

# Triennial Assessment Report: Coventry Triennial Assessment 2025 (5/2025)

## District: COVENTRY

### Introduction

As part of our commitment to promoting healthy school environments, our district recently completed the triennial assessment of our wellness policies and practices. This evaluation measures how well our schools align with federal requirements and best practices for student health and wellness. Overall, our district continues to make steady progress, showing improved alignment with national standards compared to our previous assessment three years ago.

This year's assessment was a collaborative effort, involving district administrators, school staff, parents, and community stakeholders. The process included a review of nutrition guidelines, physical activity opportunities, and wellness policy implementation across all schools. The assessment was completed in April, 2025 and the findings will guide future efforts to strengthen our support for student well-being. We appreciate the ongoing partnership of our families and community in creating a healthier learning environment for all students.

### Strong Policies and Aligned Practices

Our district is proud to report significant success in meeting wellness goals outlined in the "Strong Policies and Aligned Practices" section of the triennial assessment. This section focuses on ensuring that district wellness policies are both well-defined and effectively implemented in daily school practices. Key federal requirements in this area include establishing goals for nutrition education, physical activity, and other school-based activities that promote student wellness, as well as standards for all foods and beverages sold on campus during the school day.

Since our last triennial assessment, we have made measurable improvements in several areas that were previously identified as needing growth. For example, we are revising our wellness policy to include more specific language about nutrition standards and physical activity opportunities, to align more closely with federal Smart Snacks guidelines and CDC best practices. In addition, schools across the district have strengthened their implementation practices by offering professional development for staff, enhancing physical education programming, and increasing access to healthy food options throughout the school day. These accomplishments will be reflected in our updated policy.


These improvements reflect a focused and collaborative effort across departments and campuses, demonstrating our ongoing commitment to creating healthy school environments that support student learning and development.

		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	2	2	☆


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<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>FR7</b>	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	<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>FR9</b>	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	<b>2</b>	<b>2</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>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>	☆

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<b>FR13</b>	Which groups are represented on the district-level wellness committee?	<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>	☆
<b>FR16</b>	Is wellness policy implementation evaluated every three years?	<b>2</b>	<b>2</b>	☆
<b>FR17</b>	What is included in the triennial assessment report to the public?	<b>2</b>	<b>2</b>	☆
<b>FR18</b>	Has the wellness policy been revised based on the previous triennial assessment?	<b>2</b>	<b>2</b>	☆
<b>NES1</b>	Does the district offer breakfast every day to all students?	<b>2</b>	<b>2</b>	☆
<b>NES2</b>	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	<b>2</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>2</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>2</b>	<b>2</b>	☆
<b>NES5</b>	Are marketing strategies used to promote healthy food and beverage choices in school?	<b>2</b>	<b>2</b>	☆
<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?	<b>2</b>	<b>2</b>	☆
<b>NES7</b>	 In your district, is it a priority to procure locally produced foods for school meals?	<b>2</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?	<b>2</b>	<b>2</b>	☆
<b>NES10</b>	Are foods or beverages containing caffeine sold at the high school level?	<b>2</b>	<b>2</b>	☆
<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)?	<b>2</b>	<b>2</b>	☆
<b>NES14</b>	Do students have consistent and easy access to free drinking water throughout the school day?	<b>2</b>	<b>2</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>2</b>	☆
<b>NE2</b>	Do all elementary school students receive sequential and comprehensive nutrition education?	<b>2</b>	<b>2</b>	☆
<b>NE3</b>	Do all middle school students receive sequential and comprehensive nutrition education?	<b>2</b>	<b>2</b>	☆
<b>NE5</b>	Is nutrition education integrated into other subjects beyond health education?	<b>2</b>	<b>2</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>2</b>	☆
<b>PEPA1</b>	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	<b>2</b>	<b>2</b>	☆
<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>2</b>	☆

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<b>PEPA3</b>	How does your physical education program promote a physically active lifestyle?	<b>2</b>	<b>2</b>	☆
<b>PEPA11</b>	✋ Are there opportunities for families and community members to engage in physical activity at school?	<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>	☆
<b>PEPA13</b>	Is there daily recess for all grades in elementary school?	<b>2</b>	<b>2</b>	☆
<b>PEPA14</b>	✋ Do teachers provide regular physical activity breaks for students in the classroom?	<b>2</b>	<b>2</b>	☆
<b>PEPA17</b>	✋ Are teachers encouraged to use physical activity as a reward for students?	<b>2</b>	<b>2</b>	☆
<b>PEPA18</b>	Do teachers ever use physical activity as a punishment?	<b>2</b>	<b>2</b>	☆
<b>PEPA19</b>	Do teachers ever withhold physical activity as a classroom management tool?	<b>2</b>	<b>2</b>	☆
<b>EW2</b>	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	<b>2</b>	<b>2</b>	☆
<b>IC1</b>	Is there an active district-level wellness committee?	<b>2</b>	<b>2</b>	☆

### Create Practice Implementation Plan

One of the most critical areas in need of improvement identified through our triennial assessment is the implementation of wellness practices related to foods and beverages served—not sold—to students outside of reimbursable meals. Although our district policy outlines strong standards aligned with federal guidelines and wellness best practices, consistent implementation remains a challenge. In particular, the continued use

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of unhealthy celebration snacks, food-based rewards such as pizza parties, and resistance to non-food celebration alternatives highlight the need for a more structured and supported approach.




Federal wellness requirements in this area emphasize the importance of promoting healthy eating throughout the school environment—not just in the cafeteria. This includes limiting the availability of foods high in added sugars, sodium, and saturated fats during classroom activities, celebrations, and as student rewards.

To address these concerns, our district will develop a clear practice implementation plan during Fall 2025, informed by the findings of this triennial assessment and with input from stakeholders including school staff, administrators, parents, and community partners. The updated wellness policy will explicitly address expectations for non-food rewards and healthy celebrations, with guidelines and examples to support consistent application across schools.

The success of this implementation will rely heavily on the leadership of building-level administrators. Principals will be tasked with setting the tone and expectations, ensuring staff compliance, and communicating changes clearly to families. Teachers will be provided with tools and training to help shift classroom culture away from food-based incentives.








The revised policy will be finalized by October 2025, with full implementation targeted for the start of the 2025–2026 school year. Communication efforts, including parent outreach and education, will accompany the rollout to help address ongoing concerns—especially around birthday celebrations—and build broader community support.

Progress will be evaluated through periodic monitoring, staff and parent surveys, and site-based observations to determine the consistency of implementation. These results will guide continued improvement and help ensure our wellness practices reflect the healthy standards our students deserve.

		Policy Score	Practice Score	
<b>FR11</b>	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	<b>2</b>	<b>1</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>2</b>	<b>1</b>	
<b>NES13</b>	Do teachers or school staff give students food as a reward?	<b>2</b>	<b>1</b>	

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<b>NE4</b>	Do all high school students receive sequential and comprehensive nutrition education?	<b>2</b>	<b>1</b>	
<b>NE7</b>	 Does nutrition education address agriculture and the food system?	<b>2</b>	<b>1</b>	
<b>PEPA4</b>	How many minutes per week of PE does each grade in elementary school receive?	<b>1</b>	<b>0</b>	
<b>PEPA5</b>	How many minutes per week of PE does each grade in middle school receive?	<b>1</b>	<b>0</b>	
<b>PEPA6</b>	How many minutes per week of PE does each grade in high school receive?	<b>1</b>	<b>0</b>	
<b>IC2</b>	Is there an active school-level wellness committee?	<b>2</b>	<b>0</b>	








### Update Policies

The district wellness committee, including administrators, principals, teachers, food service staff, parents, and community members, will take the lead in reviewing and revising our LSWP. The policy update process will begin in August 2025 and will incorporate feedback from the triennial assessment as well as input from school communities. The updated policy will be finalized and approved by the end of October 2025, with implementation beginning in the 2025–2026 school year.

In reviewing our recent WellSAT assessment, we found that some policy scores did not fully align with our practice scores—indicating that while certain wellness practices are being implemented effectively, they are not clearly or fully stated in the current policy. To address this, we will revise the policy language to better reflect our district's actions, expectations, and standards. This will help ensure transparency, consistency, and accountability across all schools.

By aligning policy language with actual practice, our district will strengthen its wellness framework and continue to foster a healthy, supportive environment for all students.

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		<b>Policy Score</b>	<b>Practice Score</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>1</b>	<b>2</b>	
<b>PEPA7</b>	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	<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>PEPA9</b>	What percentage of students do you estimate do not take PE each year due to exemptions?	<b>1</b>	<b>2</b>	
<b>PEPA15</b>	Does the district have "joint-use" or "shared-use" agreements?	<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

Our district actively encourages all students to walk or bike to school where safe and appropriate, supporting federal wellness goals related to physical activity and student well-being. This practice is consistently promoted across our schools, particularly through designated "Walk to School Days," safe routes initiatives, and school communications that highlight the benefits of active transportation.


However, while this practice is in place, our current Local School Wellness Policy (LSWP) does not clearly reflect this commitment. As part of our practice implementation planning, we will update the policy during Fall 2025 to include explicit language supporting walking and biking to school, along with references to safe route planning and related school programs.

The district wellness committee, in collaboration with school administrators, physical education staff, and local safety officials, will be responsible for updating the policy. The revised language will be finalized by October 2025 and will take effect at the beginning of the 2025–2026 school year.



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To evaluate success, we will monitor student participation in walking/biking initiatives, gather feedback from families and staff, and assess any barriers to safe travel. By aligning policy with practice, we aim to reinforce healthy behaviors and build stronger community support for active lifestyles.

		Policy Score	Practice Score	
PEPA16	What proportion of students walk or bike to school?	1	1	

## Conclusion

This triennial assessment has provided valuable insights into the strengths and areas for improvement within our district's wellness policy and practices. While we are proud of the progress made—particularly in areas where strong practices are already in place—we recognize the need for clearer policy language and more consistent implementation in key areas such as food served outside of reimbursable meals and the use of food as rewards. With updated policies planned for Fall 2025 and a renewed focus on administrative leadership and community engagement, we are committed to creating a healthier school environment that supports the well-being and success of every student.

## 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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