



ACADEMY PREP CENTER OF TAMPA (APT)

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WELLNESS POLICY

&

Review/Assessment Documents

2023-24

Agreement Number: 431



ACADEMY PREP CENTER OF TAMPA WELLNESS POLICY 2023-24

Academy Prep Center of Tampa (APT) is committed to the optimal development of every student and promotes healthy students by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. APT provides a healthy, positive and safe environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, APT contributes to the basic health status of students. Improved health optimizes student performance.

This report describes APT's goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness. In addition, it outlines nutrition guidelines for all foods served on campus with the objectives of promoting student health and reducing childhood obesity.

This policy outlines APT's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day.

It is acknowledged that the feeding of children is primarily a family responsibility. To supplement their efforts:

- APT operates a food service program to ensure that all students have access to the varied and nutritious foods they need to stay healthy and learn well - in accordance with Federal and state nutrition standards;
- All foods available on school grounds during the instructional day are served with consideration toward nutritional integrity, variety, appeal, taste, and safety to ensure high-quality meals;
- APT supports and promotes proper dietary habits contributing to students' health status and academic performance;

Additionally, this policy establishes goals and procedures to ensure that:

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active, through developmentally appropriate exercise, before, during and after school that promote student wellness;
- APT staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.



I. Wellness Committee/Healthy School Team

APT's SY2022-23 Wellness Committee/Healthy School Team is composed of representatives of the school administration, the school nutrition director, NSLP approved vendor, meals consultant, guidance counselor, parents, faculty, and students. Wellness Committee /Healthy School Team members are responsible for monitoring, measuring, periodically reviewing, and recommending revisions to the school nutrition and physical activity policies, as required. This committee will meet on a quarterly basis to review the nutrition and physical activity goals. In addition, the committee will conduct a quality assurance review to determine the impact on overall student health, program success and success in meeting benchmarks.

APT's Wellness and Federal Meals Coordinator, Lisamarie Berrios (lberrios@academyprep.org), will facilitate development of, and updates to, the wellness policy and will be responsible for overseeing implementation of this policy and monitoring APT's programs and curriculum to ensure compliance with this policy, related policies and established guidelines or administrative regulations. Staff members responsible for programs related to student wellness also will report to the Federal Meals Coordinator regarding the status of such programs.

The Federal Meals Coordinator will retain records to document compliance with the requirements of the wellness policy at APT's school office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the wellness policy; including an indication of who is involved in the update and methods used to make stakeholders aware of their ability to participate on the wellness policy development
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made available to the public.

APT will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status via the school website and/or district-wide communications. Annually, APT will publicize the name and contact information of the school officials leading and coordinating the committee, as well as information on how the public can get involved with the wellness committee.



The 2023-24 committee is comprised of the following representatives:

| Name | Title / Relationship to the School | Email address | Role on Committee |
|-------------------|---|--|--|
| Lincoln Tamayo | Head of School | ltamayo@academyprep.org | Assists in evaluation wellness policy implementation |
| Patricia Douglas | APT Board of Directors, Emeritus | andgmnar@gmail.com | Assists in evaluation wellness policy implementation |
| Tammy Vallone | Business Operations Manager | tvallone@academyprep.org | Facilitates, development & implementation of wellness policy, etc. |
| Lisamarie Berrios | Wellness and Federal Meals Coordinator | lberrios@academyprep.org | Facilitates, development & implementation of wellness policy, etc. |
| Erica Nelson | Kitchen Manager Blessed Kitchen Vendor | nerica70@gmail.com | Central participant in menu development |
| Sharice Morgan | Guidance Counselor | lmalone@academyprep.org | Assists in evaluation wellness policy implementation |
| Emma Augustine | P.E. Instructor | eaugustin@academyprep.org | Assists in development & evaluation wellness policy implementation |
| Nazrine Beasley | Parent | nazrinebeasley1@gmail.com | Assists in menu selection, evaluation wellness policy implementation |
| Luly Socias | Fit Families for Life Program Manager | lsocias@academyprep.org | Nutrition consultant, menu development; wellness instructor -Fit Families for Life |
| Jia D'Haiti | Student | --- confidential | Assists in menu choices, evaluation wellness policy implementation |

II. Triennial Progress Assessments – Plan for Measuring Implementation of the Wellness Policy

Through the evaluation process, some basic questions will be reviewed which will measure the success of the program and will identify what changes to nutrition, education, physical activity, the nutritional quality of foods available to students, and other aspects covered by the policy occurred as a result of the wellness policy. APT's Wellness and Federal Meals Coordinator, Lisamarie Berrios, will be responsible for managing the triennial Progress Assessment (lberrios@academyprep.org).



The assessment process will include the three different dimensions of evaluation: process, outcome, and impact evaluation. Examining the implementation of program activities is an important form of process evaluation. It documents what actually transpires in a program and how closely it resembles the program's goals. Outcome evaluations study the immediate or direct effects of the program on participants. Impact evaluations look beyond the immediate results of policies, instruction, or services to identify longer-term as well as unintended program effects.

The assessment will answer the following questions in its process, outcome and impact evaluations of the program; blending quantitative and qualitative data collection:

- Did the number of students participating in nutrition education change?
- Did the students have a different number of minutes of physical activity?
- Did the school change available food options?
- Did participation in the National School Breakfast or Lunch Program change?
- Did the policy and implementation address the issues identified in the needs assessment?

For example:

1. Is it making a difference?
2. What's working?
3. What's not working?
4. How can the impact of the policy be increased to enhance its effect on student health and academic learning?

The assessment may also include the following items:

- Listing of all activities and programs conducted to promote nutrition and physical activity;
- Assessment of the school environment regarding student wellness issues;
- Evaluation of the food services program;
- Assessment of student, parent, teacher, and administration satisfaction with the new policies;
- Suggestions for improvement to policies or programs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, APT will review its nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. APT will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

APT will inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to



apply, and a description of and compliance with Smart Snacks in School nutrition standards, using email or displaying notices on the school website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. APT will ensure that communications are culturally and linguistically appropriate to the community. APT will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum and will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. School Meals

School meals not only provide the optimal nutrition that students need for growth, development, and academic achievement but also support the development of healthful eating behaviors in students, including their learning to eat a variety of foods.

APT is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer’s specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. School meals are made attractive to students by appealing to their taste preferences and meeting their cultural needs.

APT participates in the Community Eligibility Provision (CEP) and as such serves breakfast and lunch at no cost to all enrolled students. The “serve” option is implemented, vs “offer vs. serve.”

○ School Nutrition Environment -- APT will

- Provide students and staff with adequate, inviting space to eat meals in clean, comfortable, safe, and pleasant surroundings;
- Schedule meal periods at reasonable/appropriate hours when students are hungry and ready to eat and to better support learning and healthy eating;
- Ensure that food lines are not too long and that students have plenty of time to eat, relax, and socialize;
- Allow students at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated. (Meets *Healthy Schools Program* Gold-level criteria.)



- **Meals served through the National School Lunch and Breakfast Programs will:**
 - Be appealing and attractive to children;
 - Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional;
 - Meet, at a minimum, nutrition requirements established by local, state and federal statutes and USDA standards;
 - Through a diverse menu, offer a variety of vegetables throughout the week;
 - Sliced or cut fruit is available daily;
 - Serve only low-fat (1%) and fat-free milk;
 - Accommodate students with special dietary needs as required by USDA regulation.

b.1 Drinking Water

Safe drinking water and convenient access to facilities for hand washing and bathroom breaks will be available during all meal periods. Additionally, water is accessible to students throughout the school day. Drinking fountains are operable, clean, and convenient for students to access throughout the school day at locations both outdoors and indoors.

b.2 Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, APT will:

- Operate the School Breakfast Program daily;
- Notify parents and students of the availability of the School Breakfast Program; and
- Encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials or other means.

b.3 Snacks

Snacks served during the enrichment programs will make a positive contribution to the children's diets and health and meet or exceed the USDA Smart Snacks in Schools nutrition standards.

b.5 Foods and Beverages Sold Individually

To ensure the high quality of foods offered to its students, no foods and beverages will be sold individually outside the reimbursable school meal program. Vending machines with food and beverages will not be available to students or staff.

b.6 Rewards

APT will not use foods or beverages, especially those that do not meet the nutrition standards, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.



○ **Competitive Foods and Beverages**

This policy provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the U.S. Department of Agriculture (USDA). All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. No “competitive foods” and beverages as defined in USDA’s 7 CFR 210.11, are sold on the school campus to students outside of reimbursable school meals.

○ **Food Safety**

All foods made available to students on campus comply with the state and local food safety and sanitation regulations. A Hazard Analysis and Critical Control Points (HACCP) plan and guidelines are implemented to prevent food illness.

Staff Qualifications and Professional Development

The Wellness and Federal Meals Coordinator and serving staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.

IV. GOALS

A. Other School-Based Activities Designed to Promote Student Wellness

- Student surveys and taste testing opportunities are used to inform menu development;
- Breakfast, lunch and snack menus are published in the weekly family newsletter ;
- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- APT’s on-campus school garden is planted and maintained each school year by the students and faculty lead;
- APT utilizes promotions or special events, such as tastings, that highlight local/ regional products (e.g., annual Cultural Celebration);
- When food is offered as part of a social or cultural event in the schools, staff and parents are encouraged to provide nutritious foods that are consistent with healthy meals guidelines (healthymeals.fns.usda.gov).



B. Education Goals

b.1 Nutrition Education Goals

The primary goal of nutrition education is to influence students' eating behaviors. It is offered at each grade level to provide students with the knowledge and skills necessary to promote and protect their health and is taught through integration of the subject of nutrition into academic areas such as science, PE, and through the enrichment program.

APT will provide nutrition education and engage in nutrition promotion that:

- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking classes, taste-testing, and school gardens;
- Promote fruits, vegetables, whole-grain products;
- Include opportunities for appropriate student projects related to nutrition, involving, when possible, community agencies and organizations;
- Choose foods that are low in fat, saturated fat, and cholesterol and do not contain *trans*-fat dairy products, healthy food preparation methods and health-enhancing nutrition practices;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise)
- Promote healthy eating to students, parents, and teachers. For example, include “nutrition tips” in school newsletters; and offer information to families that encourages them to teach their children about health and nutrition.

Nutrition education shall be designed to help students learn:

- Nutritional knowledge, including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies and principles of healthy weight management;
- Nutrition-related skills, including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising;
- Relationship between healthy eating and personal health and disease prevention;
- Reading and using FDA's nutrition fact labels;
- Eating a variety of foods every day;
- Choosing foods and beverages with little added sugars;
- Eating more calcium-rich foods;
- Preparing healthy meals and snacks;
- Risks of unhealthy weight control practices;
- Accepting body size differences;
- Food safety;
- Importance of water consumption;



- Importance of eating breakfast;
- Making healthy choices when eating at restaurants;
- Eating disorders;
- Social influences on healthy eating, including media, family, peers and culture;
- How to find valid information or services related to nutrition and dietary behavior;
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully;
- Resisting peer pressure related to unhealthy dietary behavior;
- Influencing, supporting, or advocating for others' healthy dietary behavior.

C. Physical Activity Goals

APT will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

The primary goal for the school's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain

physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active and healthful lifestyle. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.

To address issues such as overweight, obesity, cardiovascular disease and Type II diabetes, students enrolled in fifth through eighth grades will participate in physical activity as part of APT's physical education curriculum. The physical education course will foster support and guidance for being physically active, will help students know and understand the value of being physically fit, and will teach students the types of activities that contribute to total fitness.

c.1 Daily Physical Education

All students in grades five through eight will complete an average of at least one hundred instructional minutes per week of physical education. This includes instruction and practice in basic movement and fine motor skills, swimming, dance, golf, basketball, touch football, volleyball, kick ball, etc., as well as progressive physical fitness, and wellness activities through



age-appropriate activities. APT will ensure that its grounds and facilities are safe and that equipment is available to students to be active.

Physical education

- Is for all students for the entire school year;
- Shall teach cooperation, fair play, and responsible participation;
- Shall include cooperative as well as competitive games;
- Includes students with disabilities (students with special health-care needs may be provided in alternative educational settings);
- Engages students in moderate to vigorous activity during at least 50 percent of physical education class time.

c.2 Daily Recess

In addition to required physical education, students participate in daily recess and physical activity at lunchtime and during afternoon student time during the school year. APT provides daily recess periods (at least 20 minutes) for students, featuring time for unstructured but supervised outdoor, active play. This policy may be waived on early dismissal days or in the event of inclement weather (during storms with lightning or thunder). When recess is offered before lunch, there are appropriate hand-sanitizing mechanisms located just inside/outside the auditorium to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time will be built into the recess transition period/time frame before students enter the auditorium. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

c.3 Physical Activity Opportunities during Core Classes and Enrichment Classes

APT will encourage academic teachers to incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

APT’s enrichment programs will provide and encourage—verbally and through the provision of space, equipment and activities—daily periods of moderate to vigorous physical activity for all participants. APT will offer a wide variety of enrichment physical activity programs, such as physical activity clubs or intramural programs, offering a range of physical activity opportunities that meet the needs, interests and abilities of all students; and include boys, girls, students with disabilities, and students with special health-care needs.



V. Active Transport

APT will support active transport to and from school, such as walking or biking by engaging in the activities below; including but not limited to:

- Document the number of children walking and or biking to and from school
- Secure parental authorizations/waivers
- Designate safe or preferred routes to school
- Instruction on walking/bicycling safety provided to students
- Use crossing guards
- Use crosswalks on streets leading to schools
- Secure storage facilities for bicycles and helmets (fenced area)

VI. Community Partnerships

APT will continue and enhance relationships with community partners (e.g., hospitals, universities/colleges, local businesses, in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

VII. Communication with Parents

APT will support parents' efforts to provide a healthy diet and daily physical activity for their children and will include sharing information about physical activity and physical education through the newsletter, other take-home materials, special events or physical education homework.

VIII. Staff Wellness and Health Promotion

APT supports the health and wellbeing of all employees and will ensure that all work practices, the work environment and workplace culture will value, enhance and protect the health and wellbeing of all employees. APT encourages staff member participation in health promotion programs.



Wellness Policy & Procedures Review/Assessment, Jan 2023-24

- **Did the number of students participating in nutrition education change?**

No, in addition to the standard nutrition curriculum taught in our Science classes, Fit Families for Life (FFFL) continues to provide exemplary training/programming on a regular basis in nutrition and physical fitness. These activities are implemented at our school as both mandatory enrichment classes and "elective" enrichment classes.

During the academic year, FFFL provides APT one quarter - 9 class sessions - of (mandatory) cooking classes for 6th grade during the enrichment period. In addition, they provide one semester – approximately 20 class sessions - of (optional or "elective") cooking classes for all grades during the enrichment period. During the summer session, they provide our eighth graders one (mandatory) cooking class, which lasts a full week.

- **Did the students have a different number of minutes of physical activity?**

Students continue to participate in at least 20 minutes/day free play, their regularly scheduled physical education classes, and enrichment classes (see Appendix A: weekly class and enrichment schedules).

In addition, during the academic year, FFFL provides one quarter of (mandatory) fitness classes for all four grades - 5th grade, 6th grade, 7th grade, and 8th grade. During the summer session, they provide our 6th grade boys and 5th grade boys one (mandatory) Fitness class, which lasts a full week.

FFFL also hosts two 6th grade Saturday field trips during the year, typically in the spring. During the first trip, they take our 6th graders, in addition to many of their parents and family members, to the Museum of Science & Industry (MOSI). There, students tour the museum and learn about science, industry, and the world around them. Typically, they also get to experience the ropes course there, which aligns with the fitness side of the FFFL program.

During the second trip, our 6th graders, in addition to many of their parents and family members, go to the gym and participate in free structured physical fitness activity circuits. They are led through a

day of activities like yoga, Zumba, spin, boot camp, and racquetball - all lead and instructed by our partners free of charge. For the past few years, students have gone to the YMCA, and this year, we are experimenting at a new gym - Epic Boxing with our FFFL partner Esther Solano.

Personal hygiene is an important part of the curriculum in all physical education classes. Our Guidance Counselor and Science teachers discuss the importance of maintaining proper hygiene on a



daily basis. Showering, using deodorant, proper hand washing procedures, brushing teeth daily, etc., are some of the topics covered. Proper disposal of female products are discussed as a group within the individual girls' classrooms. These concepts noted above are reinforced daily in the physical education classes to ensure students are keeping up with proper hygiene.

Wellness Policy & Procedures

- **Did the school change available food options?**

No, we extended our contract again this school year with Blessed Kitchen. Menus have been altered, as needed, to comply completely with all NSLP nutrition requirements.

- **Did participation in the National School Breakfast or Lunch Program change?**

No, we continue participating in the National School Breakfast and Lunch Program.

- **Did the policy and implementation address the issues identified in the needs assessment? For example:**

1. Is it making a difference? What's working?
 2. What's not working? How can the impact of the policy be increased to enhance its effect on student health and academic learning?
1. It is definitely working. Students are healthy and attending school on a regular basis. Academy Prep boasts of one of the highest average daily attendance percentages in Florida with a current ADA of 96%.
 2. We continue to work on increasing the number of students eating breakfast at school on a regular basis. To date, our average is 50 students out of a possible 116 electing to eat breakfast at APT. Although the breakfasts served are well-balanced and nutritious, about 50% of our students are opting to not take advantage. The primary reason given is that due to the time of morning convocation, students eat breakfast at home, or have no breakfast at all in order to get to school on time. A second reason offered is that due to the dietary restrictions placed upon us by NSLP and that our meals are vended, vs. freshly prepared on site, students become indifferent with the limited breakfast menu. Regardless of the cause, we are concerned that some children may choose to "go without" until lunchtime. We will continue making it a priority to educate the students on the importance of eating a healthy breakfast and working with our vendor to make the breakfast menu more varied while remaining compliant with NSLP nutritional requirements.



Appendix A provides a listing of all APT’s activities and programs conducted to promote nutrition, wellness and physical activity

Appendix B contains three checklists (nutrition education, physical activity, and other school-based activities) which assess APT’s progress in reaching their 2023-24 goals.

Appendix A ACADEMIC SCHEDULE 2023-24 Monday - Thursday

Effective January 8, 2024

Monday - Thursday

| Time | # Minutes | Period | 5B | 5G | 6B | 6G | 7B | 7G | 8B | 8G |
|---------------|-----------|----------------|--|--|---|---|--|---|--|--|
| 7:00 - 7:25 | | BREAKFAST | BREAKFAST | | | | | | | |
| 7:25 - 7:30 | | LINE UP | LINE UP | | | | | | | |
| 7:30 - 7:45 | 15 | CONVOCATION | CONVOCATION | | | | | | | |
| 7:45 - 7:50 | 5 | LOCKER BREAK | PERIODS 1 - 2 LOCKER BREAK | | | | | | | |
| 7:50 - 8:48 | 58 | PERIOD 1 | Science Mr. Coleman | History Ms. Ridley | Math A / English Ms. Robinson Ms. Houston | | English / Math Mr. Henton | Spanish Ms. Goldberg | History Mr. Diaz | History Mr. Robbins |
| 8:48 - 8:50 | 2 | PASSING PERIOD | PASSING PERIOD | | | | | | | |
| 8:50 - 9:48 | 58 | PERIOD 2 | Math B / English Ms. Houston | History Ms. Robinson | Science Ms. Ridley | Math Honors / English Mr. Coleman | Math Honors / English Mr. Henton | History Ms. Goldberg | History Mr. Robbins | Science Mr. Moore |
| 9:48 - 9:54 | 6 | LOCKER BREAK | PERIODS 3 - 4 LOCKER BREAK | | | | | | | |
| 9:54 - 10:52 | 58 | PERIOD 3 | History Ms. Ridley | PE (Houston HR) APT Life (W) | PE (Coleman HR) APT Life (T) | COE T1: Music T2: Chess T3: Art | Spanish Mr. Diaz | Science Mr. Moore | COE (MWF) PE (T, Henton HR) Higher Ground (Th) | COE (MTF) PE (W, Goldberg HR) Higher Ground (Th) |
| 10:52 - 10:54 | 2 | PASSING PERIOD | PASSING PERIOD | | | | | | | |
| 10:54 - 11:52 | 58 | PERIOD 4 | PE (Ridley HR) APT Life (T) | COE T1: Chess T2: Art T3: Music | Math B / English Ms. Houston Ms. Robinson | | COE (MHF) PE (T, Moore HR) FOS (W, Library) T1: Art T2: Music T3: Chess | History Mr. Robbins | Science Mr. Moore | Spanish Mr. Diaz |
| 11:52 - 12:47 | 55 | PERIOD 5 | LUNCH / RECESS 11:52 - 12:20 Boys Recess 12:20 - 12:47 Girls Recess | | | | | | | |
| 12:47 - 12:53 | 6 | LOCKER BREAK | PERIODS 6 - 7 LOCKER BREAK | | | | | | | |
| 12:53 - 1:51 | 58 | PERIOD 6 | Math A / English Ms. Robinson | Science Ms. Houston | History Mr. Coleman | History Ms. Ridley | Science Mr. Moore | Spanish Mr. Diaz | Math Honors / English Mr. Henton Ms. Goldberg | |
| 1:51 - 1:53 | 2 | PASSING PERIOD | PASSING PERIOD | | | | | | | |
| 1:53 - 2:51 | 58 | PERIOD 7 | COE T1: Chess T2: Art T3: Music | Science Mr. Coleman | COE T1: Music T2: Chess T3: Art | PE (Robinson HR) APT Life (W) Ms. Augustine | History Mr. Robbins | COE (MTHF) PE (W, Moore HR) T1: Art T2: Music T3: Chess | Math / English Mr. Henton Ms. Goldberg | |
| 2:51 - 2:57 | 6 | LOCKER BREAK | PERIOD 8 LOCKER BREAK | | | | | | | |
| 2:57 - 3:10 | 13 | SNACK | Academic Support | Academic Support | Academic Support | Academic Support | Academic Support | Academic Support | Academic Support | Academic Support |
| 3:10 - 4:10 | 60 | PERIOD 8 | Ms. Houston | Mr. Allen | Mr. Coleman Mr. Young | Ms. Cohen Ms. Ridley | Mr. Moore | Mr. Henton | Mr. Robbins | Mr. Diaz |
| 4:10 - 4:15 | 5 | LINE UP / ANC | LINE UP / ANNOUNCEMENTS | | | | | | | |
| 4:15 - 5:25 | 70 | ENRICHMENT | ENRICHMENT | | | | | | | |
| 5:25 - 5:30 | 5 | LINE UP / ANC | LINE UP / ANNOUNCEMENTS | | | | | | | |
| 5:30 | | DISMISSAL | DISMISSAL | | | | | | | |

2:57 - 3:10 Student Time-snack

4:15 - 5:25 Enrichments

Includes curriculum covering nutrition, wellness, and/or physical fitness/activity



ACADEMIC SCHEDULE 2023-24

Friday

| Friday | | | | | | | | | | |
|---------------|-----------|----------------|--|-----------------------------------|-----------------------------------|-----------------------------------|---|-----------------------------------|--|--|
| Time | # Minutes | Period | 5B | 5G | 6B | 6G | 7B | 7G | 8B | 8G |
| 7:00 - 7:25 | 25 | BREAKFAST | BREAKFAST | | | | BREAKFAST | | | |
| 7:25 - 7:30 | 5 | LINE UP | LINE UP | | | | LINE UP | | | |
| 7:30 - 7:45 | 15 | CONVOCATION | CONVOCATION | | | | CONVOCATION | | | |
| 7:45 - 7:50 | 5 | LOCKER BREAK | PERIODS 1 - 2 LOCKER BREAK | | | | PERIODS 1 - 2 LOCKER BREAK | | | |
| 7:50 - 8:45 | 55 | PERIOD 1 | Science | History | Math A / English | | Math / English | | Spanish | History |
| | | | Mr. Coleman | Ms. Ridley | Ms. Robinson | Ms. Houston | Mr. Henton | Ms. Goldberg | Mr. Diaz | Mr. Robbins |
| 8:45 - 8:47 | 2 | PASSING PERIOD | PASSING PERIOD | | | | PASSING PERIOD | | | |
| 8:47 - 9:42 | 55 | PERIOD 2 | Math B / English | | History | Science | Math Honors / English | | History | Science |
| | | | Ms. Houston | Ms. Robinson | Ms. Ridley | Mr. Coleman | Mr. Henton | Ms. Goldberg | Mr. Robbins | Mr. Moore |
| 9:42 - 9:48 | 6 | LOCKER BREAK | PERIODS 3 - 4 LOCKER BREAK | | | | PERIODS 3 - 4 LOCKER BREAK | | | |
| 9:48 - 10:43 | 55 | PERIOD 3 | History | PE (Houston HR) APT Life (W) | PE (Coleman HR) APT Life (T) | COE | Spanish | Science | COE (MWF) PE (T, Henton HR) Higher Ground (Th) | COE (MTF) PE (W, Goldberg HR) Higher Ground (Th) |
| | | | Ms. Ridley | Ms. Augustine | Mr. Henton | T1: Music T2: Chess T3: Art | Mr. Diaz | Mr. Moore | T1: Art T2: Music T3: Chess | T1: Chess T2: Art T3: Music |
| 10:43 - 10:45 | 2 | PASSING PERIOD | PASSING PERIOD | | | | PASSING PERIOD | | | |
| 10:45 - 11:40 | 55 | PERIOD 4 | PE (Ridley HR) APT Life (T) | COE | Math B / English | | COE (MWF) PE (T, Moore HR) FOS (W, Library) | History | Science | Spanish |
| | | | Mr. Henton | T1: Chess T2: Art T3: Music | Ms. Houston | Ms. Robinson | T1: Art T2: Music T3: Chess | Mr. Robbins | Mr. Moore | Mr. Diaz |
| 11:40 - 12:40 | 60 | PERIOD 5 | LUNCH / RECESS 11:40 - 12:10 Boys Recess 12:10 - 12:40 Girls Recess | | | | | | | |
| 12:40 - 12:46 | 6 | LOCKER BREAK | PERIODS 6 - 7 LOCKER BREAK | | | | PERIODS 6 - 7 LOCKER BREAK | | | |
| 12:46 - 1:41 | 55 | PERIOD 6 | Math A / English | | Science | History | Science | Spanish | Math Honors / English | |
| | | | Ms. Robinson | Ms. Houston | Mr. Coleman | Ms. Ridley | Mr. Moore | Mr. Diaz | Mr. Henton | Ms. Goldberg |
| 1:41 - 1:43 | 2 | PASSING PERIOD | PASSING PERIOD | | | | PASSING PERIOD | | | |
| 1:43 - 2:38 | 55 | PERIOD 7 | COE | Science | COE | PE (Robinson HR) APT Life (W) | History | COE (MTHF) PE (W, Robbins HR) | Math / English | |
| | | | T1: Chess T2: Art T3: Music | Mr. Coleman | T1: Music T2: Chess T3: Art | Ms. Augustine | Mr. Robbins | T1: Art T2: Music T3: Chess | Mr. Henton | Ms. Goldberg |
| 2:38 - 2:43 | 5 | LINE UP | PERIOD 8 LOCKER BREAK | | | | PERIOD 8 LOCKER BREAK | | | |
| 2:43 - 3:43 | 60 | ENRICHMENT | ENRICHMENT | | | | ENRICHMENT | | | |
| 3:43 - 3:45 | 2 | LINE UP | LINE UP / ANNOUNCEMENTS | | | | LINE UP / ANNOUNCEMENTS | | | |
| 3:45 | | DISMISSAL | DISMISSAL | | | | DISMISSAL | | | |

No snack - Early dismissal

2:43 - 3:43 Enrichments

Includes curriculum covering nutrition, wellness, and/or physical fitness/activity



Enrichment Activities 2023-24

| MONDAYS | TUESDAYS | WEDNESDAYS | THURSDAYS | FRIDAYS |
|-------------------------|-----------------|--------------------|------------------------|--------------------|
| Advanced Guitar | Bucket Drumming | Drumline | Advanced Guitar | APT Drumline |
| Bughouse, Bullet, Blitz | Ropes Course | Chess Rising Stars | Advanced Ropes Course | Chess Rising Stars |
| Illustration | Karate | Fiber Arts | Animation | Cooking |
| Patel Dance | Music | Golf | Boys Basketball | Fashion Art |
| Positively Puzzling | Food Smarts | Mindful Movement | Chess Tricks and Traps | Girls Fitness |
| Sewing & Crafts | Robotics | Open Karate | Patel Dance | Japanese Club |
| Boys Basketball | Art Studio | Advanced Drama | Sewing & Crafts | Latin Dance Club |
| Spanish Club | | Organic Gardening | Spanish Club | Myths and Legends |
| Volleyball | | Pickleball | Youth Choir | Basic Guitar |
| Youth Choir | | | Step Team | Basic Guitar |

Includes curriculum covering nutrition, wellness, and/or physical fitness/activity



Appendix B

Checklist: Nutrition Education

Not Applicable = NA, New Goal = G, In Progress = P, Achieved = A

Date of Assessment: February 7th, 2024.

| | | |
|--|---|---|
| | Section One: General Guidelines and Classroom Instruction | |
| | At least 5 hours of classroom nutrition education will be provided each year | A |
| | Nutrition education will be based on the most recent Dietary Guidelines for Americans. | A |
| | Teachers will be able to secure recommended nutrition education resources in adequate quantities for their students. | A |
| | All students, including those with disabilities, special health care needs will have the opportunity to participate in a variety of learning experiences that support development of healthful eating habits. | A |
| | Nutrition education instruction will consist of hands-on activities that engage students in enjoyable, developmentally-appropriate, culturally relevant, participatory learning. | A |
| | Hands-on activities as described above will comprise at least 25 percent of nutrition education instruction. (<i>Basic</i>) | A |
| | Two: Displays in Serving and Eating Areas | |
| | Attractive, current nutrition education materials will be prominently displayed in the serving area and changed on a quarterly basis. | G |
| | Teachers will discuss with students the nutrition education materials displayed in the dining areas. | G |
| | Three: Events during the school day | |
| | Each year, some individual classrooms will participate in one or more events that are either centered on nutrition or include nutrition as a main component. | A |
| | A community or media partner will be involved in at least one school-wide event by helping with planning or actively participating in the event. | A |



| | | |
|--|---|---|
| | Four: Family and Community | |
| | Students will be encouraged to start each day with a healthful breakfast and to choose nutritious foods throughout the day. | P |
| | Community members will be encouraged to become actively involved in school programs that provide nutrition education. | A |
| | Five: Staff Wellness | |
| | The school will encourage each member of the staff to serve as a healthy role model for students. | A |

Physical Activity

Not Applicable = NA, New Goal = G, In Progress = P, Achieved = A

Date of Assessment: January 10, 2022.

| | | |
|--|--|---|
| | General Guidelines and Physical Education | |
| | All students, including those with disabilities, special health care needs and in alternative education settings, will have the opportunity to participate in moderate to vigorous physical activity on a regularly scheduled basis each school week during the entire school year. | A |
| | Students will receive a minimum of 100 minutes of physical education per week. | A |
| | During physical education classes, students will engage in moderate to vigorous physical activity: At least 15 minutes per day and/or 75 minutes per week. | A |
| | The school provides a physical and social environment that encourages safe and enjoyable physical activity for all students, including those who are not athletically gifted. Students will have the opportunity to participate in lifetime physical activities (e.g. walking, dance swimming, golf, etc.) Reference: Weekly Enrichment Schedule | A |
| | The physical education curriculum will be sequential. | A |
| | Physical education classes will have a student/teacher ratio that is the same as other classes in the school. | A |



| | | |
|--|--|---|
| | Adequate age-appropriate equipment will be available for all students to participate in physical activity. | A |
| | Physical activity facilities on school grounds are safe. | A |
| | Throughout the Day | |
| | Classroom health education will reinforce the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television. | G |
| | When circumstances make it necessary for students to remain indoors and inactive for two or more hours, the students will be given periodic breaks during which they will be encouraged to stand and be moderately active. | A |
| | Recess | |
| | Students will have at least 20 minutes a day of supervised recess, preferably outdoors. | A |
| | Moderate to vigorous physical activity will be encouraged verbally and through the provision of adequate space and age-appropriate equipment. | A |
| | Recess will be offered during lunch period. | A |
| | Before School & Enrichment | |
| | Daily periods of moderate to vigorous physical activity for all students will be encouraged by providing adequate space, equipment and opportunities. | A |
| | Extracurricular physical activity programs, such as physical activity clubs or intramural programs will be offered. | A |
| | A range of physical activities will be offered that meet the needs, interests and abilities of all students, including boys, girls, students with disabilities and students with special health-care needs. | A |
| | All students will be provided the opportunity to be moderately to vigorously physically active each day. | A |
| | Family & Community | |
| | Information will be provided to help families incorporate physical activity household members. | P |



Academy Prep Center of Tampa Wellness Committee, 2023-24

Lincoln Tamayo
Head of School

Tammy Vallone
Business Operations Manager

Patricia Douglas
Active Member, APT Board of Trustees

Lisamarie Berrios
Wellness and Federal Meals Coordinator

Erica Nelson
Kitchen Manager Blessed Kitchen, Orlando, FL
APT's Vendor for Free & Reduced Meals Program

Sharice Morgan
Guidance Counselor

Emma Augustine
Physical Education Instructor

Nazrine Beasley
Parent

Jia D'Haiti
Student