Triennial Assessment Report: Triennial Assessment (8/2026)
District: BROOKLINE

Introduction

Brookline School District triennial assessment completed August 2026 by the Business Administrator, Director of School Nutrition, and Compliance and Communication Specialist. The districts policies and practices compare favorably to federal requirements and best practices.

Strong Policies and Aligned Practices

The district demonstrates strong alignment between its wellness policies and daily practices in nutrition, physical activity, nutrition education, and wellness oversight. It meets key federal requirements, including USDA meal standards, student meal eligibility privacy, access to drinking water, nutrition staff qualifications, and Smart Snacks guidelines. The district supports healthy student choices by offering breakfast, promoting school meal participation, providing nutrition education, and maintaining standards-aligned physical education, daily recess, and classroom activity opportunities. Active wellness committees, assigned implementation responsibilities, public policy access, and completion of the triennial assessment further support the district's overall wellness efforts.

		Policy Score	Practice Score	
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**	☆
FR8	Do all foods and beverages sold in vending machines meet Smart Snack 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**	☆
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**	☆

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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**	☆
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**	☆
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**	☆
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**	☆
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	**2**	**2**	☆
NE2	Do all elementary school students receive sequential and comprehensive nutrition 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**	☆
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**	☆
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**	☆

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PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	**2**	**2**	☆
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	**2**	**2**	☆
IC1	Is there an active district-level wellness committee?	**2**	**2**	☆
IC2	Is there an active school-level wellness committee?	**2**	**2**	☆

Create Practice Implementation Plan

The district has strong wellness practices but needs to improve consistent implementation and documentation. Priorities include strengthening nutrition education, and supporting local food procurement. The wellness committee will work to develop implementation steps with district staff. Progress will be monitored through committee feedback, and future wellness assessments.

		Policy Score	**Practice Score**	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	**2**	**1**	
FR18	Has the wellness policy been revised based on the previous triennial assessment?	**2**	**1**	
NES7	In your district, is it a priority to procure locally produced foods for school meals?	**2**	**1**	
NES13	Do teachers or school staff give students food as a reward?	**2**	**1**	
NE1	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	**2**	**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?	**2**	**0**	

Update Policies

The district will continue to review and update its Local School Wellness Policy as it has in the past. Priority areas include wellness committee representation, practices related to unpaid meal balances, adequate meal times, appropriate use of physical activity, and employee wellness. The district wellness committee, in collaboration with administration and other appropriate staff, will recommend policy language updates as needed. Proposed revisions will be brought through the district's established policy review and approval process. Future wellness assessments will be used to confirm that written policy continues to align with district practices and federal requirements.

	Policy Score	**Practice Score**	

FR13	Which groups are represented on the district-level wellness committee?	**1**	**2**	
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	**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?	**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**	

Opportunities for Growth

The district will review these identified opportunities for growth and determine appropriate policy and practice improvements. Priority areas include understanding requirements related to after-school food programs, potentially expanding nutrition education across subject areas, reviewing elementary physical education opportunities, and encouraging safe walking and biking where feasible. The district wellness committee, in collaboration with administration, food service, and instructional staff, will develop recommendations and identify any necessary policy updates as needed. Implementation will focus on federally required elements while additional wellness initiatives will be considered based on feasibility and district needs. Progress will be evaluated through the wellness committee and future triennial assessments.

		Policy Score	**Practice Score**	
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?	**0**	**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**	
NE5	Is nutrition education integrated into other subjects beyond health education?	**0**	**1**	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	**0**	**0**	
PEPA16	What proportion of students walk or bike to school?	**0**	**1**	

Conclusion

Overall, the assessment demonstrates that the district has strong wellness policies and practices in many key areas, particularly school nutrition, physical education, student access to meals and water, and wellness oversight. The assessment also identified opportunities to better align written policies with

existing practices and improve consistency in several areas. Moving forward, the district will use these findings to guide policy updates, strengthen implementation, and address federal requirements. The wellness committee will continue to monitor progress and support ongoing improvement.

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

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