



# DISCOVER INCLUSIVE SCHOOL WELLNESS ACTION GUIDE

The [Comprehensive School Physical Activity Program \(CSPAP\)](#) provides the national framework for increasing physical activity in schools. It is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime.

This checklist and action guide is intended to be used as an implementation tool for a school or school district's wellness policy and plan that meets USDA guidelines and promotes nutrition education, physical activity, staff wellness and has a quality physical education program. The checklist is organized by different concentration areas that schools or school districts should address when implementing a school wellness plan. Throughout this document, you will find considerations for inclusion of students with disability side-by-side with an action step and a suggested tool. Physical activity programs within a school should address the needs of all students in the school community including those with a disability.

**Inclusion assumes that all children, regardless of ability or disability, have the right to:**

- Be respected and appreciated as valuable members of the school community
- Fully participate in all school activities
- Interact with peers of all ability levels with opportunities to develop friendships and learn and respect differences

**Checklist Areas of Concentration:**

- Policy and Implementation
- Physical Education
- Physical Activity Before and After School
- Physical Activity During School
- Staff Involvement
- Family and Community Involvement
- Nutrition Education

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## Area of Concentration: Policy and Implementation

### Goals:

- To develop school wellness policies and plans that include disability inclusive language and outcomes.
- To form or build on an existing school wellness committee that includes disability representation.
- To conduct regular accessibility reviews of physical activity and healthy eating spaces and programs.
- To develop an inclusive and sustainable implementation and evaluation plan for the school wellness policies and plans.

Action Step	Inclusive Considerations	Suggested Tool	Sustainability Items (Dates, persons responsible, etc.)
Identify a Leader and Develop a Wellness Committee	An existing group or new committee must actively recruit people with disabilities, family members and others that represent and understand the needs of people with disabilities.  Committee members with disabilities and/or family members should participate in all aspects.	List of disability inclusive committee and community partners	
Educate Your Committee	Educate committee members about inclusion, accessibility and health disparities of people with disabilities.	Disability Awareness Training Tools	
Assess Your Environment	Require accessibility reviews of physical activity and healthy eating spaces and programs which also include walking routes and connecting points to the school.	Community Health Inclusion Index (CHII)  Inclusive School Wellness Checklist  School Health Index  Safe Routes to School Walk Audit	

<p>Find and Review Your Wellness Policy</p>	<p>Provide specific wording throughout the Wellness Policy that includes children and youth with disabilities.</p> <p>Avoid relying on the word “all” as the only indication that children and youth with disabilities are included.</p> <p>Include goals, objectives and outcomes that are specific to children and youth with disabilities.</p>	<p>Sample Model Inclusive Wellness Policy</p>	
<p>Develop an Action Plan including evaluation of your program.</p>	<p>The involvement of people with disabilities does not end in the planning stages. The inclusion of people with disabilities and/or their representatives throughout the process demonstrates a commitment to the effort to make physical activity in the school relevant to students with various disabilities.</p>	<p>Discover Inclusive School Wellness Guide</p>	
<p>Create a marketing and communication plan about your program.</p>	<p>Use a variety of accessible methods to outreach and promote your program. Require marketing and educational materials and messages to be inclusive and in accessible formats. Also, consider language barriers and literacy levels.</p>	<p>Five Steps for Inclusive Communication: Engaging People with Disabilities</p>	

## Area of Concentration: Physical Education

### Goals:

- Provide a quality physical education program that meets the needs of all students.
- Provide an enjoyable, meaningful experience for all students.
- Keep students active for most of the class time.
- Teach skills to maximize movement proficiency.
- Emphasize knowledge and skills for a lifetime of physical activity.

Action Step	Inclusive Considerations	Suggested Tool	Sustainability Items (Dates, persons responsible, etc.)
Ensure enforcement and understanding of laws that require all students to receive physical education.	Physical education is not optional for children and youth with disabilities.  Current laws ensure the appropriate provision of physical education for students with disabilities and should be understood by administrators, teachers, staff and families.	Section 504 of the Rehab Act, Individualized Education Plan (IEP), Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA)	
Ensure that all students are receiving physical education.	Utilize physical education and health goals in an IEP for students with disabilities. Involve your PE teacher, special education, parent and student when appropriate in the IEP process.	NCHPAD's IEP Roadmap	
Ensure instruction in a variety of motor skills designed to enhance the physical, mental and social/emotional development of every child.	Provide training, resources, or equipment necessary to adapt motor skill activities for students with disabilities.	Alabama Physical Education Course of Study	

<p>Ensure that a Qualified Physical Education teacher provides a developmentally appropriate program.</p>	<p>Provide additional training for physical education teachers to include provision of services to students with disabilities, including assessments, instructional principals and adaption techniques.</p> <p>Allow PE teachers to attend professional development that is subject specific and in areas of adaptation and inclusion.</p> <p>Consider preferred hiring of teachers with the Certified Adapted Physical Education Specialist (CAPE) credential.</p>	<p>Inclusive/Adapted Physical Education Training Tools</p>	
<p>Utilize a buddy system and peer mentoring in physical education and physical activity programs.</p>	<p>When using partners the student with a disability has opportunities to partner with a same-aged peer (if appropriate) and not only the paraeducator.</p>	<p>Lieberman-Brian Inclusion Rating Scale (LIRSPE)</p>	
<p>Ensure equipment is available and equitable to all students based on individual needs.</p>	<p>Schools should provide adapted equipment that increases participation for students with disabilities. Adapted equipment should not be viewed as a “bonus” or “extra” but a necessity to provide appropriate physical education. A lack of equipment or the resources to acquire equipment is not a reason to fail to provide inclusive physical education.</p>	<p>Gopher Sport Adapted PE Equipment</p> <p>Flaghouse Adapted PE</p> <p>Challenged Athletes Foundation Equipment Grant Program</p>	

<p>Ensure adequate facilities are available and accessible.</p>	<p>Schools should provide accessible physical education facilities that comply with the ADA and allow students with disabilities to fully participate by ensuring access to all indoor spaces and outdoor play environments. The school environment should be carefully assessed for accessibility and changes made if needed.</p> <p>Utilize Universal Design principles for all new construction.</p> <p>Consider innovative funding sources for adapted equipment such as community grants, school foundations or parent teacher associations.</p>		
<p>Ensure that all students participate in fitness testing to help children understand, improve and/or maintain physical well-being.</p>	<p>Adapt fitness testing for students with disabilities to ensure they understand and are participants in maintaining their physical well-being.</p> <p>Utilize pre-post metrics for students with disabilities to meet personal standards and goals.</p>	<p>Adapting the Alabama Physical Fitness Assessment Video</p>	
<p>Ensure that students are physically active for at least 50% of instructional time.</p>	<p>Adapt activities and class design to ensure students with disabilities participate and do not sit on the sidelines.</p>	<p>Discover Inclusive Physical Education Guidebook</p>	

## Area of Concentration: Physical Activity Before and After School

### Goals:

- To have a program that allows students to exercise what they have learned in physical education.
- To work towards the nationally recommended 60 minutes of daily physical activity.
- To engage in safe, social, and supervised activities.

Action Step	Inclusive Considerations	Suggested Tool	Sustainability Items (Dates, persons responsible, etc.)
Start a Before School Running or Walking Club	<p>Use an accessible space such as the indoor gym, cafeteria perimeter or outdoor paved track.</p> <p>Ensure that paraeducators are available or additional support staff as needed for students with disability to fully participate.</p>	Inclusive Walking Clubs	
Consider the availability and promotion of active transportation to school.	<p>Utilize national programs like Safe Routes to School that have suggested resources for disability inclusion.</p> <p>Perform a walk audit around the school to look for safe crossings, curb cuts, lighting, and traffic calming features. Provide suggested improvements to the school board or local municipality.</p> <p>Build interest for active transportation by hosting events such as Walk or Bike to School Day or Bike Safety Rodeos.</p>	<p>Engaging Students with Disabilities in Safe Routes to School</p> <p>AMBUCS</p> <p>School Walk Audit</p> <p>Walk and Bike to School Day</p>	



<p>Encourage informal recreation or play on school grounds before or after school.</p>	<p>Assess the accessibility of playgrounds and outdoor play areas and make changes to improve access.</p> <p>Provide equipment that allows for inclusion of students with disabilities to participate fully in activities.</p> <p>Ensure appropriate supervision is available for safety and participation of all students.</p>	<p>Discover Inclusive Playgrounds Guide</p>	
<p>Coordinate with community-based programs that might be delivered in school settings.</p>	<p>Seek out extracurricular, community-based programs that offer inclusive versions or adapted curriculum.</p>	<p>NCHPAD’s Adapted Programs</p> <p>Alabama Afterschool Health Promotion Program Guide</p>	
<p>Promote Physical Activity Clubs or Intramural Programs and other extracurricular activities.</p>	<p>Offer programs that allow for students with and without disabilities to play together and promote inclusion.</p> <p>Increase awareness that students with disabilities have a right to participate in extracurricular activities under the Section 504 of the Rehabilitation Act.</p>	<p>Office of Civil Rights Dear Colleague Letter</p> <p>Special Olympics Unified Sports</p>	
<p>Implement the National Healthy Eating and Physical Activity (HEPA) Standards</p>	<p>Adopt the healthy eating and physical activity standards in out-of-school time which include students with disabilities.</p>	<p>National HEPA Standards</p>	

## Area of Concentration: Physical Activity During School

### Goals:

- Increase physical activity time during the school day.
- Encourage physical activity breaks every 60 minutes of instruction.
- Provide opportunities for every student to move.
- Provide supervised activities and give guided instructions that will be inclusive so all children are active together.

Action Step	Inclusive Considerations	Suggested Tool	Sustainability Items (Dates, persons responsible, etc.)
Utilize quick activity breaks known as Brain Boosters.	<p>Provide students with space, equipment and supplies that make participating in activity appealing and accessible.</p> <p>Activity that involves moving arms, hands, and heads, in addition to legs, also includes children and youth with disability.</p>	<p>Inclusive Brain Boosters Factsheet</p> <p>GoNoodle</p> <p>Fitbound</p>	
Encourage daily recess.	<p>Assess the accessibility of playgrounds and outdoor play areas and make changes to improve access.</p> <p>Provide equipment that allows for inclusion of students with disabilities into the activity.</p>	<p>Discover Inclusive Playgrounds Guide</p> <p>7 Principles of Inclusive Playground Design</p>	
Provide professional development training to classroom teachers to provide inclusive physical activity opportunities during the school day.	Like physical education teachers, classroom teachers may benefit from instruction on adaptive techniques for students with disabilities.	Disability Awareness Training Tools	

Utilize Action Based Learning to promote physical activity in the classroom.	Ensure that learning and movement principles are adapted and accessible to students with disabilities.	Action Based Learning	
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## Area of Concentration: Staff Involvement

### Goals:

- Establish a program that encourages all staff to commit to good health practices.
- Provide ways for all staff to be involved and provide feedback on wellness programming.
- Train school staff on disability awareness and the components of an active school.
- Provide physical activity opportunities that will benefit every employee.
- Develop a culture that encourages school staff to be active including moving meetings, stress management, active breaks and participation in school physical activity related events (e.g. Walk at School Day).

Action Step	Inclusive Considerations	Suggested Tool	Sustainability Items (Dates, persons responsible, etc.)
Develop Wellness Programs for staff that includes stress management, healthy eating and physical activity.	Consider the disabilities, hidden or visible, of staff as it pertains to their own health and physical activity.  Walking or counting steps may not be appropriate for all staff, so offer alternate activities to increase physical activity and eating habits.	Inclusive Worksite Wellness Guide	
Encourage school staff to be positive role models for healthy eating and physical activity.	Include all school staff in wellness programs and education opportunities to learn health habits alongside students.		
Distribute Weekly Health Promotion Tips	Provide tips with inclusion in mind that help develop a positive work environment and promote healthy living.	Inclusive Worksite Wellness Marketing Kit	
Evaluate Your Wellness Program	Utilize employee wellness assessments, focus groups and surveys to gather thoughts around improvement, moving forward and positive outcomes.	Work Well NC Inclusive Worksite Wellness Assessment  Physical Activity Questions from the CDC Worksite Wellness Scorecard	

## Area of Concentration: Family and Community Involvement

### Goals:

- Encourage parent involvement on your wellness committee.
- Encourage community member or community organizational involvement on your wellness committee
- Have some representation from the disability community on your wellness committee.
- Provide opportunities for families and community members to be connected to school physical activity events like Walk/Bike to School Days, a 5K run, a health fair, or cooking class.
- Consider joint-use agreements for school facilities and community program usage.

Action Step	Inclusive Considerations	Suggested Tool	Sustainability Items (Dates, persons responsible, etc.)
Create physical activity programs for parents and community members.	<p>Ensure all programs and activities are inclusive of a range of ages and abilities.</p> <p>Consider activities that can be enjoyed together by an intergenerational group. (e.g. Community Garden, Fun Run/Walk, Cooking Demos, Family Fun Night)</p>	<p>Guidelines for Inclusive Road Races</p> <p>Accessible Gardening Factsheet</p> <p>What is a Joint-Use Agreement? Change Lab Solutions</p> <p>Active School's Take Your Parent to PE Week</p>	
Offer health promotion educational opportunities for parents and community members.	Educate parents about physical activity and nutrition and how it can be incorporated into their lives in an effort to change attitudes and increase levels of physical activity and promote healthier eating with their children.	Alabama Farm to School Program	

## Area of Concentration: Nutrition Education

### Goals:

- Establish a school environment that discourages unhealthy eating practices through education and policy.
- Partner with child nutrition services and/or community groups to host nutrition education classes.
- Train teachers on nutrition education and encourage implementation into classrooms.
- Have healthy food and activity at any parties/gatherings throughout the school year.
- Establish a program through the cafeteria for birthday celebrations and require items be purchased through the school.
- Do not allow food as a reward.

Action Step	Inclusive Considerations	Suggested Tool	Sustainability Items (Dates, persons responsible, etc.)
Provide opportunities for students to taste a variety of healthy food.	Work with district CNP directors to develop taste testing's that will benefit your student population and develop a plan to have multiple options for sampling the items.	CNP services	
Train staff on nutrition education and how to teach it to their students.	Utilize training materials and delivery mechanisms that are inclusive to allow every child to benefit from the lesson.	Discover Inclusive Nutrition Education Handout	
Create policy that supports the elimination for food related fundraisers.	Host fundraising events at the school so that all students can take part and avoid door to door fundraising.		
Create policy that supports the elimination of food as a reward.	By eliminating food as a rewards you do not have to isolate a child who can't eat the food or is allergic.		

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