

# Findings from the HDOE Health and Wellness Landscape Survey

Healthy Hawai'i Summit  
December 5, 2025

# Aloha mai kākou!

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Kinesiology and  
Rehabilitation Science



# Overview



# Information Sources



Health and Wellness Guidelines



Safety and Wellness Survey



State of Hawai'i Health and  
Wellness Landscape Survey



Health Education Standards



Physical Education Standards

# State of Hawai'i Wellness Committee

## University of Hawai'i at Mānoa

- Department of Kinesiology and Rehabilitation Science Faculty
- Department of Public Health Sciences Faculty

## Department of Education

- Physical Educational Specialist
- Health Education Specialist
- School Food Program Administrator
- Dietitian, Program Specialist
- Educational Specialist Hawaiian Affairs
- Education Specialist- School Garden Coordinator
- Farm to School Coordinator (DOE)
- Representative from the Office of Hawaiian Education
- School Health Coordinator

## Department of Health

- Child and Youth Specialist
- Community Prevention Specialist
- Worksite Wellness Specialist
- Primary Prevention Branch Manager
- Epidemiologist



# Landscape Report Overview

**Purpose:** To better understand physical education, health education, and nutrition education related practices in schools in order to inform the update to the wellness guidelines and the annual Safety and Wellness Survey, and to inform professional development opportunities and resources related to health and wellness



**Survey administration:** January 2025 - June 2025



**Participants:** Principals and/or vice principals, physical education teacher, health education teacher, or other related staff member

# Outline for Sharing of Results

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**Demographics**

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**Frequency & Duration**

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**Standards**

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**Nutrition Education & Guidelines**

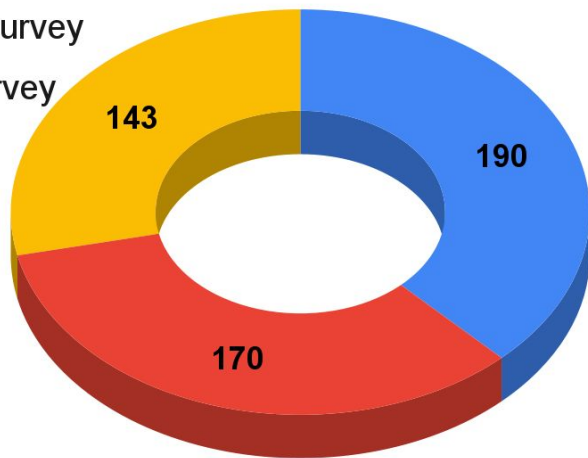
# Demographics



# Demographics

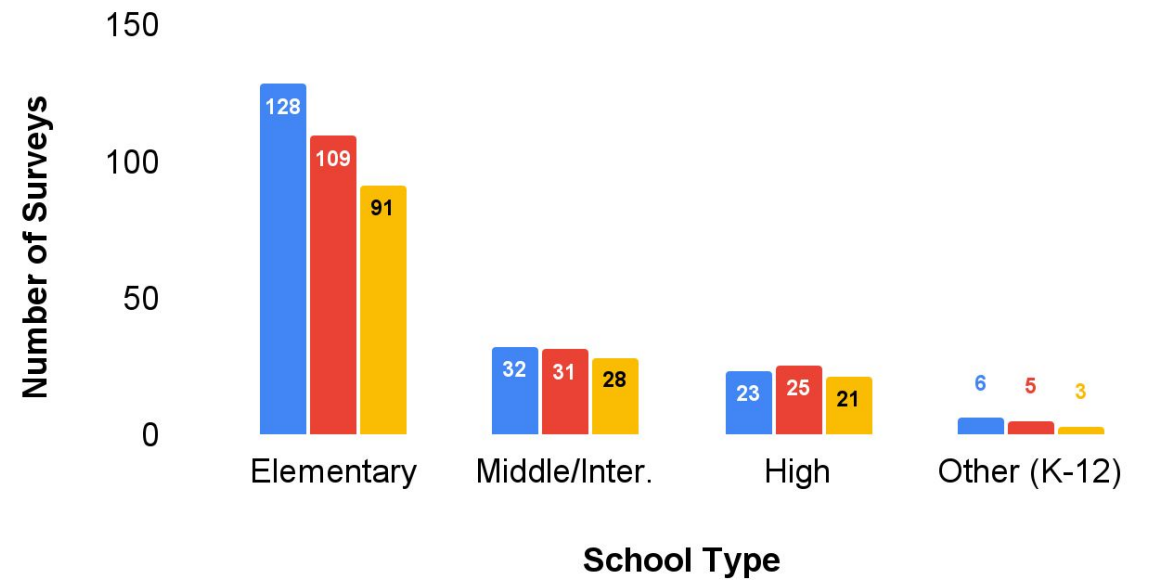
Survey Responses by Survey Type

- Principal Survey
- Physical Education Survey
- Health Education Survey

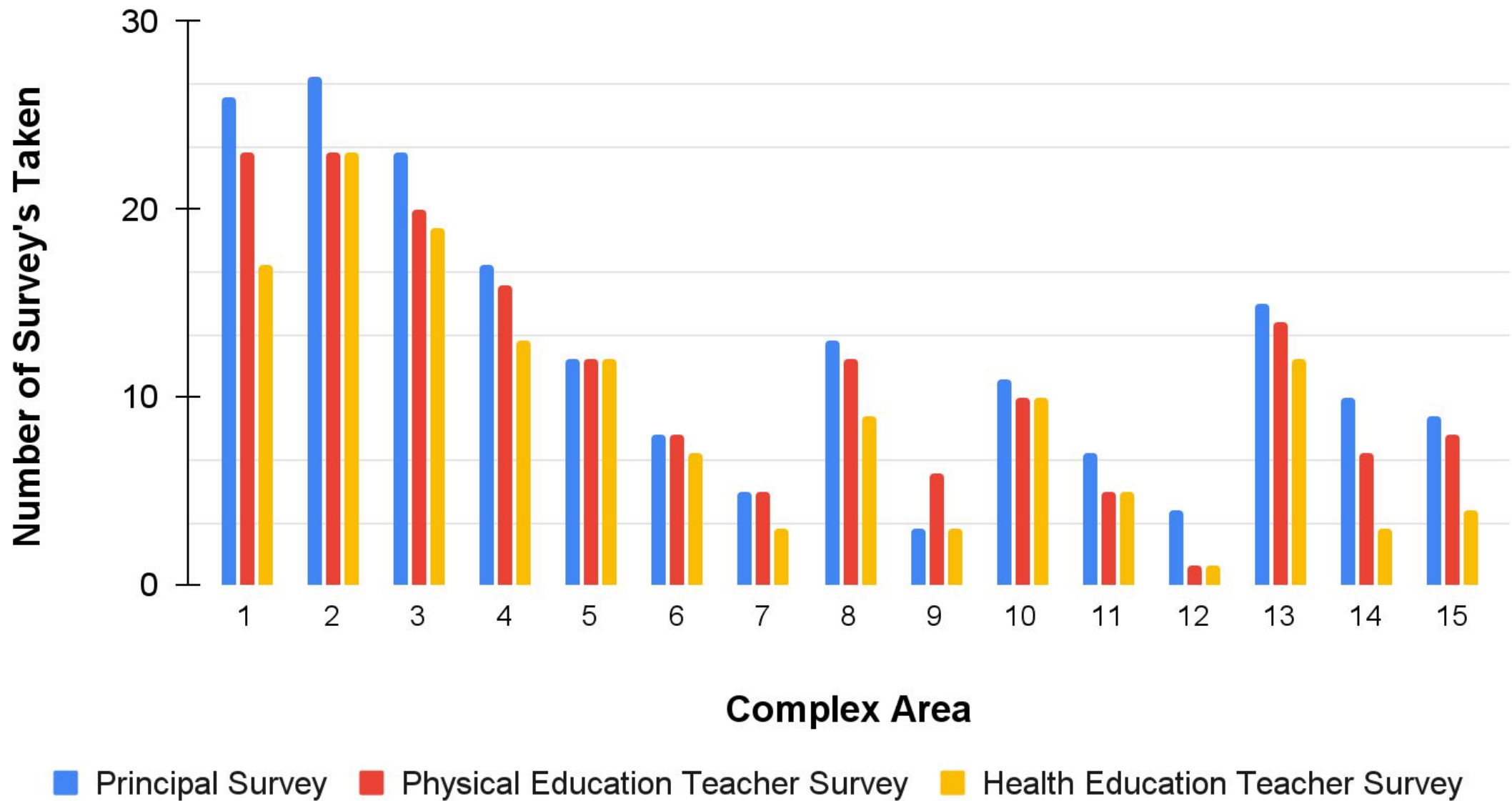


Survey Responses by School Type

- Principal
- Physical Education
- Health Education



## Participants by Survey Type and Complex Area



# Frequency & Duration



# Physical Education

# How Many Times do Students have Physical Education Over a Two Week Period?



STATE:  
 $3.2 \pm 2.4$  times  
over two weeks



ELEMENTARY:  
 $1.7 \pm 0.69$  times  
over two weeks



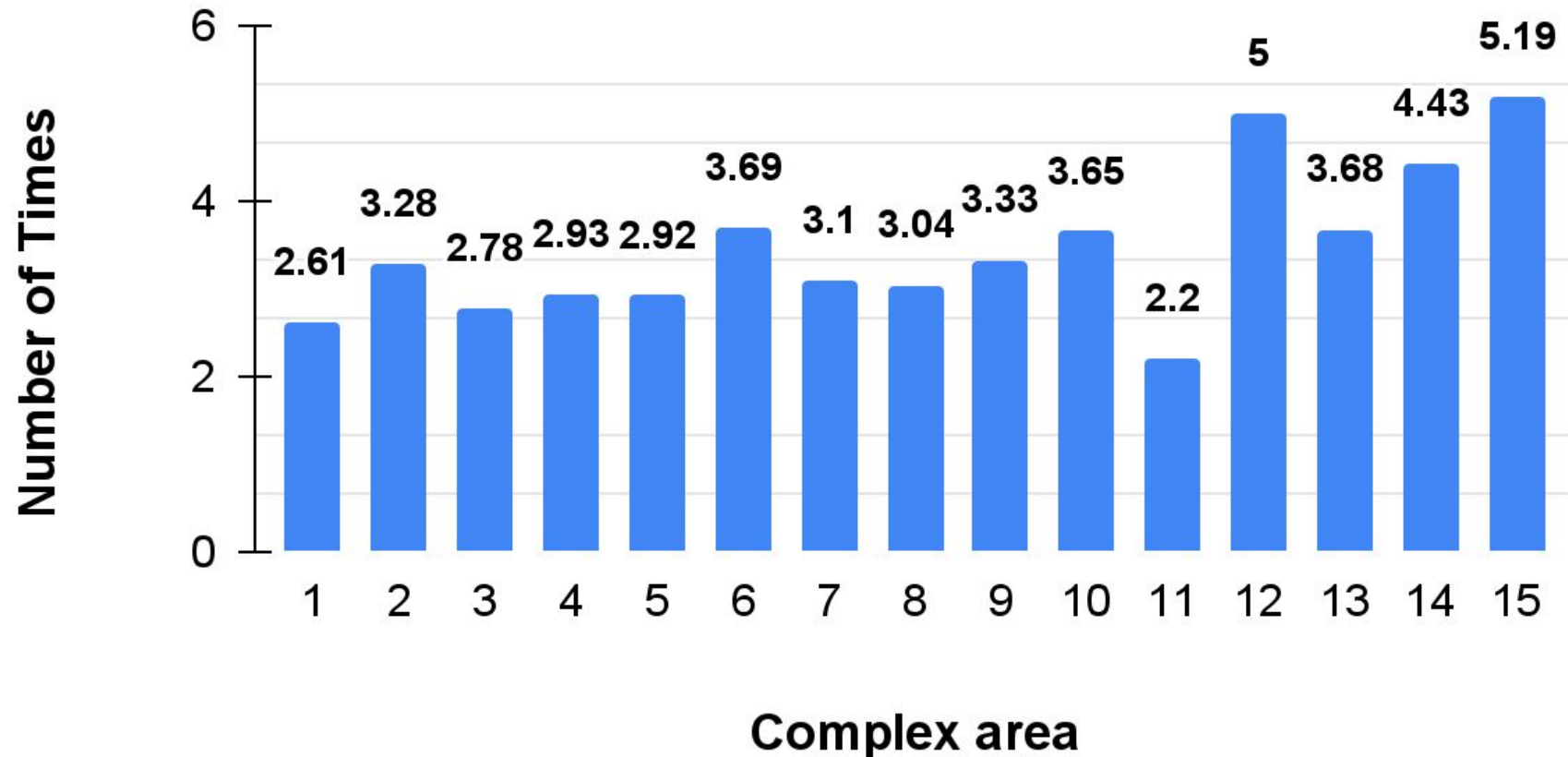
MIDDLE/INTERMEDIATE:  
 $6.2 \pm 2.12$  times  
over two weeks



HIGH:  
 $5.8 \pm 1.4$  times  
over two weeks

# Physical Education in a Two Week Time Frame by Complex Area

**Number of Times Students have PE Class Over a Two Week Period By Complex Area**



# Minutes Of Physical Education Instruction Over a 2 Week Period



**STATE:**  
170.1  $\pm$  167.0 Minutes  
every two weeks



**ELEMENTARY:**  
69.8  $\pm$  39.6 Minutes  
every two weeks



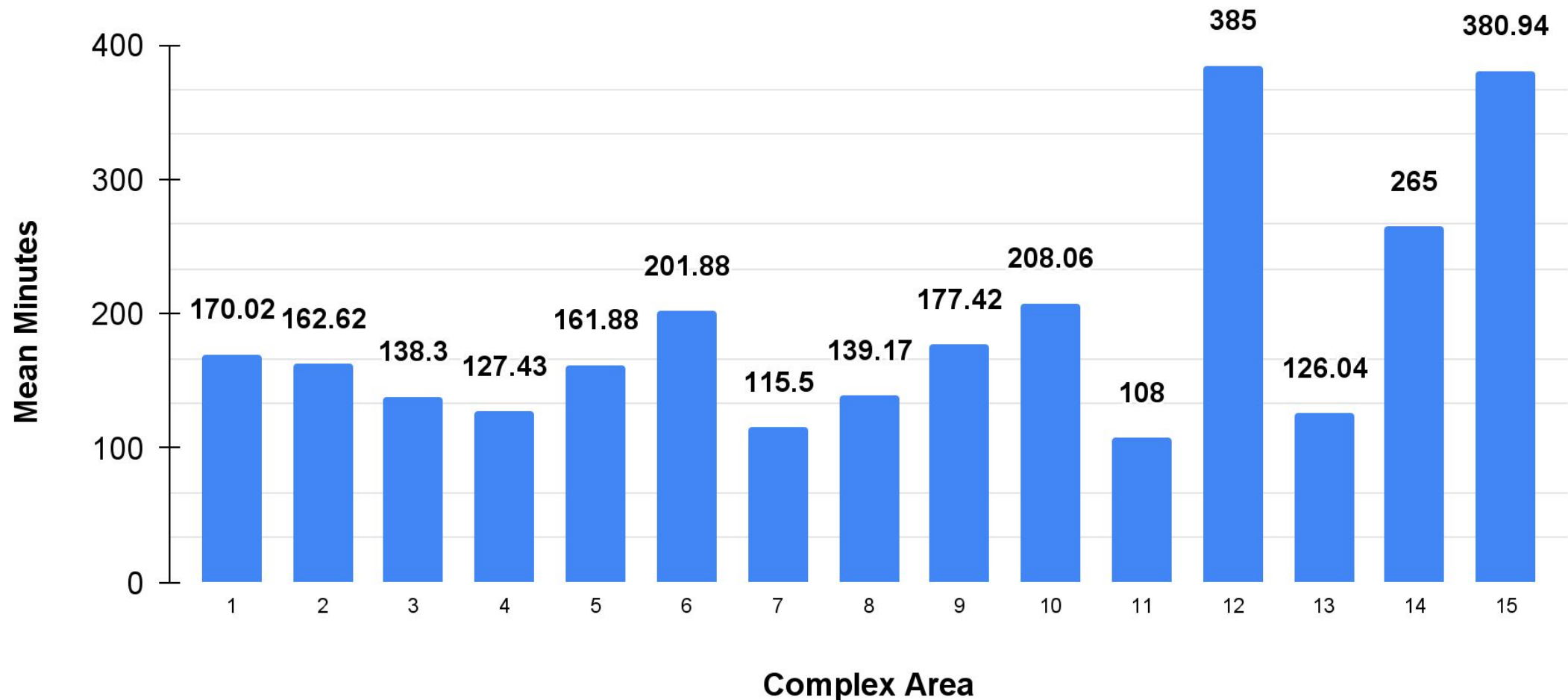
**MIDDLE/INTERMEDIATE:**  
339.1  $\pm$  110.1 Minutes  
every two weeks



**HIGH:**  
365.4  $\pm$  212.5 Minutes  
every two weeks

# Minutes of Physical Education Instructional Time in a Two Week Period

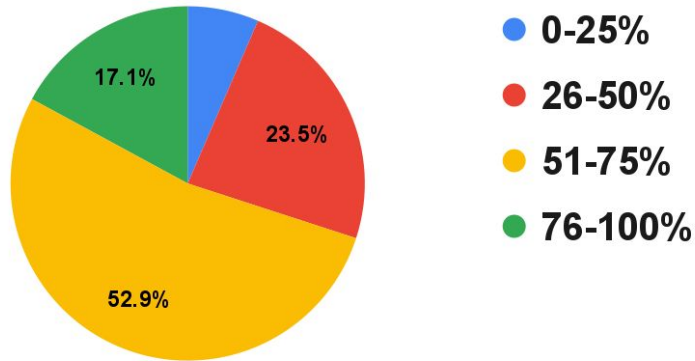
**Average Minutes of PE Instruction Students Receive Over a Two Week Period**



# Percentage Of Physical Education Instructional Time Allocated for MVPA

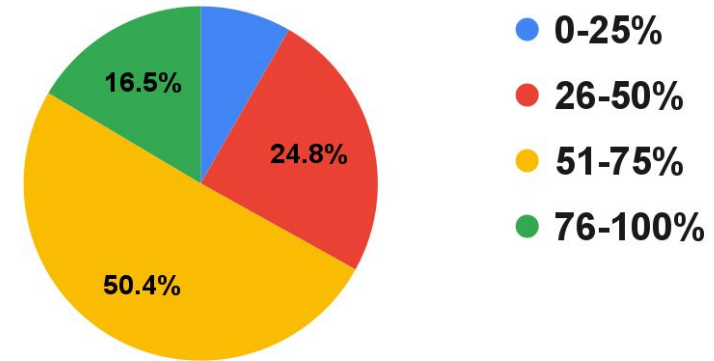
## State

Percent of Schools



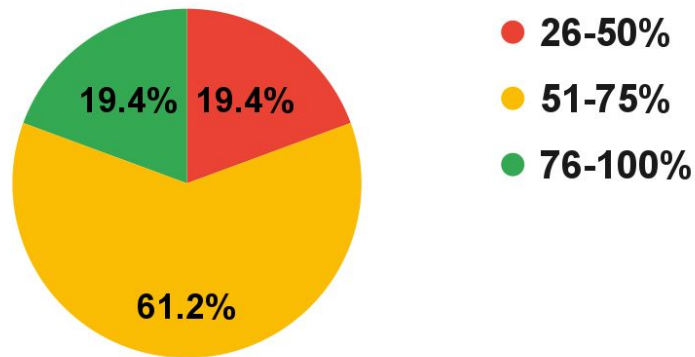
## Elementary

Percent of Schools



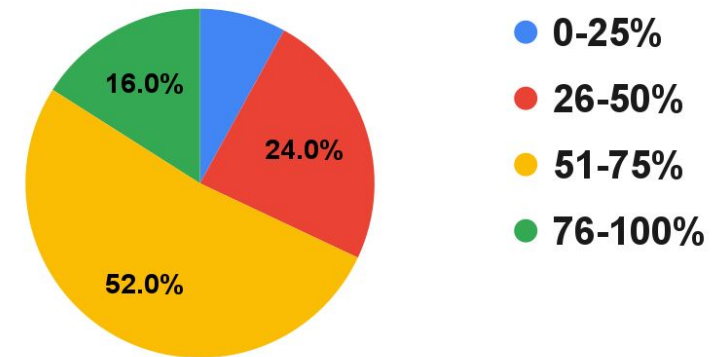
## Middle

Percent of Schools



## High

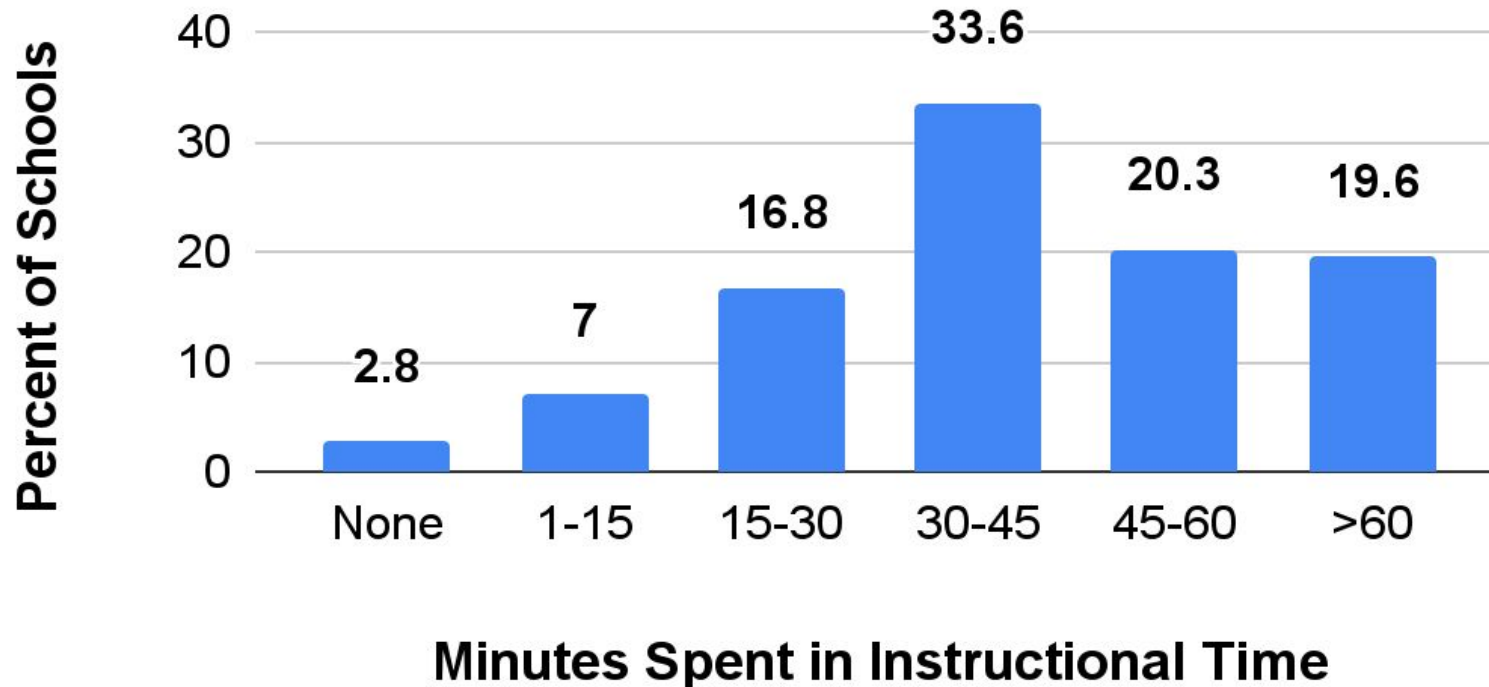
Percent of Schools



# Health Education

# Minutes Of Health Education Instruction Students Receive During Each Lesson

**Average Minutes Spent in Health Education Instruction By School**



## **Elementary Schools:**

- 46.2% said 30-45 minutes

## **Middle/Intermediate Schools:**

- 75% said >45 minutes
  - of that 32.1% said >60 minutes

## **High Schools:**

- 90.4% said >45 minutes
  - of that 57.1% said >60 minutes

# DISCUSSION



# Standards



# National Physical Education Standards

## Standard 1

**Develops a variety of motor skills.**

## Standard 2

**Applies knowledge related to movement and fitness concepts.**

## Standard 3

**Develops social skills through movement.**

## Standard 4

**Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.**

# Teacher Challenges for Implementing Standards



## **Time Constraints**

Limited instructional time; weekly classes/short semesters restrict coverage of standards.



## **Facility & Resource Limitations**

No gym, limited indoor space, insufficient equipment; financial constraints



## **Curriculum Transition**

HCPS → SHAPE shift increases workload; concerns about alignment and revising lessons



## **Training & PD Needs**









Need for more PD and time to learn standards; some staff not PE-trained



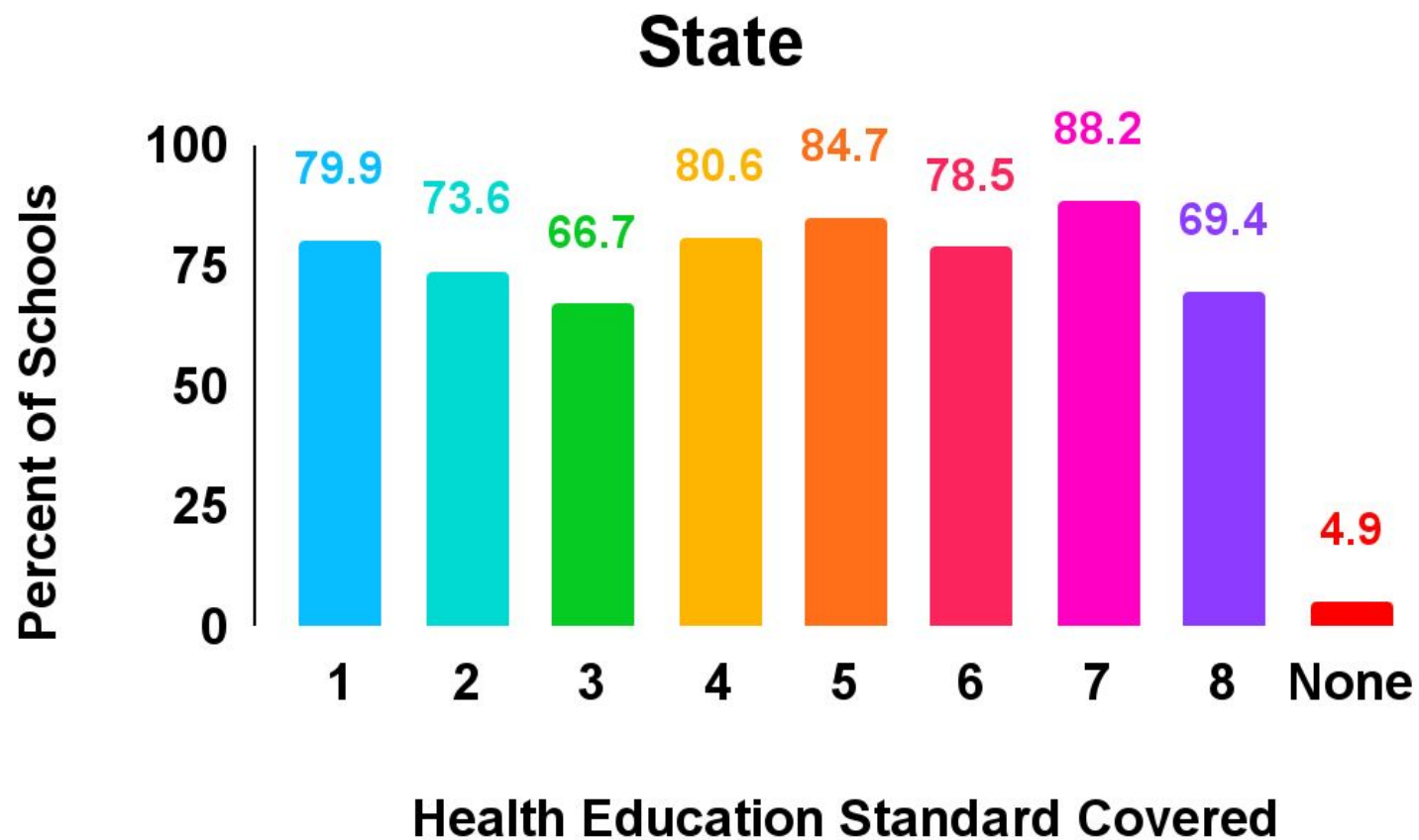
## **Awareness Gaps**

Some are unfamiliar with standards or don't foresee challenges

# National Health Education Standards

	<b>Standard 1: Comprehending Concepts</b>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
	<b>Standard 2: Analyzing Influences</b>	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.
	<b>Standard 3: Accessing Resources</b>	Students will demonstrate the ability to access valid information, products, and services to enhance health.
	<b>Standard 4: Interpersonal Communication</b>	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
	<b>Standard 5: Decision-Making</b>	Students will demonstrate the ability to use decision-making skills to enhance health.
	<b>Standard 6: Goal-Setting</b>	Students will demonstrate the ability to use goal-setting skills to enhance health.
	<b>Standard 7: Self-Management</b>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
	<b>Standard 8: Advocacy</b>	Students will demonstrate the ability to advocate for personal, family, and community health.

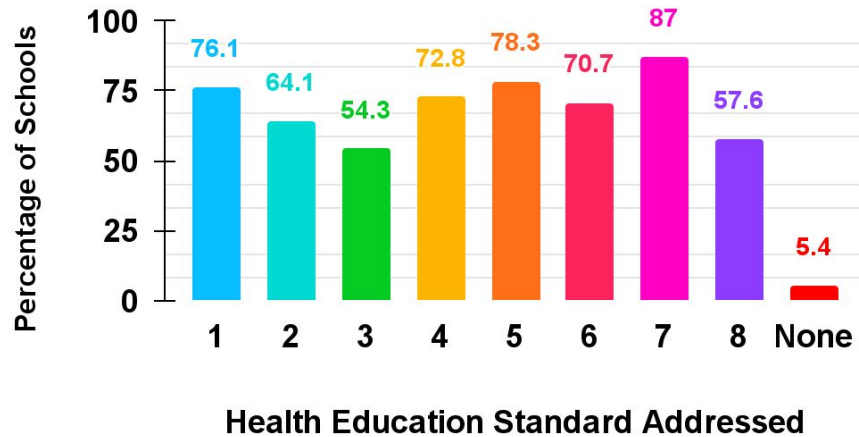
# Standards School's Health Education Program Addresses



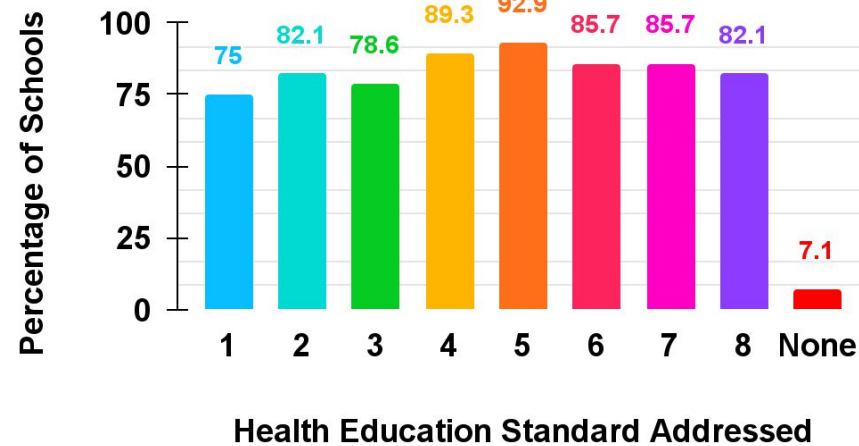
	Standard 1: Comprehending Concepts
	Standard 2: Analyzing Influences
	Standard 3: Accessing Resources
	Standard 4: Interpersonal Communication
	Standard 5: Decision-Making
	Standard 6: Goal-Setting
	Standard 7: Self-Management
	Standard 8: Advocacy

# Standards School's Health Education Program Addresses (Cont.)

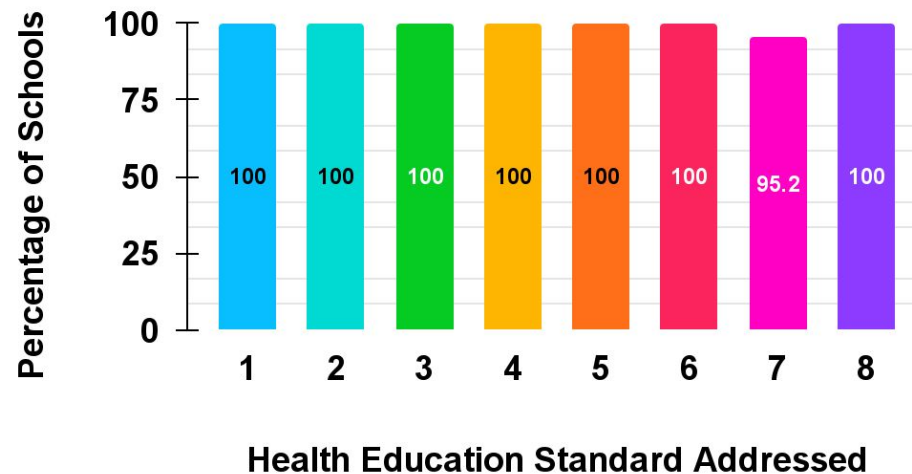
## Elementary



## Middle/Intermediate



## High School



-  Standard 1: Comprehending Concepts
-  Standard 2: Analyzing Influences
-  Standard 3: Accessing Resources
-  Standard 4: Interpersonal Communication
-  Standard 5: Decision-Making
-  Standard 6: Goal-Setting
-  Standard 7: Self-Management
-  Standard 8: Advocacy

# Discussion



# Nutrition Education & Guidelines



# How Nutrition Education is Provided in Schools



## Formal Curriculum

Includes health, P, E, science classes; homeroom lessons; health standards



## Classroom Integrated Instruction

Nutrition woven into daily lessons or grade-level curriculum



## School Gardens & Outdoor Learning

Gardens, tastings, sustainability, Aina in Schools



## Community Partnerships

Aina in Schools, Kōkua, SNAP-Ed Blue Zones



## Cafeteria-Based

Nutrition messages, staff modeling choices during lunch



## Fresh Fruit & Vegetable Program

Weekly fruit/veg distribution and tasting programs



## Special Events & Wellness Initiatives

Health fairs, fitness days, Heart Challenge



## Policy Guidelines

DOE wellness policy, rules on snacks and celebrations

# Resources Used To Teach Nutrition Education



## Classroom / Teacher Instruction

Nutrition education delivered directly by classroom teachers or grade-level staff, often without a formal program or curriculum.



## PE / Health / Guidance Classes

Nutrition concepts taught within PE, health, or guidance classes as part of their regular curriculum.



## Curriculum / Standards-Based Instruction

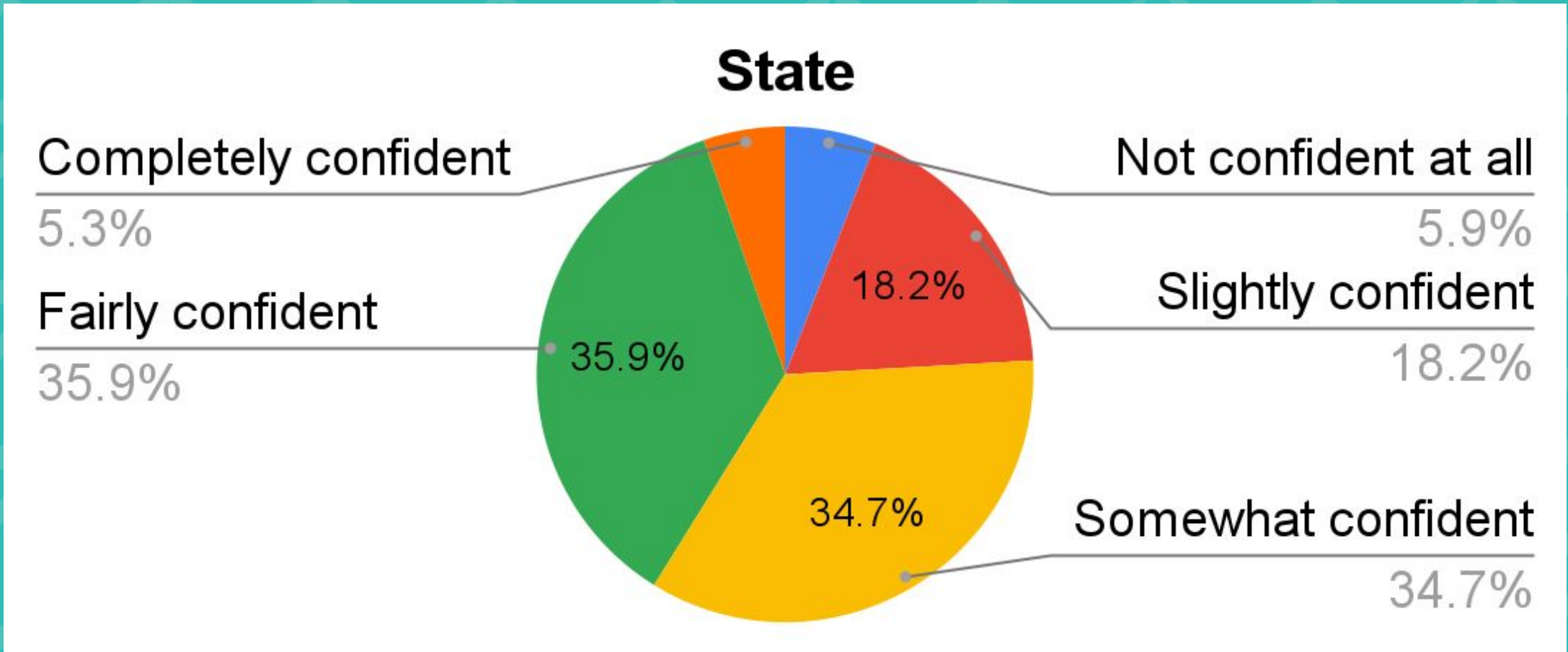
Use of mandated curriculum, health benchmarks, IB units, or wellness policy guidelines to provide structured nutrition education



## Online & Digital Resources

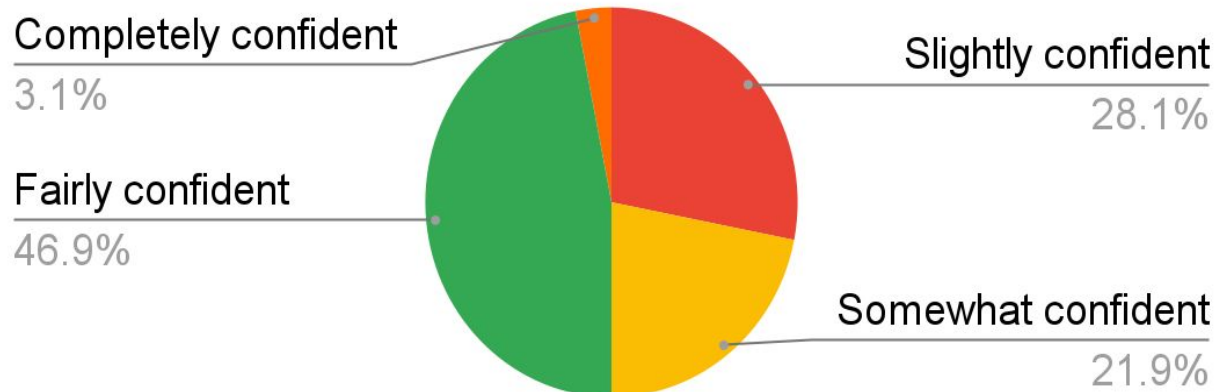
Delivery of nutrition education through online platforms, videos, virtual tools, or digital learning materials

# Confidence in Knowing the Wellness Nutrition Guidelines

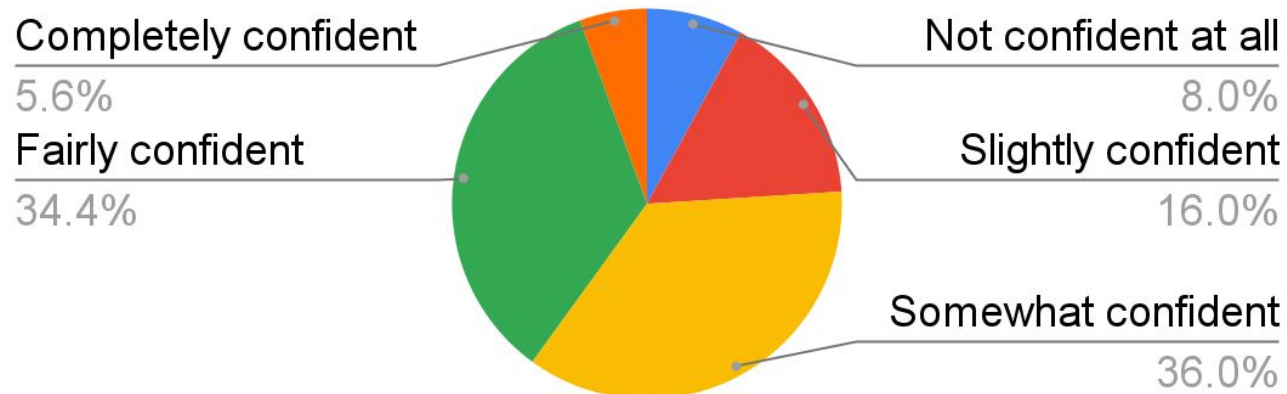


# Confidence in Knowing the Wellness Nutrition Guidelines (Cont.)

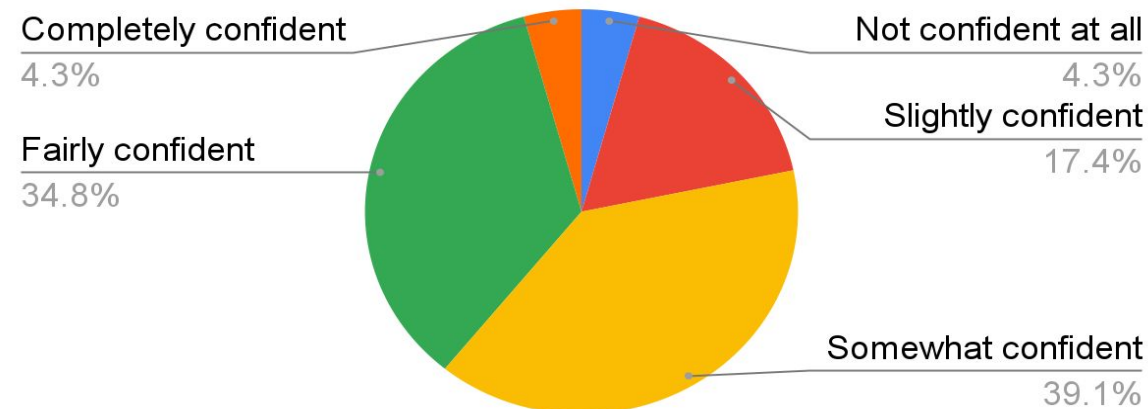
**Middle/Intermediate**



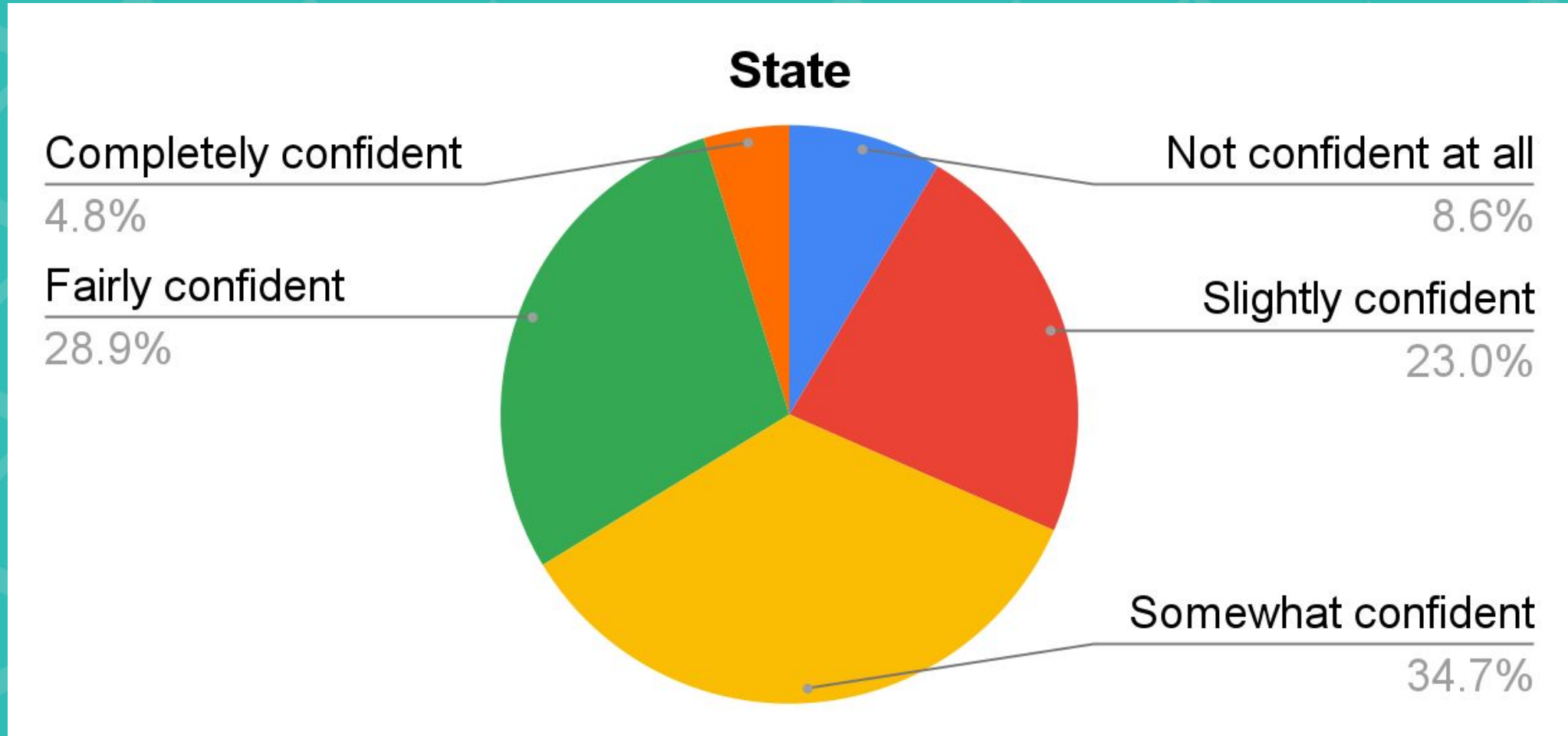
**Elementary**



**High**

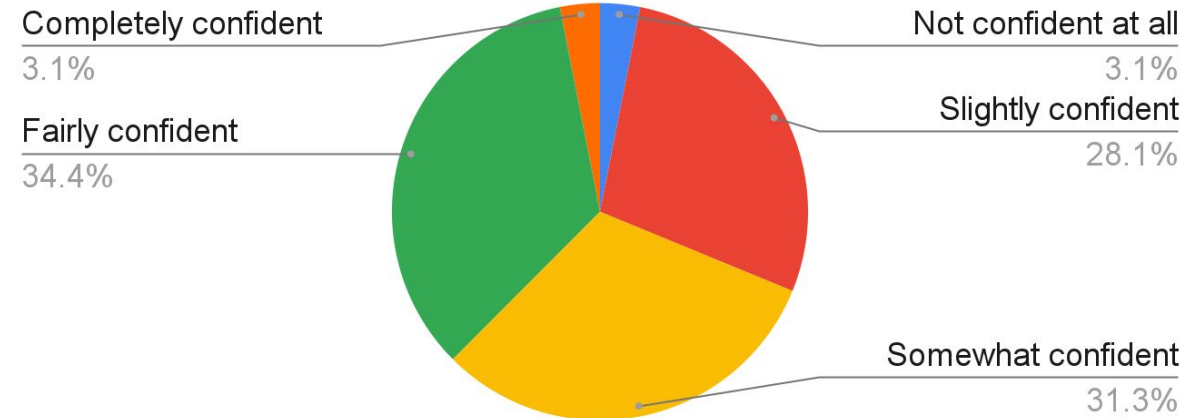


# Confidence in Knowing the Federal Child Nutrition Guidelines for School Meals

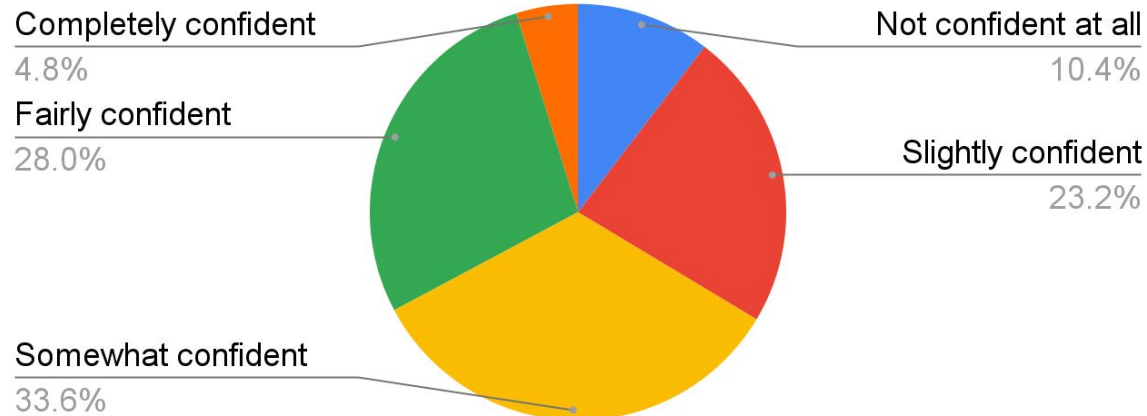


# Confidence in Knowing the Federal Child Nutrition Guidelines for School Meals (Cont.)

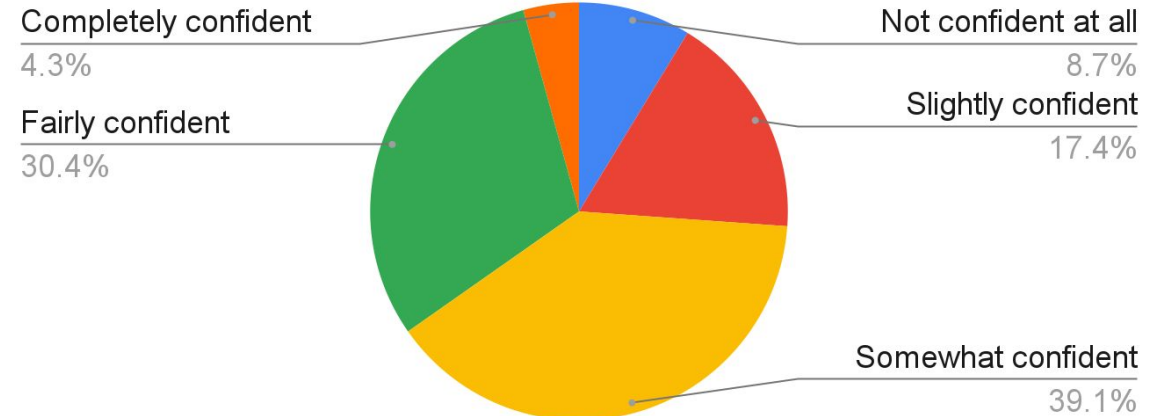
**Middle/Intermediate**



**Elementary**



**High**



# Discussion



# Mahalo

Interested in being on a  
subcommittee for the State  
Wellness Committee?  
Fill out this QR Code

Jaimie McMullen: [jmcmulle@hawaii.edu](mailto:jmcmulle@hawaii.edu)

Lexie Tutor: [tutora@hawaii.edu](mailto:tutora@hawaii.edu)

Erin Centeio: [ecenteio@hawaii.edu](mailto:ecenteio@hawaii.edu)

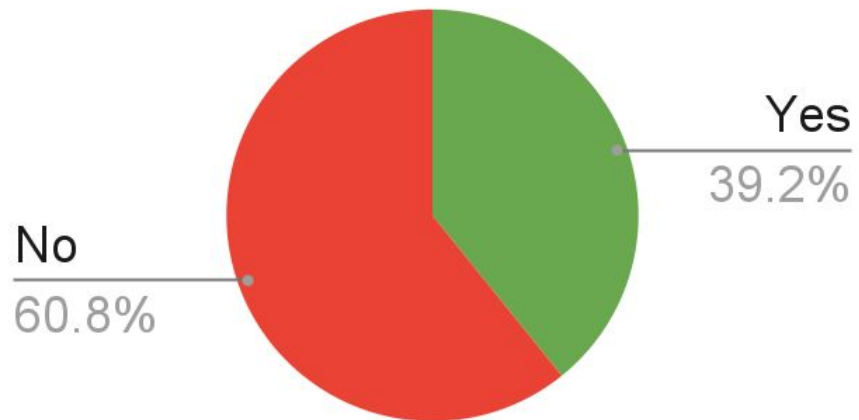


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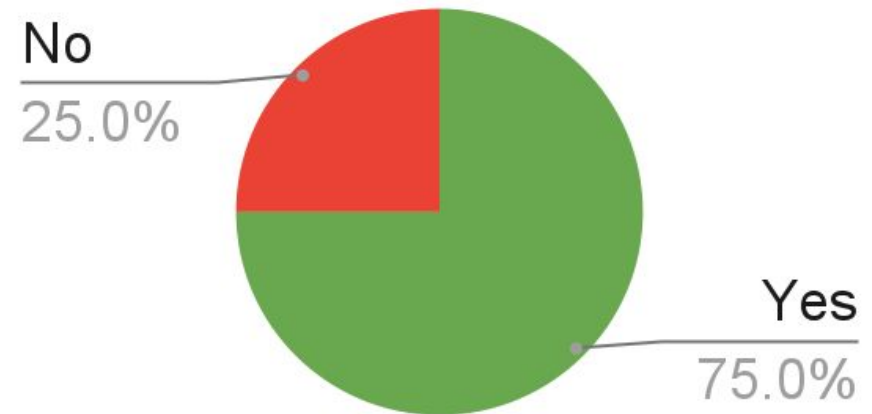
**Other - if time allows**

# Funded Health Education Position

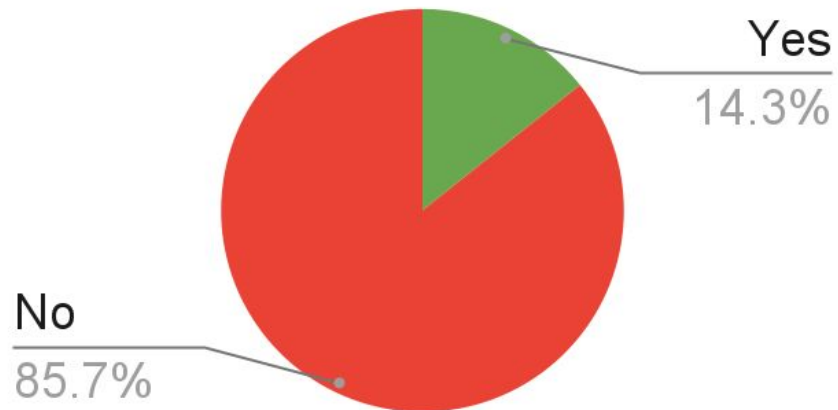
**State**



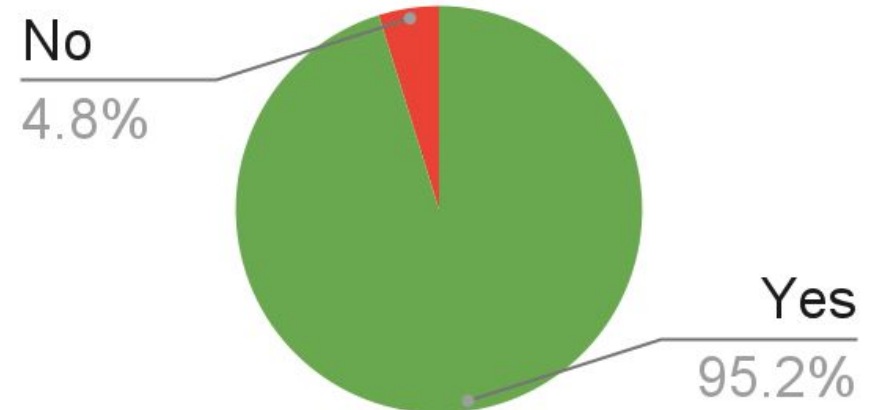
**Middle/Intermediate**



**Elementary**

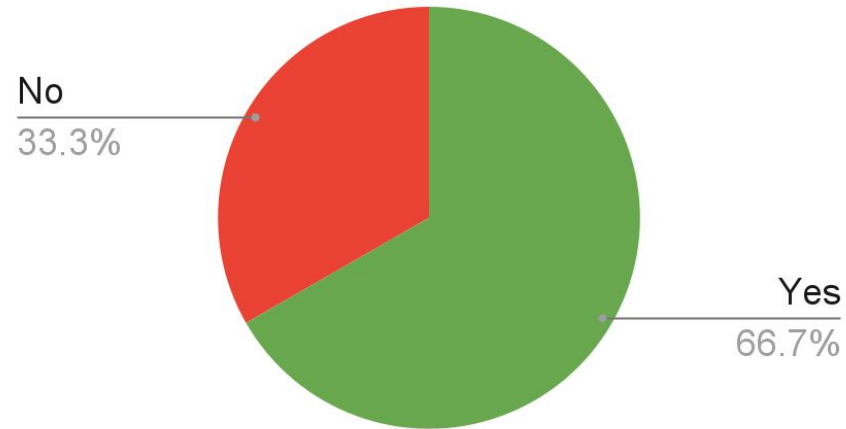


**High**

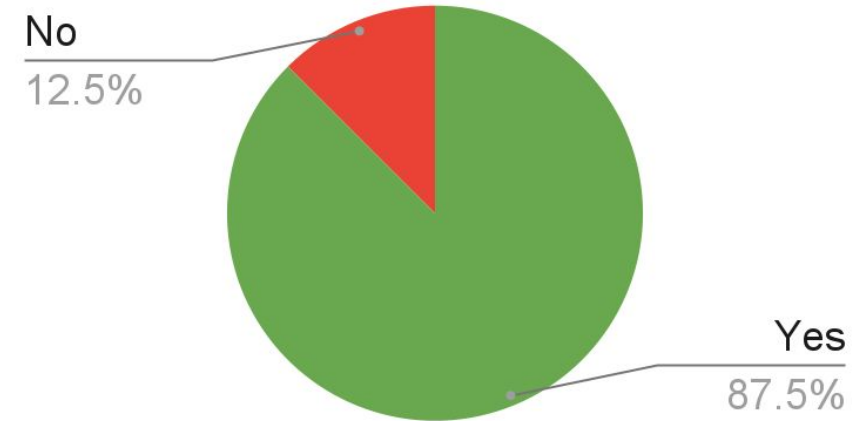


# Health-Related Fitness Component Assessment

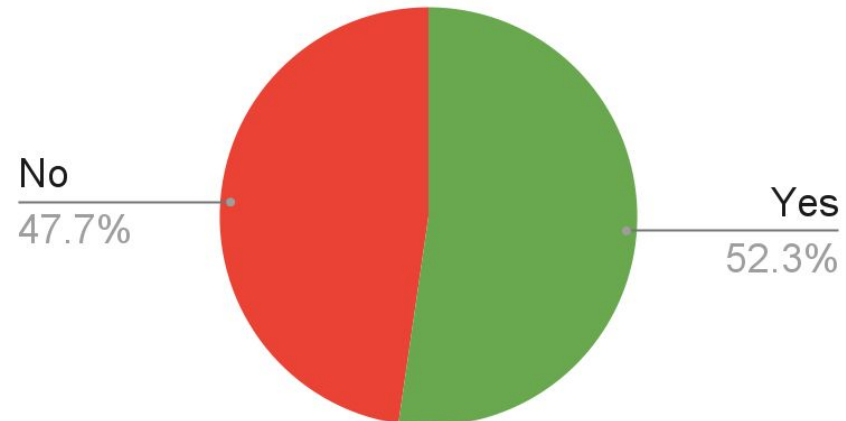
**State**



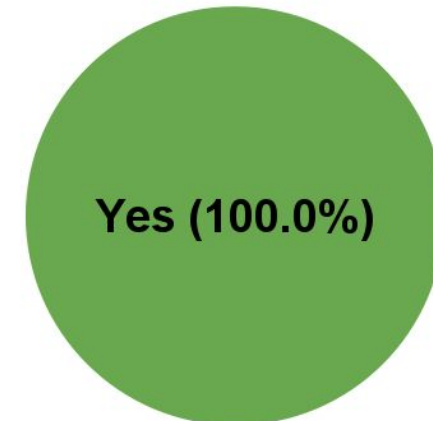
**Middle/Intermediate**



**Elementary**



**High**



# Tests Utilized to Assess Fitness Levels in Physical Education Class

