

Triennial Assessment Report: River City Science Academy/Duval Triennial Assessment August 2026 (8/2026)

District: DUVAL

Introduction

River City Science Academy completed its 2026 Local School Wellness Policy Triennial Assessment in August 2026 as part of its ongoing commitment to supporting student health and wellness. The assessment reviewed both the strength of the school's written wellness policies and how consistently those policies are being implemented in practice. Overall, the results identified several areas where strong policies are supported by aligned practices, as well as opportunities to strengthen implementation and update policy language to better reflect current practices.

The assessment was completed collaboratively with members of the Wellness Committee and school personnel representing areas such as school administration, nutrition services, health services, physical education, and employee wellness. Team members reviewed sections aligned with their areas of expertise using the WellSAT Policy and Practice assessments. This process allowed the school to evaluate compliance with federal wellness requirements, compare current policies and practices with best practices, and identify priorities for continued improvement.

Strong Policies and Aligned Practices

River City Science Academy demonstrated several areas of success where strong wellness policies are fully supported by current practices. Within the Federal Requirements section, these strengths include meeting federal nutrition standards for school meals, providing free drinking water during meals, meeting USDA professional standards for school nutrition staff, ensuring applicable foods and beverages sold through à la carte options, vending machines, and school stores meet Smart Snacks standards, maintaining appropriate food and beverage marketing practices, establishing appropriate representation on the wellness committee, identifying officials responsible for wellness policy implementation, making the wellness policy available to the public, and completing the required triennial evaluation.

Additional strengths were demonstrated throughout the assessment. The school provides breakfast to students, allows adequate time for students to eat breakfast and lunch, implements a standards-aligned physical education curriculum, provides opportunities for physical activity before and after school, maintains daily recess at the elementary level, incorporates physical activity breaks during the school day, and supports employee wellness. These results demonstrate that many of the school's established wellness expectations are being consistently implemented in daily practice.

		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	☆
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	☆
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	☆
FR9	Do all foods and beverages sold in school stores during the school day 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	☆
FR13	Which groups are represented on the district-level wellness committee?	2	2	☆

Triennial Assessment Report: River City Science Academy/Duval Triennial Assessment August 2026 (8/2026)

District: DUVAL

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	☆
FR16	Is wellness policy implementation evaluated every three years?	2	2	☆
NES1	Does the district offer breakfast every day to all students?	2	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?	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	☆
PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	2	2	☆
PEPA12	 Are there opportunities for all students to engage in physical activity before and after school?	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	☆
EW1	 Are there strategies used by the school to support employee wellness?	2	2	☆

Create Practice Implementation Plan

River City Science Academy identified several areas where existing wellness policy expectations are not yet fully reflected in practice. Federal requirements in this category include strengthening implementation of nutrition education goals, ensuring that food and beverage fundraisers consistently meet applicable Smart Snacks standards, regulating foods and beverages provided during classroom parties and school celebrations, and using the results of the triennial assessment to guide continued wellness policy improvement.

Triennial Assessment Report: River City Science Academy/Duval Triennial Assessment August 2026 (8/2026)

District: DUVAL

To improve implementation, the school will develop clear procedures and communicate wellness expectations to appropriate staff members. Areas of focus will include providing staff with guidance regarding food-based celebrations, fundraisers, and student rewards; increasing awareness of nutrition education expectations; supporting consistent implementation of physical education and physical activity practices; and identifying opportunities to strengthen employee wellness and wellness-related activities for students and families.

School administration, in collaboration with the Wellness Committee and appropriate staff members, will be responsible for developing and overseeing the practice implementation plan. The plan will be developed by the end of the 2026-2027 SY, with implementation of identified strategies beginning in 2027-2028 SY. An initial review of implementation will occur by the end of the 2027-2028 SY, with a comprehensive effectiveness review completed in the 2028-2029 SY.

Progress will be assessed through review of school procedures and activities, staff feedback, and documentation of implementation within each applicable wellness area. Findings will be used to determine whether practices have become more consistently aligned with the written wellness policy and to identify any additional adjustments needed. This approach aligns with the purpose of the triennial assessment, which is to document progress toward wellness goals and identify plans for improving policies and practices.

		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	2	1	
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	1	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	2	0	
FR18	Has the wellness policy been revised based on the previous triennial assessment?	2	1	
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	2	1	
NES7	 In your district, is it a priority to procure locally produced foods for school meals?	1	0	
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	0	
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?	2	1	
NES13	Do teachers or school staff give students food as a reward?	1	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?	1	0	
NE5	Is nutrition education integrated into other subjects beyond health education?	2	0	

Triennial Assessment Report: River City Science Academy/Duval Triennial Assessment August 2026 (8/2026)

District: DUVAL

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	
NE7	 Does nutrition education address agriculture and the food system?	2	0	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	2	0	
PEPA5	How many minutes per week of PE does each grade in middle school receive?	2	0	
PEPA6	How many minutes per week of PE does each grade in high school receive?	2	0	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	2	0	
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school?	2	1	
PEPA15	Does the district have "joint-use" or "shared-use" agreements?	2	0	
PEPA16	What proportion of students walk or bike to school?	2	0	
PEPA17	 Are teachers encouraged to use physical activity as a reward for students?	2	1	
PEPA18	Do teachers ever use physical activity as a punishment?	2	0	
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	2	0	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	1	0	
IC1	Is there an active district-level wellness committee?	2	0	
IC2	Is there an active school-level wellness committee?	1	0	

Update Policies

River City Science Academy identified several areas where current practices are stronger than the language contained in the written wellness policy. Federal

Triennial Assessment Report: River City Science Academy/Duval Triennial Assessment August 2026 (8/2026)

District: DUVAL

requirements in this category include protecting the privacy of students who qualify for free or reduced-price meals and ensuring that all competitive foods and beverages sold to students during the school day meet USDA Smart Snacks standards. In both areas, the school received a Practice score of 2 but a Policy score of 0, indicating that these practices are being fully implemented but are not adequately addressed in the written policy.

Additional areas where practices exceed current policy language include providing families with information regarding eligibility for free or reduced-price meals, ensuring students have consistent access to free drinking water throughout the school day, and practices related to foods and beverages served or sold through after-school programs. These areas provide opportunities to update the written policy so that it more accurately reflects practices already occurring within the school.

School administration, in collaboration with the Wellness Committee and appropriate staff members, will be responsible for developing and overseeing the practice implementation plan. The plan will be developed by the end of the 2026-2027 SY, with implementation of identified strategies beginning in 2027-2028 SY. An initial review of implementation will occur by the end of the 2027-2028 SY, with a comprehensive effectiveness review completed in the 2028-2029 SY.

For items where practices are currently only partially implemented, the Wellness Committee and school administration will work with the appropriate departments to identify barriers to full implementation and establish consistent procedures. Progress will be reviewed as part of the school's ongoing wellness efforts to ensure that both written policy and actual practice become more closely aligned.

		Policy Score	Practice Score	
FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	0	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?	0	2	
FR17	What is included in the triennial assessment report to the public?	1	2	
NES3	Does your school or district provide information to families about eligibility for free or reduced-price meals?	0	2	
NES4	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	1	2	
NES10	Are foods or beverages containing caffeine sold at the high school level?	0	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)?	1	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)?	0	2	
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	0	2	
NE3	Do all middle school students receive sequential and comprehensive nutrition education?	1	2	

Triennial Assessment Report: River City Science Academy/Duval Triennial Assessment August 2026 (8/2026)

District: DUVAL

NE4	Do all high school students receive sequential and comprehensive nutrition education?	1	2	
-----	---	---	---	---

Opportunities for Growth

River City Science Academy’s WellSAT assessment identified opportunities to strengthen both policy language and implementation in areas where wellness expectations are currently limited. Based on the scorecard, there are no Federal Requirements (FR items) that received low scores in both policy and practice, so there are no federally required items that fall within the Opportunities for Growth category.

The school did identify other areas that provide opportunities for continued growth. Priority areas include strengthening school-level wellness committee involvement and improving practices related to nutrition education and wellness. The assessment also identified opportunities to strengthen coordination between written expectations and school practices in areas such as nutrition education across grade levels and subjects, collaboration between nutrition services and instructional staff, and wellness-related practices for students and employees. For example, the school-level wellness committee received a Policy score of 1 and Practice score of 0, indicating an opportunity to strengthen both the written expectations and active implementation of the committee.

School administration, in collaboration with the Wellness Committee and appropriate staff members, will be responsible for developing and overseeing the practice implementation plan. The plan will be developed by the end of the 2026-2027 SY, with implementation of identified strategies beginning in 2027-2028 SY. An initial review of implementation will occur by the end of the 2027-2028 SY, with a comprehensive effectiveness review completed in the 2028-2029 SY.

This process will allow the school to use the triennial assessment as a continuous improvement tool, prioritizing areas of greatest need while building upon existing wellness practices. The WellSAT guidance defines these Opportunities for Growth as areas where a topic has either not been addressed in policy and practice or has been addressed only to a limited extent.

		Policy Score	Practice Score	
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	0	0	

Conclusion

River City Science Academy’s 2026 Triennial Assessment demonstrates that the school has many strong wellness policies and practices in place while also identifying areas for continued improvement. The assessment highlighted successes in areas such as school nutrition, access to drinking water, physical education and activity, recess, and employee wellness. It also identified opportunities to better align written policies with current practices and to strengthen implementation in areas where existing wellness expectations are not yet consistently reflected in daily practice.

Moving forward, school administration, the Wellness Committee, and appropriate staff will work collaboratively to address the priorities identified through this assessment. Clear implementation plans, policy updates, and ongoing progress reviews will help ensure that wellness practices continue to support the health, well-being, and success of our students and staff. The results of the triennial assessment will also be made available to families and the community as required.

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

**Triennial Assessment Report: River City Science Academy/Duval Triennial
Assessment August 2026 (8/2026)
District: DUVAL**



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

Triennial Assessment Report: River City Science Academy/Duval Triennial Assessment August 2026 (8/2026)

District: DUVAL

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, [AD-3027](#), found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

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

This institution is an equal opportunity provider.