

Triennial Assessment Report: Region 15 Triennial 25 (6/2025)

District: REGIONAL 15

Strong Policies and Aligned Practices

At this time, no actions have been taken to modify or revise the wellness policy. Currently, Region 15 has successfully implemented several practices that align with our policy statement. All physical education and health classes are taught by state-certified educators. All K–8 schools in the district offer a daily 20-minute recess, Monday through Friday. During recess, staff members supervise and promote safe, active play by encouraging students to engage in physical activity and use the equipment available to them. In addition, the district supports community wellness by allowing local sports organizations and community members to use its fields and indoor facilities outside of school hours. These groups coordinate access through shared-use agreements with the district’s facilities department








		Policy Score	Practice Score	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2	2	☆
PEPA13	Is there daily recess for all grades in elementary school?	2	2	☆
PEPA15	Does the district have “joint-use” or “shared-use” agreements?	2	2	☆

Create Practice Implementation Plan

The Wellness Committee will develop detailed implementation plans and focus on the following priorities: Committee members will collaborate with building administrators to support the effective implementation and compliance of the wellness policy at the school level. Key areas of focus include: Promoting strategies to encourage staff to model healthy eating habits and active lifestyles for students. Ensuring that physical activity is not used as a form of punishment by classroom teachers. The committee will also oversee the ongoing monitoring and evaluation of the district’s wellness policy. As part of this triennial assessment, it is noted that no revisions to the policy have been made to date. The committee will work to identify and include appropriate stakeholders to ensure compliance and representation, and will begin scheduling review sessions to consider potential updates. Any proposed changes to the policy will be made publicly accessible.

		Policy Score	Practice Score	

Triennial Assessment Report: Region 15 Triennial 25 (6/2025)
District: REGIONAL 15

FR13	Which groups are represented on the district-level wellness committee?	2	1	
FR14	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	2	1	
FR16	Is wellness policy implementation evaluated every three years?	2	0	
FR18	Has the wellness policy been revised based on the previous triennial assessment?	1	0	
PEPA18	Do teachers ever use physical activity as a punishment?	2	1	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	1	0	
IC1	Is there an active district-level wellness committee?	2	1	











Update Policies

During the 2025–2026 school year, the Wellness Committee will convene to review and update the district’s current wellness policy to ensure it aligns with federal requirements. While the practices outlined below are actively implemented, the existing written policy contains limited or insufficient language to fully support them.

These areas include:













- Establishing district-wide goals for nutrition education to support student wellness
- Ensuring all wellness-related documents, including the triennial assessment results, are accessible to the public
- Adhering to rules and guidelines concerning student nutrition programs
- Safeguarding the confidentiality of students who receive free or reduced-price meals
- Providing students with free access to drinking water during meal times
- Outlining the frequency and content of training provided to Food and Nutrition Services staff
- Defining competitive foods, such as à la carte offerings, and evaluating them based on Smart Snack standards
- Regulating the marketing of food products on school property, including assessment against Smart Snack criteria

Triennial Assessment Report: Region 15 Triennial 25 (6/2025)
District: REGIONAL 15

		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	1	2	
FR2	Do your National School Lunch Program meals (and, if applicable, School Breakfast Program meals) meet all federal standards for meal patterns, nutrient levels, and calorie requirements for the grade levels served?	1	2	
FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	0	2	
FR4	Is free (i.e., no cost to students) drinking water available to students during meals?	0	2	
FR5	Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements?	0	2	
FR6	Do all competitive foods and beverages sold to students during the school day meet or exceed the USDA's nutrition standards, commonly called Smart Snacks?	1	2	
FR7	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	0	2	
FR9	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	0	2	
FR12	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	0	2	
FR15	How is the wellness policy made available to the public?	0	2	













Triennial Assessment Report: Region 15 Triennial 25 (6/2025)

District: REGIONAL 15





FR17	What is included in the triennial assessment report to the public?	1	2	
NES1	Does the district offer breakfast every day to all students?	0	2	
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	0	2	
NES3	Does your school or district provide information to families about eligibility for free or reduced-price meals?	0	2	
NES4	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	1	2	
NES6	Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?	0	2	
NES7	 In your district, is it a priority to procure locally produced foods for school meals?	0	2	
NES8	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day?	0	2	
NES9	Are you familiar with any state laws allowing exemptions for school-sponsored fundraisers during which foods and beverages do not have to meet Smart Snacks?	0	2	
NES10	Are foods or beverages containing caffeine sold at the high school level?	0	2	
NES11	Do all foods or beverages SERVED (not sold) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	0	2	

Triennial Assessment Report: Region 15 Triennial 25 (6/2025)

District: REGIONAL 15

NES12	Do all foods or beverages SOLD (not served) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	0	2	
NES13	Do teachers or school staff give students food as a reward?	1	2	
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	0	2	
NE1	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	0	2	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	1	2	
NE3	Do all middle school students receive sequential and comprehensive nutrition education?	1	2	
PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	1	2	
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	1	2	
PEPA3	How does your physical education program promote a physically active lifestyle?	1	2	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	0	2	
PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	0	2	

Triennial Assessment Report: Region 15 Triennial 25 (6/2025)
District: REGIONAL 15

PEPA10	What percentage of students do you estimate do not take PE each year due to substitutions?	0	2	
PEPA12	 Are there opportunities for all students to engage in physical activity before and after school?	1	2	
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	1	2	




Opportunities for Growth

Following the review of the district’s wellness policy, several areas for improvement were identified. The following topics are either not currently addressed or are only minimally reflected in existing policy or practice:















Determining the presence and student accessibility of food or beverage vending machines during school hours.

Adding clear policy language regarding the district’s current practices related to food and beverage fundraisers that occur during the school day. Reviewing the frequency of food-based celebrations held during instructional hours across all schools.

The Wellness Committee will continue to evaluate all components of the policy and identify areas for enhancement. Once this review is complete, findings and recommendations will be forwarded to the Policy Committee for development into formal policy language, which will then be submitted to the Board of Education for consideration. This process is expected to be completed by June 2028, in alignment with the next scheduled Triennial Assessment.






		Policy Score	Practice Score	
FR8	Do all foods and beverages sold in vending machines meet Smart Snack standards?	0	1	
FR10	Are there fundraisers that sell foods or beverages to be consumed during the school day? If yes, do the foods and beverages sold meet Smart Snacks standards?	1	1	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	0	1	

Triennial Assessment Report: Region 15 Triennial 25 (6/2025)
District: REGIONAL 15


NESS5	Are marketing strategies used to promote healthy food and beverage choices in school?	1	1	
NE4	Do all high school students receive sequential and comprehensive nutrition education?	1	1	
NE5	Is nutrition education integrated into other subjects beyond health education?	0	1	
NE6	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	1	1	
NE7	 Does nutrition education address agriculture and the food system?	0	1	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	0	0	
PEPA5	How many minutes per week of PE does each grade in middle school receive?	0	0	
PEPA6	How many minutes per week of PE does each grade in high school receive?	0	0	
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school?	0	1	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom?	0	1	
PEPA16	What proportion of students walk or bike to school?	0	0	

Triennial Assessment Report: Region 15 Triennial 25 (6/2025)


District: REGIONAL 15


PEPA17	 Are teachers encouraged to use physical activity as a reward for students?	0	1	
EW1	 Are there strategies used by the school to support employee wellness?	0	1	
IC2	Is there an active school-level wellness committee?	0	0	

Key

 **Strong Policies and Aligned Practices** - District has a strong policy and is fully implementing practices that align with the policy

 **Create Practice Implementation Plan** - District has a strong or weak policy, but practice implementation is either absent or limited

 **Update Policies Update Policies** - District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy

 **Opportunities for Growth** - District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way

For more resources, visit: wellsat.org/resources

Triennial Assessment Report: Region 15 Triennial 25 (6/2025)

District: REGIONAL 15

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.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, [AD-3027](#), 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:

1. **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;
2. **Fax:**
(202) 690-7442; or
3. **Email:**
program.intake@usda.gov

This institution is an equal opportunity provider.