

Hanford Elementary School District  
Wellness Policy - Executive Summary (2021-2022)

Overall wellness continues to be a focus of the district, even with the challenges over the course of the 2021-2022 school year. In addition to working on continued implementation of the Wellness policy, the district participated in a triennial review of the implementation of our policy as a district. A more detailed look at the policy and implementation over the course of the 2021-2022 is provided below.

Areas of the policy that the district was not able to implement due to the limitations of covid protocols:

(1) Sharing table – A “sharing table” was designated in each school cafeteria where students could place unopened, non-perishable food items for other children to take and eat. The premise behind this idea was to ensure that hungry students get fed and the food is not thrown away and wasted. When covid protocols were implemented, the “sharing table” was placed on hold. The district is hopeful that the “sharing table” will be able to be reinstated in the upcoming year.

(2) 20-minutes for lunch – Prior to covid protocols, each cafeteria worked to fully implement a 20-minute period for students to eat (without disruption and hurry). The idea of this uninterrupted time was to provide students time to enjoy their lunch, not feel rushed to eat quickly, and to have conversation with one another in a comfortable setting. When covid protocols were implemented, the 20-minute period to eat without disruption or hurry and to encourage social interactions was placed on hold.

Areas of the policy that the district was able to implement:

(1) PBIS – Continued focus has been placed on the implemented a variety of techniques to support positive behavior intervention systems (PBIS) at each school site. The implementation of these techniques and supports have assisted in the decline of student suspensions and expulsions. In addition to the implementation of PBIS at the school sites, training and implementation of PBIS has been implemented on the school buses, which as appeared to be a sound system to connect the transportation department to the school sites to work together to improve student behavior while riding the buses. Even through the school environment was slightly modified due to covid protocols, PBIS was evident and robust.

(2) Social-Emotional Support – To support students with their social-emotional needs, the district hired 9 additional counselors to ensure that each elementary site had a school counselor and 2 school counselors at both junior high schools. In addition to the additional school counselors, the district hired 2 additional social workers to support students and families, with a focus on foster and homeless students. And two additional school psychologists.

(3) Menu tasting – Student involvement in menu consideration for food services took place in the 2021-2022 school year. At this event, students were provided with an opportunity to taste and provide input into potential menu items. Each school was represented by students from all elementary schools within the district.

(4) The Cal Fresh Nutrition Partnership and Education Program – In the 2021-2022 school year, the district’s afterschool program continued to partner with and provide materials and support from the Cal Fresh Nutrition staff. In addition, the district worked with the Cal Fresh Nutrition Partnership and Educational Program to evaluate the overall wellness policy and implementation across the district. This

triennial evaluation will allow the district to provide greater guidance to school sites, families, partnerships to ensure continued focus on student health and wellness.

(5) School Gardens – The program to support school gardens continues to grow. Several years ago, the district piloted a school garden program at Community Day School. Since the pilot of planting, tending, growing and harvest fresh vegetables at CDS, the district has increased the school gardens to include Richmond and Hamilton, with a plan to continue to develop school gardens at other school sites.

(6) Health – The district continues to partner with Family Health Care Network with a mobile health unit that provides health care services, on a rotational basis at six school sites. Both the district and FHCN promote student, family and community use of the mobile unit. Since the inception of the mobile unit serving the school sites and surround communities, we have increased locations by 50%. We did see a slight dip in the number of families and community members that used the mobile unit in the 2021-2022 school year, but we attribute that decline to covid concerns. Despite the pandemic, FHCN and HESD continued to provide opportunities for our students, staff and the communities in and around the identifies schools in the 2021-2022 school year. Looking forward, the FHCN and HESD plan on developing a junior high school dental mobile unit program that will pilot in the 2022-2023 school year.

(7) Health Support – In an effort to manage the ever-changing environment during the pandemic and manage the increasing responsibilities being felt at the school sites, the district increased the Licensed Vocational Nurse hours from 6.0 hours to 8.0 hours and hired an additional Registered Nurse (temporary position). This additional staff made it possible to navigate a very difficult time in school health due to the pandemic and the regular responsibilities of school health.