

# Triennial Assessment Report: Region #10 Assessment (4/2025)

## District: REGIONAL 10

### Introduction

Regional School District #10 completed a Wellness Triennial Assessment Report in April 2025. The Director of Nutrition Services and the District Wellness Committee completed this report. The district has some strong policies and aligned practices. The district also has some opportunities for growth.

### Strong Policies and Aligned Practices

The districts National School Lunch and Breakfast Programs meals meet all federal standards for meal patterns, nutrient levels, and calorie requirements for the grade levels served. 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.

Skills-based, behavior-focused, and interactive/participatory methods are used in nutrition education to develop student skills. All school students receive sequential and comprehensive nutrition education. The district has a written physical education curriculum that is aligned with national and/or state standards. All physical education classes are taught by state certified/licensed teachers who are endorsed to teach physical education.

		Policy Score	Practice Score	
<b>FR1</b>	Does the district have specific goals for nutrition education designed to promote student wellness?	2	2	★
<b>FR2</b>	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?	2	2	★
<b>FR3</b>	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	2	2	★
<b>FR4</b>	Is free (i.e., no cost to students) drinking water available to students during meals?	2	2	★
<b>FR5</b>	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?	2	2	★


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<b>FR6</b>	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?	2	2	☆
<b>FR7</b>	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	2	2	☆
<b>FR11</b>	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	2	2	☆
<b>FR12</b>	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	2	2	☆
<b>FR14</b>	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	2	2	☆
<b>FR15</b>	How is the wellness policy made available to the public?	2	2	☆
<b>FR16</b>	Is wellness policy implementation evaluated every three years?	2	2	☆
<b>FR17</b>	What is included in the triennial assessment report to the public?	2	2	☆
<b>NES1</b>	Does the district offer breakfast every day to all students?	2	2	☆
<b>NES2</b>	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	2	2	☆
<b>NES3</b>	Does your school or district provide information to families about eligibility for free or reduced-price meals?	2	2	☆
<b>NES4</b>	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	2	2	☆

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<b>NES5</b>	Are marketing strategies used to promote healthy food and beverage choices in school?	2	2	☆
<b>NES6</b>	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?	2	2	☆
<b>NES7</b>	 In your district, is it a priority to procure locally produced foods for school meals?	2	2	☆
<b>NES8</b>	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?	2	2	☆
<b>NES9</b>	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?	2	2	☆
<b>NES10</b>	Are foods or beverages containing caffeine sold at the high school level?	2	2	☆
<b>NES11</b>	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)?	2	2	☆
<b>NES12</b>	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)?	2	2	☆
<b>NES13</b>	Do teachers or school staff give students food as a reward?	2	2	☆
<b>NES14</b>	Do students have consistent and easy access to free drinking water throughout the school day?	2	2	☆
<b>NE1</b>	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	2	2	☆

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<b>NE2</b>	Do all elementary school students receive sequential and comprehensive nutrition education?	2	2	☆
<b>NE3</b>	Do all middle school students receive sequential and comprehensive nutrition education?	2	2	☆
<b>NE4</b>	Do all high school students receive sequential and comprehensive nutrition education?	2	2	☆
<b>PEPA1</b>	🏃 Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	2	☆
<b>PEPA2</b>	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2	2	☆
<b>PEPA3</b>	How does your physical education program promote a physically active lifestyle?	2	2	☆
<b>PEPA7</b>	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2	2	☆
<b>PEPA8</b>	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	2	2	☆
<b>PEPA9</b>	What percentage of students do you estimate do not take PE each year due to exemptions?	2	2	☆
<b>PEPA11</b>	🏃 Are there opportunities for families and community members to engage in physical activity at school?	2	2	☆
<b>PEPA13</b>	Is there daily recess for all grades in elementary school?	2	2	☆
<b>PEPA15</b>	Does the district have "joint-use" or "shared-use" agreements?	2	2	☆

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<b>PEPA18</b>	Do teachers ever use physical activity as a punishment?	<b>2</b>	<b>2</b>	
<b>PEPA19</b>	Do teachers ever withhold physical activity as a classroom management tool?	<b>2</b>	<b>2</b>	
<b>EW1</b>	 Are there strategies used by the school to support employee wellness?	<b>2</b>	<b>2</b>	
<b>IC1</b>	Is there an active district-level wellness committee?	<b>2</b>	<b>2</b>	

**Create Practice Implementation Plan**


The District Wellness Committee includes representatives from Nutrition Services, Administration and Health and Wellness and the community. We will look to expand the committee to include additional staff from each school and also students. The committee will schedule meetings at least three times per school year.

		<b>Policy Score</b>	<b>Practice Score</b>	
<b>FR13</b>	Which groups are represented on the district-level wellness committee?	<b>2</b>	<b>1</b>	
<b>FR18</b>	Has the wellness policy been revised based on the previous triennial assessment?	<b>2</b>	<b>0</b>	
<b>PEPA4</b>	How many minutes per week of PE does each grade in elementary school receive?	<b>1</b>	<b>0</b>	
<b>PEPA5</b>	How many minutes per week of PE does each grade in middle school receive?	<b>1</b>	<b>0</b>	

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<b>PEPA6</b>	How many minutes per week of PE does each grade in high school receive?	<b>1</b>	<b>0</b>	
<b>PEPA16</b>	What proportion of students walk or bike to school?	<b>1</b>	<b>0</b>	
<b>PEPA17</b>	 Are teachers encouraged to use physical activity as a reward for students?	<b>2</b>	<b>1</b>	

**Update Policies**









		<b>Policy Score</b>	<b>Practice Score</b>	
<b>PEPA10</b>	What percentage of students do you estimate do not take PE each year due to substitutions?	<b>1</b>	<b>2</b>	

**Opportunities for Growth**


The district has some opportunities for growth. The Wellness Committee will explore additional ways for Nutrition Services to collaborate with teachers to reinforce nutrition education lessons taught in the classroom. Increasing local Farm to School purchases will be a focus. The committee will work to expand our membership and meet on a regular basis.

		<b>Policy Score</b>	<b>Practice Score</b>	
<b>NE5</b>	Is nutrition education integrated into other subjects beyond health education?	<b>1</b>	<b>1</b>	
<b>NE6</b>	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	<b>1</b>	<b>1</b>	


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<b>NE7</b>	 Does nutrition education address agriculture and the food system?	<b>1</b>	<b>1</b>	
<b>PEPA12</b>	 Are there opportunities for all students to engage in physical activity before and after school?	<b>1</b>	<b>1</b>	
<b>PEPA14</b>	 Do teachers provide regular physical activity breaks for students in the classroom?	<b>1</b>	<b>1</b>	
<b>EW2</b>	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	<b>1</b>	<b>1</b>	
<b>IC2</b>	Is there an active school-level wellness committee?	<b>0</b>	<b>0</b>	

**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

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