Triennial Assessment Report: STAMFORD PUBLIC SCHOOLS TRIENNIAL 2025 (6/2025)
District: STAMFORD

Introduction

In March 2025, the Board of Education approved an updated Wellness Policy. This policy showed a small improvement in the WellSat "Policy" score as compared to the prior policy (39 for Comprehensiveness and 16 for Strength, compared with 35/4 in 2022). The "Practice" score was a strong 105 out of 124.

The new policy also scored a 20 out of 20 on the "Ten Essential Components of Local School Wellness Policy Checklist" by the Alliance for a Healthier Generation.

This assessment was completed in April and May of 2025 by the CFO of Stamford Public Schools, in conjunction with the District's Determining Official, Chief Academic Officer, Food Service Director, and the District Content Leader for Health & Physical Education.

Strong Policies and Aligned Practices

This section, where SPS Policy and Practice are strongly aligned, includes:
-Goals for nutrition education
-Compliance with federal standards regarding NSLP meals and competitive meals
-Availability of the Wellness Policy and Assessment to the Public
-Skills-based and integrated nutrition education in the curriculum
-A written PE curriculum that is implemented consistently and is aligned with national and/or state standards

		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**	☆
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?	**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**	☆

Triennial Assessment Report: STAMFORD PUBLIC SCHOOLS TRIENNIAL 2025 (6/2025)
District: STAMFORD

FR15	How is the wellness policy made available to the public?	**2**	**2**	☆
FR16	Is wellness policy implementation evaluated every three years?	**2**	**2**	☆
FR17	What is included in the triennial assessment report to the public?	**2**	**2**	☆
NE1	Are skills-based, behavior-focused, and interactive/ participatory methods used in nutrition education to develop student skills?	**2**	**2**	☆
NE5	Is nutrition education integrated into other subjects beyond health education?	**2**	**2**	☆
PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?	**2**	**2**	☆
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	**2**	**2**	☆
PEPA3	How does your physical education program promote a physically active lifestyle?	**2**	**2**	☆

Create Practice Implementation Plan

This section, where SPS practice implementation is either absent or limited, includes:
-Regulation of food/beverages at class parties
-An official responsible for the implementation and compliance with the wellness policy at each building

These items will be discussed with district administration during 2025-26 with a goal of clarity in practice by June 30, 2026.

	Policy	**Practice**	

Triennial Assessment Report: STAMFORD PUBLIC SCHOOLS TRIENNIAL 2025 (6/2025)
District: STAMFORD

		Score	Score	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	**1**	**0**	
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**	**0**	

Update Policies

This section, where SPS is either is either fully implementing a practice but there is no language or only weak language in the written policy, or partially implementing practices and there is no language in the policy includes:
-Free drinking water during meals
-Training for food service staff
-Rules regarding Smart Snacks and fundraiser food and drink
-Breakfast participation and promotion of healthy choices
-Certification and Professional Development of PE staff
-Teacher use of physical activity as reward or punishment

These items will be discussed by the Wellness Committee to determine if they should be added prior to next Triennial Assessment.

		Policy Score	Practice Score	
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**	
FR8	Do all foods and beverages sold in vending machines meet Smart Snack standards?	**0**	**2**	

FR9	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	**0**	**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?	**0**	**2**	
FR18	Has the wellness policy been revised based on the previous triennial assessment?	**1**	**2**	
NES1	Does the district offer breakfast every day to all students?	**0**	**2**	
NES4	Does your school use strategies to maximize participation in the school breakfast program and/ or school lunch program?	**0**	**2**	
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	**0**	**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?	**1**	**2**	
NES10	Are foods or beverages containing caffeine sold at the high school level?	**0**	**2**	
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**	

NES14	Do students have consistent and easy access to free drinking water throughout the school day?	**0**	**2**	
NE7	Does nutrition education address agriculture and the food system?	**0**	**2**	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	**0**	**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?	**1**	**2**	
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?	**0**	**2**	
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?	**0**	**2**	
PEPA16	What proportion of students walk or bike to school?	**1**	**2**	
PEPA17	Are teachers encouraged to use physical activity as a reward for students?	**0**	**2**	
PEPA18	Do teachers ever use physical activity as a punishment?	**0**	**2**	

EW1	Are there strategies used by the school to support employee wellness?	**0**	**2**	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	**0**	**2**	
IC1	Is there an active district-level wellness committee?	**1**	**2**	

Opportunities for Growth

This section, where SPS has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way, includes:
-Additional representation on the wellness committee
-Use of food as a reward in the classroom
-Sequential and comprehensive nutrition education
-Stated minimum number of PE minutes per week
-Activity of wellness committee

These items will be discussed with the wellness committee and district administration during 2025-26 with a goal of clarity in policy and practice by June 30, 2026.

		Policy Score	**Practice Score**	
FR13	Which groups are represented on the district-level wellness committee?	**1**	**1**	
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**	**1**	
NES13	Do teachers or school staff give students food as a reward?	**0**	**0**	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	**1**	**1**	

Triennial Assessment Report: STAMFORD PUBLIC SCHOOLS TRIENNIAL 2025 (6/2025)
District: STAMFORD

NE3	Do all middle school students receive sequential and comprehensive nutrition education?	**1**	**1**	
NE4	Do all high school students receive sequential and comprehensive nutrition 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?	**0**	**1**	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	**0**	**1**	
PEPA5	How many minutes per week of PE does each grade in middle school receive?	**0**	**1**	
PEPA6	How many minutes per week of PE does each grade in high school receive?	**0**	**1**	
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school?	**0**	**1**	
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	**0**	**1**	
IC2	Is there an active school-level wellness committee?	**0**	**0**	

Conclusion

In March 2025, the Board of Education approved an updated Wellness Policy. This policy showed a small improvement in the WellSat "Policy" score as compared to the prior policy (39 for Comprehensiveness and 16 for Strength, compared with 35/4 in 2022). The "Practice" score was a strong 105 out of 124.

The new policy also scored a 20 out of 20 on the "Ten Essential Components of Local School Wellness Policy Checklist" by the Alliance for a Healthier Generation. This is a source linked by the USDA on its page "Model Wellness Policies" (https://www.fns.usda.gov/tn/wellness-policy/implementation-tools).

In 2025-26 and in coming years, the district will evaluate the results of this survey to determine if changes should be made to policy, practice, or both in order to ensure that the concept of Wellness is center to the educational experience of students, families, and staff.

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