Mālama Honua Public Charter School Wellness Policy

Table of Contents

Preamble ……2

School Wellness Committee ……...3

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement ……..4

Nutrition ……..7

Physical Activity ……..14

Other Activities that Promote Student Wellness ……18

Glossary ……20

Appendix A: School Level Contacts ……21

Mālama Honua Public Charter School Wellness Policy

Preamble

Mālama Honua Public Charter School is committed to the optimal development of every student. The school believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

The ‘Ai Pono Framework is the lens in which we chose to address health and wellness at Mālama Honua Public Charter School (MHPCS).The ‘Ai Pono Framework was developed collaboratively between MHPCS, our lunch service provider, cultural advisors, community members and organizations to address our Farm to School goals, while aligning with our school‘s mission and vision. As with other Native Hawaiian charter schools, MHPCS exists to perpetuate indigenous values, mindsets, practices and skills, and to empower Native Hawaiian students and teachers to “reclaim public K-12 education as a form of Hawaiian self-determination and sovereignty practice (Goodyear-Ka‘opua, 5). When developing this framework, it was natural and imperative to be community-based and centered around Hawaiian values.

The ‘Ai Pono Framework focuses on three key areas which are woven into each other with many points of intersection.

‘Ai - the focus on food, examines indigenous practices and ideology coupled with western agricultural research as a foundation to learn and implement best practices of sustainable growing, food processing, and healthy eating.

Kaiāulu - the focus on community, includes learning from individuals and community organizations that contribute to both our local and indigenous food systems. Family workshops focus on building community collaborations and build relationships between MHPCS families with *mahi‘ai* (cultural farmers) and the food they cultivate.

‘Ike - the focus on education, centers around both garden curriculum as well as the traditional ways of transferring knowledge (storytelling, songs, chants and dance) to delve into both modern and cultural practices and responsibilities of *mahi‘ai* (farmer/farming practices).

For Indigenous and Native communities, health and wellness is more comprehensive than nutrition and physical activity. It embodies cultural values and practices while emphasizing cultural perpetuation and connection to place. By addressing food security, food sovereignty, and food justice, ‘ai pono practices provide an opportunity to address health risk factors faced by our MHPCS community through a culturally grounded and relevant framework.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes.

For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.[1,2,3,4,5,6,7] Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.[8,9,10] In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.[11,12,13,14]

Research also informs us that for Indigenous/Native communities, health and wellness is more comprehensive than nutrition and physical activity, and reflects indigenous values and cultural practices while emphasizing cultural perpetuation and a connection to place. For Native Hawaiian communities, this is expressed through 'ai pono, which at it's core, addresses food security, food sovereignty, food justice, education as determinants of health and well being. MHPCS embraces the culture of 'ai pono, which layers traditional Hawaiian food and food practices with nutrition and physical activity.

This policy outlines the school's approach to ensuring environments and opportunities for all students to practice healthy eating, physical activity, and 'ai pono behaviors throughout the school

---

[1] Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, Journal of Adolescent Health. 2013; 52(5):523–532.
[2] Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. American Journal of Diseases of Children. 1989;143(10):1234–1239.
[3] Murphy JM. Breakfast and learning: an updated review. Current Nutrition & Food Science. 2007; 3:3–36.
[4] Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. Archives of Pediatrics and Adolescent Medicine. 1998;152(9):899–907.
[5] Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. American Journal of Clinical Nutrition. 1998; 67(4), 804S–813S.
[6] Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzl JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. Journal of the American Dietetic Association. 2005;105(5):743–760, quiz 761–762.
[7] Taras, H. Nutrition and student performance at school. Journal of School Health. 2005;75(6):199–213.
[8] MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. Canadian Journal of Dietetic Practice and Research. 2008;69(3):141–144.
[9] Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. Journal of Nutrition Education. 1997;29(1):12–20.
[10] Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. Preventive Medicine. 1996;25(5):497–505.
[11] Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
[12] Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment.* Arch Pediatr Adolesc Med, 2012; 166(1):49-55.
[13] Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väisto J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.
[14] Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.
[15] Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from http://changelabsolutions.org/publications/district-policy-school-food-ads.

day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the school have access to healthy foods (prioritizing cultural, fresh, and local) throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition and ‘ai pono education that helps them develop lifelong healthy behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Students engage in nutrition, ‘ai pono, and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition, ‘ai pono, and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the school in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The school establishes and maintains an infrastructure for management, oversight, implementation, communication, and monitoring of the policy and its established goals and objectives.

I. School Wellness Committee

Committee Role and Membership

The school will convene a representative wellness committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this wellness policy.

The committee membership will include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the committee will include representatives from each school building and reflect the diversity of the community.

Leadership

The school director will convene the committee and facilitate the development of and updates to the wellness policy, and will ensure compliance with the policy.

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is:

Name	Title	Email Address	Role
Denise Espania	School Director	despania@malamahonuapcs.org	Director
Jazmine Cockett	‘Ai Pono/Farm to School Manager	jcockett@malamahonuapcs.org	Wellness Policy Coordinator
Tiffany DeSilva	Business Manager	tdesilva@malamahonuapcs.org	Policy Consultant
Rachelani Maiava	Office Asst/ Parent	rmaiava@malamahonuapcs.org	Member
Melanie Loo	School Counselor/ Special Education Teacher	mloo@malamahonuapcs.org	Member
Rachael Hun	Teacher	rhussey@malamahonuapcs.org	Member
Tahra Hussey	Asst Teacher	thussey@malamahonuapcs.org	Member
Moana Scholtz	Office Asst/Parent	mscholtz@malamahonuapcs.org	Communication
Dr. Ashley Ono	Physician	amakaono@gmail.com	Medical Consultant

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The school will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition

promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

Recordkeeping

The school will retain records to document compliance with the requirements of the wellness policy in the school office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit wellness committee membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports; and
- Documentation of the triennial assessment* of the policy;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The school will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the school in meeting wellness goals. This annual report will be published around the same time each year. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the wellness committee.

The annual report will be available in English.

The school will actively notify households/families of the availability of the annual report.

The wellness committee will establish and monitor goals and objectives for the school, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

At least once every three years, the school will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the school is in compliance with the wellness policy;
- The extent to which the school's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the school's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Jazmine Cockett, ʻAi Pono Director, jcockett@malamahonuapcs.org.

The wellness committee will monitor a school's compliance with this wellness policy.

The school will actively notify households/families of the availability of the triennial progress report.

MHPCS_2024 School Health Profile Questionnaire

Revisions and Updating the Policy

The wellness committee will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as school priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The school is committed to being responsive to community input, which begins with awareness of the wellness policy. The school will actively communicate ways in which representatives of the wellness committee and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for this school. The school will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The school will use electronic mechanisms, such as email, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The school will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The school will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The school will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating special dietary needs and promoting 'ai pono choices.

MHPCS participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), and the Fresh Fruit & Vegetable Program (FFVP). MHPCS is committed to offering school meals through the NSLP program, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Sliced or cut fruit is available daily
  - Daily fruit options are displayed in a location in the line of sight and reach of students
  - All available vegetable options have been given creative or descriptive names
  - Daily vegetable options are bundled into all grab and go meals available to students
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
  - White milk is placed in front of other beverages in all coolers
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
  - Student artwork is displayed in the service and/or dining areas
  - Daily announcements are used to promote and market menu options

- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets HSP Gold level). Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day*. The school will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

- Water cups/jugs will be available if a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.

Competitive Foods and Beverages

MHPCS is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

1. Celebrations and parties. The school will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The school will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards; and
3. Rewards and incentives. The school will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The

District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the Alliance for a Healthier Generation and the USDA*].

- Schools will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).
- Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. This may include but is not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets HSP Gold)]

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The school will promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

MHPCS aims to teach, model, encourage, and support healthy eating by students. The school will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);

- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The school will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

USDA's Team Nutrition provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

MHPCS is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The school strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information the school is imparting through nutrition education and health promotion efforts. It is the intent of the school to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food advertising and marketing is defined[15] as an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the school is committed to providing these opportunities. MHPCS will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move!* Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason. The school will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

15

To the extent practicable, the school will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The school will conduct necessary inspections and repairs.

Physical Education

The school will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection).

All students will be provided equal opportunity to participate in physical education classes. The school will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

The school physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets HSP Silver level).
- Waivers, exemptions, or substitutions for physical education classes are not granted.

Essential Physical Activity Topics in Health Education

The school will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids

- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all or most days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/time frame before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess,** teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks (Elementary and Secondary)

MHPCS recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The school recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The school will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

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 will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The school offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The school will encourage students to be physically active before and after school by including physical activity during A+.

Active Transport

The school will support active transport to and from school, such as walking or biking. The school will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crosswalks exist on streets leading to schools
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

MHPCS will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The school will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

MHPCS is encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary to the wellness policy, including but not limited to ensuring the involvement of the wellness committee.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Please see MHPCS school-wide health and COVID-19 policies- updated 3/12/21.

Student Health and Wellness: 'Ai Pono Education

Grade	'ike	Kaiāulu/Wahi	'Ai

K	Kai	Hanauma Pā Honu CTAHR - Agroforest St Matthews Garden Beds	Ocean as a food resource - iʻa, limu, loko iʻa
1/2	Uka	Kākoʻo ʻŌiwi, Watershed, Hoʻoulu ʻĀIna CTAHR - Agroforest St Matthews Garden Beds	Forest restoration - wao akua
	Kula	Hoʻokuaʻāina, Kākoʻo ʻŌiwi CTAHR - Agroforest St Matthews Garden Beds	Hāloa/Kalo, loʻi
3/4	Kāne	Hoʻokuaʻālna, Maunalua, Puha HMK Māla CTAHR - Agroforest	I ka wai ola
	Kanaloa	Puha, Pāhonu, (KVA) HMK Māla CTAHR - Agroforest	Waʻa Plants
5	Ahupuaʻa	HMK Māla	Kapa Plants, Laʻau
6	He Waʻa	HMK Māla Ka Waha o Ka Manō (KVA)	I ke kai ola
7	He Moku	Ulupō/Papa Kālai	Hāloa/Kalo, loʻi
8	He Moku, He Waʻa	Waimānalo, Nation of Hawaiʻi	Career-Communiy Readiness, Workforce Development

Health and Wellness Education Programs
In addition to learning to make ʻai pono choices, the following health education topics are taught to 5th through 8th grade students.

Grade	Health Education Focus	Program	Taught by
5	Puberty, Body Development (Part 1)	P&G Always Changing and Growing Up 5th Grade curriculum	School Counseling Department
6	Puberty, Body Development (Part 2)	P&G Always Changing and Growing Up 5th Grade curriculum	School Counseling Department

7	Sexual Health Education	Pono Choices	School Counseling Department Waimānalo Health Center
8	Tobacco Prevention	Stanford Prevention Program	School Counseling Department

Staff Wellness and Health Promotion

The wellness committee will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. The kumu leader's name is Melanie Loo.

MHPCS will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include promoting active lifestyles outside of the school hours, providing healthy snacks and providing fitness opportunities. MHPCS promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, MHPCS will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Community Partnerships

MHPCS will continue relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

MHPCS will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection**,** MHPCS will use electronic mechanisms (such as email or displaying notices on the district's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents,

or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Glossary:

Extended School Day - time during before and after school activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Appendix A: School Level Contacts

Name	Title	Email Address	Role
Denise Espania	School Director	despania@malamahonuapcs.org	Director
Jazmine Cockett	‘Ai Pono/Farm to School Manager	jcockett@malamahonuapcs.org	Wellness Policy Coordinator
Tiffany DeSilva	Business Manager	tdesilva@malamahonuapcs.org	Policy Consultant
Rachelani Maiava	Office Asst/ Parent	rmaiava@malamahonuapcs.org	Member
Melanie Loo	School Counselor/ Special Education Teacher	mloo@malamahonuapcs.org	Member
Rachael Hun	Teacher	rhussey@malamahonuapcs.org	Member
Tahra Hussey	Asst Teacher	thussey@malamahonuapcs.org	Member
Moana Scholtz	Office Asst/Parent	mscholtz@malamahonuapcs.org	Communication
Dr. Ashley Ono	Physician	amakaono@gmail.com	Medical Consultant