

# Triennial Assessment Report: Trumbull PS SY 24-25 (4/2025)

## District: TRUMBULL

### Introduction

Overall, Trumbull Public Schools' wellness policies and practices demonstrate strong alignment with federal requirements and nationally recommended best practices. In many areas, our district shows full alignment between written policy and day-to-day implementation, particularly across the federal nutrition standards, Smart Snacks compliance, access to drinking water, and core components of nutrition education and physical education. Where the written policy language requires strengthening, the vast majority of related practices are already fully implemented across our schools.

To complete the triennial assessment, the district convened a multidisciplinary team representing a range of stakeholders. This included administrators, food service leadership, PE staff, and others who contribute directly to the nutrition and wellness environment. Together, we reviewed each indicator, compared policy to practice, and reached consensus on scores to ensure an accurate and comprehensive picture of our current implementation. The assessment reflects both our district's strengths and the areas where we will focus our improvement efforts over the next three years.

### Strong Policies and Aligned Practices

Trumbull demonstrates strong alignment in the majority of federal regulations and several key wellness areas. The district is fully implementing all federal meal pattern standards, maintains consistent access to free drinking water during meals and throughout the school day, and ensures that all foods sold—including à la carte items, fundraisers, and school-store purchases—meet Smart Snacks requirements.

Our nutrition education practices are also very strong. Elementary and middle school students receive sequential, comprehensive instruction using interactive, skills-based methods, and our wellness committee structure is firmly in place at the district level. Physical education is another area of strong alignment: classes are taught by certified teachers, opportunities for physical activity exist before and after school, and staff do not use physical activity as punishment or withhold it for behavior reasons.

These results reflect meaningful progress made since the previous assessment and demonstrate the district's commitment to student wellness.

		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	★
FR4	Is free (i.e., no cost to students) drinking water available to students during meals?	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	★
FR13	Which groups are represented on the district-level wellness committee?	2	2	★
NES1	Does the district offer breakfast every day to all students?	2	2	★
NES3	Does your school or district provide information to families about eligibility for free or reduced-price meals?	2	2	★
NES10	Are foods or beverages containing caffeine sold at the high school level?	2	2	★

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<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	☆
<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>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>PEPA12</b>	 Are there opportunities for all students to engage in physical activity before and after school?	2	2	☆
<b>PEPA17</b>	 Are teachers encouraged to use physical activity as a reward for students?	2	2	☆
<b>PEPA18</b>	Do teachers ever use physical activity as a punishment?	2	2	☆
<b>PEPA19</b>	Do teachers ever withhold physical activity as a classroom management tool?	2	2	☆
<b>IC1</b>	Is there an active district-level wellness committee?	2	2	☆

### Create Practice Implementation Plan



The scorecard identifies several items where written policy is strong but practice is not yet fully implemented, or where practices are occurring inconsistently. These include having an identified building-level wellness policy lead (FR14) and continuing to strengthen staff modeling of healthy behaviors (EW2).

The Wellness Committee will partner with school leaders, food services, and related departments to develop an implementation plan. This plan will focus on building-level accountability and consistent expectations for adults who influence the school wellness environment. The committee will review data, identify successful models, and create actionable steps for districtwide implementation during the upcoming school year.

	<b>Policy Score</b>	<b>Practice Score</b>	
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<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>1</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>	

### Update Policies

There are some areas in which Trumbull is already implementing strong practices but lacks the corresponding written policy language. These include:












- Privacy protections for students eligible for free/reduced meals (FR3)
- Vending machine standards (FR8)
- Procurement of local foods (NES7)
- Integration of nutrition education across subjects (NE5)
- Physical education curriculum structure and alignment (PEPA1–3)
- Daily recess and shared-use agreements (PEPA13, PEPA15)

Strengthening policy in these areas will help ensure consistent implementation and publicly affirm the district’s commitment to a healthy school environment. Updated policy language will be drafted by the district Wellness Committee and presented to district leadership for review.

		<b>Policy Score</b>	<b>Practice Score</b>	
<b>FR3</b>	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	<b>1</b>	<b>2</b>	
<b>FR8</b>	Do all foods and beverages sold in vending machines meet Smart Snack standards?	<b>1</b>	<b>2</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>2</b>	
<b>FR15</b>	How is the wellness policy made available to the public?	<b>0</b>	<b>2</b>	
<b>FR16</b>	Is wellness policy implementation evaluated every three years?	<b>1</b>	<b>2</b>	
<b>FR18</b>	Has the wellness policy been revised based on the previous triennial assessment?	<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>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>NES7</b>	 In your district, is it a priority to procure locally produced foods for school meals?	<b>1</b>	<b>2</b>	

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<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?	1	2	
<b>NE4</b>	Do all high school students receive sequential and comprehensive nutrition education?	1	2	
<b>NE5</b>	Is nutrition education integrated into other subjects beyond health education?	1	2	
<b>NE7</b>	 Does nutrition education address agriculture and the food system?	1	2	
<b>PEPA1</b>	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	1	2	
<b>PEPA2</b>	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	1	2	
<b>PEPA3</b>	How does your physical education program promote a physically active lifestyle?	1	2	
<b>PEPA13</b>	Is there daily recess for all grades in elementary school?	1	2	
<b>PEPA15</b>	Does the district have "joint-use" or "shared-use" agreements?	1	2	

## Opportunities for Growth

A smaller number of indicators reflect limited policy and limited or incomplete practice implementation. Areas for growth include:








- Marketing strategies to promote healthy choices (NES5)
- Ensuring adequate time for students to eat breakfast and lunch (NES6)
- Enhancing collaboration between nutrition services and teachers (NE6)
- Expanding family/community physical activity opportunities (PEPA11)
- Strengthening staff wellness practices (EW1)

These areas will receive focused attention in the next phase of wellness planning. The Wellness Committee will lead a structured review, develop timelines for progress, and work with instructional and operational partners to create sustainable improvements.

		<b>Policy Score</b>	<b>Practice Score</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?	1	1	
<b>FR11</b>	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	1	1	

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<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?	1	1	
<b>FR17</b>	What is included in the triennial assessment report to the public?	1	1	
<b>NES5</b>	Are marketing strategies used to promote healthy food and beverage choices in school?	1	1	
<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?	1	1	
<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?	1	1	
<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)?	1	1	
<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?	1	1	
<b>PEPA4</b>	How many minutes per week of PE does each grade in elementary school receive?	1	1	
<b>PEPA5</b>	How many minutes per week of PE does each grade in middle school receive?	1	1	
<b>PEPA6</b>	How many minutes per week of PE does each grade in high school receive?	1	1	
<b>PEPA11</b>	 Are there opportunities for families and community members to engage in physical activity at school?	1	1	
<b>PEPA14</b>	 Do teachers provide regular physical activity breaks for students in the classroom?	1	1	
<b>EW1</b>	 Are there strategies used by the school to support employee wellness?	1	1	
<b>IC2</b>	Is there an active school-level wellness committee?	1	1	

## Conclusion

Trumbull Public Schools is proud of the strong alignment between policy and practice across many aspects of the wellness environment. The district has a solid foundation in place—reflected in consistently high scores in federal nutrition standards, nutrition education, physical education practices, and district-level wellness coordination. At the same time, this assessment has identified strategic opportunities to strengthen our written policies and expand implementation in select areas.

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Over the next three years, the district will engage stakeholders, refine policy language, develop targeted implementation plans, and continue building on our commitment to student health and well-being. Our goal is to ensure that every student learns in a school environment that promotes nutritious eating, physical activity, and lifelong wellness.

### 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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