

Triennial Assessment Report: Monticello Public Schools Triennial Assessment (3/2026)

District: Monticello School District

Introduction

Every three years, the Monticello School District conducts a Triennial Assessment to ensure our school wellness policies effectively promote a healthy environment for our students (p. 1). This process involves evaluating how our written policies and actual daily practices align with federal requirements and best practices.

Assessment Process & Participation

Our most recent assessment was completed in March 2026 (p. 1). The evaluation was conducted by a district-level wellness committee, which includes representatives from various stakeholder groups to ensure a comprehensive review of our programs (pp. 2, 4).

Comparison to Requirements & Progress

Overall, the district shows strong alignment with federal standards, particularly in our National School Lunch and Breakfast Programs, where we meet all federal requirements for nutrient levels and calorie counts (p. 1). We have achieved "Strong Policies and Aligned Practices" in several key areas.

Based on our previous assessment, we have successfully revised our wellness policy to better reflect our goals, though we continue to work on fully implementing these updates across every school building (p. 3). While we have strong foundational policies, we have identified opportunities for growth in expanding physical education minutes and strengthening school-level wellness committees to further support student and employee well-being (p. 5).

Strong Policies and Aligned Practices

Based on the report, the Monticello School District has achieved the highest rating of "Strong Policies and Aligned Practices" in several key areas. This indicates that the district not only has high standards written into its policy but is also fully implementing them in daily practice (pp. 1, 5).

Nutrition Standards & Access

- Federal Compliance: School meals (Lunch and Breakfast) meet all federal standards for nutrition, calorie requirements, and portion patterns (p. 1).
- Smart Snacks: All competitive foods, beverages, and a la carte items sold in the cafeteria or through vending machines meet or exceed USDA Smart Snacks nutrition standards (p. 1).
- Water Access: Students have easy, free access to drinking water during meals and throughout the entire school day (pp. 1-2).
- Staff Training: All school nutrition directors and managers meet or exceed the annual continuing education hours required by the USDA (p. 1).

Nutrition Education

- Secondary Education: All middle and high school students receive sequential and comprehensive nutrition education (p. 2).
- Collaboration: Nutrition services staff actively collaborate with teachers to reinforce healthy eating lessons in the classroom (p. 2).

Physical Education & Activity

- Certified Instruction: All PE classes are taught by state-certified or licensed teachers specifically endorsed for physical education (p. 2).
- Curriculum & Recess: The district utilizes a written PE curriculum aligned with national/state standards and provides daily recess for all elementary grade levels (p. 2).
- Positive Reinforcement: Policies strictly encourage using physical activity as a reward and prohibit withholding it as a form of punishment or classroom management (p. 2).

Policy & Transparency

- Public Access: The district maintains an active wellness committee and ensures the wellness policy is made available to the public for transparency (pp. 1-2).

		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	★

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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	☆
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	☆
FR15	How is the wellness policy made available to the public?	2	2	☆
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	☆
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	☆
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)?	2	2	☆
NES12	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)?	2	2	☆
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	2	2	☆
NE3	Do all middle school students receive sequential and comprehensive nutrition education?	2	2	☆

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NE4	Do all high school students receive sequential and comprehensive nutrition education?	2	2	☆
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	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	☆
PEPA13	Is there daily recess for all grades in elementary school?	2	2	☆
PEPA15	Does the district have "joint-use" or "shared-use" agreements?	2	2	☆
PEPA17	 Are teachers encouraged to use physical activity as a reward for students?	2	2	☆
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	2	2	☆
IC1	Is there an active district-level wellness committee?	2	2	☆

Create Practice Implementation Plan

In the Create Practice Implementation Plan section, the report identifies areas where the district has established policies but is not yet fully implementing them in daily practice. These items are prioritized for improved execution across all schools:

Nutrition & Rewards

- Meal Time: While policies exist, students currently do not consistently receive the recommended 10 minutes for breakfast and 20 minutes for lunch once seated (p. 3).
- Food as Rewards: Although the policy discourages it, staff members are still utilizing food as a reward for students (p. 3).
- Fundraising & Celebrations: There is a gap in regulating the nutritional standards of foods served during class parties or sold in school stores (p. 3).

Education & Curriculum

- Elementary Nutrition: Nutrition education for elementary students is not yet sequential or comprehensive, and it is rarely integrated into other subjects beyond health class (p. 3).
- Physical Education: The written PE curriculum is not being consistently implemented across every grade level (p. 3).
- Staff Training: There is a lack of ongoing professional development offered annually specifically for PE teachers (p. 3).













School Culture

- Healthy Modeling: Staff members are not consistently encouraged to model healthy eating or physical activity behaviors in front of students (p. 3).
- Active Transport: The district identified a need to better track and support the proportion of students who walk or bike to school (p. 3).

	Policy	Practice	
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		Score	Score	
FR9	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	2	0	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	1	0	
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	1	
FR18	Has the wellness policy been revised based on the previous triennial assessment?	2	1	
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?	2	0	
NES10	Are foods or beverages containing caffeine sold at the high school level?	1	0	
NES13	Do teachers or school staff give students food as a reward?	2	0	
NE1	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	2	1	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	2	1	
NE5	Is nutrition education integrated into other subjects beyond health education?	2	0	
NE7	 Does nutrition education address agriculture and the food system?	2	1	
PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	1	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	1	0	
PEPA16	What proportion of students walk or bike to school?	2	1	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	1	0	

Update Policies

The Update Policies section of the report highlights areas where the district is already implementing healthy practices, but could strengthen or add specific

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language to its written wellness policy to ensure long-term compliance and clarity.

Key areas identified for policy updates include:

Nutrition & Food Environment












- Fundraising: While current practices often meet standards, the policy needs formal language ensuring all school-day fundraisers meet USDA Smart Snacks nutrition standards (p. 4).
- Meal Programs: The policy requires updates to explicitly prioritize the procurement of locally produced foods for school meals and to outline steps for addressing unpaid meal balances without stigmatizing students (p. 4).
- Marketing: Current policy language is weak regarding the restriction of food and beverage marketing to only those items that meet Smart Snacks standards (p. 4).

Physical Education (PE) & Activity

- PE Participation: Policies need to be established or clarified regarding the percentages of students who do not take PE due to exemptions or substitutions (p. 4).
- Community Engagement: The district currently offers opportunities for families and community members to engage in physical activity at school, but these practices are not yet formally documented in the written policy (p. 4).
- Classroom Activity: While teachers provide regular physical activity breaks, the district needs to formalize this requirement in its written standards (p. 4).






District Governance

- Committee Representation: The policy needs to be updated to better define and document the diverse groups represented on the district-level wellness committee to ensure broad stakeholder involvement (p. 4).
- Privacy Protections: Stronger policy language is needed to ensure the privacy of students qualifying for free or reduced-price meals is strictly protected (p. 4).

		Policy Score	Practice Score	
FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	1	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?	1	2	
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?	1	2	
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	1	2	
NES7	 In your district, is it a priority to procure locally produced foods for school meals?	1	2	
PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	1	2	
PEPA10	What percentage of students do you estimate do not take PE each year due to substitutions?	0	2	
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school?	1	2	

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PEPA12	 Are there opportunities for all students to engage in physical activity before and after school?	1	2	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom?	1	2	
PEPA18	Do teachers ever use physical activity as a punishment?	1	2	

Opportunities for Growth







In the Opportunities for Growth section, the report identifies areas where the district has either not yet addressed the topic in its policy or is only addressing it in a very limited way through practice. (p. 5)

The primary areas for improvement include:

Instructional Time for Physical Education: There is a significant gap in the number of minutes per week students receive for PE. High school students currently receive zero minutes of PE per week, while elementary and middle school students receive limited time that is not yet backed by a formal policy. (p. 5)

School-Level Leadership: While there is a district-level committee, there are currently no active school-level wellness committees to oversee implementation at individual buildings. (p. 5)

Employee Wellness: The district has very limited strategies or policies in place to support the health and wellness of its staff. (p. 5)

		Policy Score	Practice Score	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	0	1	
PEPA5	How many minutes per week of PE does each grade in middle school receive?	0	1	
PEPA6	How many minutes per week of PE does each grade in high school receive?	0	0	
EW1	 Are there strategies used by the school to support employee wellness?	1	1	
IC2	Is there an active school-level wellness committee?	0	0	

Conclusion

The Monticello School District remains dedicated to fostering a school environment that champions the health and well-being of every student. While this Triennial Assessment highlights our success in meeting federal nutrition standards and providing high-quality physical education instruction, it also serves as a roadmap for our continued improvement.

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By bridging the gaps between our written policies and daily practices—specifically in expanding physical activity time and strengthening school-level committees—we will ensure that wellness is a consistent priority in every building. We look forward to collaborating with our families and staff to implement these enhancements over the next three years.

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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