

Your Triennial Assessment Report

Triennial Assessment Name: **Seymour Public Schools 2025 (5/2025)**

District Name: **SEYMOUR**

View resources to improve your policy and practices [here](#)

Introduction

The U.S. Department of Agriculture Final Rule: School Local Wellness Policy requires each district participation in the National School Lunch and Breakfast Programs complete an assessment of the local wellness policy every three years. This is known as the Triennial Assessment. To assist in the assessment, various departments meet to complete this assessment. Members consist of Food Service Director, Curriculum Director, School Administrators. Various department within Seymour Public Schools meet to complete the assessment. Members include Food Service, Director of Curriculum, Athletic Director, Teachers, Principals, School Nurse and when available two students.

Strong Policies and Aligned Practices

Seymour Public Schools continues to score the highest score possible of "2" for both policy and practice. We are focused on school meals, education component and school activities. In doing so, we will continue to demonstrate a strong commitment to students and staff wellness. The district continues to meet federal wellness requirements. Schools actively promote breakfast and lunch, participate in CT Healthy Foods for what can be sold for snacks, ala cate, and fundraisers.

		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	☆
FR4	Is free (i.e., no cost to students) drinking water available to students during 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	☆
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	☆
FR7	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	2	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?	2	2	☆
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	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	☆
FR13	Which groups are represented on the district-level wellness committee?	2	2	☆
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	☆
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	☆
FR18	Has the wellness policy been revised based on the previous triennial assessment?	2	2	☆
NES1	Does the district offer breakfast every day to all students?	2	2	☆
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	2	2	☆
NES3	Does your school or district provide information to families about eligibility for free or reduced-price meals?	2	2	☆
NES4	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	2	2	☆
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	2	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?	2	2	☆

NES7	☛ In your district, is it a priority to procure locally produced foods for school meals?	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	☆
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?	2	2	☆
NES10	Are foods or beverages containing caffeine sold at the high school level?	2	2	☆
NES11	Do all SERVED (not sold) to students after the school day on school grounds (including foods or beverages aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	2	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)?	2	2	☆
NES13	Do teachers or school staff give students food as a reward?	2	2	☆
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	2	2	☆
NE1	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	2	2	☆
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	2	2	☆
NE4	Do all high school students receive sequential and comprehensive nutrition education?	2	2	☆
NE5	Is nutrition education integrated into other subjects beyond health education?	2	2	☆
NE7	☛ Does nutrition education address agriculture and the food system?	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	☆
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2	2	☆
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	2	2	☆
PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	2	2	☆
PEPA12	☛ Are there opportunities for all students to engage in physical activity before and after school?	2	2	☆
PEPA13	Is there daily recess for all grades in elementary school?	2	2	☆
PEPA14	☛ Do teachers provide regular physical activity breaks for students in the classroom?	2	2	☆
PEPA15	Does the district have "joint-use" or "shared-use" agreements?	2	2	☆
PEPA17	☛ Are teachers encouraged to use physical activity as a reward for students?	2	2	☆
PEPA18	Do teachers ever use physical activity as a punishment?	2	2	☆
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	2	2	☆
IC1	Is there an active district-level wellness committee?	2	2	☆

Create Practice Implementation Plan

The Seymour Schools, Food Services meets and will continue to score the highest score possible in regards to the USDA's Federal Regulations for school meals. Areas we will continue to strive to link nutrition education with the food environment.

Other areas NE6 - find methods to collaborate with teachers regarding nutrition education in the classroom.
PEPA4, 5, 6 - an area to work on during the 2026-2027 school year.

		Policy Score	Practice Score	
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	0	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	1	0	

				
PEPA5	How many minutes per week of PE does each grade in middle school receive?	1	0	
PEPA6	How many minutes per week of PE does each grade in high school receive?	1	0	

Update Policies

PEPA10 Will work on trying to have a better estimate of students that do participate due to substitutions.
EW2 Although adults do not typically eat in front, the goal would be to continue to improve in this area.

		Policy Score	Practice Score	
PEPA10	What percentage of students do you estimate do not take PE each year due to substitutions?	0	2	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	1	2	

Opportunities for Growth

PEPA11 We will continue to work to improve in this area.
EW1 Some employees will walk during their lunch, but it is a small group. I feel there is not enough time for staff to do this.

IC2 There currently is not an active school-level wellness committee. With staffing shortages It is difficult to find a time that works for committee members

		Policy Score	Practice Score	
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?	0	0	
IC2	Is there an active school-level wellness committee?	0	0	

Conclusion

We remain committed to creating a healthy school environment that supports the physical, social, and emotional well being. Our most recent School Wellness Policy there are many areas that highlight our success. In the area of Opportunities for Growth we will as a committee look to see ways to improve on this.

