

**Hanford
Elementary School District
Student Wellness Policy**



Wellness Committee

Members

Cruz Sanchez-Leal, Jay Strickland, Christina Garcia Gonzalez, Anneliese Roa, Diana Medellin, Cara Cummings, Jennifer Levinson, Kelly Bekedam, Lindsay Hastings, Carolina Ortega de Garcia, Jill Rubalcava, Kristina Baldwin, Caitlyn Schultze, Jennifer Bays, Melisa Lincicum, Irene Padasas, Teresa Spicer, Jaqueline Martin, Thiese Freitas

Revised May 2026

Introduction to the Hanford Elementary School District School Wellness Policy

The district recognizes the link between student wellness and learning. The district Wellness Coordinator shall work with other departments to coordinate and align district efforts to support student wellness through physical environment, health & safety, social and emotional health, health services, nutrition services and physical education. In addition, the district Wellness Coordinator will work with a dedicated committee to ensure input from all stakeholders and diligent response to wellness across the district to reinforce student, staff and families understanding and appreciation of the importance of a healthy lifestyle.

Research indicates that, in addition to proper nutrition, physical activity during and after school is strongly correlated with positive student outcomes. These factors, combined with healthy social and emotional supports, are essential to overall student wellness.

According to 2024 data from the U.S. [National Institute on Minority Health and Health Disparities](#), the median household income in Kings County, California, is \$68, 750 ranking 42nd among California's 58 counties. This suggests that many families in the county live at or below the poverty line. In addition, 78.5% of families within the Hanford Elementary School District qualify for free or reduced-price meals, further indicating significant financial hardship among the population served.

The relationship between poverty, food insecurity, and obesity is well documented. Research indicates that individuals and families experiencing food insecurity are at increased risk of obesity, and those with severe food insecurity are approximately twice as likely to develop Type 2 diabetes (American Diabetes Association).

Local data reflect similar trends. The adult obesity rate in Kings County is estimated at 31.9% (UCLA Center for Health Policy Research, California Health Interview Survey [CHIS]). This exceeds averages reported in comparable regions. Among youth, 47.2% of fifth-grade students in Kings County are classified as overweight or obese, compared to 41.3% statewide. This disparity persists in grade 7, where 46.9% of students in Kings County are overweight or obese compared to 40.0% statewide (KidsData, based on California Department of Education FitnessGram data).

Children with unhealthy weight levels are at higher risk for a range of health conditions, including asthma, high blood pressure, high cholesterol, and Type 2 diabetes. Multiple factors contribute to childhood obesity, including environmental and social influences such as limited access to healthy foods and increased sedentary behaviors.

Therefore, this policy outlines the district's approach to ensuring environments and opportunities for all student's access to sound nutrition, healthy eating practices, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment by provided throughout the school day.

Committee Membership

The District Wellness Coordinator will convene three (3) wellness committee meetings a year and generate an annual report to the Superintendent and the Board of Trustees yearly. The purpose of the meetings will be to review the policy, goals and policy implementation.

The membership will represent both elementary and junior high levels and include teachers, nutrition professionals, school health professionals, school administrators, physical education teachers and other interested community members.

Current membership information is listed below:

Name	Title / Relationship to the School or District	Role on Committee
Cruz Sanchez-Leal	Special Education Director Wellness Coordinator	Assists in the implementation and evaluation of the wellness policy and policy implementation
Jason Strickland	Assistant Superintendent of Special Services	Assists in the implementation and evaluation of the wellness policy and policy implementation
Christina Garcia Gonzales	Special Services Program Manager	Assists in the implementation and evaluation of the wellness policy
Kristina Baldwin	Director, Curriculum, Instruction & Teacher Induction Program	Assists in the implementation and evaluation of the wellness policy
Teresa Spicer	UCCE Cal Fresh Nutrition Education Program Nutrition Educator	Assists in the evaluation of the wellness policy
Jacqueline Martin	UCCE Cal Fresh Nutrition Education Program Nutrition Educator	Assists in the evaluation of the wellness policy
Irene Padasas	UCCE Cal Fresh Nutrition Education Program	Assists in the evaluation of the wellness policy
Anneliese Roa	Program Manager, Food Services	Assists in the implementation and evaluation of the wellness policy and policy implementation

Diana Medellin	Supervisor, Food Services	Assists in the implementation and evaluation of the wellness policy and policy implementation
Cara Cummings	Credentialed School Nurse	Assists in the implementation and evaluation of the wellness policy and policy implementation
Jennifer Levinson	Principal, Monroe Elementary School	Assists in the implementation and evaluation of the wellness policy and policy implementation
Kelly Bekedam	Principal, Martin Luther King Jr. Elementary School	Assists in the implementation and evaluation of the wellness policy and policy implementation
Lindsay Hastings	Principal, Washington Elementary School	Assists in the implementation and evaluation of the wellness policy and policy implementation
Jill Rubalcava	Assistant Superintendent, Curriculum & Instruction	Assists in the implementation and evaluation of the wellness policy and policy implementation
Caitlyn Schultze	Physical Education Teacher	Assists in the implementation and evaluation of the wellness policy and policy implementation
Jennifer Bays	READY Supervisor	Assists in the implementation and evaluation of the wellness policy
Melissa Lincicum	READY Administrative Secretary	Assists in the implementation and evaluation of the wellness policy
Carolina Ortega de Garcia	Parent	Assists in the evaluation of the wellness policy
These Freitas	UCCE Cal Fresh Nutrition Education Program	Assists in the evaluation of the wellness policy

Plan Implementation Plan

The Hanford Elementary School District (HESD) will develop and maintain a plan for implementation to manage and coordinate the execution of the Wellness Policy. The plan delineates roles, responsibilities and actions for the physical environment, health & safety, social-emotional health, health services, health education, food services, food & nutrition standards, nutrition education, physical education and physical activity, family, staff & community engagement.

The Hanford Elementary School District Wellness Policy can be found at: www.hanfordesd.org

Recordkeeping

HESD will retain records to document compliance with the requirements of the Wellness Policy in the Office of Special Services. Documentation maintained in this location will include but will not be limited to:

- The written Wellness Policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Wellness Committee; including an indication of who is involved in the update;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the Local Wellness Policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local Wellness Policy has been made available to the public.
- Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

HESD will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. HESD will make this information available via the district website. HESD will provide as much information as possible about the school nutrition environment. This will include a summary of the district's events or activities related to wellness policy implementation. Annually, the district will also publicize the name and contact information of the district's Wellness Committee, as well as information on how the public can get involved with the school wellness committee.

Revisions and Updating the Policy

The District Wellness Coordinator will update or modify the wellness policy based on the results input of the committee and the results of the annual survey information, district priorities changes; community needs changes; wellness goal attainment; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued.

Surveys will be used to evaluate the effectiveness of the policy and be given to a variety of stakeholders. The District Wellness Coordinator will update or modify the wellness policy based on the results input of the committee and the results of the annual survey information, district priorities changes; community needs changes; wellness goal attainment; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued.

An executive summary of the policy implementation from the committee input and survey information will be presented to the Superintendent and the Board of Trustees annually. Additionally, a copy of the policy will be made available on the public website, located at www.hanfordesd.org.

Annual School Site Evaluation Form

The purpose of this evaluation is to determine if the district is meeting the wellness goals set forth in the local Wellness Policy and to determine particular areas of strength or weakness. Each year a report of the results will be compiled and submitted for the Wellness Committee and then compiled with other evaluations and summarized in an executive summary to the Board of Trustees.

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; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting 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 cultural food preferences and special dietary needs.

All schools within the district participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP) and Summer Food Service Program (SFSP). All schools within the district are committed to offering school meals through the NSLP and SFSP programs specific schools within the district that are geographically located in a way to provide access to all sectors of the community. Additionally, the school nutrition program works to ensure that nutritious meals are:

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 techniques:

- Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
- 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.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- The district child nutrition program will accommodate students with special dietary needs.
- 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 Healthy Schools Program Gold-level criteria).
- Students are served lunch at a reasonable and appropriate time of day.
- 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.

HESD will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria; mark/circle the four activities the district plans to do):

- Local and/or regional products are incorporated into the school meal program;
- Invite local farmers to present and discuss how crops are grown;
- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- School hosts a school garden;
- School hosts field trips to local farms; and
- School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

Complaint Form, AD-3027 [External link opens in new window or tab. \(PDF\)](#), found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by: mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW, Mail Stop 9410
Washington, D.C. 20250-9410;

fax:

202-690-7442; or

email:

Program.Intake@usda.gov.

This institution is an equal opportunity provider.

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 and throughout every school campus. HESD will make drinking water available where school meals are served during mealtimes. Each school has a “rehydration station” in the school cafeteria that allows students to refill personal water bottles, as well as having access to drinking fountains located throughout the school campus.

Competitive Foods and Beverages

HESD is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. HESD does not sell or serve food outside of that provided by the district's food service program, during the regular school day or outside of what is specified in the Board policy.

Celebrations and Rewards

All celebrations must comply with district policy, which includes addressing students with food allergies and special dietary needs. Using food as a reward is discouraged. Additionally, food or beverages will not be withheld as punishment. The district highly encourages that non-food items should be considered for rewards.

Health Party Snacks

Pretzels	Granola bars
Fruit smoothies	Baked tortilla chips and salsa
Trail mix or cereal mix	Dried fruit (apricots, cranberries, plums)
Ants on a log (spread peanut butter* onto celery "logs" and top with raisins "ants")	Whole-grain crackers with cheese cubes, string cheese, or hummus
Animal or graham crackers	Applesauce cups with no added sugar
Roasted pumpkin seeds*	Seasonal fruit or fruit salads
Whole wheat fig bars	Ham, turkey or veggie wraps
Bagel slices with peanut butter* or jam	Low-fat pudding
Individual packages of raisins	Yogurt parfaits or banana splits
Fruit and cheese kabobs	Low-fat yogurt
Fruit cups (packed in 100% fruit juice)	Air-popped or light microwaved popcorn
Vegetable trays with low-fat dip	
*Some children have severe peanut and/or tree nut allergies Before you bring in foods that have nuts, please check with your child's teachers -Content adapted from the California Children' Power Play! Campaign.	

Fundraising Activities

School Principals shall encourage school organizations, such as student groups, parent organizations, etc...to use healthy food items or non-food items for fundraising purposes. Schools will encourage fundraising activities that promote physical activity (i.e.: jog-a-thon, walk-a-thon, mile club, etc) ...

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, teachers, parents, students, and the community.

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

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [smarter lunchroom](#)

[techniques](#); and

- Ensuring 100% of foods and beverages promoted to students meet the USDA in school nutrition standards.

Nutrition Education

HESD will adopt nutrition education materials for all classrooms within the district. These materials will be aligned with the National Health Education standards for grades K-6 and will be used by credentialed teachers to teach, model, encourage and support healthy eating by all students. Schools 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;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

HESD will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [My Plate](#)
- Reading and using FDA's nutrition fact 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
- 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

Food and Beverage Marketing in Schools

HESD 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. HESD 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 district property that contains messages inconsistent with the health information the district is imparting through nutrition education and health promotion efforts. It is the intent of the district 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 district's 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.

Physical Activity/Physical Education

HESD 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.

All students in grades 1-8, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 200 minutes/every 10 days) for the entire school year. Students will be taught

by a certificated teacher. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity. All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

Daily Recess

All transitional kindergarten students through sixth grade students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which time staff should encourage moderate to vigorous physical activity. The district has a well-designed policy for poor air quality days. Staff shall appropriately limit the amount or type of physical exertion required of students during air pollution episodes, hot weather, or other inclement conditions as explained below:

- Hot Weather – when the outside temperature reaches above 95°
- Cold Weather – when the outside temperature falls below 50°
- Inclement Conditions – rain, lightning, excessive wind or wind chill
- Air Pollution – Follow the chart on next page.

(See chart on next page)

**RAAN School Activity Guidelines
for the San Joaquin Valley**
Real-Time Outdoor Activity Risk (ROAR) Levels for Hourly Ozone and PM2.5

ROAR LEVEL	Level 1 GOOD (Green)	Level 2 MODERATE (Yellow)	Level 3 UNHEALTHY FOR SENSITIVE (Orange)	Level 4 UNHEALTHY (Red)	Level 5 VERY UNHEALTHY (Purple)
Recess (15 min)	No restrictions.	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
LUNCH/P.E. (1 hr)	No restrictions.	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training (2-4 hrs)	No restrictions.	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.*	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	No restrictions.	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Event must be rescheduled or relocated.
PM2.5 range	0 – 15 ug/m ³	16 – 35 ug/m ³	36 – 55 ug/m ³	56 – 75 ug/m ³	76 + ug/m ³
Ozone range	0 – 55 ppb	56 – 75 ppb	76 – 95 ppb	96 – 115 ppb	116 + ppb

*Sensitive individuals include all children with asthma or other heart/lung conditions

**California Interscholastic Federation: Practices should include adequate water/rest breaks of sufficient length to allow unlimited fluid consumption. Water breaks should be given at least every 30-45 minutes or more frequently in extreme temperatures. Athletes should be allowed to rest in the shade with protective equipment removed to allow more heat loss. Athletes should be instructed to continue hydration and to eat balanced meals outside of practice to ensure fluid and electrolyte replacement. Drinks with stimulants such as ephedrine and high doses of caffeine should be avoided.

LIGHT ACTIVITIES: walk, talk, sidewalk chalk, hopscotch, 4 square, tetherball, parachute, red light/green light.

VIGOROUS EXERCISE: basketball, football, running, etc.

Based on the RAAN Outdoor Activity guidelines, a Rainy Day Schedule will be called when the air quality reaches Level 5/Very Unhealthy (Purple). Unhealthy Air Episodes – Level 3/Unhealthy for Sensitive (Orange)/Level 4/Unhealthy (Red) Very Unhealthy Level 5/(Purple)

Schools will provide an indoor activity room when the air quality reaches:

- Level 3/Unhealthy for Sensitive (Orange) – available for sensitive students to attend and required for students whose parents chose (on the School Emergency card) that their student may not participate in outdoor activities
- Level 4/Unhealthy (Red) - sensitive students and students whose parents chose (on the School Emergency card) that their student may not participate in outdoor activities are required to attend
- Level 5/Very Unhealthy (Purple) – all students remain indoors

Additionally, sensitive students are identified by the school nurse and/or parents and remain indoors and provided with an alternative activity during unhealthy air episodes during recess and lunch, which have been identified as Level 3/Orange, Level 4/Red, or Level 5/Purple.

After School Activities

The district offers opportunities for students to participate in physical activity either during the regular school day or after the regular school day through a variety of methods. The district will

encourage students to be physically active during the regular school day or after school by providing a variety of intramural sport programs at both the elementary level and junior high school level, as well as competitive sport teams for students in grades 4-6 and 7-8.

Active Transport

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

- Designate safe or preferred routes to school
- Create, distribute and train students on safe routes to school, annually
- Promote activities such as bike safety training
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Encourage and promote the use of crosswalks on streets leading to schools

Other Activities that Promote Student Wellness

Social-Emotional

Healthy social-emotional development (capacity for self-confidence, trust, and empathy) in children correlates with healthy cognitive development and creates a strong foundation for school achievement. Young children who are socially and emotionally healthy have a greater chance of achieving success in school and in life. The district is committed to student wellness both physically and mentally. Through this commitment, the district provides supplemental academic, career counseling to meet the high academic demands placed on today's youth, as well provides a safe place for students to receive counseling and guidance services by trained counselors. Through social prevention and intervention,

social development and specifically designed and dosed interventions, students with challenging behavioral and/or emotional challenges are provided targeted support to promote personal wellness.

Health

With the support of a team of health professionals, students are assessed for medical referrals and daily health monitoring. As well, rigorous health education is provided in a variety of key areas to assist in the understanding of healthy choices and the reduction of the spread of disease. From mandated health screenings, to monitoring of immunizations to education in asthma, diabetes, parent education to sexual health teaching, the health team promotes the overall health and wellness for students and their families.

HESD integrates the support for student wellness through its daily practice and activities across the entire school setting, not just in the cafeteria, but through a variety of support services provided to students, teachers and families. Each component is complementary of the other to ensure that our children receive the best opportunities to understand the importance of good overall health and wellness in order to provide them the best life possible. Goals

HESD firmly believes that all students should be educational in learning environments that are safe, drug-free and conducive to learning. According to the Centers for Disease Control and Prevention, establishing healthy behaviors during childhood is easier than changing unhealthy behaviors during adulthood. Hanford Elementary believes schools play a critical role in promoting health and safe behaviors to help students establish lifelong, healthy behaviors.

Improving students' health and safety increases students' capacity to learn, reduces absenteeism and improves physical fitness and mental alertness.

Physical Environment, Health & Safety

HESD will continue to provide and promote a safe environment during the school day and during all school related functions.

- Students will be taught campus safety rules.
- School site staff will monitor equipment and grounds and refer potential hazards for repair promptly.
- Staff will be informed of and follow safety regulations to ensure their safety and the safety of others.
- School sites will promote a drug free and tobacco free environment and will encourage healthy choices for all members of the school community while at home and at school.
- School sites will enforce an "anti-bullying" policy and encourage social tolerance and respect for others.

Social-Emotional Health

- School sites will have a protocol in place for detection and referral of students who

have potential for harm to self or others.

- In order to ensure that students have access to comprehensive mental health services, the district will provide access or referrals to mental health services to qualified school personnel or to outside agencies.

Health Services

The Health Services is critical mechanism to improve both educational performance and the well-being of the students.

- Health staff shall be fully supportive of the Wellness Policy and the promotion of health and wellness activities.
- Health staff will promote school attendance by communicable disease surveillance, encouraging healthy habits and injury prevention.
- Health staff will provide local community resources for health care and health education, including resources and connectivity to students and their families. District nurses will provide information on nutrition, disease prevention and detection, refraining from the use of tobacco or electronic smoking devices, emotional wellness and other health and wellness opportunities to students, as needed.
- In addition to grade level mandated screenings (vision and hearing), district Nurses will provide other screenings, as needed or requested (i.e., blood pressure, BMI, height, weight, etc...), to students.
- District nurses will participate in community health information outreach activities, as appropriate.

Health Education

HESD will continue to encourage health education to K-6 students designed to motivate and encourage students maintain and improve their personal health, the prevention of disease and avoid risky behaviors that potentially affect their health.

- Staff will continue to explore resources and trainings, as well as materials for health curriculum for students in grades K-8.
- Schools will be encouraged to provide educational events to support and teach healthy choices.

Food Services

Food Services employs well-prepared staff that efficiently serve appealing food choices of that are compliant, nutritious during both breakfast and lunch service.

- The Program Manager of Food Services will provide professional development food service staff about the Wellness Policy.
- Food Service staff will be regularly trained in food safety.
- All food and beverages available on the school campus will promote optimal health and will meet or exceed state and federal guidelines.
- All students shall have access to free, safe, fresh drinking water during the school day.
- The Food Service department offers appealing fruits, vegetables, grains and

low-fat dairy products in portion sizes that meet the caloric needs of the child.

Food and Nutrition Standards

- Food safety and sanitation standards must be followed at all school-related events. Any persons handling food or utensils will:
 - Wash their hands properly;
 - Properly maintain foods at correct temperatures: cold food will be stored at or below 40 degrees Fahrenheit and hot foods will be maintained at or above 140 degrees Fahrenheit;
 - Clean and sanitize utensils and work surfaces;
 - Not handle food or utensils when sick;
 - Not handle foods with bare hands.
- Classroom celebrations involving food are limited by board policy and must be store bought.
- Food serviced to students will not be homemade. This applies specifically to food served at school events, parties, etc...This does not apply to students' lunches and snacks brought from home for individual consumption.

Nutrition Education

- The school's nutrition education program shall be evidence-based and consistent with the exceptions established in the state's curriculum frameworks and content standards and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.
- Nutrition education shall be provided as part of a sequential health education program in grades K-8 and, as appropriate, shall be integrated into other academic subjects in the regular educational program. Nutrition education may also be offered through the afterschool program.

Physical Education & Physical Activity

The primary goals for a school's physical activity and physical education components are to provide opportunities for every student to develop the concepts, knowledge and skills for age-appropriate physical activities; maintain physical fitness; regularly participate in physical activity; and understand the short and long-term benefits of a physically active and healthy lifestyle.

Physical Education

- Students in grades K-6 will participate in moderate to vigorous physical activity per board policy and California Education Code.
- Student in junior high school will participate in moderate to vigorous physical activity per board policy and California Education Code.
- Physical fitness tests will be administered in fifth and seventh grade. Students

will be encouraged to maintain age and grade level physical fitness levels. Parents are notified of student results.

Physical Education Activities

Schools should provide all students with the opportunity, support and encouragement to be physically active on a regular basis through Physical Education instruction and physical activities.

- A comprehensive physical activity program encompasses a variety of opportunities for students to maximize physical activity, including but not limited to: PE, recess, health education that includes physical activity as a main component, athletic programs and intramural or competitive athletic teams. Physical Education is delivered by well-prepared and well-supported staff.
- Professional preparation and/or ongoing professional development is provided for district teachers related to physical education and physical activity.
- Current and scientifically accurate physical activity content is integrated into the afterschool programs at the elementary level.
- Physical Education/physical activity programs will be carried out in safe environments that reflect respect for body-size differences and various skill level.
- Physical Education /physical activity should not be used for disciplinary purposes. Alternative discipline measures are encouraged in lieu of withholding physical education/activity or recess.
- Schools will encourage family and community member to support pragmatics outside that school that promote a health and activity lifestyle.

Family, Staff & Community Engagement

The district Wellness Coordinator shall implement strategies for promotion staff wellness for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

- Staff shall model health behaviors.
- The community and students' families are encouraged to promote a healthy lifestyle for students. Community-based partnerships can help promote these behaviors through health promotion materials, lessons and community activities.

Sources:

UCLA Center for Health Policy Research. (n.d.). *California Health Interview Survey (CHIS)*. Retrieved from <https://healthpolicy.ucla.edu>

- Data accessed via AskCHIS and supporting county-level estimates. [\[kidsdata.org\]](https://kidsdata.org)

Data Commons. (2022). *Obesity prevalence in Kings County, California*. Retrieved from <https://datacommons.org> [\[stateofchi.org/obesity\]](https://stateofchi.org/obesity)

KidsData. (2020). *Students who are overweight or obese, by grade level (2019)*. Population Reference

Bureau analysis of California Department of Education, Physical Fitness Testing (FitnessGram) data.
Retrieved from <https://www.kidsdata.org>

LSWP Action Plan Form – Hanford Elementary School District

General Information		Provide the general information below.
District Name:	Hanford Elementary School District	
School Name <i>(if applicable):</i>	Hamilton Elementary, Jefferson Academy, Martin Luther King, Jr., Elementary, Lincoln Elementary, Monroe Elementary, Richmond Elementary, Roosevelt Elementary, Simas Elementary, Washington Elementary, John F. Kennedy Junior High School and Woodrow Wilson Junior High School	
Wellness Team Members:	Cruz Sanchez-Leal, Christina Garcia-Gonzales, Jennifer Bays, Jennifer Levinson, Kelly Bekedam, Lindsay Hastings, Anneliese Roa, Diana Medellin, Jill Rubalcava, Jason Strickland, Cara Cummings, Kristina Baldwin, Caitlyn Schultze, Melissa Lincicum, Carolina Ortega de Garcia, Jaqueline (Jacky) Martin, Teresa Spicer, Thiese Freitas, Irene Padasas	

Assessment Information		Provide the assessment below.
Name of the Assessment Tool:	School Site-Level Assessment Questionnaire and Smarter Lunchrooms Scoreboard	
Date Completed:	Spring 2025	
Score:	SLAQ (average) 186.57/304 Smarter Lunchroom 40.33/60	
Areas of Strength: Highlight areas where the school scored well.	1. In physical education, students regularly participated in moderate to vigorous physical activity, with a curriculum aligned to California Physical Education Standards and taught by certified PE teachers. 2. School sites demonstrated a solid understanding of the district's wellness policy and effectively supported participation in school meal programs. 3. Physical activity was strongly supported during the school day. Recess was offered to all students. Staff facilitated, active play, and students had access to equipment and organized sports.	

Assessment Information	Provide the assessment below.
Areas of Opportunity: Discuss the areas with lower scores and why they might not be meeting the criteria	1. Nutrition education was limited, with schools reporting that not all students received regular nutrition education. 2. Fewer than half of the schools had gardens, reducing hands-on learning opportunities tied to nutrition. 3. Parent and family engagement was also limited to published resources. An opportunity for growth will be to provide take-home resources, or access to information about physical activity and healthy eating.
School/District Priorities:	1. Increase nutrition education through a variety of means (classroom lessons, presentations, etc.) 2. Increase hands-on nutrition activities. 3. Increase access to information about physical activity and healthy eating through the physical education.

LSWP Action Plan Form – Hanford Elementary School District

Category	Goal What do we want to accomplish?	Action Steps What activities need to happen?	Lead Person(s)	Timeline Start dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?
Nutrition Education	Increase the opportunities for students to receive nutrition education.	-Review Nutrition Curriculum through the HESD Curriculum Committee -Share out the information to Principals -Collaborate with Cal-Fresh to increase awareness and ways to integrate nutrition information into the regular school day. (i.e. include nutrition information on the items on the lunch menus).	Curriculum Department	2025-2026 School Year	-SLAQ -Curriculum Committee	- Curriculum Committee - Curriculum Department - Cal Fresh Staff
Nutrition Promotion	Promote healthy eating habits across all schools.	-Update the online Menus to include the back side of the menus -FB Posts about Nutrition -Update Nutrition Corners in the Cafeterias to promote healthy eating habits. (Pictures, artwork). -Schoolwide Announcements	- Food Service Department - Ready Program Supervisor	2025-2026 School Year	- Evidence of Nutrition Promotion -Photographs -Anecdotal	- Director of Food Services - School Administration - Ready Program Supervisor

		-Parent Square Messages -Integrate nutrition with Art				Art Teachers
Physical Activity	Increase awareness of the importance of physical activity for students' families.	-Physical Education/Healthy Habits "Nuggets" to Parents via Parent Newsletters (ex. Challenges (walking, etc.). -Promotion of healthy habits during PE Instruction (i.e. importance of hydration). -Incorporate healthy habits with READY Parent Engagement. -Incorporate "rethink your drink" events at jog-a-thons	PE Teachers	2025-2026 School Year	-Parent Newsletters -Parent Engagement Activities	PE Teachers READY Program Supervisor
Other school-based activities that promote student wellness	Increase hands on activities. Including school gardens.	-Share out exemplar school gardens. -Offer support through the READY program to implement school gardens - "Healthy Choices and Behavior" READY Program" -Establish a garden at every school site through READY/ELOP. -Collaboration between READY and Food Services	Principals and READY Program Supervisor	2025-2026 School Year	SLAQ Photographs, Videos	Principals READY Program Supervisor

		Department to increase awareness of the healthy choices when cooking.				
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Progress in Reaching LSWP Goals- Review of 2022-2023 Plan

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
Nutrition Education and Physical Activity Goal Adopt an evidence-based curriculum for nutrition and education that is aligned with National Health Education standards for grades K – 6.	Yes	This was made available to all teachers on the C&I page.	Linked on the internal HESD SharePoint page that is available to all teachers. Will continue to be reviewed at the Curriculum Committee.

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
Nutrition Promotion Goal A concerted effort will be placed on engaging parents and students in the breakfast and lunch program. Monthly information will be provided to parents about the school menu, through fun and engaging “nutrition nuggets.”	Yes	The food services department is including fun and engaging information on the back of the on the monthly menu which is provided to parents every month.	Monthly Lunch Menus https://www.hanfordesd.org/lunch-menu
Other Student Wellness Goal A school garden will be developed at the school site and managed by school personnel. Once a school garden is in place, students will be able to plant, tend and gather fruits and vegetables grown in the garden and try them out in both raw and cooked forms.	Partially	There are several sites that have implemented a school garden.	-Principal Feedback, photographs

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
Nutrition Promotion Goal Continue to educate staff, students, and the community on the district wellness policy through all possible venues.	Yes	The Wellness Policy has been shared through our public website.	Public Website

District- Level Local School Wellness Policy (LSWP) Components	For the components below, indicate whether the district is in compliance
Public Involvement The district will actively communicate the ways in which representatives of the District Wellness Council, School Wellness Council, and others can participate	☒ Yes ☐ No

District- Level Local School Wellness Policy (LSWP) Components	For the components below, indicate whether the district is in compliance
in the development, implementation and periodic review and update of the LSWP.	
Public Notification The district will actively inform caregivers and the public each year of basic information about the LSWP.	☒ Yes ☐ No
Triennial Assessment • Once every three years, the district will assess the LSWP by completing the following: Comparing district LSWP to a model LSWP • Assessing the extent of compliance for all schools with the LSWP • Assessing the progress made in attaining the goals of the LSWP	☒ Yes ☐ No

Triennial Assessment Report to the Public

Target Audience(s)	Method	Date
Parents/Caregivers, teachers, community partners	Public Website	Documents available on Website
	Monthly Lunch Menus	Monthly
	Student Handbook	Annually
	Wellness Committee	Updated LWSP 5/12/26 https://www.hanfordesd.org/school-wellness-policy
District School Board	Executive Summary	6/25/2025
		6/24/2026
Community Partners	HESD Wellness Committee Meeting	4/30/2025
		5/12/2026