

June 2015

Springfield JH/HS Wellness, Nutritional, and Community Engagement Statement:

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Promoting health and wellness is one of the school district's priorities. This priority contemplates sound health and wellness practices for students and staff alike. This health and wellness imperative further contemplates stakeholder involvement in school governance and implementing wholesome programming, in advisory capacities, in order to enhance school-community partnerships and communicative efforts.

1. The school district has an interest in creating and sustaining a healthy student body and staff, and therefore will work to promote nutritional knowledge and healthy lifestyles among stakeholders.
2. Staff should model sound nutritional and healthy lifestyle practices as much as is possible.
3. Engaging parents and community, staff and student body members about health and wellness is essential. Stakeholders should contact principals or the superintendent to act on ways contributing to health and wellness programming throughout the Springfield school district.
4. The school district should look for ways to better inform parents about proper nutrition and healthy choices, featuring advisory information in periodic newsletters or electronic media.
5. Steps will be taken to re-enforce the expectation that organizations operating concessions will market healthy food choices in order to encourage student consumption.
6. Sales of OTC food products having minimal nutritional value shall be prohibited until thirty (30) minutes after students have been dismissed.
7. As per Board policy (ADF), a health and wellness advisory council shall be formed, meeting at least bi-annually. The Accountability Committee will satisfy meeting and advisory requirements.
8. It is understood that wholesome physical activity also contributes to wellness status. To achieve these ends, the PE, health, and wellness curriculum will:
  - Schedule adequate time for students to engage in wholesome physical activity;
  - Have safe and functional equipment and facilities;
  - Teach to a physically active lifestyle as a function of wellness;
  - Allow for moderately vigorous physical activity;
  - Teach to competencies in participation skills;
  - Include and provide appropriate adaptations for handicapped students;
  - Will be on par credit value with other course offerings;
  - Assure quality and adequate recess play or non-structured activity time for youth;
  - Will have manageable student-teacher ratios and qualified teachers;
  - Provide for quality and equitable interscholastic or intramural programming; and
  - Include opportunities for the community to benefit from access to school facilities.