

Hawai'i School Wellness Symposium

Ko'olau Ballrooms & Conference Center

November 5, 2015

Report prepared by the Healthy Hawaii Initiative Evaluation Team

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

A collaborative approach to learning and health



SYMPOSIUM SUMMARY

The Hawai'i State Department of Health (DOH) and the Department of Education (DOE) jointly hosted the **Hawai'i School Wellness Symposium: Whole School, Whole Community, Whole Child** at the Ko'olau Ballrooms and Conference Center on November 5, 2015. The goals of the symposium were to gather stakeholders' input on the existing DOE Wellness Guidelines, highlight best practices for wellness, gather recommendations for policy revision, and strengthen collaboration for implementation of wellness in schools.

Stakeholders traveled from across the state to participate in this event utilizing funds from the Centers for Disease and Control and Prevention (CDC). Most of the participants represented the Hawai'i State Department of Education (n=37) and the Hawai'i State Department of Health (n=23), followed by the University of Hawai'i system (n=12) and a variety of other local and national organizations (n=23). There were 95 participants in attendance from more than 25 organizations; see Appendix A for a full listing of affiliations.

SYMPOSIUM SPEAKERS

Dr. Virginia Pressler, Director of the Hawai'i State Department of Health (DOH), Kathryn Matayoshi, Superintendent of the Hawai'i State Department of Education (DOE), and Amy Asselbaye, Hawai'i State Board of Education Member, each presented opening statements at this highly anticipated symposium. After their welcoming remarks, Lola Irvin, Administrator of the DOH Chronic Disease Prevention and Health Promotion Division, moderated a brief question and answer session between the presenters and audience members.

Robbie Alm delivered the keynote address. Mr. Alm is the President of the Collaborative Leaders Network (CLN), an organization committed to "encouraging more productive community dialog and decision-making." In his address, he provided the audience with strategies for great leadership and he inspired the participants to serve as leaders of wellness in their schools and communities.

Following Mr. Alm, Dexter Kishida, Supervisor from the DOE School Food Services Branch (SFSB), presented a history of Hawai'i's wellness policy, how it has positively impacted the school nutrition environment, and created numerous benefits for schools.

Next, Lance Ching, DOH Epidemiologist, presented the results of the 2014-2015 Safety and Wellness Survey (SAWS), which monitors the implementation of the Wellness Guidelines. During this school year, 94% of public schools completed the SAWS survey. The state's overall wellness score was 82%. There were 84 schools that achieved "Excellence in Wellness" by implementing 90% or more of the Guidelines. See Appendix B for a summary of SAWS scores for school year 2014-15.



Lola Irvin moderated the discussion between opening presenters and the audience



SAWS Presentation

SHOWCASE OF BEST PRACTICES FOR WELLNESS

The Symposium also featured three panel presentations to highlight best practices for wellness in schools, in a complex area, and across a district. Some of the strategies for wellness implementation included having a strong wellness committee, using the School Health Index, student fitness assessment, Safe Routes to School, Playworks, healthy fundraising, Smarter Lunchroom techniques, school gardens, and water bottle re-filling stations.

The presenters came from a variety of backgrounds and positions, which helped demonstrate that there is not one standard process for implementing wellness in schools. The following list of presenters shared stories about how their collaborative efforts helped improve the implementation of wellness in their schools and communities.

Konawaena High School

- Joseph Blasher, CTE Pathways and Health Teacher
- Dan Curran, PE Teacher
- Chris Pascual, Art Teacher
- Jessica Steele, School Grade Counselor

Kauai Complex Area

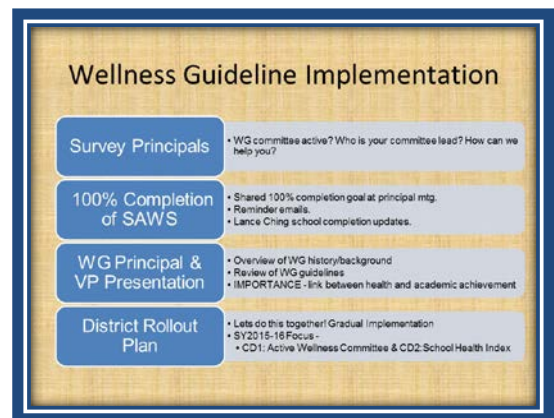
- Bill Arakaki, Complex Area Superintendent
- Danielle Doo, District Nurse, Hawai'i Keiki Healthy & Ready to Learn
- Michelle Jenkins, Kauai District Health & PE Resource Teacher
- Tori Kagawa, PE Teacher, Waimea Canyon Middle School
- Joyce Veal, Counselor, Waimea Canyon Middle School

Windward District

- Sharon Egi, DOE Consultant
- Curt Okimoto, Windward District Health & PE Resource Teacher
- Cynthia Okazaki, PACT
- May Okihiro, UH JABSOM, Hawai'i 5-2-1-0
- Ashley Paz, Public Health Nurse, DOH
- Christina Takara, Public Health Nurse, DOH



Konawaena High School Wellness Presentation



Kauai Wellness Presentation



Windward Wellness Presentation

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

The overarching framework for the Symposium was based on the *Whole School, Whole Community, Whole Child* (WSCC) model developed by the CDC and ASCD (formerly Association for Supervision and Curriculum Development). This model is based on an ecological approach that promotes enhanced integration and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development.

The WSCC model was used to develop a steering committee for planning the Symposium. Representatives from state agencies and community organizations related to education and health sectors were invited to a series of meetings to guide the Symposium agenda and wellness policy review process.

During the Symposium, a presentation on the WSCC model was conducted by Jennifer Ryan, DOH School Health Coordinator. A description of the ten components and a brief activity were utilized to highlight the importance of working across sectors to improve student wellness and academic achievement.



WORKING GROUPS

In the afternoon, participants were asked to break into nine small working groups to discuss specific topic areas of the Wellness Guidelines. There were designated facilitators and note takers to assist each working group through the discussion.

Group #1 Evaluation and Reporting (aka “Hot Data”)

- Lance Ching and Ranjani Starr

Group #2 Family and Community Engagement

- Curt Okimoto and Rhona Uyetake

Group #3 Health Education and Nutrition

- Denise Darval-Chang and Patrick Kim

Group #4 Nutrition Promotion and Environment

- Shirley Robinson and Yasuko Kato

Group #5 Nutrition Services and Meal Times

- Dexter Kishida and Leazl Yoder

Group #6 Physical Activity

- Katie Richards and Heidi Hansen-Smith

Group #7 Physical Education

- Rob Hesla and Michelle Baysa

Group #8 Professional Development and Staff Wellness

- Becky Rodericks and Francine Naputi

Group #9 School Wellness Committee

- Michelle Jenkins and Lisa Hockenberger



Working Group Discussions

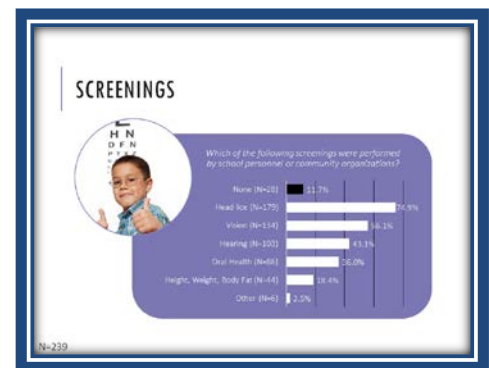
The nine groups were each provided a reference document describing the DOE Wellness Guidelines, SAWS scores for school year 2014-15, and a summary of national recommendations for their topic area (see Appendix C). The national recommendations were obtained from the Alliance for a Healthier Generation, Rudd Center for Food Policy and Obesity, Action for Healthy Kids, Bridging the Gap, and several model state wellness policies: Iowa, Indiana, and Michigan.

The working groups were asked to review their reference document, reflect on experience, and make suggestions for ways to strengthen wellness in schools. Recommendations were then prioritized based on feasibility of implementation and potential impact on student wellness. In order to increase collaboration and support for the guidelines in schools, the participants were asked to develop a group action plan with individual “I will” statements. The following pages summarize the key points from each of the nine breakout groups:

Group #1 - Evaluation and Reporting (aka “Hot Data”)

Recommendations for Future Guidelines: Top Priorities

- Annual progress report - expansion into existing report. Build into Academic Plan CD4 - **6 votes**
- Principals to ensure compliance with Wellness Policy and completion of SAWS (build in or formalize accountability for review, evaluation, and improvement) - **6 votes**
- Collect additional data on wellness screenings (includes head lice, hearing, vision, oral health, height and weight or body fat composition). Add Fitnessgram “screen” as a response option - **4 votes**
- Add more school garden questions into survey based on recommendations. 1 vote
- Conduct annual student fitness and dietary assessments.



SAWS Presentation

General Comments

- An annual progress report on school wellness should be provided to the Board of Education.
- School data reports should also include a “wellness/health” section.
- Principals shall ensure that their schools are in compliance with the Wellness policy by assessing wellness implementation strategies and completing the SAWS annually. Require principals to evaluate and improve upon their findings.
- The school shall conduct annual screenings and send confidential reports directly to parents, along with additional resources.

Additional Strategy:

- Institutionalize Health/Wellness into DOE forms; build a “health” section into existing forms/reports that principals complete such as the Academic and Financial Plan, Annual Progress Report, etc.

Action Plan

- The Wellness Committee will assist the principal in providing a “health” summary for the annual progress report, or providing input into the “health” section of the Ac/Fin Plan. Establish and formally assign the task of serving as a school liaison to a member of the Wellness Committee to institutionalize this communication between the committee and administration.
- Develop new positions in each complex area to coordinate across school wellness committees and assist with implementation.
- The State should provide standardized tools for screenings provided at the school level so that the data reported on screenings in the SAWS actually compares apples to apples. For example, should we provide a recommended or standardized fitness assessment/data collection method to aggregate this data?

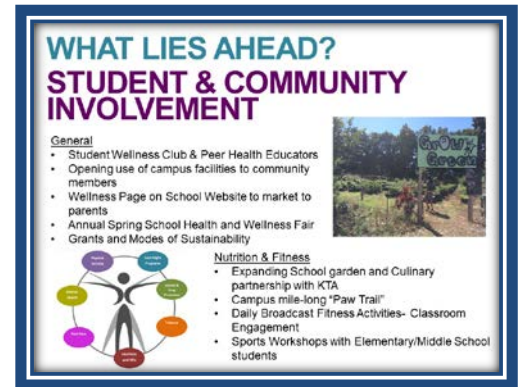
I will...

- Share our wellness committee minutes with our principal. (Toni and Joyce, WCMS)
- Help principals in East Hawai‘i with the SAWS (give information, monitor, support efforts, ongoing help, etc.)

Group #2 - Family and Community Engagement

Suggested Revisions to Existing Guidelines

- CD5: ... that is culturally linguistic appropriate practice schools to...
- NS2: All vendors will be provided with USDA Dietary Guidelines and are expected to comply
- PA6: Add “socio-emotional health” (balance whole child). Provide culturally linguistic appropriate information.. and add information about the nutrition standards for competitive foods and other nutrition resources will be provided to parents/guardians.



Konawaena High School Wellness

Recommendations for Future Guidelines: Top Priorities

- Students will be allowed to bring drinking water from home into the classroom - **12 votes**
- School spaces and facilities, such as, the playground, gym, and track will be made available to students, staff, and community members before, during, and after the school day; on weekends; and during school vacations. School policies concerning safety will apply at all times - **9 votes**
- The Wellness Committee will engage students, parents/guardians, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing the wellness policy - **8 votes**
- Information about the nutrition standards for competitive foods and other nutrition resources will be provided to parents/guardians through handouts, website links, school newsletters, presentations, and any other appropriate means available to reach parents/guardians - **6 votes**
- The school will conduct annual student fitness assessments and will send confidential reports directly to parents, along with additional resources - **3 votes**
- Families will be encouraged to pack lunches and snacks that meet district nutrition standards and will be provided with written guidance on how to accomplish this - **2 votes**

Action Plan

- Information and how-to nights
- Go to where families are
- Feasible? “Low-hanging fruit”? “Use of facilities” form/system in place; maybe only certain “areas”
- Resources needed to “open up” school facilities (e.g. Supervision) P&R example
- Add teachers and staff. Make sure there is a viable, active, engaged wellness committee. Extend committee membership to the partners on campus.

I will...

School spaces and facilities, such as, the playground, gym, and track will be made available to students, staff, and community members before, during, and after the school day; on weekends; and during school vacations. School policies concerning safety will apply at all times.

- I will extend services and programs to schools and community/organization partners. (Ramona Okimoto, Aloha Health and Wellness Academy)
- I can inform community partners of use of DOE facilities.
- I will identify school facilities as locations for health promotion activities in program development plans. (Rebecca, DOH Public Health Nursing)
- I will advocate for this policy. (Paula Adams, Hawai'i Afterschool Alliance)

Information about the nutrition standards for competitive foods and other nutrition resources will be provided to parents/guardians through handouts, website links, school newsletters, presentations, and any other appropriate means available to reach parents/guardians.

- I will help promote information through social media. (Daintry Bartoldus, State Council on Developmental Disabilities)
- I will include information in our community newsletter. (Cynthia, PACT KCFC)
- I will create a parent/community page to communicate information.

The Wellness Committee will engage students, parents/guardians, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing the wellness policy.

- I will help connect school community partners to support the schools. (H & W committee)
- I will assist West Hawai'i schools recruit wellness committee members. (S.Taosaka, WH Complex Area)
- I will help with the after school community. (Paula Adams, Hawai'i Afterschool Alliance)
- I will help to expand the scope and effectiveness of Wellness committees and increase community involvement in West Hawai'i. (K Cerf, UH/RCUH)
- I will support and coach the 9 FoodCorps service members to reach the goals identified by their schools for improved nutrition environment.
- I will have our educator reach out to the wellness committee about our services. (P.P.) I will encourage Kauai PHNs to participate in Wellness Committee for schools they are the nurse consultant (Toni Torres)
- I will attend a Wellness Committee meeting - on Monday!

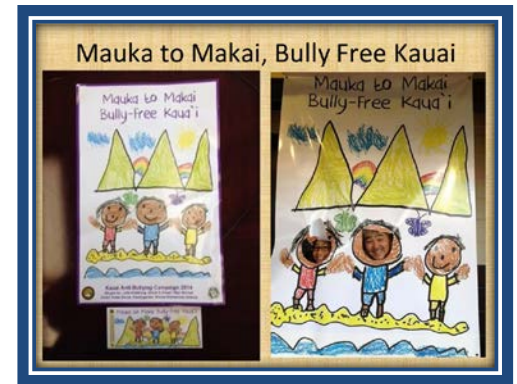
Group #3 - Health Education and Nutrition

Suggested Revisions to Existing Guidelines

- NH5 - take out “nutrition” and include “health education”

Recommendations for Future Guidelines: Top Priorities

- Policy to require health/PE in middle schools
- School meal programs will model what is taught in nutrition education
- CPR (hands-only) part of health curriculum in high school.
Certificates are not required, but would be added incentive, given to show completion of course
- Professional development to include PE
- Whole child = physical, mental, emotional, social - captured in evaluation and academic/financial plan



Kauai Wellness Presentation

Action Plan

- Use SAWS data to dig deeper – comprehensive needs assessment - school understanding and action

I will...

- Take the school wellness policy back to Afterschool Alliance to align wellness policies between, during school hours, and after school hours. (Donna Ede)
- Advocate for Safe Routes to School/ walking school bus
- Hokie Porter: Volunteer myself at my child's PTA to lead the wellness committee on the parent's side. (Hokie Porter)

Group #4 - Nutrition Promotion and Environment

Suggested Revisions to Existing Guidelines

- NS2: All food and beverages sold or served to students at school comply with the current USDA guidelines as well as DOE nutrition standards for foods and beverages.
- NS7: Schools promote positive nutritional messages on school property
- NH2/NH3: The school promotes the importance of students starting the day with healthy breakfast, eating a nutritious lunch and healthy snacks, including participation in School Breakfast, Lunch, and After School Snack Program.

Recommendations for Future Guidelines: Top Priorities

- Students and staff will have access to free drinking water for consumption during meal times and throughout the school day.
- Information on nutrition standards for competitive foods and beverages will be provided to parents.
- Foods served as part of before/aftercare program must also comply with DOE nutrition standards for foods and beverages.
- Nutrition promotion, info and resources will be provided to families to assist in nutrition guideline compliance.
- Teachers/staff will not use food as positive reinforcement for students.

Action Plan

- Nutrition education opportunity for staff
- Survey water fountains # and functionality
- Nutrition promotion for staff and families

I will...

- Be an advocate for improving access to nutritious foods/beverages.
- Model healthy food and beverage choices for students.
- American Heart Association can provide service-based resources for nutrition guideline compliance.
- I will provide healthy organic snacks and recipes. (Ramona Okimoto, Aloha Health and Wellness Academy)



Windward Wellness Presentation

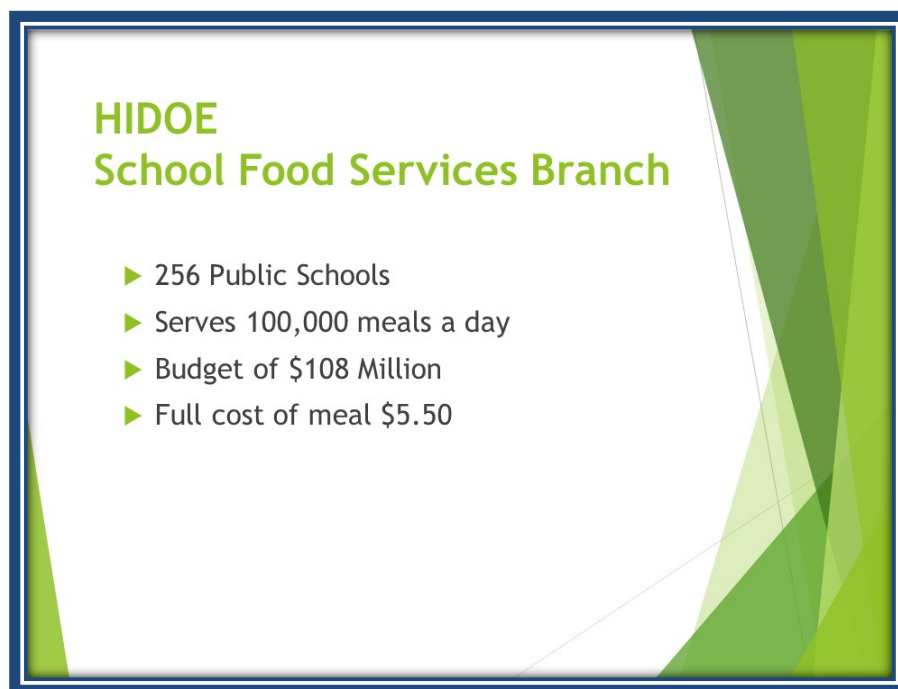
Group #5 - Nutrition Services and Meal Times

Suggested Revisions to Existing Guidelines

- NS1: Add “at a minimum”
- NS2: “Nutrition information” What would classify as NI:
 - Red/Green/Yellow?
 - Nutrition labels on package?
- NS3: Eliminate “greatest extent possible” change “feature” to “include”

Recommendations for Future Guidelines: Top Priorities

- The food service department shall promote, provide, available local, seasonal items/options - **5 votes**
- Lunch 20 minutes after being served - **4 votes**
- Menus for school meals are posted on the school website and will include nutrient content and ingredients - **3 votes**
- All schools participate in USDA Child Nutrition Programs including National School Lunch Program and School Breakfast Program - **3 votes**
- Provide vegetarian food options - 1 vote



DOE School Food Services Branch Presentation

Group #6 - Physical Activity

Suggested Revisions to Existing Guidelines

- PA2: Include elementary schools- add separate guideline (no PE department at elementary level) –wellness committee?
- PA7: Replace or revise with national recommendation: “Teachers will incorporate movement when possible to limit sedentary behavior...”

Recommendations for Future Guidelines: Top Priorities

The feasibility and impact of the recommended guidelines were ranked on a 0-5 scale, with 5 representing the most feasible and the largest potential impact.

- Include PA in after school programs (care and enrichment) - **6 votes**
Feasibility: 4, Impact: 4.5
- Support Safe Routes to School - biking and walking to school - **5 votes**
*Welcome packet includes: safe walking and biking routes, safe bike parking information
Feasibility: 4, Impact: 4-5
- Students are not excused or removed from PE (include in PA9?) - **3 votes**
Feasibility: 4, Impact: 4
- Bike/pedestrian safety instruction - **3 votes**
Feasibility: 5, Impact: 5
- Make school spaces available during non-instructional time. 1 vote
Feasibility: 1-2, Impact: 4
- Crossing guards. 0 votes
Feasibility: 1, Impact: 4

Other Recommendation

- Bike Racks



Kauai Wellness Presentation

Action Plan

- Provide an implementation “toolkit” for teachers with resources and tools to implement guidelines – online – part of opening of school packet (include copy of guidelines in packets)
- Identify one PE and Health contact at each school
- Update the wellness toolkit for the school
- Offering professional development (PD) to teachers/promoting PD

Group #7 - Physical Education

Suggested Revisions to Existing Guidelines

- Separate PA5- which says: state PE certified PE teachers and Student/teacher ratio, into 2 separate and different guidelines

Recommendations for Future Guidelines: Top Priorities

- Add Physical Fitness Testing as a guideline
- Student involvement in other activities will NOT be substituted for Physical Education credit and waivers will NOT apply towards Physical Education courses required for Physical Education
- 50% of Physical Education minutes per week is moderate to vigorous Physical Activity
- Schools will provide PE to all students, including students with disabilities, and special health care needs
- Require PE for all secondary schools
- Adaptive PE will be available as needed
- Align with national requirements for all grade levels. Minimum requirement of # hours PE per week

Action Plan

- Making leadership aware (parents, community, teachers)
- Professional Development
- Student Advocates

I will...

- Go walking with my child.
- Model an active lifestyle.
- American Heart Association will support policy effort related to bringing HI PE standards/policy to nationally-recommended levels. Also lend science-based resources to support those efforts.
- Walk the talk.

Fitness

- Lead: CURT!
- Fitness Assessments:
 - Minimum: 5th grade, middle and high school
- Support
 - CK Wellness Team
 - Community Partners: Hawaii Pacific Health, Kaiser Permanente, Navy Partners, and more
- Culmination
 - Windward Fitness Meet
- Sustainability: Fitness Assessment and Meets



Windward Wellness Presentation

Group #8 - Professional Development and Staff Wellness

General Notes

- Language is vague- “given the opportunity”
- School health aides- included in role groups- point out groups specifically
- “School support staff” (change language) to include all stakeholders/be inclusive of all staff
- Open roles up to more than just “applicable role groups”
- Everyone impacts students
- Give guidelines in terms of trainings offered (e.g., 1 per year)
- Higher level of communication and increase communication and awareness about trainings.
- One of the participant’s in our group was not aware of any PD being offered in her District.
- Make information about PD more accessible
- Organize more webinars
- Incorporate PD workshops on days when all staff is there and students are not
- Incorporate and make space for a wellness coordinator
- Schools run their own PD workshops
- Increase staff that will be able to facilitate PDs
- Include a health fair for staff (invite public health nurses)
 - Have staff do a self-assessment (in relation to their community); must take care of themselves in addition to others
 - Incorporate health screenings (e.g., depression screenings, BP, cholesterol, BMI)



Kauai Wellness Presentation

Suggested Revisions to Existing Guidelines

- All applicable role groups (all school staff) are given the opportunity (required to participate?) to receive professional development in Hawai‘i’s Wellness Guidelines, health, nutrition, physical education, and healthy school meals. (annually)
- Revisions that were discussed to strengthen the existing guideline include:
 - The group felt strongly about making sure all staff were included (custodians, school health aids, etc. and not just HPE teachers and SFS staff)
 - The group discussed if the guideline should say “given the opportunity” or “required to participate”? If required to participate, does the state have the capacity to offer this many trainings?
 - A timeline could be included in the guideline, such as annually.

Recommendations for Future Guidelines: Top Priorities

- A. PD will be provided at least annually (needs to be inclusive of ALL staff).
- B. Support all staff to serve as role models for healthy eating and physical activity behaviors (the group wanted this expanded to mental health as well) - **5 votes**
- C. All foods and beverages at school meetings meet nutrition standards.
- D. Schools will allow staff to use school facilities outside of school hours.
- E. Staff will be encouraged to participate in community walking, bicycling, or running events.
- F. All staff vending machines must meet nutrition standards.
- G. During meetings lasting longer than an hour, staff will have the opportunity to stretch and be physically active.
- H. Incorporate mental health as a part of wellness. Include stress management techniques - **5 votes**
- I. Staff health fair includes various health screenings for all school staff - **5 votes**

Notes: Letters H and I were strongly encouraged by the participants in our group discussion.

Feasibility and Health Impact

- Most feasible: E and G; D (build it up)
- Nutrition standards become difficult to implement because of affordability
- C might have more pushback
- Revise language from existing guideline to include “at least 1” (training per year) (letter A). But how feasible is it to train everyone across the state once a year?
- Greatest health impact: B - very important; role modeling (also include mental health/wellness)

Action Plan

- Barriers exist for foods needed to adhere to wellness guidelines
- Staff serves as role models for healthy eating, smoking, etc.
- Extend nutrition guidelines to staff
- Make facilities accessible outside of school hours (emphasize staff and employees as the group that is allowed to use facilities; safety issues-pool with no lifeguard)
- Mental health (meditation, yoga, stress management for staff, during recess)
- Triangle of balance (mental/emotional, spiritual, and physical)
- Incorporate activities to de-stress
- Limiting screen time; have a no technology day

I will...

- Participate in community walking.
- Incorporate mental health as part of wellness
- Encourage school health aides to get involved in the wellness guidelines
- Organize health fair for staff with wellness committee
- Promote mental health and wellness screenings for staff
- Model wellness for my colleagues
- Be an advocate for staff wellness
- Participate if invited to provide wellness information/screening (or community resources)
- Advocate walking/standing meetings
- Provide training and technical assistance for sexual health
- “Teach the teachers” engaging, hands-on garden lessons at FoodCorps trainings



Windward District Wellness Presentation

Group #9 - School Wellness Committee

Suggested Revisions to Existing Guidelines

- CD1: Identify who is on committee (include, parent/community member, teacher, etc.) - **6 votes**
 - Define school health issues that schools could choose to focus on (specific categories of health i.e., environmental, physical, etc.) - **4 votes**
- CD3: Identify who determines priority- (principal?). Add level of attainment (to what degree) - **5 votes**
- CD4: Add to improve; actions to address each priority area submitted in CD3 - **4 votes**
- CD5: Provide information through multiple modalities- 2 votes
- Add School Community Council minutes

Recommendations for Future Guidelines: Top Priorities

- CD1: Define/Identify who is on wellness committee
 - Name the members of wellness committees-not just roles
 - All stakeholders-not just families
 - Critical that a wellness lead is identified
- CD3: Add level of attainment of the priority areas submitted in the SAWS
- CD1: Define school health issues that schools can choose to focus on. Use specific categories of health and wellness. Ex. Environmental, physical, mental

Action Plan


- Training on SAWS/SHI completion
- Data input/technology to Δ evaluation to make completion easier
- Identify person to assist with #3
- Parent component/student government

I will...

- Generate a list of wellness committee members- Tori and Joyce (WCMS)

GAINING MOMENTUM

The KHS Wellness Committee is now comprised of 10 regular staff members and 15 community members. Some ongoing initiatives include...



Fitness

- Zumba
- Intermural Sports
- Walk/Run 12-minute Challenge
- Staff Pedometer Competition

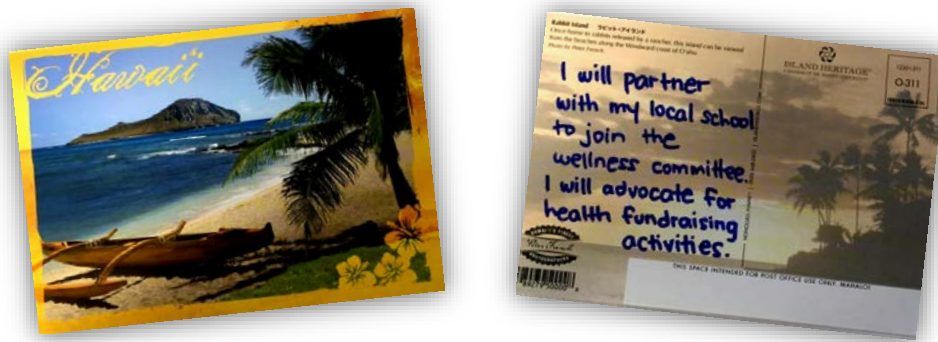
Nutrition

- Da Box CSA with Hawai'i Food Basket
- Weekly "Farmers Market" with Agriculture students
- Garden to Table...

Konawaena High School Wellness Presentation

POSTCARDS - ACTION STEPS

At the end of the symposium, participants were asked to write their intended action steps for promoting school wellness on a postcard. The Department of Health mailed these postcards to each of the participants in January (2016), just in time for New Years' Resolutions and as a reminder to follow through on their action steps. Participants' wellness resolutions are listed below. Common themes of the action steps include modeling healthy behaviors (for students and family), increasing physical activity levels, promoting wellness committees, and sharing resources.



- “I will be a role model to make choices with healthier options.”
- “I will commit to become a balanced health role model and providing programming and events for my school community members.”
- “I will commit to be an example for my students and provide more ways for students to become wellness advocates.”
- “I will model and advocate for healthier food and beverage choices, as well as promote physical activity outside of school.”
- “I will provide my children with a fresh fruit and vegetable snack each day.”
- “I will maintain my work-life balance by staying on top of my health and fitness goals and completing my last degree.”
- “I will continue to actively promote health and wellness in all school policies with school setting.”
- “I will promote health and wellness in my classroom and as an active member of our wellness committee.”
- “I plan to exercise 3-5 times/week by walking and jogging. I will drink more water and encourage students to do the same. I will try and get on more wellness committees.”
- “I will walk 20-30 minutes 3 times a week...I will ride my bike once a week and swim salt pond after work. Yes!”

- “I will play tennis with my son twice per week.”
- “I will partner with my local school to join the wellness committee. I will advocate for healthy fundraising activities.”
- “I will partner with schools in my district to encourage healthy choices, gardens, local produce support, etc. to lead through example.”
- “I will be more active and supportive in at least one school wellness committee.”
- “I will continue to work with the Konawaena Wellness Committee and all school gardens in West Hawai‘i, and Hawai‘i Island and Food Corps.”
- “I will continue to be a reliable wellness committee member, and walk Waimea Valley with my baby.”
- “I will encourage Kauai PHN’s to be part of DOE Wellness Committee in the schools they are assigned to as nurse consultant.”
- “I will help schools recruit wellness committee members. I will eat a healthier diet and exercise.”
- “All East Hawai‘i schools will have a wellness committee. (75% will have regular meetings by Spring 2016-March.”
- “I will share strategies and resources with my school wellness committee.”
- “I will continue to support schools to ensure compliance of wellness policy.”
- “I will support schools in implementing the wellness guidelines.”
- “I will work on aligning practice with policy.”
- “I will champion the wellness policy effort with my state leadership colleagues!”
- “I will continue to advocate for strong, comprehensive health and wellness policies, and promote training, education and resources to the state of Hawai‘i.”
- “I will work to have the Hawai‘i After School Alliance align the creation of their afterschool wellness guidelines to the DOE’s wellness guidelines.”
- “Walk the talk...Support school and health wellness by partnering with my school’s wellness committee...Share what I learned at the symposium with my colleagues in the Leeward PHN section.”
- “I will provide SHI training to SFSB personnel, and develop nutrition promotion tips for SFS managers to share in school.”
- “Assist schools in finding resources for nutrition/health promotion. Wellness activities for PHNB.”
- “I will search for grant funds!”
- “I am committed to adding CPR to high school health curriculum as a required standard.”
- “Listen. Be a present listener. Listen to your wife!”
- “Find outlet for more health snack taste testing (at assemblies).”

Appendix A: List of Participants by Organization

Organization	Number of Participants (N=95)
Alignment 96792	1
ALOHA Health and Wellness	1
American Diabetes Association	1
American Heart Association	1
Blue Zones Project, Koolaupoko	1
Collaborative Leaders Network	2
FoodCorps	1
Hawai'i Afterschool Alliance	2
Hawai'i Child Nutrition Program	1
Hawai'i Keiki Project	6
Hawai'i State Department of Education	33
Hawai'i State Board of Education	1
Hawai'i State Department of Education - School Food Services Branch	3
Hawai'i State Department of Health	11
Hawai'i State Department of Health - Public Health and Nursing Branch	12
Hui for Excellence in Education (HE'E)	1
Kamehameha Schools	1
Kapiolani Community College	1
Kauai Community College	1
The Kohala Center	1
Kokua Hawai'i Foundation	3
Project Laulima	1
University of Hawai'i at Hilo- Research Corporation of UH	1
University of Hawai'i at Mānoa	3
University of Hawai'i at Mānoa - Healthy Hawai'i Initiative Evaluation Team	3
University of Hawai'i at Mānoa - School of Nursing and Dental Hygiene	1
Waianae Coast Comprehensive Health Center (WCCHC)	1
Total	95

Wellness Guidelines Summary		2014-2015	
		N	Yes (%)
WELLNESS COMMITTEE (CD)			
CD1	The school has a designated committee or council that will regularly address school health issues.	239	187 (78.2%)
CD2	The committee annually completes the School Health Index and utilizes the results and other data sources to identify priority areas and to monitor improvements in those areas.	239	126 (52.7%)
CD3	Identified priority areas submitted in the Safety and Wellness Survey (SAWS).	239	230 (96.2%)
CD4	Actions to address priority areas are reflected in the school's Academic and Financial Plan.	239	159 (66.5%)
CD5	The committee shall ensure that the school provides families with information about community physical activity resources and is encouraged to work closely with community organizations and programs that help schools implement these Wellness Guidelines.	239	148 (61.9%)
NUTRITIONAL GUIDELINES (NS)			
NS1	All reimbursable meals and snacks meet federal nutrient standards as required by the USDA Child Nutrition Program regulations. <i>(all schools given a point)</i>	239	239 (100%)
NS2	All foods and beverages sold or served to students at school or school sponsored events (vending, concession stands, a la carte, fundraisers, student stores, and school parties) comply with the current USDA Dietary Guidelines.	239	96 (40.2%)
NS3	Nutrition information for products offered in snack bars, a la carte, vending, etc. is readily available near the point of purchase.	239	210 (87.9%)
NS4	Food and beverage providers promote positive nutritional messages on school property.	239	222 (92.9%)
NS5	Meals feature fresh and minimally processed fruits and vegetables from local sources to the greatest extent possible. <i>(all schools given a point)</i>	239	239 (100%)
HEALTH AND NUTRITION EDUCATION (NH)			
NH1	All required health education classes include a focus on knowledge and skills that support healthy eating and are aligned with the Hawaii Content and Performance Standards for Health Education.	239	224 (93.7%)
NH2	The school promotes the importance of students starting the day with a healthy breakfast, including participation in the School Breakfast Program. <i>(all schools given a point)</i>	239	239 (100%)
NH3	The school promotes the importance of students eating a nutritious lunch & healthy snacks, including participation in the National School Lunch Program and After School Snack Program (if applicable). <i>(all schools given a point)</i>	239	239 (100%)
NH4	All required health education classes have instructional periods totaling a minimum of 45 minutes per week for grades K-3, 55 minutes per week for grades 4-5, 107 minutes for elementary grade 6, and 200 minutes per week for secondary grades 6-12.	239	188 (78.7%)
NH5	Nutrition education is integrated into other areas of the curriculum such as math, science, language arts, and social studies.	239	219 (91.6%)
PHYSICAL EDUCATION AND ACTIVITY (PA)			
PA1	All required physical education classes are aligned with the Hawaii Content and Performance Standards for Physical Education (PE).	239	232 (97.1%)
PA2	Secondary school's PE department provides support for participation in physical activity outside of physical education class. <i>(only applies to secondary schools)</i>	81	75 (92.6%)
PA3	All students have at least 20 minutes a day of supervised recess, during which students are encouraged to participate in moderate to vigorous physical activity.	239	200 (83.7%)
PA4	All required PE classes have instructional periods totaling a minimum of 45 minutes per week for grades K-3, 55 minutes per week for grades 4-5, 107 minutes per week for elementary grade 6, and 200 minutes per week for secondary grades 6-12.	239	202 (84.5%)
PA5	The school ensures that state-certified physical education instructors teach all physical education classes and have a student/teacher ratio similar to other classes.*	excluded	excluded
PA6	The school provides information to families to help them incorporate physical activity into students' lives.	239	156 (65.3%)
PA7	The school discourages extended periods (i.e., periods of two or more hours) of inactivity.	239	207 (86.6%)
PA8	When mandatory school-wide testing makes it necessary for students to be inactive for extended periods of time, schools will give students periodic breaks to stand and be moderately active unless the testing protocol specifies otherwise.*	excluded	excluded
PA9	The school does not use or withhold physical activity as punishment.	239	175 (73.2%)
PROFESSIONAL DEVELOPMENT			
PD1	All applicable role groups including the School Food Service staff are given the opportunity to receive professional development in Hawaii's Wellness Guidelines, health, nutrition, physical education, and healthy school meals.	239	180 (75.3%)
Overall Wellness Score		239 (of 255)	Mean: 82.3% Range: 45.5 - 100%

* This Guideline is not mandatory per Superintendent memo to schools in 2008.

Appendix C: National Recommendations for Wellness Policy

Group #1 Evaluation and Reporting		
WG	SAWS 2014-15	Existing DOE Wellness Guidelines
		NONE
National Recommendations		
An annual progress report on school wellness implementation must be provided to the Board of Education.		
An evidence-based assessment tool will track the collective health of students over time by collecting data such as body composition (height and weight), aerobic capacity, and/or muscular strength, endurance and flexibility.		
Principals shall ensure that their schools are in compliance with the wellness policy by assessing wellness implementation strategies and completing the Safety and Wellness Survey annually.		
The District will also track and annually report other related information, such as findings from food safety inspections, aggregate participation in school meals programs, income reported from competitive food sales, fundraising revenues, and other such information, as feasible.		
The school will conduct annual Fitnessgram and dietary intake assessments and will send confidential reports directly to parents, along with additional resources.		
The District will track, analyze, and report on any correlations between improvements in health-promoting environments with education outcomes, such as absenteeism, disciplinary referrals, test scores, average grades, or health measures such as consumption of whole grains, fruits, or vegetables through the school meal programs or BMI, or psycho-social measures such as self-reported “connectedness,” or other school climate measures. The District is encouraged to collaborate with local research institutions and universities.		
USDA Requirements		
The local educational agency must designate one or more officials to ensure that each school complies with the wellness policy.		
The local educational agency is required to periodically measure and make available to the public an assessment on the implementation of the wellness policy, including the extent to which schools are in compliance with wellness policy, the extent to which the wellness policy compares to model wellness policy, and a description of the progress made in attaining goals of wellness policy.		
The local educational agency is required to provide wellness policy annual progress reports, which would include: the web site address for the wellness policy and/or information on how the public can access a copy; a description of each school's progress in meeting the wellness policy goals; a summary of each school's local school wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and public can get involved.		
The local educational agency is required to assess the wellness policy every 3 years, at a minimum. It would determine: compliance with the wellness policy; how the wellness policy compares to model wellness policies; and progress made in attaining the goals of the wellness policy. [PROPOSED RULE]		

Group #2 Family and Community Engagement		
WG	SAWS 2014-15	Existing Guidelines
CD5	61.90%	The committee shall ensure that the school provides families with information about community physical activity resources and is encouraged to work closely with community organizations and programs that help schools implement these Wellness Guidelines.
NS2	40.20%	All foods and beverages sold or served to students at school or school sponsored events (vending, concession stands, a la carte, fundraisers, student stores, and school parties) comply with the current USDA Dietary Guidelines.
PA6	65.30%	The school provides information to families to help them incorporate physical activity into students' lives.
National Recommendations		
The school will conduct annual student fitness assessments and will send confidential reports directly to parents, along with additional resources.		
School spaces and facilities, such as the playground, gym, and track, will be made available to students, staff and community members before, during and after the school day; on weekends; and during school vacations. School policies concerning safety will apply at all times.		
Information about the nutrition standards for competitive foods and other nutrition resources will be provided to parents/guardians through handouts, website links, school newsletters, presentations and any other appropriate means available to reach parents/guardians.		
Families will be requested to pack lunches and snacks that meet district nutrition standards and will be provided with written guidance on how to accomplish this.		
Students will be allowed to bring drinking water from home into the classroom		
The Wellness Committee will engage students, parents/guardians, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring and reviewing the wellness policy		
USDA Requirements		
Schools will inform families of the availability and location of Summer Food Service Program meals, in accordance with the Healthy, Hunger-Free Kids Act of 2010.		
Schools must permit all stakeholders in the school community, including students, parents/guardians, food service professionals, teachers, health professionals and community members to participate in the implementation and periodic review and update of the wellness policy		
Group #3 Health Education and Nutrition		
WG	SAWS 2014-15	Existing Guidelines
NH1	93.7%	All required health education classes include a focus on knowledge and skills that support healthy eating and are aligned with the Hawaii Content and Performance Standards for Health Education.
NH4	78.7%	All required health education classes have instructional periods totaling a minimum of 45 minutes per week for grades K-3, 55 minutes per week for grades 4-5, 107 minutes for elementary grade 6, and 200 minutes per week for secondary grades 6-12.
NH5	91.6%	Nutrition education is integrated into other areas of the curriculum such as math, science, language arts, and social studies.

National Recommendations		
Health education will be taught by a licensed health education instructor.		
Schools provide 150 minutes of instructional physical education for elementary school children, and 225 minutes for middle and high school students per week for the entire school year		
Nutrition education will link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, culturally relevant participatory activities, and nutrition-related community services;		
All students in elementary, middle, and high school receive nutrition education.		
Nutrition education in the classroom is linked to the school food environment.		
The school supports the incorporation of school gardens into the standards-based curriculum as a hands-on, interdisciplinary teaching tool to influence student food choices and lifelong eating habits		
Professional development and training will be provided at least annually to health education teachers.		
USDA Requirements		
Local wellness policy must include goals for nutrition education.		
Group #4 Nutrition Promotion and Environment		
WG	SAWS 2014-15	Existing Guidelines
NS2	40.2%	All foods and beverages sold or served to students at school or school sponsored events (vending, concession stands, a la carte, fundraisers, student stores, and school parties) comply with the current USDA Dietary Guidelines.
NS4	92.9%	Food and beverage providers promote positive nutritional messages on school property.
NH2	100.0%	The school promotes the importance of students starting the day with a healthy breakfast, including participation in the School Breakfast Program.
NH3	100.0%	The school promotes the importance of students eating a nutritious lunch & healthy snacks, including participation in the National School Lunch Program and After School Snack Program (if applicable)
National Recommendations		
Students and staff will have access to free drinking water for consumption during meal times and throughout the school day.		
Information about the nutrition standards for competitive foods and other nutrition resources will be provided to parents/guardians through handouts, website links, school newsletters, presentations and any other appropriate means available to reach parents/guardians.		
Foods and beverages that do not meet the nutrition standards, including brands and illustrations, shall not be advertised or marketed in curricula, textbooks, websites used for educational purposes or other educational materials; on signs, scoreboards, or sports equipment; on exteriors of vending machines, coolers, trash, or recycling containers; in school publications or communications to students or their families.		
School-based marketing promotes healthy behaviors and healthy foods; including fruits, vegetables, whole grains, and low-fat dairy products.		
Families will be requested to pack lunches and snacks that meet district nutrition standards and will be provided with written guidance on how to accomplish this.		
Students will have access to hand washing/hand sanitizing facilities before meals and snacks and cafeteria staff will remind students to make use of them;		
Teachers and staff will not use food as a reward.		
School staff will not withhold food or drink at mealtimes as punishment.		
Foods served as part of the Before and Aftercare (after school) programs must also comply with the district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.		

USDA Requirements		
The local wellness policy must include nutrition guidelines for all food on school campus.		
Smart Snack Standards		
The local wellness policy must include goals for nutrition promotion.		
Marketing and advertising limited to only those foods and beverages that met the Smart Snacks in School nutrition standards.		
Group #5 Nutrition Services and Meal Times		
WG	SAWS 2014-15	Existing Guidelines
NS1	100.0%	All reimbursable meals and snacks meet federal nutrient standards as required by the USDA Child Nutrition Program regulations.
NS3	87.9%	Nutrition information for products offered in snack bars, a la carte, vending, etc. is readily available near the point of purchase.
NS5	100.0%	Meals feature fresh and minimally processed fruits and vegetables from local sources to the greatest extent possible.
National Recommendations		
Adequate time will be provided to students to eat lunch (at least 20 minutes after being served) and breakfast (at least 10 minutes after being served).		
Appropriate supervision will be provided in the cafeteria to reinforce a pleasant dining environment and rules for safe behavior shall be consistently enforced.		
Menus for school meals are posted on the school's website, and will include nutrient content and ingredients.		
Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.		
All schools participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).		
Procurement procedures and preparation methods will be used to decrease excess fat, calorie and sodium levels in food.		
The food services department shall provide periodic food promotions that will allow for taste testing of new healthier foods being introduced on the menu.		
USDA Requirements		
Free drinking water for consumption is available during meal times.		
Professional development and training will be provided at least annually to food service managers and staff.		
Schools will inform families of the availability and location of Summer Food Service Program meals, in accordance with the Healthy, Hunger-Free Kids Act of 2010.		
The school will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price meals.		
USDA meal pattern requirements		

Group #6 Physical Activity		
WG	SAWS 2014-15	Existing Guidelines
PA2	92.6%	Secondary school's PE department provides support for participation in physical activity outside of physical education class. (only applies to secondary schools)
PA3	83.7%	All students have at least 20 minutes a day of supervised recess, during which students are encouraged to participate in moderate to vigorous physical activity.
PA6	65.3%	The school provides information to families to help them incorporate physical activity into students' lives.
PA7	86.6%	The school discourages extended periods (i.e., periods of two or more hours) of inactivity.
PA8	NA	When mandatory school-wide testing makes it necessary for students to be inactive for extended periods of time, schools will give students periodic breaks to stand and be moderately active unless the testing protocol specifies otherwise.*NOT REQUIRED
PA9	73.2%	The school does not use or withhold physical activity as punishment.
National Recommendations		
School spaces and facilities, such as the playground, gym, and track, will be made available to students, staff and community members during non-instructional time; on weekends; and during school vacations. School policies concerning safety will apply at all times.		
Instruction on walking/bicycling safety provided to students.		
Crossing guards are used at major intersections near schools.		
Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.		
The school supports physical activity through physical education, recess and other physical activity breaks; before- and after-school activities; and walking and bicycling to school.		
After-school enrichment providers will include physical activity in their programs, to the extent space and equipment allow.		
Students will not be removed or excused from physical education to receive instruction in other content areas.		
Where appropriate and safe, schools will allow walking and bicycling to school.		
USDA Requirements		
The local wellness policy will include goals for physical activity.		
Group #7 Physical Education		
WG	SAWS 2014-15	Existing Guidelines
PA1	97.1%	All required physical education classes are aligned with the Hawaii Content and Performance Standards for Physical Education (PE).
PA2	92.6%	Secondary school's PE department provides support for participation in physical activity outside of physical education class. (only applies to secondary schools)
PA4	84.5%	All required PE classes have instructional periods totaling a minimum of 45 minutes per week for grades K-3, 55 minutes per week for grades 4-5, 107 minutes per week for elementary grade 6, and 200 minutes per week for secondary grades 6-12.
PA5	NA	The school ensures that state-certified physical education instructors teach all physical education classes and have a student/teacher ratio similar to other classes.*NOT REQUIRED

National Recommendations		
The physical education program promotes student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and uses criterion-based reporting for each student.		
All students in grades K-12 will participate in physical education in order to meet the Physical Education Standards. Also, high schools will encourage students to take more than the courses of physical education required for graduation.		
Physical education classes will have the same student/teacher ratio used in other classes.		
Physical education will be taught by a licensed physical education instructor.		
The school will provide physical education that meets the needs of all students; including students with disabilities, students with special health-care needs, and those who are not athletically gifted.		
Physical education class will be provided 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students for the entire school year.		
Waivers will not apply towards the physical education courses required for graduation. Credit flexibility in physical education will be limited to elective physical education courses.		
Student involvement in other activities, including those involving physical activity (e.g. interscholastic or intramural sports), will not be substituted for physical education		
Professional development and training will be provided at least annually to physical education teachers.		
USDA Requirements		
PE teachers must be permitted to participate in the development of the local wellness policy.		
Group #8 Professional Development and Staff Wellness		
WG	SAWS 2014-15	Existing Guidelines
PD1	75.3%	All applicable role groups including the School Food Service staff are given the opportunity to receive professional development in Hawaii's Wellness Guidelines, health, nutrition, physical education, and healthy school meals.
National Recommendations		
Professional development and training will be provided at least annually to food service staff, health education and physical education teachers.		
Schools implement strategies to support staff in role modeling healthy eating and physical activity behaviors.		
All foods and beverages at school meetings meet the nutrition standards for competitive foods.		
Schools will allow staff to use school facilities outside of school hours for activities such as group fitness classes, walking programs and individual use.		
Staff will be encouraged to participate in community walking, bicycling or running events.		
All staff vending machines meet the nutrition standards for competitive foods.		
During meetings lasting longer than one hour, staff will have the opportunity to stretch and be physically active.		
USDA Requirements		
NONE at the school level		

Group #9 School Wellness Committee		
WG	SAWS 2014-15	Existing Guidelines
CD1	78.20%	The school has a designated committee or council that will regularly address school health issues.
CD2	52.70%	The committee annually completes the School Health Index and utilizes the results and other data sources to identify priority areas and to monitor improvements in those areas.
CD3	96.20%	Identified priority areas submitted in the Safety and Wellness Survey (SAWS).
CD4	66.50%	Actions to address priority areas are reflected in the school's Academic and Financial Plan.
CD5	61.90%	The committee shall ensure that the school provides families with information about community physical activity resources and is encouraged to work closely with community organizations and programs that help schools implement these Wellness Guidelines.
National Recommendations		
Each school has a designated wellness coordinator who is accountable for ensuring compliance within the school.		
The Wellness Committee will engage students, parents/guardians, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring and reviewing the wellness policy.		
The Wellness Policy shall be made available to students and families by means of school registration, the student handbook and the school's website.		
The school wellness committee meets at least four times per year to establish goals for and oversee school wellness, health, and safety policies and programs.		
USDA Requirements		
NONE at the school level		