

Worksheet 4: Summary of Findings

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture’s (USDA) triennial assessment requirements for the LSWP. For information on the triennial assessment process, refer to *Guidance for School Wellness Policy Triennial Assessment*. For additional worksheets, visit the “What’s Next” section of the CSDE’s School Wellness Policies webpage.



This worksheet can be used to create narrative descriptions to post alongside sections from **Worksheet 3: Identifying Connections between Policy and Practice**. The purpose of these narratives is to describe the LEA’s progress toward meeting their wellness goals. Not all districts will have information to share in all four sections. Note: in Section 3 and Section 4, the LEA is only required to comment on federally required items, but may add information about other wellness topics if desired.

Section 1 (Strong Policies and Aligned Practices). If applicable, write a narrative below to describe your district’s areas of success in meeting its wellness goals.

Our district is in compliance with federal requirements that regulate school meals and competitive foods. We have strong policies and practices in place for integrating nutrition lessons into the curriculum, providing free and easy access to drinking water for all students, training our food and nutrition staff, and ensuring that any food and beverage fundraisers that sell items during the school day meet the Smart Snacks standards. Additionally, we have a district wellness committee in place that is represented by all relevant stakeholders who are responsible for the implementation and compliance of our wellness policy. They also ensure that compliance is maintained at the building levels. The Wellness Policy is available on the Trumbull Public Schools website.

Our district offers breakfast daily under the School Breakfast Program and has strategies in place to increase participation in school meal programs. We are in compliance with the required meal and seat times for students to eat. Our schools follow the guidelines for the sale of products containing caffeine in schools. Food is not used as a reward for good student behavior.

The district has a written physical education curriculum that aligns with national and/or state physical education standards and promotes a physically active lifestyle. There are no PE substitutions for when students miss PE class, and teachers encourage movement and exercise outside of the PE classes.

Worksheet 4: Summary of Findings

Section 2 (Create Practice Implementation Plans). If applicable, write a narrative below to describe how your district will create practice implementation plans to ensure full compliance with all elements of the LSWP.

The district has identified strong policies that comply with USDA nutritional standards for foods and beverages sold during the school day, in vending machines, and school stores and plans will be implemented to ensure that all aspects of these guidelines are enforced. Additionally, the results of the triennial assessment will be reviewed and plans will be put into place to update or revise as necessary. The district wellness committee will meet in the fall and develop a plan to communicate all policies to the school and ensure proper implementation. At the end of the school the district wellness committee will meet again to assess the implementation of these policies.

The district also has strong policies for Physical Education including the number of instructional minutes, and using or withholding PE as a reward or punishment. Wherever necessary, the Wellness Committee will review the results of the triennial assessment to determine how these policies can be implemented with increased effectiveness.

Section 3 (Update Policies). If applicable, write a narrative below to describe how the district will update its policy to include all federally required items. You may also add plans for additional policy updates if desired.

The district has identified a number of areas where we are successfully implementing wellness practices in our schools but this may not be mentioned or only vaguely mentioned in our Wellness Policy. These include how students who receive free/reduced meals cannot be identified, how food-based celebrations during the school days must comply with nutrition standards, and how the committee assesses the implementation of the wellness policy. During the upcoming school year, the Wellness Committee will meet to discuss these items and prioritize these policies. These policies will then be brought to the Board of Education for approval and adopted during the 2022-2023 school year.

Worksheet 4: Summary of Findings

Section 4 (Opportunities for Growth). If applicable, write a narrative below to describe how your district will update its policy and practices to include all federally required items. You may also add plans for additional wellness goals if desired.

While the district has strong wellness policies and practices in place, there are several areas where best practices have not yet been written into the policy or implemented in our schools. The Wellness Committee will consider these issues and develop a plan to address them.

Currently, none of the areas marked as opportunities for growth are federally required. We do expect the district wellness committee to at least review these items and determine what areas we can focus on so that we have implemented best practices.

Worksheet 4: Summary of Findings

For information on the USDA's LSWP requirements, visit the Connecticut State Department of Education's (CSDE) [School Wellness Policies](#) website and the Rudd Center's [WELLSAT](#) website, or contact the [school nutrition programs staff](#) at the Connecticut State Department of Education, School Health, Nutrition and Family Services, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_4_Summarizing_Findings.docx.



In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** program.intake@usda.gov

This institution is an equal opportunity provider.

The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, levy.gillespie@ct.gov.