

# Triennial Assessment Report: Monica Terzuoli (9/2025)

## District: Treasure Coast Classical Academy

### Introduction

Wellness Policy Check-In

Every three years, we take a close look at our school’s wellness policies to be sure we’re supporting healthy choices for students. This year’s review, completed in July, 2025, showed we’re meeting federal standards and making progress—especially in areas like nutrition and physical activity. Thank you to the staff, parents, and community members who helped us with this process!

### Strong Policies and Aligned Practices

Treasure Coast Classical Academy has aligned strong wellness policies with daily practices that fully meet federal requirements, including USDA school meal standards, Smart Snacks regulations, and triennial assessment mandates. Since the last assessment, the school has strengthened compliance with competitive food standards by maintaining a calendar of exempted fundraisers, expanded nutrition education into multiple subject areas with quarterly instruction, and increased transparency by sharing policy updates and assessments with families. Physical activity opportunities have also improved through classroom activity breaks and expanded before- and after-school programs. A representative School Wellness Team ensures accountability, and faculty and staff model healthy behaviors, demonstrating the academy’s success in creating a school environment that supports lifelong health and academic achievement.

		Policy Score	Practice Score	
<b>FR1</b>	Does the district have specific goals for nutrition education designed to promote student wellness?	2	2	★
<b>FR4</b>	Is free (i.e., no cost to students) drinking water available to students during meals?	2	2	★
<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?	2	2	★
<b>FR7</b>	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	2	2	★
<b>FR8</b>	Do all foods and beverages sold in vending machines meet Smart Snack standards?	2	2	★
<b>FR9</b>	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	2	2	★

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<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?	2	2	☆
<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?	2	2	☆
<b>FR13</b>	Which groups are represented on the district-level wellness committee?	2	2	☆
<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?	2	2	☆
<b>FR15</b>	How is the wellness policy made available to the public?	2	2	☆
<b>FR16</b>	Is wellness policy implementation evaluated every three years?	2	2	☆
<b>FR17</b>	What is included in the triennial assessment report to the public?	2	2	☆
<b>FR18</b>	Has the wellness policy been revised based on the previous triennial assessment?	2	2	☆
<b>NES1</b>	Does the district offer breakfast every day to all students?	2	2	☆
<b>NES5</b>	Are marketing strategies used to promote healthy food and beverage choices in school?	2	2	☆
<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?	2	2	☆
<b>NES14</b>	Do students have consistent and easy access to free drinking water throughout the school day?	2	2	☆

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<b>NE1</b>	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	2	2	☆
<b>PEPA1</b>	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	2	☆
<b>PEPA2</b>	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2	2	☆
<b>PEPA3</b>	How does your physical education program promote a physically active lifestyle?	2	2	☆
<b>PEPA4</b>	How many minutes per week of PE does each grade in elementary school receive?	2	2	☆
<b>PEPA10</b>	What percentage of students do you estimate do not take PE each year due to substitutions?	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	☆

**Create Practice Implementation Plan**

Treasure Coast Classical Academy  
 Practice Implementation Plan

Federal Requirements

The Local School Wellness Policy (LSWP) requires compliance with the following federal mandates:

- Establishment and ongoing monitoring of the LSWP in accordance with the Healthy, Hunger-Free Kids Act and USDA regulations (7 CFR 210.11).
- Adherence to nutrition standards for reimbursable meals and competitive foods.
- Completion of triennial assessments of policy implementation and progress.
- Engagement of parents, students, staff, and community members in policy development and review.

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- Transparency through public posting and reporting of the LSWP and assessment results.

### Plan to Improve Practice Implementation

To strengthen the implementation of LSWP practices across the district, the following actions will be taken:

1. Develop standard operating procedures (SOPs) for each policy area (nutrition promotion, nutrition education, physical activity, competitive food sales, and wellness events).
2. Provide professional development for staff (teachers, food service employees, administrators) to ensure consistent application of Smart Snacks standards and wellness initiatives.
3. Establish a monitoring and reporting system, including monthly checklists and compliance reviews, to verify that practices are being carried out.
4. Expand family and community communication through newsletters, the school website, and wellness events to reinforce awareness and engagement.

### Responsible Parties

- School Operations Administrator – LSWP oversight officer; ensures regulatory compliance.
- Health and Wellness Coordinator – develops the practice implementation plan, organizes staff training, and monitors progress.
- School Wellness Team – reviews, provides feedback, and participates in annual evaluations.
- Head of School – ensures alignment with district and governing board priorities.




### Timeline

- Plan Creation: \_\_\_\_\_
- Implementation Start: \_\_\_\_\_
- Short-Term Review: January 2026 (end of first semester)
- Annual Review: May 2026 (results shared publicly and incorporated into revisions)




### Assessment of Implementation Success

Implementation success will be measured by:

- Annual internal monitoring reports prepared by the Health and Wellness Coordinator.
- Triennial assessment comparing goals to outcomes, including surveys and compliance checklists.
- Stakeholder feedback gathered through parent/student surveys and School Wellness Team meetings.
- Public reporting of updates and outcomes via the school website, newsletters,

		Policy Score	Practice Score	
<b>PEPA9</b>	What percentage of students do you estimate do not take PE each year due to exemptions?	2	0	
<b>EW1</b>	 Are there strategies used by the school to support employee wellness?	2	1	

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<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>	
<b>IC1</b>	Is there an active district-level wellness committee?	<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**

Treasure Coast Classical Academy  
 Update Policies Narrative

Treasure Coast Classical Academy recognizes the importance of ensuring that our written wellness policy aligns fully with all federal requirements and reflects the practices we are implementing on campus. The updated 2025–2026 policy incorporates the required elements of federal law, including:

- Leadership and Oversight: Identification of a designated school official (School Operations Administrator) and the establishment of a representative School Wellness Team, in compliance with federal and Florida Statute §1003.453 requirements.
- Nutrition Promotion and Education: Integration of USDA nutrition education standards, alignment with Florida DOE comprehensive health standards, and promotion of Smart Snacks standards.
- Physical Activity Goals: Meeting grade-specific physical education requirements and promoting additional opportunities for physical activity throughout the school day.
- Nutrition Standards for All Foods and Beverages: Ensuring compliance with USDA National School Lunch Program (NSLP) meal standards and 7 CFR 210.11 regulations for competitive foods.
- Marketing of Food and Beverages: Restricting marketing on campus to foods and beverages that meet Smart Snacks standards.
- Evaluation and Public Transparency: Conducting triennial assessments, posting policy updates on the school website, and notifying families through multiple communication channels.
- Record Keeping: Maintaining documentation to demonstrate compliance with USDA and Florida DOE requirements.

Priority Areas

In addition to federal requirements, the academy prioritizes:

- Increased nutrition promotion efforts (printed and digital materials, parent engagement).
- Expansion of community wellness events to connect students and families with health-enhancing activities.
- Consistent modeling of healthy behaviors by staff.

Responsibility for Updates

The School Wellness Team, led by the School Operations Administrator and Health and Wellness Coordinator, will be responsible for drafting updates to the written policy. Input will be gathered from parents, students, food service staff, administrators, teachers, and health professionals to ensure community representation.

Timeline

- Annual Review: The policy will be reviewed each year with public input, as required by Florida Statute §1003.453.
- Triennial Assessment: Every three years, the policy will be assessed for compliance, compared against model wellness policies, and revised accordingly.

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• Ongoing Adjustments: As new USDA or Florida DOE regulations emerge, or as school priorities shift, the Wellness Team will make timely policy updates to remain in compliance.

### Improving Partial Implementation

For practices that were only partially implemented (scoring “1” on WellSAT), the district will:

- Provide professional development for staff on effective delivery of nutrition education.
- Increase the frequency of classroom-based nutrition activities beyond quarterly lessons.
- Strengthen wellness messaging to parents and students through newsletters and social media.
- Expand physical activity opportunities outside of PE, including before/after school clubs and short in-class movement breaks.

		Policy Score	Practice Score	
<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?	1	2	
<b>FR3</b>	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	0	2	
<b>NES3</b>	Does your school or district provide information to families about eligibility for free or reduced-price meals?	0	2	
<b>PEPA5</b>	How many minutes per week of PE does each grade in middle school receive?	1	2	
<b>PEPA11</b>	 Are there opportunities for families and community members to engage in physical activity at school?	1	2	

### Opportunities for Growth

Treasure Coast Classical Academy  
Opportunities for Growth Narrative

Treasure Coast Classical Academy has established a strong foundation in its Wellness Policy; however, in our

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commitment to continuous improvement, we recognize opportunities to strengthen both policy language and implementation practices to ensure full compliance with federal requirements and to advance additional wellness goals.

### Federal Requirements Addressed

The following federally required items will be further emphasized or strengthened:

- Triennial Assessment of the wellness policy, including public reporting of compliance and progress (7 CFR 210.31).
- Stakeholder Engagement, ensuring parents, students, school staff, and the community have ongoing opportunities to participate in development, implementation, and review of the policy.
- Competitive Foods and Beverages compliance with Smart Snacks standards (7 CFR 210.11).
- Public Notification, ensuring the most updated policy and assessments are accessible online and communicated annually to families.
- Recordkeeping, maintaining documentation of policy, assessments, and public involvement.

### Priority Areas for the Academy

In addition to the above, our district will prioritize:

- Expanding nutrition education across subject areas beyond PE and health.
- Increasing physical activity opportunities, particularly activity breaks during instructional time.
- Enhancing family engagement strategies through workshops, newsletters, and wellness-focused events.

### Implementation Plan and Responsibility

To ensure successful growth:


- The School Wellness Team, chaired by the Operations Administrator and including representatives from nutrition services, health/PE staff, parents, and students, will develop a Practice Implementation Plan.
- Timeline: The plan will be created by October 2025 and phased into practice during the 2025–2026 school year.
- Assessment of Success: Progress will be measured through the triennial assessment process, annual public review meetings, and feedback collected from student/parent surveys.

### Policy Update Responsibility












- The Operations Administrator and Health and Wellness Coordinator will draft updated policy language based on implementation findings.
- Draft revisions will be reviewed by the School Wellness Team by December 2025, with final policy updates submitted to the Florida Department of Agriculture and Consumer Services and shared publicly by January 2026.

### Continuous Improvement
















We will ensure that the policy remains dynamic, responsive to community needs, and aligned with federal and state regulations. Annual reviews will focus on evidence-based strategies and community input to support the long-term wellness of our students and staff.

		Policy Score	Practice Score	
<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>0</b>	<b>1</b>	





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<b>FR11</b>	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	<b>1</b>	<b>1</b>	
<b>NES2</b>	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	<b>0</b>	<b>0</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>1</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>1</b>	<b>1</b>	
<b>NES7</b>	 In your district, is it a priority to procure locally produced foods for school meals?	<b>0</b>	<b>0</b>	
<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?	<b>1</b>	<b>1</b>	
<b>NES10</b>	Are foods or beverages containing caffeine sold at the high school level?	<b>0</b>	<b>0</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>1</b>	<b>1</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>0</b>	<b>0</b>	
<b>NES13</b>	Do teachers or school staff give students food as a reward?	<b>1</b>	<b>1</b>	

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<b>NE2</b>	Do all elementary school students receive sequential and comprehensive nutrition education?	<b>1</b>	<b>1</b>	
<b>NE3</b>	Do all middle school students receive sequential and comprehensive nutrition education?	<b>0</b>	<b>0</b>	
<b>NE4</b>	Do all high school students receive sequential and comprehensive nutrition education?	<b>0</b>	<b>0</b>	
<b>NE5</b>	Is nutrition education integrated into other subjects beyond health education?	<b>1</b>	<b>1</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>1</b>	<b>1</b>	
<b>NE7</b>	 Does nutrition education address agriculture and the food system?	<b>0</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>1</b>	
<b>PEPA7</b>	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	<b>0</b>	<b>1</b>	
<b>PEPA8</b>	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	<b>0</b>	<b>0</b>	
<b>PEPA12</b>	 Are there opportunities for all students to engage in physical activity before and after school?	<b>1</b>	<b>1</b>	
<b>PEPA13</b>	Is there daily recess for all grades in elementary school?	<b>1</b>	<b>1</b>	
<b>PEPA14</b>	 Do teachers provide regular physical activity breaks for students in the classroom?	<b>1</b>	<b>1</b>	


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<b>PEPA15</b>	Does the district have “joint-use” or “shared-use” agreements?	<b>0</b>	<b>0</b>	
<b>PEPA16</b>	What proportion of students walk or bike to school?	<b>0</b>	<b>0</b>	
<b>PEPA17</b>	 Are teachers encouraged to use physical activity as a reward for students?	<b>0</b>	<b>0</b>	


**Conclusion**


Our assessment highlights both the strengths of our current wellness efforts and the areas where we can grow to better support our students, staff, and families. Moving forward, we are committed to updating our policies to meet all federal requirements while also setting additional wellness goals that reflect the needs of our community. By working together—school leaders, teachers, families, and community partners—we will create a healthier, more supportive environment for every student. Through regular review and open communication, we will ensure these changes are meaningful, sustainable, and lead to positive outcomes for our school community.

**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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