

# **Triennial Assessment Report: Owensboro Catholic Schools Health & Wellness Policy Final approval 4-10-2024 (12/2023)**

## **District: Owensboro Catholic Schools**

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### **Introduction**

Evaluation of Health and Wellness Policy  
Owensboro Catholic Schools  
Final approval 4-10-2024

The Mission of the Owensboro Catholic Schools Health and Wellness Committee is to enhance learning by having a healthy OCS community (students, parents, faculty, & staff) and to assist in the establishment of lifelong learning practices. Our healthy school environment encompasses physical health, emotional health, spiritual health, and the social climate and culture of the school.

The Owensboro Catholic School System maintains a system-wide Health and Wellness Committee. This committee consists of a group of stakeholders representing the OCS community. The Health and Wellness policy is assessed minimally triennially via the Wellness School Assessment Tool-WellSAT 3.0. The WellSAT 3.0 is a quantitative assessment tool to measure the strength and comprehensiveness of a School Wellness Policy.

The process of evaluating the OCS Health and Wellness Policy began in Fall 2023 via the WellSAT 3.0 Evaluation Tool. Final approval was granted on 4-10-2024.

Members of this triennial assessment committee were OCS Director of School Health Services (Committee Chair), who is the School Nurse and Health Coordinator, OCS President, Principals of each of the 4 OCS Sites, OCS Director of Advancement, OCS Controller, OCS Director of Human Resources, OCS Director of Faith Formation, OCS Guidance Counselors, Owensboro Catholic Health & PE Teachers, Diocese of Owensboro Food Services Director, Owensboro Health Healthpark Exercise Physiologist, Owensboro Health Healthpark Director, and OCS Volunteer Medical Director.

WellSAT 3.0 Scoring: The OCS Health and Wellness policy was evaluated based on the degree to which they address policy items, which are categorized into the five (5) sections listed below. This assessment tool lists each policy item followed by a rating scale:

- "0" = Not Mentioned
- "1" = Weak Statement
- "2" = Meets or Exceeds Expectations"

The scores of each section of the OCS Health and Wellness Policy is listed below:

School wellness policies are evaluated based on the degree to which they address 62 policy items. Scoring per section listed below:

Section #1: "Federal Requirements" Score = 35 /36

Section #2: "Nutrition Environment and Services" Score = 24/27

Section #3: "Nutrition Education" Score = 13/14

Section #4: "Physical Education and Physical Activity" Score = 25/38

Section #5: "Employee Wellness, and Integration and Coordination" Score = 4/4

Section #6. "Nutrition Education" Score = 4/4

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Total "Comprehensiveness" Score of OCS Health & Wellness Policy via WellSAT 3.0 Evaluation Tool: 100  
 (National average comprehensiveness score = 54)  
 Total "Strength" Score of OCS Health & Wellness Policy via WellSAT 3.0 Evaluation Tool: 82  
 (National Strength score = 33).

Owensboro Catholic Schools has a strong comprehensive Health & Wellness Policy. One area of suggested improvement identified via the WellSAT 3.0 evaluation tool were minutes of PE per week at the elementary and middle school level. Owensboro Catholic Schools has a shorter academic day due to the scheduling needs of the Daviess County Public Schools bus system utilized by some of our students. Our bus riding students typically arrive a little later in the mornings to each school site, then are picked up approximately 30 minutes early each afternoon by the DCPS' bus system to accommodate a timely arrival at their public-school assignments. This results in a very tight school-day schedule and limited amounts of time that can be allocated to all necessary requirements of the school day. Students in each elementary grade are assigned 20 minutes of recess daily, but have ample opportunities to gain additional movement time as they move frequently throughout the school buildings, as well as mini-movement breaks that teachers incorporate into their classrooms. Students at Owensboro Catholic Middle School have the same issues as the elementary schools with a shorter, more compact school day due to the bussing schedule. OCMS students have the opportunity to participate in band for the full school year, or to take Health and PE for a quarter of the school year, as the other three (3) quarters comprise of Computer Technology, Art, and Music. However, the vast majority of Owensboro Catholic School students are avidly involved in activity programs after the school day ends, such as school-sponsored, intramural, &/or club athletic programs, dance programs, and the like.

The other area of suggested improvement identified via the WellSAT 3.0 evaluation tool addressed the portion of students that walked or biked to school. Each of the four OCS campuses are in Owensboro but are not geographically divided. OCS is a consolidated school system comprised of four (4) unique campuses that house all students of a particular grade in one specific location. Walking and/or and bike-riding to school is not feasible for the vast majority of our families and student population.

The next triennial assessment of the OCS Health and Wellness policy will begin in the Fall of 2026, with the goal of full approval by the Spring of 2027.

### Strong Policies and Aligned Practices

See introduction section.



		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	2	2	★






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<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>NES2</b>	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	2	2	☆
<b>NES3</b>	Does your school or district provide information to families about eligibility for free or reduced-price meals?	2	2	☆
<b>NES4</b>	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	2	2	☆
<b>NES5</b>	Are marketing strategies used to promote healthy food and beverage choices in school?	2	2	☆
<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?	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	☆

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<b>NES10</b>	Are foods or beverages containing caffeine sold at the high school level?	2	2	☆
<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)?	2	2	☆
<b>NES14</b>	Do students have consistent and easy access to free drinking water throughout the school day?	2	2	☆
<b>NE2</b>	Do all elementary school students receive sequential and comprehensive nutrition education?	2	2	☆
<b>NE3</b>	Do all middle school students receive sequential and comprehensive nutrition education?	2	2	☆
<b>NE4</b>	Do all high school students receive sequential and comprehensive nutrition education?	2	2	☆
<b>NE5</b>	Is nutrition education integrated into other subjects beyond health education?	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>PEPA13</b>	Is there daily recess for all grades in elementary school?	2	2	☆
<b>PEPA17</b>	 Are teachers encouraged to use physical activity as a reward for students?	2	2	☆
<b>EW1</b>	 Are there strategies used by the school to support employee wellness?	2	2	☆

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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>2</b>	
<b>IC1</b>	Is there an active district-level wellness committee?	<b>2</b>	<b>2</b>	
<b>IC2</b>	Is there an active school-level wellness committee?	<b>2</b>	<b>2</b>	

**Create Practice Implementation Plan**

See introduction section.









		<b>Policy Score</b>	<b>Practice Score</b>	
<b>FR11</b>	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	<b>2</b>	<b>1</b>	
<b>NE1</b>	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	<b>2</b>	<b>1</b>	
<b>NE7</b>	 Does nutrition education address agriculture and the food system?	<b>2</b>	<b>1</b>	
<b>PEPA1</b>	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	<b>2</b>	<b>1</b>	
<b>PEPA4</b>	How many minutes per week of PE does each grade in elementary school receive?	<b>1</b>	<b>0</b>	

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<b>PEPA5</b>	How many minutes per week of PE does each grade in middle school receive?	<b>1</b>	<b>0</b>	
<b>PEPA16</b>	What proportion of students walk or bike to school?	<b>1</b>	<b>0</b>	

**Update Policies**












See introduction section.

		<b>Policy Score</b>	<b>Practice Score</b>	
<b>PEPA7</b>	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	<b>1</b>	<b>2</b>	
<b>PEPA8</b>	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	<b>1</b>	<b>2</b>	
<b>PEPA12</b>	 Are there opportunities for all students to engage in physical activity before and after school?	<b>1</b>	<b>2</b>	
<b>PEPA14</b>	 Do teachers provide regular physical activity breaks for students in the classroom?	<b>1</b>	<b>2</b>	
<b>PEPA15</b>	Does the district have "joint-use" or "shared-use" agreements?	<b>1</b>	<b>2</b>	
<b>PEPA19</b>	Do teachers ever withhold physical activity as a classroom management tool?	<b>1</b>	<b>2</b>	

**Opportunities for Growth**

See introduction section.

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		<b>Policy Score</b>	<b>Practice Score</b>	
<b>FR13</b>	Which groups are represented on the district-level wellness committee?	<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>1</b>	<b>1</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>NES13</b>	Do teachers or school staff give students food as a reward?	<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>PEPA6</b>	How many minutes per week of PE does each grade in high school receive?	<b>1</b>	<b>1</b>	
<b>PEPA9</b>	What percentage of students do you estimate do not take PE each year due to exemptions?	<b>1</b>	<b>1</b>	
<b>PEPA11</b>	 Are there opportunities for families and community members to engage in physical activity at school?	<b>1</b>	<b>1</b>	
<b>PEPA18</b>	Do teachers ever use physical activity as a punishment?	<b>1</b>	<b>1</b>	



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### Conclusion

See introduction section.



**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