



**Triennial Assessment Report: NFA Triennial Assessment 2025 (6/2025)**  
**District: NORWICH FREE ACADEMY DISTRICT**




**Strong Policies and Aligned Practices**

		<b>Policy Score</b>	<b>Practice Score</b>	
<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?	<b>2</b>	<b>2</b>	☆
<b>FR3</b>	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	<b>2</b>	<b>2</b>	☆
<b>FR4</b>	Is free (i.e., no cost to students) drinking water available to students during meals?	<b>2</b>	<b>2</b>	☆
<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?	<b>2</b>	<b>2</b>	☆
<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?	<b>2</b>	<b>2</b>	☆
<b>FR8</b>	Do all foods and beverages sold in vending machines meet Smart Snack standards?	<b>2</b>	<b>2</b>	☆
<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?	<b>2</b>	<b>2</b>	☆
<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?	<b>2</b>	<b>2</b>	☆
<b>FR15</b>	How is the wellness policy made available to the public?	<b>2</b>	<b>2</b>	☆










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<b>FR16</b>	Is wellness policy implementation evaluated every three years?	2	2	☆
<b>NES1</b>	Does the district offer breakfast every day to all students?	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>NES10</b>	Are foods or beverages containing caffeine sold at the high school level?	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>NE5</b>	Is nutrition education integrated into other subjects beyond health 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>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	☆









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<b>PEPA9</b>	What percentage of students do you estimate do not take PE each year due to exemptions?	<b>2</b>	<b>2</b>	
<b>PEPA12</b>	 Are there opportunities for all students to engage in physical activity before and after school?	<b>2</b>	<b>2</b>	





**Create Practice Implementation Plan**

		<b>Policy Score</b>	<b>Practice Score</b>	
<b>FR1</b>	Does the district have specific goals for nutrition education designed to promote student wellness?	<b>2</b>	<b>1</b>	
<b>FR9</b>	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	<b>1</b>	<b>0</b>	
<b>FR10</b>	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?	<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>NE1</b>	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	<b>2</b>	<b>1</b>	
<b>NE4</b>	Do all high school students receive sequential and comprehensive nutrition education?	<b>2</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>2</b>	<b>0</b>	
<b>NE7</b>	 Does nutrition education address agriculture and the food system?	<b>1</b>	<b>0</b>	











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<b>PEPA2</b>	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	<b>2</b>	<b>1</b>	
<b>PEPA11</b>	 Are there opportunities for families and community members to engage in physical activity at school?	<b>1</b>	<b>0</b>	
<b>PEPA14</b>	 Do teachers provide regular physical activity breaks for students in the classroom?	<b>1</b>	<b>0</b>	
<b>EW2</b>	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	<b>2</b>	<b>1</b>	
<b>IC1</b>	Is there an active district-level wellness committee?	<b>2</b>	<b>1</b>	
<b>IC2</b>	Is there an active school-level wellness committee?	<b>2</b>	<b>1</b>	

**Update Policies**

		<b>Policy Score</b>	<b>Practice Score</b>	
<b>FR7</b>	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	<b>1</b>	<b>2</b>	
<b>FR17</b>	What is included in the triennial assessment report to the public?	<b>1</b>	<b>2</b>	
<b>NES2</b>	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	<b>1</b>	<b>2</b>	
<b>NES3</b>	Does your school or district provide information to families about eligibility for free or reduced-price meals?	<b>1</b>	<b>2</b>	

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<b>NES4</b>	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	<b>1</b>	<b>2</b>	
<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)?	<b>1</b>	<b>2</b>	
<b>NES14</b>	Do students have consistent and easy access to free drinking water throughout the school day?	<b>1</b>	<b>2</b>	
<b>PEPA6</b>	How many minutes per week of PE does each grade in high school receive?	<b>1</b>	<b>2</b>	
<b>PEPA8</b>	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	<b>1</b>	<b>2</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>	
<b>PEPA18</b>	Do teachers ever use physical activity as a punishment?	<b>0</b>	<b>2</b>	
<b>PEPA19</b>	Do teachers ever withhold physical activity as a classroom management tool?	<b>0</b>	<b>2</b>	
<b>EW1</b>	 Are there strategies used by the school to support employee wellness?	<b>1</b>	<b>2</b>	

**Opportunities for Growth**

	<b>Policy Score</b>	<b>Practice Score</b>	
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<b>FR13</b>	Which groups are represented on the district-level wellness committee?	<b>1</b>	<b>1</b>	
<b>NES5</b>	Are marketing strategies used to promote healthy food and beverage choices in school?	<b>1</b>	<b>1</b>	
<b>NES13</b>	Do teachers or school staff give students food as a reward?	<b>1</b>	<b>1</b>	
<b>PEPA15</b>	Does the district have "joint-use" or "shared-use" agreements?	<b>0</b>	<b>0</b>	
<b>PEPA16</b>	What proportion of students walk or bike to school?	<b>0</b>	<b>1</b>	
<b>PEPA17</b>	 Are teachers encouraged to use physical activity as a reward for students?	<b>0</b>	<b>1</b>	


## Conclusion

### 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](https://wellsat.org/resources)

# **Triennial Assessment Report: NFA Triennial Assessment 2025 (6/2025)**

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