resolution 38

To The Department of Education Committee:

I am thrilled that the resolution to ban processed meats from being served in New York City public schools is scheduled to be voted on tomorrow. It is long overdue that we recognize what a healthy human diet is and what children should be eating. It is a crime to serve anything other than a whole foods plant based diet to our children. We owe them a healthy start and I urge you to vote yes on this resolution and begin our healthy planet revolution.

Sincerely,

Jessica Hollander
India & Purry
indiaandpurrydesigns.com

Nutrition Education in Schools-BAN PROCESSED MEATS

Hi-NYC should be leading the way on providing healthy and quality meals to our young children. It's a disgrace the food choices offered to little kids. Please ban processed meats which show do more harm than good to human beings. We should not be serving this to our children who are so vulnerable. Thank you so much for taking the time to listen to our voices!

Deepali Pallegar (concerned parent)

Resolution 238

Good Afternoon Council,

My name is Katerina Trabazo, I'm a NYS certified teacher and a proud vegan. Interestingly enough I taught a health class my first year of teaching. Wish I knew then what I know now.

Recently NYC came out with an ad against sugary drinks comparing these to cigarettes; however, as a society we are failing to admit the health risks in eating death. All the while we have life to eat such as fruits, grains, vegetables, etc. We are still allowing the meat industry to compromise our health and our intelligence. We are also subsidizing these industries. I'll remind you all that the strongest animals on the planet are vegan such as chickens, cows, pigs, elephants, giraffes, gorillas, horses!

I'll speak for personal experience, although I'm older, I'm healthier due to my healthy life style. If we're so concerned about our "children" we need to start caring by what we feed them.

Thank you,

Katerina



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**TESTIMONY OF JAKE MARTINEZ
ON BEHALF OF THE NEW YORK CIVIL LIBERTIES UNION**

Before

THE NEW YORK CITY COUNCIL COMMITTEE ON EDUCATION

On

**PROPOSED BILLS RELATED TO SEXUAL HEALTH EDUCATION: T2019-3611 AND
RES 0716-2019**

January 16, 2019

I. INTRODUCTION

Good afternoon. My name is Jake Martinez and I am the Youth Programs Manager for the New York Civil Liberties Union, the state affiliate of the American Civil Liberties Union. I also serve as a member of the Sexuality Education Alliance of New York City. Thank you to Councilmember Treyger for putting this hearing together, to the members of the committee, and to the councilmembers sponsoring the proposals being discussed this afternoon. I am here to express the NYCLU's support for Councilmember Cumbo's bill T2019-3611 and Councilmember Levin's resolution 0716-2019, and to offer suggestions for strengthening bill T2019-3611.

The New York Civil Liberties Union, along with many of the allied organizations here with me today, advocates for comprehensive, K-12 sexuality education that meets the National Sexuality Education Standards. As Youth Programs Manager, I manage our Teen Activist Project, where I have the privilege to work with nearly 200 teenagers across New York City and empower them to advocate for the information and skills they need to live safe, healthy, and productive lives.

We support proposal T2019-3611, which would require the Department of Education (DOE) to report annually on the amount of health education, including HIV/AIDS education and sexual health education, received by students in each grade at each school. In addition, we support proposal 0716-2019, which calls upon the New York City Department of Education to adopt all of the policy recommendations of the Mayor's Sexual Health Education Task Force and provide comprehensive sexual health education on a regular basis, across all grade levels. We further have three recommendations to strengthen the bill T2019-3611.

Teen Activist Project (TAP) members conduct an annual survey each year to evaluate school performance with respect to sexuality education – both whether it is being taught as well as the quality. They also go to schools across the city and share with their peers the importance of comprehensive sex education and their rights as minors in accessing confidential health care. Now more than ever it is important that sexuality instruction include topics such as consent, bodily autonomy, healthy relationships, and access to health services, and it must be inclusive of all students including LGBTQ students and those with disabilities. In the era of #metoo, it is critical for all students to be fully informed and knowledgeable about healthy relationships and sexual health.

Based on the TAP program's findings, we are dismayed to share that sex education varies from school to school. Some students receive comprehensive, medically accurate sex education while others do not receive sex education or receive ineffective content, such as abstinence-only education.

The proposals at issue today support solutions.

II. PROPOSAL T-2019-3611

First, we support bill T2019-3611. This bill would require the Department of Education to report on sex education specifically. New York City students are supposed to receive sexuality education in their health class; however, reports suggest that many schools fail to provide it. In the most recent NYCLU Teen Activist Project survey, only 25% of youth reported having received any sex education.¹ Many of them not receiving information about consent, healthy relationships, HIV/AIDS, how to use a condom and LGBTQ relationships and identities.

Local Law 14 requires the Department of Education to report on health education, but *sex* education is not included. We are not able to see what kind of sex education young people are receiving; therefore, schools continue to underperform and fail their students. We strongly recommend the inclusion of sex education reporting. This bill would do just that. We can empower the education community to act if schools are failing to meet the needs of New York City youth.

By reporting on sex education data, failing schools can be identified and measures can be put in place to ensure schools are meeting the National Sexuality Education Standards. If we continue to allow sex education to be included as part of health education reporting and not on its own, we will not receive specific information about these schools. Passing bill T2019-3611 will help us see and solve the problem of inadequate sex education in NYC schools.

III. STRENGTHENING PROPOSAL T-2019-3611

In order to strengthen this bill, section 21-966(b) needs to include elementary schools in the reporting. Even students in grades K-5 are expected to receive health education, including information on HIV/AIDS. Sex education is a building curriculum. You do not start teaching calculus without starting with basic numbers. Reporting on elementary school data is essential in understanding the full picture. Members of our Teen Activist Project have served on the Mayor's Task Force and worked alongside educators to create recommendations for improving New York City's sex ed. One of those requirements, should it move forward, is to include elementary schools as part of the requirements for sex education.

Following that, section 21-966(b)(6) should be revised to include: the number of teachers who are not certified health instructors but did teach health education, and the number of teachers who have attended zero DOE trainings on health and/or sexual health education in the last two years but did provide health education. We have seen educators not qualified to teach sex education lead workshops or classes for students, leading to poor quality, awkward encounters with students and questions left unanswered.

Section 21-966(b)(4)(iii) should require student feedback as part of sex education. Not only do we want to include sex education from elementary all the way to high school, we want to know what students think about the curriculum, so educators know what is working and where to make changes as needed.

¹ *LGBTQ Sex Ed & Safety: A Survey of New York City High School Students*. New York Civil Liberties Union, 2016. https://www.nyclu.org/sites/default/files/field_documents/20170320-nyclu-lgbt-ed-safety-survey.pdf

IV. PROPOSAL 0716-2019

Lastly, resolution 0716-2019, calling on Mayor de Blasio and the Department of Education to implement the recommendations of the Sexual Health Task Force is imperative. We need sex education to start in elementary school. Children need to know at a young age what consent looks like. This education must continue through the course of their entire public school experience. It needs to be taught by experienced educators and meet the National Sexuality Education Standards. The Mayor and the Department of Education must support schools and hold them accountable.

V. CONCLUSION

Thank you Councilmembers Treyger, Cumbo, and Levin and every other Councilmember that supports these proposals. Thank you for having us here today.

**New York City Council
Committee on Education Hearing
January 16, 2019**

**Sexuality Education Alliance of New York City
Testimony on Proposed Bills Related to Sexual Health Education:
T2019-3611 and Res 0716-2019**

On behalf of the National Council of Jewish Women New York (NCJW NY), I am pleased to express our support for Councilmember Cumbo’s bill T2019-3611 and Councilmember Levin’s resolution 0716-2019, and to offer suggestions for strengthening these proposals.

NCJW NY is a grassroots organization of volunteers and advocates who turn progressive ideals into action. Inspired by Jewish values, NCJW NY strives for social justice by improving the quality of life for women, children, and families and by safeguarding individual rights and freedoms.

Comprehensive sexuality education plays a vital role in preventing sexual assault and dating violence, decreasing the rates of sexually transmitted infection and unplanned pregnancy, improving children's health and body image, and eradicating bullying and harassment. However, the sexuality education our city’s students currently receive is woefully inadequate. These proposals will help address this urgent issue.

We support bill T2019-3611. New York City students are supposed to receive sexuality education in their health class; however, reports suggest that many schools fail to provide it. In a recent survey by the New York Civil Liberties Union, only 25% of youth reported having received any sex education.¹ In another survey, approximately 1 out of 3 students from Bronx high schools said they had never received sex education, or were “unsure if they have.” Of the students that said they had received sex education, a third said they received only one or two lessons total.² Fewer than two thirds of students said they learned about healthy relationships, and just 37 percent learned communication skills when it comes to sex.

Existing reporting requirements under Local Law 14 require the Department of Education (DOE) to report annually on the provision of health education, but no reporting is required on

¹ *LGBTQ Sex Ed & Safety: A Survey of New York City High School Students*. New York Civil Liberties Union, 2016. https://www.nyclu.org/sites/default/files/field_documents/20170320-nyclu-lgbt-ed-safety-survey.pdf

² Survey results from “C2P Bronx”; Connect to Protect Bronxworks Sexual Health Education Survey.

sex education specifically. This makes it impossible to know whether students are receiving the sex education they need and to which they are legally entitled.

This bill will help address the problem by requiring reporting on sex education specifically. It will enable parents, city officials, and advocates to better understand which schools are meeting their legal obligations to provide sex education, and take action to address noncompliance.

We have already seen the influence of releasing such data: Data released in prior years under Local Law 14 has revealed the clear failure of many schools to provide the mandatory semesters of health education. In response, the DOE launched a \$24 million initiative, Health Ed Works, to improve health education and increase compliance. (It is unclear how, if at all, this initiative will impact sex education, because the DOE once again addressed health education without any public discussion of sex education specifically.)

Hiding sex education behind health education obscures schools' noncompliance, and impedes efforts to ensure students get the information they need to live safe, healthy lives. It will be impossible to properly address sex education concerns without clear, specific data. Passing bill T2019-3611 will help us see and solve the problem of inadequate sex education in NYC schools.

In order to ensure this bill serves its intended purpose, we recommend three changes:

1. Section 21-966(b) should be revised to include elementary schools in each reporting requirement. Students in grades K-5 are supposed to receive health education each year, including 5 HIV/AIDS lessons per year. Because health education in middle and high school builds upon learning standards from elementary education, it is important to capture data on health education, including sexual health education, in grades K-5. Further, should the Department of Education implement the Sexual Health Task Force's recommendations as urged by resolution 0716-2019, elementary schools will be required to provide age-appropriate sexual health education. Tracking compliance with these requirements at the elementary level is essential to ensuring students receive the sexual health education they need throughout their adolescence.
2. Section 21-966(b)(6) should be revised to include: the number of teachers who are not certified health instructors but did teach health education, and the number of teachers who have attended 0 DOE trainings on health and/or sexual health education in the last two years but did provide health education. Our members report that schools often assign teachers to health education who have zero training and are not certified. This significantly affects its quality and efficacy. Data on which schools assign under-prepared teachers to health will help stakeholders address this problem.
3. Section 21-966(b)(4)(iii) should require schools to report whether they include any measure of student satisfaction in assessing the efficacy of their health education curriculum. Assessing student satisfaction or comfort can help measure the curriculum's cultural competency and LGBTQ inclusivity.

We also support resolution 0716-2019, calling on Mayor de Blasio and the Department of Education to implement the recommendations of the Sexual Health Task Force. Research demonstrates that early and ongoing sexual health education is far more effective in changing

norms, attitudes, and behaviors than one-off lessons.³ Thus, NYC students need a mandate requiring comprehensive, age-appropriate sexuality education that begins in Kindergarten and occurs regularly through the end of high school, is taught by qualified educators, and is consistent with the National Sexuality Education Standards. The DOE must also improve its enforcement mechanisms to ensure schools are held accountable. The Task Force's recommendations outline concrete steps the city must take to ensure students get the education they need and deserve. It is urgent that the Mayor and Department of Education implement these recommendations.

Once again, we appreciate the leadership of Councilmembers Treyger, Cumbo, and Levin and each of the Councilmembers who have supported these proposals. Thank you for the opportunity to testify.

³ *International Technical Guidance on Sexuality Education*. United Nations Education, Scientific, and Cultural Organization. December 2009. <http://unesdoc.unesco.org/images/0018/001832/183281e.pdf>

On Tue, Jan 15, 2019 at 1:55 PM Jean Public <jeanpublic1@yahoo.com> wrote:

World Health Organization Says Processed Meat Causes Cancer

Oct 26, 2015



The International Agency for Research on Cancer (IARC) has classified processed meat as a carcinogen, something that causes cancer. And it has classified red meat as a probable [carcinogen](#), something that probably causes cancer. IARC is the cancer agency of the World Health Organization.

Processed meat includes hot dogs, ham, bacon, sausage, and some deli meats. It refers to meat that has been treated in some way to preserve or flavor it. Processes include salting, curing, fermenting, and smoking. Red meat includes beef, pork, lamb, and goat.

Twenty-two experts from 10 countries reviewed more than 800 studies to reach their conclusions. They found that eating 50 grams of processed meat every day increased the risk of [colorectal cancer](#) by 18%. That's the equivalent of about 4 strips of bacon or 1 hot dog. For red meat, there was evidence of increased risk of colorectal, [pancreatic](#), and [prostate cancer](#).

Overall, the lifetime risk of someone developing colon cancer is 5%. To put the numbers into perspective, the increased risk from eating the amount of processed meat in the study would raise average lifetime risk to almost 6%.

Colleen Doyle, MS, RD, American Cancer Society managing director of nutrition and physical activity, says, "We should be limiting red and processed meat to help reduce colon cancer risk, and possibly, the risk of other cancers. The occasional hot dog or hamburger is okay."

The American Cancer Society has long recommended a diet that limits processed meat and red meat, and that is high in vegetables, fruits, and whole grains. The [American Cancer Society Guidelines on Nutrition and Physical Activity for Cancer Prevention](#) recommend choosing fish, poultry, or beans instead of red meat and processed meat.

[Avoiding tobacco](#), [getting to and staying at a healthy weight](#), [getting regular physical activity](#), and [limiting alcohol](#) can also help people lower their risk of getting many types of cancer.

IARC published its report online October 26, 2015 in *The Lancet Oncology*

Testimony on banning processed meats from schools

To whom it may concern,

I'm writing to you today to support the proposed ban of processed meats from being served in school cafeterias. As you may know, the IARC (international agency for research on cancer) branch of the World Health Organization has concluded that processed meats cause cancer. We are feeding our children food that causes cancer. If we are to continue this, we might as well be giving out cigarettes as well. We must start heeding the warnings delivered to us by professionals. As adults, we have a duty to protect our children and make decisions with their well being in mind. It's been said a million times before "the children are our future", than why would we choose to poison our future?

Aside from being a carcinogen, we also now know that a large driver for human induced climate change is animal agriculture. The UN report is telling us animal agriculture is responsible for 18% of a greenhouse gases while transportation is 14%. Our food choices are having a larger impact on our environment than the automobiles we drive. Scientists are saying we must consume LESS meat if any. If we want a planet capable of supporting life (we are entering the sixth mass extinction right now), we must again heed the warnings of our experts.

To state it again, we MUST stop feeding children food that is carcinogenic and causing the destruction of the planet they will inherit once we are gone. It's a simple choice, and there are many healthy options, with smaller carbon footprints. The decision to remove (at least) "processed" meats should not even be a question. Let's get it off the children's plates!

Thank you for your time.

Jeffrey Vik
Brooklyn, NY

Please ban these meats they are bad for our kids filled with nitrites and gmo's from the feed the animal eats .

Pls do the right thing .

Thank you

Adriana Araya

Ban processed meat from schools

To whom it may concern, I am writing today to show my support for resolution 238 to ban processed meats from the NY public school system. As a nutritionist and health coach I cannot express enough the dangers that we impose on our children if they eat processed meat. The World Health Organization has classified processed meat on the same level as smoking cigarettes and I'm sure we wouldn't be handing out those to the children. NY should lead the way by banning processed meats from all public schools and set a rightful and ethical standard for all to follow.

Thank you

Marc S Wood

www.marcswood.com

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Pan

Address: 019

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Robyn Kenul

Address: 28 Eklund Blvd, Nesconset, NY

I represent: PCRM 11767

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 235

in favor in opposition

Date: 1/16/19

(PLEASE PRINT)

Name: Charis Girardis

Address: 1 Northside Pkwy #23E Bk, NY 11240

I represent: Appelfig PCRM

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 1/16/19

(PLEASE PRINT)

Name: Merion Thomas

Address: 52 Chambers St. NY, NY

I represent: NYC DOE

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: 1/16/19

(PLEASE PRINT)

Name: Eric Adams, Brooklyn Borough President

Address: _____

I represent: Brooklyn

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Robert Graham

Address: 200 E 72nd St Apt. 26N

I represent: Myself

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: 1/16/19

(PLEASE PRINT)

Name: TOM SHAMY

Address: 5025 BROADWAY 45, NY NY 10034

I represent: MYSELF

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Christopher Tricarico / Executive Director / Field Support

Address: 52 Chambers St, 7th Floor / Service office of Chief operations

I represent: NYC DoE

Address: 52 Chambers St NY NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Katerina Trabazo

Address: 85-10 34 Avenue, apt. 620

I represent: BQAS and school teacher

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: 1/16/19

(PLEASE PRINT)

Name: Allison Chenel Trevelin
Address: 4227 215th St, #2 Bayside, NY 11361

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. T 2019-3611 Res. No. 0716-2019

in favor in opposition

Date: 1-16-19

(PLEASE PRINT)

Name: Zoe Ridolfi-Starr
Address: 76 Lefferts Ave. Brooklyn NY 11238
I represent: Sexuality Education Alliance of NYC
Address: n/a

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: 1/16/2019

(PLEASE PRINT)

Name: ERICA SACCA
Address: 25-40 Shore Blvd Apt 7R
I represent: Plant Powered Queens (NY)
Address: ASTORIA, NY 11102

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 238 Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Allie Taylor

Address: 786 Jefferson Ave Brooklyn NY

I represent: Voters for Animal Rights 11021

Address: same

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1283 Res. No. _____

in favor in opposition

Date: 1/16/2019

(PLEASE PRINT)

Name: Gale A. Brewer, Manhattan Borough President

Address: 1 Centre St. 19th Fl. NY NY 10035

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Marisa Miller Wolfson

Address: 119 W. 82nd St. Apt 1

I represent: parents of school-age kids/PCRM

Address: _____

Please complete this card and return to the Sergeant-at-Arms

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Amie Hamlin

Address: _____

I represent: Coalition for Healthy School Food

Address: POB 737

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 0176

in favor in opposition

Date: 1/16/18

(PLEASE PRINT)

Name: Jessica Rivera

Address: _____

I represent: Planned Parenthood of New York City

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. R716 Res. No. 3611

in favor in opposition

Date: 1/16/19

(PLEASE PRINT)

Name: Emily Kaclar

Address: _____

I represent: National Inst. For Reproductive Health

Address: 14 Wall St, 10005

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Michael Walsh

Address: 121 W. 20th St

I represent: School Parents - P.S. 11

Address: 21st E. 9th Manhattan

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Gary Edwards

Address: Student, Shinnecock Hills

I represent: Parents 4th

Address: Children Defense Fund NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1283 Res. No. 238

in favor in opposition — 632

Date: 1-16-19

(PLEASE PRINT)

Name: Kimberly Watkins

Address: 100 St. Nicholas Ave 6B 10026

I represent: CEC3

Address: 154 W. 93rd 10025

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 238 Res. No. 238

in favor in opposition

Date: 1-16-19

(PLEASE PRINT)

Name: Cynthia King

Address: 201 E 7th St Brooklyn NY 11218

I represent: Coalition for Healthy School Food

Address: NYC

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 238 Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: David Eisenbach

Address: 201 E 12th Plk

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1283 Res. No. _____

in favor in opposition

Date: 1/16/2019

(PLEASE PRINT)

Name: MORIA Byrne-Zaloff

Address: 2006 Madison Ave, NY, NY 10021

I represent: Bronx Health REACH

Address: (Same)

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: 1/16/19

(PLEASE PRINT)

Name: Edita Birnkrant

Address: 64-50 184 St Fresh Meadows, Queens

I represent: NYCLASS

Address: 120 57th Ave, New York, NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 12831

in favor in opposition

Date: 1/15/19

(PLEASE PRINT)

Name: Andrea Strong - Food Ed coalition

Address: _____

I represent: NYC Healthy School Food Alliance

Address: 230 Ashland place NY 11217

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1283 Res. No. _____

in favor in opposition

Date: 1.16.18

(PLEASE PRINT)

Name: Bill Telez

Address: 130 W 86th St #8B NYC 10024

I represent: Wellness in the Schools

Address: 31 W 125th St 5th Fl 10027

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1283 Res. No. _____

in favor in opposition

Date: 1/16/19

(PLEASE PRINT)

Name: Claire Raffel

Address: 525 W 120th St NY, NY 10028

I represent: Teachers college, Food-Ed Coalition

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1283 Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Pamela Koch

Address: 552 Riverside Dr. #4C

I represent: Teachers college Columbia University
FOOD ED COALITION

Address: 525 W 125th

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1283 Res. No. _____

in favor in opposition

Date: 1/16/19

(PLEASE PRINT)

Name: Maria P...

Address: Food-Ed Coalition

I represent: 6

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1283 Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Andrew Barrett Food Corps, Food Ed Coalition

Address: _____

I represent: Food Corps + Food Ed Coalition

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

1283
I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: ~~Yadira~~ Yadira Garcia

Address: Food Ed Coalition

I represent: Food Ed

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 258

in favor in opposition

Date: 01/16/19

(PLEASE PRINT)

Name: Amaku Ukpong

Address: 247 Kingsland Ave #1 BK NY

I represent: _____

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: 1-16-18

(PLEASE PRINT)

Name: Nicole Jennings

Address: 192 Smith St.

I represent: WHEDco

Address: 50 E. 168th St. Bronx NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Chloe Coscarelli

Address: _____

I represent: PCRM

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: DAVID DUNAIEF

Address: 111 Hicks St, 14L

I represent: PCRM

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: 1/16/19

(PLEASE PRINT)

Name: Gail Mayer
Address: 1410 Prospect Pl #C4, Brooklyn, 11213
I represent: PCRM
Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1283 Res. No. _____

in favor in opposition

Date: 1-16-2019

(PLEASE PRINT)

Name: MIREM VILLAMIL
Address: 146 16th St, Bk, NY 11215
I represent: NY Food Ed Coalition/Edible
Address: 20 Jay St, Bk, NY Schoolyard
11201

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: 1-16-19

(PLEASE PRINT)

Name: Maggie Neola
Address: 5100 Wisconsin Ave
I represent: Physicians Committee for Responsible Medicine
Address: Washington DC 20016

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: Lindsey Flory, Executive Director, Office of School Health (PLEASE PRINT)

Address: 52 Chambers St

I represent: NYC DOE

Address: 52 Chambers St.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: ORA KEMP (PLEASE PRINT)

Address: _____

I represent: NY COMMON PANTRY

Address: 8 E 109th St NY, NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: Donald Bonivers, Senior Superintendent (PLEASE PRINT)

Address: Office of the First Deputy Chancellor

I represent: NYC DOE

Address: 52 Chambers St NY, NY

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Dr. Roger Platt, CEO Office of School Health

Address: _____

I represent: NYC Dog & Dog Health

Address: 52 Chambers St. NY NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: JAN 16, 2019

(PLEASE PRINT)

Name: Lianna Lavine Reisman

Address: 175 W. 92nd St Apt 3 GE

I represent: Plant Powered Manhattan

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 0716-2019 Res. No. 72019

17-050-208 in favor in opposition

Date: 11/16/2019

(PLEASE PRINT)

Name: Rachael Peters

Address: 16 Webster Place Brooklyn 11215

I represent: Peer Health Exchange

Address: 55 Exchange Place 10005

Please complete this card and return to the Sergeant-at-Arms

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 238

in favor in opposition

Date: 01/16/2019

(PLEASE PRINT)

Name: Dr. Meryem Bencheikh-Ellis

Address: 262 Meserole St Brooklyn NY 11206

I represent: Myself as a parent of 5 Public School Kids

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. T2019-341 & Res. No. 0710-2019

in favor in opposition

Date: 1/16/19

(PLEASE PRINT)

Name: ANDREW ~~SANTA ANA~~ SANTA ANA

Address: 290 CINCINNATI PL BK, NY

I represent: DAY ONE

Address: P.O. BOX 3220 CHURCH ST STATION NY NY 10002

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. 365 Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Anne Bove

Address: _____

I represent: New York State Nurses Association

Address: 131 W 33rd ST

Please complete this card and return to the Sergeant-at-Arms