# Triennial Assessment Report: Hebron Public Schools WellSAT 2025
# District: HEBRON 04/2025

## Introduction

The Hebron Public School District is unwavering in its commitment to cultivating a vibrant and healthy environment that supports the holistic well-being of every student and staff member. This comprehensive Wellness Action Plan outlines our strategic approach to enhancing both our formal Wellness Policy and our day-to-day wellness practices. In April, the district Wellness Committee completed an in-depth review using the WellSAT 3.0 tool. The committee broke into sub-groups to review each component of wellness policy and practice. This process has affirmed the robust nature of many of our current wellness practices, from comprehensive nutrition education and federally compliant meal programs to dedicated building-level wellness officials and robust physical education curricula. While celebrating these significant strengths, this plan also directly addresses areas where our policy language can be strengthened and where our current practices can be further refined or expanded. By embarking on these targeted policy updates and practice implementations, we aim to ensure continuous compliance with all federal and state requirements, elevate the quality of our wellness initiatives, and ultimately foster a school community where health, learning, and thriving are inextricably linked.

## Strong Policies and Aligned Practices

It was noted during our recent WellSAT review that our district has strong scores for policy language AND practice in several areas pertaining to federal requirements (identified with the letters "FR" below). The committee is celebrating establishing stronger policy language as it pertains to availability of the wellness policy, triennial assessment, and the identification of an "official responsible for the implementation of the wellness policy", than had been identified during the previous assessment.

| | | Policy Score | Practice Score | |
|---|---|---|---|---|
| **FR1** | Does the district have specific goals for nutrition education designed to promote student wellness? | **2** | **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? | **2** | **2** | ☆ |
| **FR3** | Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals? | **2** | **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? | **2** | **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? | **2** | **2** | ☆ |

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| **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** | **2** | ☆ |
| **FR16** | Is wellness policy implementation evaluated every three years? | **2** | **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? | **2** | **2** | ☆ |
| **PEPA2** | Does the district have a written physical education curriculum that is aligned with national and/or state standards? | **2** | **2** | ☆ |

## Create Practice Implementation Plan

The Hebron Public School District embodies consistent best-practices, high fidelity of programming expectations, meets/exceeds federal requirements, and ensures ALL students access and progress with the district's teaching and learning priorities. Supported by the recently completed WellSAT 3.0, our district upholds strong wellness practices, highlighting many strengths from current implementation efforts. In reflection, the Hebron Wellness Committee has also identified and prioritized action steps to promote further improvement to our current practices across the district. Reviewing and monitoring these practice-based action steps will be important in the coming year(s) to ensure sustained and elevated program quality and student success.

**Action Steps:**

1. Wellness Committee Review, Discussion, and Monitoring: The proposed priorities will be reviewed at our initial District Wellness meeting in the Fall of 2026.

    a. Student Activity (PEPA12; PEPA 16): We wish to further prioritize general student physical activity prior to and following school days (PEPA 12). By Fall 2026, select members of the District Wellness Committee will invite community partners to the Fall committee meeting to discuss currently available before and after school physical activity programs, ways to promote them, and brainstorm opportunities for expansion and further collaboration.

    b. Food Services (NES4): We wish to use strategies to maximize participation in the school breakfast and/or school lunch program. By Fall 2026, the food services team will ensure regular distribution of paper menus at both schools, will explore menu item tasting, and will explore marketing of the food services program during family nights at each school.

2. Subsequently, practice improvement efforts will be implemented by select team members across Wellness Meetings. The Director of Educational Services and the Food Services Manager will also work closely with select team members across the school year(s) to monitor these Practice priorities.

**Responsible Parties:** Wellness Committee, Director of Educational Services, Food Services Manager.

**Timeline:**

- Fall, 2026: Wellness Committee initial review of assessment recommendations and practice updates from select members.
- Winter, Spring, 2027: Practice implementation updates in schools and progress monitoring updates provided during Wellness Committee meetings.
- Summer 2027-later: Sustaining prioritized practice improvements for fidelity by select Hebron Public Schools staff members.

| | | Policy Score | Practice Score | |
|---|---|---|---|---|
| **FR17** | What is included in the triennial assessment report to the public? | **2** | **1** | |
| **FR18** | Has the wellness policy been revised based on the previous triennial assessment? | **2** | **1** | |
| **NES4** | Does your school use strategies to maximize participation in the school breakfast program and/ or school lunch program? | **1** | **0** | |
| **NE1** | Are skills-based, behavior-focused, and interactive/ participatory methods used in nutrition education to develop student skills? | **2** | **1** | |
| **NE7** | Does nutrition education address agriculture and the food system? | **1** | **0** | |
| **PEPA12** | Are there opportunities for all students to engage in physical activity before and after school? | **1** | **0** | |
| **PEPA16** | What proportion of students walk or bike to school? | **1** | **0** | |

## Update Policies

To ensure the Hebron Public School District Wellness Policy reflects best practices, meets all federal requirements, and is clearly communicated and accessible to all stakeholders, the Wellness Committee will embark on a year-long process of Wellness Policy Updates. A recent review of the district's wellness practices using the WellSAT tool indicated strong implementation across various areas (scoring a "2" for practice). However, the review also identified weaknesses and areas of confusion within the current policy language for those same items. Addressing these policy gaps is crucial for providing a clear framework for wellness initiatives and ensuring compliance with federal mandates.

**Action Steps:**

Policy Revision Priority: The Wellness Committee has identified the following federally required areas within the current policy as priorities for revision due to weak or unclear language:

- Free Drinking Water: Ensuring the policy explicitly guarantees access to free drinking water for students during all meal periods.
- USDA Nutrition Standards for Competitive Foods: Ensuring the policy clearly mandates that all foods and beverages sold to students during the school day, including a la carte items, vending machine offerings, school store items, and fundraiser items intended for consumption during the school day, meet or exceed USDA's established nutrition standards.
- Stakeholder Representation: Ensuring the policy clearly outlines and mandates the proper and diverse representation of stakeholders on the District Wellness Committee.
- Public Availability of Policy: Ensuring the policy clearly states how the Wellness Policy is readily accessible to the public.
- Policy Language Drafting: A dedicated subcommittee of the Wellness Committee will be formed to draft specific revisions to the policy language addressing the areas identified above. This subcommittee will leverage best practices and federal guidelines in their drafting process.

Wellness Policy Subcommittee: The Wellness Policy Subcommittee will meet in the Spring of 2025 to review feedback from the completed WellSAT and draft recommendations for policy changes to present to the full District Wellness Committee. The work of this team will focus on revising the structure of the policy to align with the WellSAT, and to begin to codify existing practices into policy.

Wellness Committee Review: The proposed policy language revisions will be reviewed and discussed by the full Wellness Committee at the Fall 2025 meeting (typically held in October). Wellness Committee members will be divided into three subgroups, based on local expertise, in order to provide specific feedback in relation to the six broad goals and guidelines aligned to the WellSAT. The goal of this review is to provide feedback and draft policy language to the Board of Education Policy Subcommittee.

Board of Education Policy Subcommittee Engagement: Upon approval by the Wellness Committee, the draft policy revisions will be submitted to the Hebron Board of Education (BOE) Policy Subcommittee. This meeting will occur in the Winter of 2025 whereby the Board of Education Policy Subcommittee will review and discuss proposed policy changes.

Board of Education Approval Process: The revised policy will then undergo a first and second reading at full Board meetings, with the goal of final adoption by Spring 2026.

**Responsible Parties:** Wellness Committee, Wellness Policy Subcommittee, Hebron Board of Education Policy Subcommittee, Hebron Board of Education.

**Timeline:**

- Spring/Summer 2025: Wellness Committee Policy Subcommittee drafting.
- Fall 2025 (October): Wellness Committee review and approval of draft policy language.
- Winter 2025 (Target): Presentation to and discussion with the BOE Policy Subcommittee.
- Spring 2026 (Target): First and second reading and potential adoption by the full Board of Education.
- Fall 2026 (Target): Initial implementation.

| | | Policy Score | Practice Score | |
|---|---|---|---|---|
| **FR4** | Is free (i.e., no cost to students) drinking water available to students during meals? | **1** | **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? | **1** | **2** | |
| **FR8** | Do all foods and beverages sold in vending machines meet Smart Snack standards? | **1** | **2** | |
| **FR9** | Do all foods and beverages sold in school stores during the school day meet Smart Snack standards? | **1** | **2** | |
| **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** | **2** | |
| **FR13** | Which groups are represented on the district-level wellness committee? | **1** | **2** | |
| **FR15** | How is the wellness policy made available to the public? | **1** | **2** | |
| **NES1** | Does the district offer breakfast every day to all students? | **1** | **2** | |

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| **NES2** | Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them? | **1** | **2** | |
| **NES3** | Does your school or district provide information to families about eligibility for free or reduced-price meals? | **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? | **1** | **2** | |
| **NES14** | Do students have consistent and easy access to free drinking water throughout the school day? | **1** | **2** | |
| **NE2** | Do all elementary 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** | |
| **PEPA3** | How does your physical education program promote a physically active lifestyle? | **1** | **2** | |
| **PEPA7** | Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education? | **0** | **2** | |
| **PEPA9** | What percentage of students do you estimate do not take PE each year due to exemptions? | **1** | **2** | |
| **PEPA10** | What percentage of students do you estimate do not take PE each year due to substitutions? | **0** | **2** | |

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| **PEPA13** | Is there daily recess for all grades in elementary school? | **1** | **2** | |
| **PEPA14** | Do teachers provide regular physical activity breaks for students in the classroom? | **1** | **2** | |
| **PEPA15** | Does the district have “joint-use” or “shared-use” agreements? | **1** | **2** | |
| **PEPA17** | Are teachers encouraged to use physical activity as a reward for students? | **1** | **2** | |
| **PEPA18** | Do teachers ever use physical activity as a punishment? | **1** | **2** | |
| **PEPA19** | Do teachers ever withhold physical activity as a classroom management tool? | **1** | **2** | |
| **IC1** | Is there an active district-level wellness committee? | **1** | **2** | |

## Opportunities for Growth

In this section, several items were identified as both weak in policy and in practice. The focus of the wellness team at this time will be to address federal requirements and strengthen policy language, then communicate this revised policy language to the entire school community.

**Action Steps:**

Policy Revision Priority: The Wellness Committee has identified the following federally required area within the current policy as a priority for revision due to weak or unclear language:

- The requirement to regulate foods and beverages served at class parties and other school celebrations in elementary school.

Wellness Committee Review: The proposed policy language revisions will be reviewed and discussed by the full Wellness Committee at the Fall 2025 meeting (typically held in October). Feedback and approval from the Wellness Committee will be sought at this meeting.

Board of Education Policy Subcommittee Engagement: Upon approval by the Wellness Committee, the draft policy revisions will be submitted to the Hebron Board of Education (BOE) Policy Subcommittee with the aim of discussion and potential action at a Winter 2025 meeting.

Board of Education Approval Process: The BOE Policy Subcommittee will review the proposed changes and develop their recommendations for the full Board of Education. The revised policy will then undergo a first and second reading at full Board meetings, with the goal of final adoption by Spring 2026.

**Responsible Parties:** Wellness Committee, Wellness Policy Subcommittee, Hebron Board of Education Policy Subcommittee, Hebron Board of Education.

**Timeline:**

- Spring/Summer 2025: Wellness Committee Policy Subcommittee drafting.
- Fall 2025 (October): Wellness Committee review and approval of draft policy language.
- Winter 2025 (Target): Presentation to and discussion with the BOE Policy Subcommittee.
- Spring 2026 (Target): First and second reading and potential adoption by the full Board of Education.

| | | Policy Score | Practice Score | |
|---|---|---|---|---|
| **FR11** | Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools? | **1** | **1** | |
| **NES5** | Are marketing strategies used to promote healthy food and beverage choices in school? | **1** | **1** | |
| **NES7** | In your district, is it a priority to procure locally produced foods for school meals? | **1** | **1** | |
| **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? | **1** | **1** | |
| **NES13** | Do teachers or school staff give students food as a reward? | **1** | **1** | |
| **NE5** | Is nutrition education integrated into other subjects beyond health education? | **1** | **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** | |
| **PEPA4** | How many minutes per week of PE does each grade in elementary school receive? | **0** | **0** | |

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|---|---|---|---|---|
| **PEPA8** | Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education? | **1** | **1** | |
| **PEPA11** | Are there opportunities for families and community members to engage in physical activity at school? | **1** | **1** | |
| **EW1** | Are there strategies used by the school to support employee wellness? | **1** | **1** | |
| **EW2** | Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? | **1** | **1** | |
| **IC2** | Is there an active school-level wellness committee? | **0** | **0** | |

## Conclusion

This Wellness Action Plan stands as a testament to the Hebron Public School District's proactive dedication to student and staff well-being. By leveraging the insights gained from our thorough WellSAT review, we have developed a clear roadmap for strengthening our foundational wellness policies and enhancing the impactful practices already in place throughout our schools. The successful implementation of the actions outlined herein – from ensuring clear policy language on competitive foods and drinking water access, to expanding opportunities for student physical activity and comprehensive health education – will be a collective endeavor. We are confident that through the ongoing commitment and collaboration of the Wellness Committee, district leadership, school staff, families, and the broader community, we will continue to build a culture of wellness that profoundly supports the academic success, personal growth, and long-term health of everyone within the Hebron Public School District.

**Key**

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| **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 |

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1. **Mail:**
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   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

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