

Key School Indicators: Being Healthy

When we think about being healthy in the school setting, we want students with visual impairments to know that they have access to information and professionals who will help them to build their understanding of concepts that relate to maintaining a healthy lifestyle. The table below provides space for teams to consider each of the key school indicators for being healthy from Ohio’s Whole Child Framework with a focus on considerations from the Supporting Learners Series.

Instructions: While specifically keeping students with visual impairment in mind, review each indicator listed using the access consideration questions along the top. Respond to questions using: Always, Sometimes, or Unsure. This can help teams identify access concerns for planning and follow up. Sample activities are provided beneath the table to help guide discussion.

Key School Indicators	Are students’ needs understood by those in the environment?	Students access information at the same time as their peers?	Accommodations allow for participation?
Equitable Access to Health Services			
School Culture			
Health Education			
Physical Education			
Physical Environment			
Families & Caregivers			
Community Partners			
Health Integration			
Goal Setting For Health			
Child Nutrition			

Equitable Access to Health Services Our school collaborates with mental health, and vision and dental services, with respect to culturally responsive care for students, staff, and families.

Example considerations: choices are offered to support self-determination skill development related accessing health services, Functional Vision Learning Media Assessment guide the planning process for accessing health services

School Culture Our school culture is inclusive. It supports and reinforces the physical, mental and social-emotional health and well-being of each student and staff member.

Example considerations: training staff about the importance of using descriptive language during school events, promote understanding of visual impairment with staff and students to ensure appropriate social interaction skills among peers

Health Education Our school's health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, mental and social-emotional dimensions of health.

Example considerations: provide systemic instruction in areas of independent living like hygiene and grooming, direct instruction to build concept development in preparations for lessons

Physical Education Our school's physical education schedule, curriculum and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.

Example considerations: discuss safety considerations in and around the school (e.g., hallways, playground), being able to identify signs of visual fatigue and ways to naturally build in breaks

Physical Environment Our school's facility and environment support and reinforce the safety, health and well-being of each student and staff member.

Example considerations: consider how assistive technology and devices could enhance learning environments, work with Orientation and Mobility Specialist to address safety considerations throughout the indoor and outdoor space

Family and Caregivers Our school collaborates with families and caregivers to promote the health and well-being of each student.

Example considerations: address the access needs of students and families during every school event to allow for increased participation, work with a Teacher of the Visually Impaired to offer families strategies that can be used at home to support overall health

Community Partners Our school collaborates with local community partners to promote the health and well-being of each student.

Example considerations: share learning opportunities about visual impairment for partners in preparation for collaborative work, proactively addressing safety concerns to reduce potential barriers for students

Health Integration Our school integrates health and well-being into the school's ongoing activities, professional development, curriculum and assessment practices.

Example considerations: use strategies that include touch, hearing, and vision simultaneously, include information from the nine areas of the Expanded Core Competencies/Curriculum as part of professional development training to promote strategies and activities with considerations for students who are visually impaired

Goal Setting for Health Our school sets realistic goals for student and staff health that are built on accurate data and sound science.

Example consideration: offer compensatory information that needs to be accommodated when sharing tools for understanding health, organizing information, and goal setting, provide options for making meaningful choices for inclusive school- and community-based recreation and leisure activities

Child Nutrition Our school supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.

Example considerations: accessible school menus, orientation and mobility training to, from and around the cafeteria for increased independence in making healthy choices

Additional resources to support the Whole Child can be obtained from:

[Ohio Department of Education and Workforce Whole Child Resources](#)

[Association of Curriculum and Supervision Development Whole Child Approach to Education](#)