



Hawaii Association for Health, Physical Education, Recreation and Dance

December 5, 2019

Hawaii State Board of Education
P.O. Box 2360
Honolulu, Hawaii 96813

Aloha Committee Chair Cox and Members of the Student Achievement Committee,

The Hawaii Association for Health, Physical Education, Recreation and Dance (HAHPERD) strongly supports the adoption of the National Health Education Standards.

A focus on health is essential to supporting our keiki and the communities where they live and play. When students engage in risky health behaviors or have poor health, including mental health, there are negative impacts to their quality of life, relationships with others, and academic achievement. When students practice healthy behaviors, including physical activity and nutrition, research shows a strong association with improved academic achievement, behavior, and attendance, which supports students' future health, success, and community engagement. Healthy students contribute to healthier families, schools, and communities.

Comprehensive, school-based health education helps students to develop the skills necessary for practicing health-enhancing behaviors as health literate individuals. Effective health education includes an emphasis on health literacy skills (i.e., accessing information, analyzing influences, interpersonal communication, decision-making, goal-setting, self-management, and advocacy) in relevant topics to promote mental, emotional, social, and physical health and prevent injuries and illnesses. The National Health Education Standards clearly describes developmentally appropriate learning expectations for each of the standards and guides the design of high-quality curriculum, instruction, and assessments.

In addition to the HAHPERD, the Centers for Disease Control and Prevention and SHAPE America, the national professional organization for health and physical educators, also recognize and support the importance of health literacy and the implementation of high-quality comprehensive health education aligned to National Health Education Standards.

The HAHPERD is the state's professional organization for health and physical educators. Our organization represents approximately 300 professionals from across the state, which includes active, retired, and student members from public and private K-12 schools and higher education. We strongly support the adoption and implementation of the National Health Education Standards and the Priority Risk Topics in the Hawaii's public schools as these standards will contribute to a healthier Hawaii.

Sincerely,

Susan Lynn Erickson
President
Hawaii Association for Health, Physical Education, Recreation and Dance



UNIVERSITY
of HAWAII®
MĀNOA

December 3, 2019

Committee Chair Cox and Members of the Student Achievement Committee,

As Director of the University of Hawai'i at Mānoa, Office of Public Health Studies (OPHS), I am writing to express my strong support for the Hawaii State Department of Education (HIDOE) to adopt the National Health Education Standards (NHES).

The NHES are used widely across the country to support health education and health-enhancing behaviors. The standards were developed to provide a framework for teachers, administrators, and policy makers to design curricula and instructional resources, and assess student achievement. The strength and rigor of these standards can help students become health-literate individuals by learning health standards and skills, and knowing how to apply this knowledge.

As public health educators, OPHS strongly supports comprehensive health education standards that allow our youth to acquire health knowledge and learn healthy behaviors from a young age. Educational and public health institutions have a collective interest in promoting student health in schools. Health education is critical to improving the health of a population by helping students become proficient in health literacy. This knowledge provides students with the opportunity to adopt health-enhancing behaviors and empowers them to address health needs for themselves and their families.

OPHS believes that adopting NHES will positively affect instruction and benefit Hawaii's students. At OPHS, we understand the importance of providing high-quality health education to students. We are accredited by the Council on Education for Public Health (CEPH), which assures quality in public health education and training to achieve excellence in practice, research, and service. CEPH's vision is "Excellence in public health education for a healthier world." We believe that adopting NHES is a direct way we can support and engage our youth to actively contribute to a healthier world.

Since the early 2000's, the Healthy Hawaii Initiative Evaluation Team within OPHS has worked closely with HIDOE's health and physical education (PE) resource teachers (RTs) to provide evaluation support to their health, PE, and wellness initiatives. The health and PE RT's have been responsible for providing instructional resources, professional development, and technical assistance to all HIDOE public schools. The NHES framework is a valuable tool that will help facilitate the important work of the RTs in Hawaii.

Acquiring functional health knowledge, decision-making skills, and health literacy concepts, can help students identify, implement, and maintain healthy behaviors. We encourage the Hawaii Board of Education to move forward with the adoption of the National Health Education Standards to help our students develop healthy habits at a young age that will continue to provide benefits throughout their lifetime.

Thank you for all the important work you do on behalf of Hawai'i students! Please let me know if I can assist you any further or answer any more questions. I can be reached at 808-956-5781 or tsentell@hawaii.edu.

Sincerely,

A handwritten signature in cursive script that reads "Tetine Sentell". The signature is written in black ink and is positioned below the word "Sincerely,".

Tetine Sentell, PhD
Director and Professor
Office of Public Health Studies
Biomedical Science, D209E
1960 East-West Road
Honolulu, HI 96822



Student Achievement Committee
State of Hawai'i Board of Education
P.O. Box 2360
Honolulu, HI 96804

Name with position/title and organization: Nathan Murata, Dean, College of Education, University of Hawai'i at Mānoa

Meeting: Student Achievement Committee

Agenda item: Committee Action on health standards for elementary and secondary

Position: Support

Dear Committee Chair Cox and Members of the Student Achievement Committee,

The College of Education at the University of Hawai'i at Mānoa would like to show our support of the Department of Education (HIDOE) adopting the *National Health Education Standards (NHES): Achieving Excellence*. The NHES were first developed in 1995 by a Joint Committee that was led by the Centers for Disease Control and Prevention, and the American Cancer Society. The Joint Committee on National Health Education Standards also included the American Public Health Association, the American School Health Association, and SHAPE America (Society of Health and Physical Educators). The goal of health education according to the NHES is "to help students adopt and maintain healthy behaviors." The NHES aims to set written expectations for students at each grade span to promote personal, family, and community health, while also avoiding and reducing health risks.

We know that healthy students are better learners and are more likely to thrive in school and everyday life, with current research revealing that increasing physical activity and nutritious food throughout the school day can improve not only students' health but also their academic outcomes, including attendance, behavior, and test scores. Given that students spend most of their waking hours in school, the HIDOE has an optimal environment to promote healthy living and provide students with the opportunity to learn about healthy lifestyles; while also providing students with the tools necessary to make quality health decisions for themselves, their families, and their communities. Not only do the NHES lay the foundation for students to learn and experience opportunities to apply their learning in a variety of settings, but they also provide teachers and administrators with a solid foundation to select and implement curricula, and assess student achievement and progress – ultimately leading to student success.

The University of Hawai'i at Mānoa has a long-standing relationship with the HIDOE to promote student learning in all areas of education, including health education. The NHES is nationally accepted as the Gold standard for health education. As such, the University of Hawai'i at Mānoa is also currently undertaking our own curriculum reform in health education

to align with the National Standards for Health Education Teacher Education in order to promote similar messages across the Pk-16 environment.

The College of Education at the University of Hawai'i at Mānoa offers its full support for the adoption of the NHES. Should you have any questions or would like additional information, you may contact me at 808-956-7703 or nmurata@hawaii.edu.

Sincerely,

A handwritten signature in black ink that reads "Nathan Murata". The signature is written in a cursive style with a large, stylized initial "N".

Nathan Murata, Ph.D.
Dean, College of Education
University of Hawai'i at Mānoa

Aloha Board of Education Members

I am a teacher in the Hawaii State Department of Education (HIDOE), a parent of three adult children who have all graduated through HIDOE; as well as being a product of our public school system myself.

I am not representing the HIDOE here today, but am testifying in my own capacity as an interested Hawaii citizen and caring individual for the health and wellbeing of our next generation.

I am in support of the HIDOE adopting the National Health Education Standards (NHES) because I see them as an updated and more engaging way for teachers to teach the importance of Health and Wellness.

More than ever before our youths need so much more guidance where their health behaviors are concerned and I believe the NHES will assist teachers in doing so. With the shortage of qualified teachers, the NHES will be beneficial to any teacher who is assigned to teach Health Education courses regardless if they are highly qualified in the content area, which will only benefit our youth and ultimately our next generation.

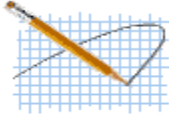
Health Education is a subject that is not taken as seriously as it should, yet it is the most important subject that can be taught to our youth, as it is the basis for their overall wellbeing. Take a moment and give it some serious thought, of course the other subjects and skills are important; however, if youths are not healthy, mentally, physically, emotionally and socially what good will the other skills do them. In fact Health Education should be a yearlong course due to our changing world and the countless contents that need to be addressed; however that is not what is in question at this point in time.

I thank you for taking the time to read my testimony and why I am in full support for the adoption of the NHES into HIDOE. I appreciate your consideration in this matter as our future depends on the health and wellness of our next generation.

Aloha,

Leilani Silva

East Hawaii Island; Kea'au



Angela Miyashiro
<angela.miyashiro@k12.hi.us>
12/04/2019 08:26 AM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony

Dr. Angela Miyashiro, Ka'u High and Pahala Elementary, NBCT, Health and CTE Health teacher and CTE coordinator

Regarding National Health Standards Adoption

Speaking as an individual

I am requesting the adoption of the National Health Standards. As a High school health teacher I believe these standards will elevate our program and help to create health literate students.

Students that are health literate are better informed and equipped to make informed decisions regarding their health and well-being.

Having the National Health Standards adoption will ensure that Hawaii students are following the same best practices as the rest of the Nation.

Thank-you for your consideration,

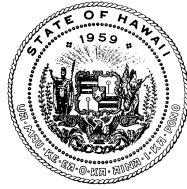
Sincerely, Dr. Angie Miyashiro

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**STATE OF HAWAII
DEPARTMENT OF HEALTH**

P. O. Box 3378
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doh.testimony@doh.hawaii.gov

**Testimony in SUPPORT of
Adoption of the National Health Education Standards**

CHAIRPERSON MARGARET COX
VICE CHAIRPERSON KILI NAMAU'U
COMMITTEE ON STUDENT ACHIEVEMENT
BOARD OF EDUCATION, STATE OF HAWAII

Hearing Date: December 5, 2019 11:00
a.m.

Room Number: Queen Liliuokalani
Building Room 404

1 **Department Testimony:** The Department of Health (DOH) supports the Department of
2 Education (DOE) in its efforts to adopt the National Health Education Standards (NHES) to
3 provide comprehensive health education for all students. The NHES were developed by the
4 Centers for Disease Control and Prevention with the support of the American Cancer Society and
5 the Joint Committee on NHES to establish, promote and support health enhancing behaviors for
6 all students. The NHES sets written expectations for what students should know by grade level to
7 promote personal, family, and community health; and contribute towards achieving the DOE
8 General Learner Outcomes.

9 Proper nutrition and adequate physical activity are protective factors against chronic
10 disease, and are associated with the academic success of a student. However, in 2017, only
11 14.2% of students ate fruits and vegetables five or more times per day and only 36.6% of teens in
12 Hawaii engage in regular physical activity. Unfortunately, more than a quarter (28.4%) of
13 students were considered overweight or obese; and, overweight/obesity is disproportionately
14 concentrated in Native Hawaiian (36.5%) and Pacific Islander (64.6%) populations, which also
15 show substantial income disparities.¹

¹ 2017 Hawaii Youth Risk Behavior Survey.

1 Research has consistently shown a strong correlation between health and academics,
2 making the case that healthy students are better learners.² This connection, as well as the
3 amount of time that students spend in school, makes schools the optimal environment for
4 providing students with opportunities to learn about, and practice, healthy behaviors that will
5 enable them to make health enhancing decisions over the course of their entire lifespan. The
6 NHES provides a teaching framework to allow students opportunities to apply their learning and
7 to advocate for their own health and the health of others.³ The NHES does this by providing
8 teachers and administrators the framework for designing, or selecting, curricula, allocating
9 instructional resources, and assessing student achievement and progress.

10 The DOH has a long-standing collaboration with DOE to promote student wellbeing,
11 including funding the implementation of quality standards-based health education. Quality
12 health education greatly improves student academic achievement, on-task behavior,
13 concentration, absenteeism, and overall yearly progress. The NHES are the nationally accepted
14 standards for health education and aligns with the scope of the agreement between the agencies.

15 The DOH is committed to the health and wellness of Hawaii’s public school students and
16 extends its full support for the adoption of the NHES.

17 Thank you for the opportunity to provide testimony.

² Michael, S. L., Merlo, C. L., Basch, C. E., Wentzel, K. R., & Wechsler, H. (2015). Critical connections: Health and academics. *Journal of School Health, 85*(11), 740-758.

³ SHAPE America, 2019.



S E A C
Special Education Advisory Council

919 Ala Moana Blvd., Room 101

Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

December 5, 2019

**Special Education
Advisory Council**

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Ms. Dale Matsuura, *Vice Chair*
Dr. Patricia Sheehy, *Vice
Chair*
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Ms. Jasmine Williams
Ms. Susan Wood

Mr. Cara Tanimura, *liaison
to the Superintendent*
Dr. Bob Campbell, *liaison to
the military community*

Amanda Kaahanui, Staff
Susan Rocco, Staff

Margaret Cox, Chairperson
Student Achievement Committee
Hawaii State Board of Education
P. O. Box 2360
Honolulu, HI 96804

RE: VI. A. Committee Action on Department recommendations regarding policy changes to ensure board policies support the recommendations of the Special Education Task Force's 2018 summative report

Dear Chairperson Cox and Members of the Committee,

The Special Education Advisory Council (SEAC) is in strong support of the Department's recommended changes to existing Board Policy 105-13, Inclusion. We also recommend that the Department and this committee further review Board Policy 101-7, School Climate and Discipline to develop stronger language addressing the harmful impact of suspensions on special education student academic performance, absenteeism and post-school outcomes.

Inclusion Policy (105-13)

The recommended policy language brings the policy into alignment with the research-based **Inclusive Practices Framework** developed by the Department with input from SEAC. This framework serves several functions as a clear delineation of standards of practice, an inventory of a school's baseline practices, and an assessment tool to measure progress. It represents the attainment of a key short-term recommendation of the **Special Education Task Force Summative Report**--to articulate a shared vision of inclusive education. This articulated vision must be mirrored in the revised inclusion policy.

School Climate and Discipline (101-7)

If you look at the implementation of this policy as it applies to students with disabilities, it clearly has not had the effect of reducing the rate of suspensions for students already vulnerable to academic failure. The suspension rate for students with IEPs has remained consistently about



three times higher than students without disabilities (source: IDEA 618 Data Reports). As a result, out-of-school suspensions disproportionately impact instruction for students with disabilities. Additionally, there is little evidence that suspensions deter students from misbehaving again.

SEAC strongly recommends that the Department and the Board consider capping the number of days students can be suspended in order to limit the amount of lost instructional time. Our schools already have many of the tools to address discipline in a more proactive way, including multi-tiered systems of supports, restorative practices, positive behavior interventions and supports, early warning systems and social-emotional learning. Until there is a clear policy that suspensions should be used as a last resort, we will continue to see the multitude of harmful effects that suspensions have on students with disabilities.

Thank you for the opportunity to provide our recommendations and support. Should you have any questions regarding our testimony, please contact us.

Respectfully,

Martha Guinan
SEAC Chair

Ivalee Sinclair
Legislative Committee Chair