



# Special Olympics New Hampshire Unified Champion Schools **Playbook**



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It is an incredible honor to be able to support Special Olympics Unified Champion Schools through the development of this playbook. As the Global Presenting Sponsor of Special Olympics Unified Sports, all of us at ESPN know the important role sports can play in uniting people of all abilities to play unified in sports and be unified in life.

Being a good corporate citizen is a time-honored tradition at ESPN. Our relationship with Special Olympics spans more than 30 years and is a celebration of how the power of sports can inspire social inclusion and acceptance.

ESPN is proud to share inspiring stories with our fans and communities across the world, as we believe that sports creates a level playing field where people can work together towards a common goal. The lessons learned on the playing field about acceptance, inclusion and camaraderie are translated to all elements of life and help to develop the leaders of a more unified world. Every day we see great stories that exemplify this from schools across the country. We know educators and students who use this resource will find a wide array of activities to help their schools become communities of welcome where everyone is recognized for their value and skills.

Good luck as you play unified!

Kevin Negandhi, ESPN SportsCenter Anchor

Sage Steele, ESPN SportsCenter on the Road Host & NBA Countdown Host



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# SECTION 1: INTRODUCTION AND OVERVIEW

## Welcome and Introduction

Thank you very much for believing in the power of inclusion!

Welcome to Special Olympics New Hampshire's Unified Champion School's (UCS) Playbook. We have reviewed the resources available to us and have developed a document we believe will help schools create the best school community possible – one that values each individual equally!

As you know, each school has a School Liaison assigned to support you throughout the year. Your School Liaison is your greatest champion and, hopefully, will be a great resource as your school works to become a NH Unified Champion School! Our three-person School's Team includes Pete Cofran (email: [PeteC@sonh.org](mailto:PeteC@sonh.org) or cell: 603-677-6701 ), Ryan Grogan (email: [RyanG@sonh.org](mailto:RyanG@sonh.org) or cell: 207-752-0455) and UCS-experienced Laurie Belanger (email: [LBelanger@sonh.org](mailto:LBelanger@sonh.org) or cell: 603-387-4317).

Please meet our team!

- Pete Cofran

Former athlete, coach and administrator, Pete began his career by working at his alma mater Plymouth State College for 28 years, including 23 years in the Department of Athletics. He coached softball for 25 years and girls' basketball for 12 years at Plymouth Regional High School and became Director of Athletics at Newfound Regional High School for 12 years where he established Unified Soccer in 2016 and Unified Basketball in 2017. Pete has been Past President of the NH Softball Coaches Association, NH Coaches Association, and NH Athletic Directors Association. Currently, he is on the National Interscholastic Athletic Administrators Association Mentoring Committee. Pete joined SONH in May of 2020 as Director of Schools.

- Ryan Grogan

Ryan graduated from the University of New Hampshire in 2016 where he majored in History. Upon graduation Ryan served in AmeriCorps through the Victims Assistance Program then worked for Prescott Park Arts Festival in Portsmouth, NH. In April 2019, Ryan joined Special Olympics NH as the Special Events Coordinator where he assisted with our Law Enforcement Torch Run, Holiday Auction and Winter Water Sports. In May 2020, Ryan was promoted to full-time Schools Manager in the Program Department.

- Laurie Belanger

Laurie Belanger has been a Schools Manager with SONH, part time, for four years. For more than 30 years, she has been a school counselor at Gilford High School, where her favorite role is Unified Coach and Club Advisor.

Please do not hesitate to reach out to your School Liaison! The Directory is on pages 91-92 and includes the listing of each of the Unified Champion Middle Schools and High Schools and their respective School Liaisons.

We look forward to the great things that the youth of New Hampshire will do during a challenging 2020-2021 school year.

## Overview of Special Olympics Unified Champion Schools

The Special Olympics New Hampshire Unified Champion Schools is aimed at promoting social inclusion through intentionally planned and implemented activities affecting systems-wide change. With sports as the foundation, the three-component model offers a unique combination of effective activities that equip young people with tools and training to create sports, classroom and school climates of acceptance. These are school climates where students with disabilities feel welcome and are routinely included in, and feel a part of, all activities, opportunities and functions.

This is accomplished by implementing Inclusive Sports, Inclusive Youth Leadership opportunities, and Whole School Engagement. The program is designed to be woven into the fabric of the school, enhancing current efforts and providing rich opportunities that lead to meaningful change in creating a socially inclusive school that supports and engages all learners. What a Unified Champion School “looks like” can vary greatly from school to school, based on the needs, goals, schedules and other factors unique to each school; but the basic building blocks remain the same. Together, we are creating a Unified Generation that chooses to include.

The following Playbook was created to be used as a guide as your school takes on the role of being a Unified Champion School. The Playbook is meant for schools of all levels including those who have just started as well as those who are nationally recognized. The Playbook will provide an in-depth guide into the three components of a Unified Champion School and how we can continue to promote social inclusion.

## Why Schools Need to Be Socially Inclusive

Creating an educational atmosphere that prepares every student or learner for college, career and civic life is a complex proposition. (Student and learner will be used interchangeably throughout the Playbook.)

Accomplishing this requires intentional planning and implementation, strong collaborations and initiatives that provide **equitable and quality opportunities for all**.

Successfully meeting the needs of all students hinges largely on the climate of the school, which affects every aspect of students’ school experiences - from their social and emotional well-being to the overall quality of the educational experience. A positive school climate creates the necessary conditions where diversity is valued, equity is demanded, and every student is a contributing member.

A key aspect of an effective school climate is the way in which children with intellectual disabilities are provided opportunities to learn alongside their peers without disabilities and to engage in the normative life experiences of school. The sense of belonging or connectedness within the school is particularly important for students with intellectual disabilities and is associated with several important educational outcomes, including regular school attendance.<sup>1</sup>

Yet, even those students with intellectual disabilities who attend schools with policies and procedures that provide an inclusive *educational* experience are too often disengaged from many school-based, social opportunities. It is perhaps not surprising that students with disabilities participate less in school-sponsored teams, clubs and organizations than their peers without disabilities<sup>2</sup> and, overall, are more likely to experience social isolation within the school setting.

This isolation manifests itself in detrimental effects that reverberate across the school setting. Consider the following:

- Bullying and other mean-spirited actions can have violent and tragic outcomes. 71% of young people say they have seen bullying in their schools.<sup>3</sup> Students with disabilities are at greater risk for being victimized than their peers without disabilities.<sup>4,5</sup>
- Students with intellectual disabilities do not routinely experience a school environment that addresses their academic needs and also their social needs to make friends. While 61% of all students with disabilities spend more than 80% of their school day among their general education peers, for students with intellectual disabilities that rate falls to 17%.<sup>6</sup>

## Middle School

Creating an inclusive, educational atmosphere that ensures every middle school student becomes a healthy, productive and ethical individual is a central focus of middle grades education. Accomplishing this requires intentional planning and implementation, strong collaborations and initiatives that provide equitable and quality opportunities for all.

Every day, millions of diverse, rapidly changing 10 to 15-year-olds make critical and complex life choices and form the attitudes, values and dispositions that will direct their behavior as adults. They deserve an education that will enhance their healthy growth as lifelong learners, ethical and democratic citizens, and increasingly competent, self-sufficient individuals who are optimistic about the future and prepared to succeed in our ever-changing world. (Edwards, 2015, p. 12)

As reported by Kenneth Brighton (2007) in *Coming of Age: The Education and Development of Young Adolescents*, "Middle school students simply learn best in an atmosphere where their social and emotional needs are addressed."

- **Verbal and social bullying represent the most prevalent types of bullying during the middle grades**, with the highest rates of occurrence reported among sixth graders. (Centers for Disease Control and Prevention, 2009a).
- **If the norms in a peer group support socially irresponsible behavior (e.g., bullying), students are less likely to be involved in school activities**: and their sense of connectedness to school can suffer, along with achievement levels and health behaviors. (Centers for Disease Control and Prevention, 2009a)

This can be turned around with attention to social inclusion, and the team structure in middle level schools can help all students to be included through the family-type focus of these teams.

## Why Unified Champion Schools Are Needed

The Special Olympics Unified Champion Schools strategy promotes a socially inclusive school climate where acceptance, respect and human dignity for all students is the norm. As the data below demonstrate, a Unified Champion School equitably supports students with and without intellectual disabilities and fosters meaningful opportunities for every student to contribute.

Within Unified Champion Schools, students without disabilities hold more positive attitudes toward their peers with intellectual disabilities, are more tolerant, and realize the impact their words and actions have on others.<sup>9,10,11</sup>

Socially inclusive school and classroom climates are more evident where students with disabilities feel welcome, are routinely included in and feel they are a valued part of all activities, opportunities and functions.<sup>12</sup>

Extensive evaluation of the Unified Champion Schools strategy has revealed the following positive impacts:<sup>6,7,8</sup>

84%

**84% of students** generally regard the experiences they've had through **their experiences within a Unified Champion School as a positive turning point** in their lives.

87%

**87% of students** learn that **standing up** for something they believe is the right thing to do.

71%

**71% of students** with and without intellectual disabilities **remained in contact with students with disabilities who they met through their school's inclusive programming after graduation**, with the most sustainable relationships occurring between peers who served as leaders

Developing  
Pro-social  
skills

**Students** who are engaged in programming develop valuable **pro-social skills**.

The majority of students report learning:

- about **helping others** (87%)
- about how their **emotions and attitudes** can affect others (85%)
- that **standing up for something they believe** is the right thing to do (85%)

82%

**82% of students** felt that they were **able to change their schools for the better**.





## A **Vision** of Social Inclusion



Imagine a school where no student is excluded because of the degree or type of disability, or the services required to meet her needs. All students are engaged in positive ways, and a variety of experiences are offered that build on individual strengths and respect diversity.

As you walk through the hallways, you see posters, flyers and artwork representing all kinds of clubs, teams and students. The clubs are inclusive, and there are teams and extracurricular opportunities for all.

You see students from the football team high-fiving students from special education classrooms. It is a place of respect where differences are accepted and appreciated. It is a school where the voices of all students are heard, and all students have the chance to be leaders.

Every student is given an opportunity to meaningfully contribute and participate, and they are noticed for their similarities and strengths rather than disabilities. All around you is a plethora of evidence that students feel a sense of belonging and feel that they are a valued part of the school.

# Special Olympics Unified Champion Schools Strategy

Since its founding, Special Olympics has been providing quality sports opportunities for individuals with intellectual disabilities across the globe. Today, **Special Olympics serves as a driving force for social inclusion**, with the vision to create a world where “people with intellectual disabilities of all abilities are welcomed in their communities and join with others to learn, work, compete and play with the same rights and opportunities as others.”

Integral to this work is a focus on youth. Special Olympics views youth as “powerful and effective advocates ... open-minded to new things,” and as having “the courage of conviction to step up and defend their beliefs. For this reason, [Special Olympics] find(s) that young people are some of the most powerful and effective advocates on behalf of acceptance”.

## Middle Schools

According to the research of Dr. Peter Scales of the Search Institute, the point about young people being some of the most powerful and effective advocates on behalf of acceptance is true for students in middle grades schools. **The characteristics of young adolescents identify that these youth are generally idealistic, desiring to make the world a better place and to make meaningful contributions to causes larger than themselves.** They also value direct experiences in a participatory democracy (Association for Middle Level Education, 2010).

Since 2008, Special Olympics has been actively engaged in the development and implementation of a school-based strategy supported and endorsed by the U.S. Department of Education for promoting and increasing the social inclusion of youth with intellectual disabilities in schools and in their communities across the country.

The Special Olympics Unified Champion Schools strategy is aimed at promoting social inclusion through intentionally planned and implemented activities affecting systems-wide change. With sports as the foundation, the three-component model offers a unique combination of effective activities that equip young people with tools and training to create sports, classroom and school climates of acceptance. These are school climates where students with disabilities feel welcome and are routinely included in, and feel a part of, all activities, opportunities and functions.

***Youth and adults working together collaboratively in an inclusive setting create socially inclusive schools. Unified Champion Schools promote a school climate that:***

- is free from bullying and exclusion,
- combats stereotypes and negative attitudes,
- eliminates hurtful language,
- promotes healthy activity and interactions, and
- is welcoming and values the engagement of all students.

It is not intended for students to simply be recipients of programming, but rather be architects of lasting change and community building, where adults serve as allies to youth, rather than managers of youth. In fact, a central tenet of the Unified Champion Schools strategy is inclusive, intergenerational leadership, where shared goals and work are owned collectively by both youth and adults.

## Within Unified Champion Schools:

- Students with and without intellectual disabilities are provided opportunities for physical activity and for building positive peer relationships across the school setting - in hallways and lunchrooms, in classrooms and gymnasiums, and on athletic fields of play.
- Students with and without intellectual disabilities are provided opportunities to interact with their peers and to personally learn and grow.

At its core, the Unified Schools strategy is not just about including students with disabilities, but unifying all students; moving from adult-led programming to student-led mobilization and action; and transitioning from sports as recreation to sports as a catalyst for social inclusion and change.

## Middle Schools

According to This We Believe, the Association for Middle Level Education's landmark position paper (2009), successful middle grades schools are characterized by the active engagement of students and teachers. It could not be otherwise, for everything that is known about the nature of young adolescents and the principles of learning points to the reality that the most successful learning strategies are ones that involve each student personally. Successful middle grades practices purposefully empower young adolescents to assume this role, one that includes self-advocacy.

The Unified Champion Schools strategy addresses the social-emotional developmental needs of young adolescents to belong to a peer group while welcoming and benefitting from positive relationships with adults. At its core, the Unified Champion Schools strategy is about unifying all students; student and teacher collaborate where students learn to be leaders; and sports is a catalyst for social inclusion and change.

Students in the middle grades have the ability to perceive deep truths and are making decisions that will affect the way they live the rest of their lives. This transitional time between childhood and adulthood is the prime time to introduce students to important concepts, such as the need to seek social justice. (McHugh, Reedy, & Yehle, 2017)

Social inclusion can be a strong basis for an interdisciplinary unit.

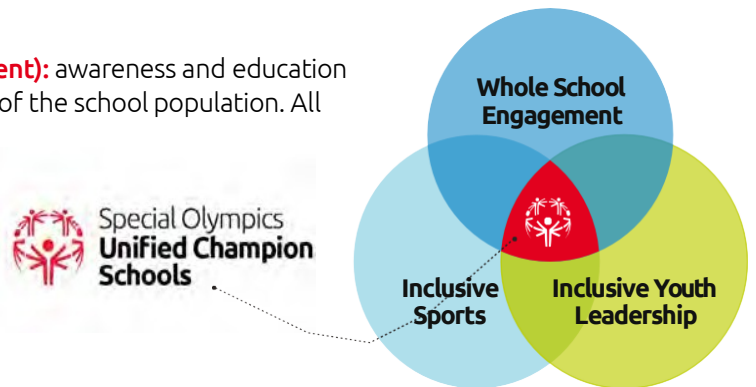
## How Special Olympics Unified Champion Schools Operate

The Unified Champion Schools strategy is designed to be woven into the fabric of the school, enhancing current efforts and providing rich opportunities that lead to the creation of a socially inclusive school that supports and engages all learners. What a Unified Champion School looks like can vary greatly from school to school (or team to team), based on the needs, goals, schedules and other factors unique to each level of school, but the basic building blocks remain the same

A Unified Champion School implements **three specific components, all of which are best integrated with the others in a cohesive effort to increase social inclusion throughout the school.** Just as an integrated curriculum in the middle schools has long been recognized as a foundation for effective learning, research on Unified Champion Schools has identified that high schools and middle schools in which all three components are interconnected and implemented are those that become socially inclusive to a higher degree.

The three components of Unified Champion Schools are:

- **Whole School Engagement (Awareness and Involvement):** awareness and education activities that promote inclusion and reach the majority of the school population. All students have opportunities to participate through team or school-wide activities, and students/ learners with and without intellectual disabilities are involved with planning and leading awareness events with the support of an adult. Examples include Spread the Word to End the Word Campaigns (R-word), pep rallies or Fans in the Stands for Unified Sports teams, or a Unified SportsFestival.
- **Inclusive Youth Leadership:** students with and without intellectual disabilities working together to lead and plan advocacy, awareness and inclusive activities throughout the school year. Examples include Unified Clubs, leadership classes, inclusive Student Councils, National Junior Honor Society, or similar types of inclusive student groups. The clubs are supported by an adult liaison and offer leadership opportunities or training for students with and without intellectual disabilities.
- **Inclusive Sports:** a fully inclusive sports or fitness program that combines an approximately equal number of students with and without intellectual disabilities. Examples include Unified Sports, Unified PE or fitness, and Unified intramurals. These activities occur throughout the school year with the support of an adult coach and may include opportunities for competition.





The experiences provided for one-on-one interactions to take place when youth participate in inclusive sports activities or work alongside one another to effect change, and raising awareness through school-wide activities where peer group influence is leveraged, are at the crux of the Unified Champion Schools strategy.

By offering a combination of inclusive sports and youth leadership options, as well as a variety of activities that engage students throughout the school, the school community as a whole has a part in building a socially inclusive school climate – one free from teasing, bullying and the exclusion of any group of peers. It is the synthesis of the cumulative experiences of students and adults throughout the entire school that results in schools realizing their full potential as socially inclusive communities.

We know that effective change does not happen unless it is done with intentionality, adheres to a shared vision for the process and outcomes, and is guided by a team of leaders who strategically move the school community forward in changing the policies and practices necessary to support the work. Therefore, rather than a strictly prescriptive approach, we envision the direction and implementation of the program to be determined by the school.

An inclusive Unified Champion School Leadership Team should be in place to ensure efforts are thoughtfully planned, guided by shared goals, collaboratively led, and intentionally implemented to support the current initiatives and priorities of the school. This team facilitates social inclusion work in the school within an inclusive, intergenerational leadership framework where adults and youth with and without intellectual disabilities co-create school-wide change.

Because youth and adults see and experience the school from different perspectives and with different interpretations, have different relationships and networks within the school community, and different power and tools to activate those networks, both must be engaged to drive systemic change.

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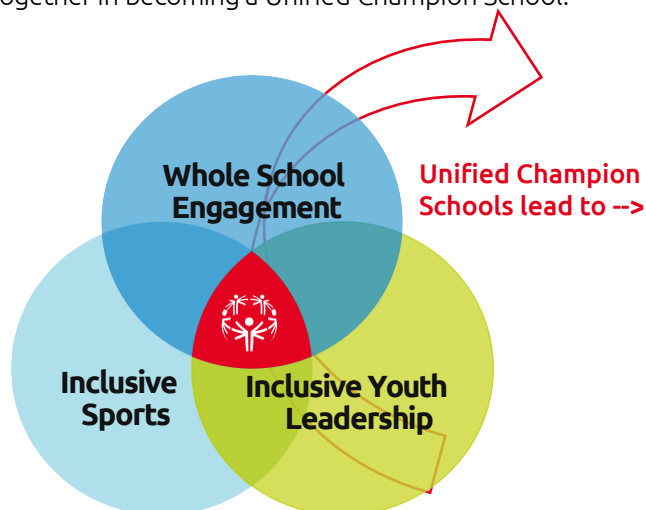
## Words of wisdom often shared by youth leaders engaged in Special Olympics is, ***"Nothing about us without us!"***

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Creating a socially inclusive school is a process of building a school culture that encourages, supports and expects social inclusion at the heart of how the school functions. As the graphic below illustrates, each opportunity should incorporate a combination of the components, provide unique and engaging opportunities for students to participate, and enhance current social inclusion efforts. Not every activity will incorporate all three components, and not every activity will be engaging for all students.

However, all three components will be evident within the school, and the goal will be for each activity to integrate at least two of the components. Throughout the process of implementing the activities, it is important to offer multiple opportunities for all students to be engaged in a variety of ways.

The graphic below provides an example of how the three components can be woven together in becoming a Unified Champion School.



Students with and without intellectual disabilities organize a Unified Walking Club. They make arrangements for accommodations to ensure all students have an equitable opportunity to participate.

The club meets weekly and asks members to get friends and family to make a pledge for the miles they walk. The money will be used to support building an accessible playground at the elementary school. All students in the school are encouraged to help by pledging donations, organizing and collecting pledges, or participating in the club by walking each week.

To enhance inclusive efforts at the elementary school, the high school students engage the younger students in participating as walkers for special events.

They also design and teach inclusive activities during physical education classes at the elementary school, incorporating games which can be played on the accessible playground equipment.

# Definition of a Special Olympics Unified Champion School

A Special Olympics Unified Champion School has an inclusive school climate and exudes a sense of collaboration, engagement and respect for all members of the student body and staff. A Unified Champion School is one that has demonstrated commitment to inclusion by adopting the three components as described below. These include Special Olympics Unified Sports®, Inclusive Youth Leadership and Whole-School Engagement.

While the components are listed individually, they should be implemented in coordination with each other and supported by a leadership team composed of representatives from all areas of the school, including students, teachers, administrators and parents.

**Research has proven that when all three components are incorporated, there is a deeper impact on the individual participants as well as the overall culture and climate of the school.**

Strategies and plans for sustainability are key to successfully ensuring that the three Unified Champion School components will continue into the future and truly become part of the school culture. Examples include such things as student fundraising, Unified Booster Clubs or Unified Sports/Club expenses included in school budgets.



# Components of Unified Champion Schools

## An Introduction to Whole School Engagement



Special Olympics Unified Champion Schools provide opportunities for all students to learn and practice social inclusion through sustained engagement whether in the classroom, during an assembly, as part of a sports experience, or through engagement in planned activities that reach the whole school. Through whole school engagement opportunities embedded within and between the Inclusive Youth Leadership and Unified Sports components, the school becomes a powerful community that represents new ways of thinking and acting.

Many possibilities exist for promoting social inclusion throughout the school such as assemblies and activity days, classrooms that nurture positive peer relationships between students of all abilities, and the expectation that respect and acceptance are the norm for the entire school environment. The result is a school where all students feel they play a meaningful part in school clubs, sports and even informal interactions that occur in the cafeteria or hallways.

### **Whole School Engagement is a unique and important component because it:**

- Engages the entire staff and student body in building awareness and understanding of the benefits to all when the assets and contributions of each individual are recognized, honored and supported.
- Creates a socially inclusive school climate and expands ownership of the efforts beyond a passionate few, creating a ripple effect of actions and advocacy.
- Enhances the school climate by nurturing development, learning and achievement through engaging environments where students, teachers, administrators, parents and community members feel connected, safe and successful.
- Creates communities of acceptance where students with disabilities feel welcome and valued as meaningful participants in school activities, classroom learning and leadership opportunities.
- Models to the larger community that inclusivity can and does have positive outcomes for all members of the school or community.

There is a space for every individual in the school community to contribute to achieving the school's goals. In Unified Champion Schools such contributions are realized when students and staff are involved as participants in a whole school activity, and when students with and without intellectual disabilities serve as teammates on a Unified team, are leaders or members of an inclusive school club, or actively serve on the school's intergenerational leadership team.





# An Introduction to Youth Leadership

Special Olympics Unified Champion Schools offer opportunities for young people of all abilities to be leaders in designing and implementing classroom and extracurricular activities that promote equality and acceptance and, ultimately, create socially inclusive school climates. The Inclusive Youth Leadership component intentionally blends opportunities for students with and without intellectual disabilities across the Whole School Engagement and Unified Sports components to advance social inclusion in the school.

More than something that provides direct personal value to the young people, inclusive youth leadership has a larger purpose in shifting cultural norms and even shifting formal policies and practices within a school. The benefits and focus of youth leadership are no different than those of developing leadership in adults. We invest in teachers, not merely because it is good for them individually, but because it impacts students and our schools more broadly. The same is true for why we engage students in inclusive youth leadership.

## **Inclusive Youth Leadership is a unique and important component because it:**

- Recognizes the leadership assets and values that all students possess and can use to contribute meaningfully to the school community.
- Provides students with and without intellectual disabilities the knowledge, skills and dispositions to take on leadership roles in their school, creating an environment in which socially inclusive opportunities can thrive.
- Offers opportunities for all students to become leaders, developing an understanding that students of varying abilities and backgrounds can lead.
- Encourages intergenerational leadership opportunities that promote a deeper understanding of the strengths, gifts and skills of all students as co-leaders with adults.
- Guides administrators and teachers in incorporating the vision and insight of youth as they step into leadership positions and create inclusive environments in their schools.
- Offers teachers a greater understanding and appreciation for the viability and value of increased social inclusion in their classrooms leading to greater opportunities for students with different abilities to collaborate on classroom and academic projects.

When students from Unified Champion Schools take the lead as catalysts for change by re-envisioning and then restructuring their student council into an inclusive organization, initiating a Unified Sports opportunity, or working with teachers to nurture positive inclusive peer relationships in the classroom, the school's efforts to improve school climate and make meaningful curriculum connections will be enhanced. Inclusive youth leadership is also promoted through intergenerational leadership opportunities for students to lead a school initiative collaboratively with adults, such as collecting data and taking action to improve the school climate.





## An Introduction to Inclusive Sports



Special Olympics Unified Sports<sup>®</sup> is a unique program that provides students with and without intellectual disabilities with opportunities to meaningfully participate in sports activities alongside one another in a variety of settings. Through the various models offered, schools are able to provide important inclusive sports experiences that work in tandem with Whole School Engagement and Inclusive Youth Leadership efforts.

Through Unified Sports, students come together in a setting where all teammates are challenged to improve their skills and gain a better understanding of each other's abilities through a spirit of equality and team unity. Unified Sports leads to new friendships, improved self-esteem, positive changes in attitudes and behaviors, improved sports skills and a deeper connection to the school.<sup>13,14,15</sup>

# Unified Sports

**Students with and without intellectual disabilities have opportunities to participate in Unified Sports activities through three basic models:**

## Competitive

Brings together students learners with and without intellectual disabilities of similar athletic abilities to train and compete on the same team. School-based teams in this model often compete within an interscholastic athletics league, an intramural setting, or through community-based Special Olympics tournaments.

## Player Development

Similar to traditional Unified Sports, but teammates of higher abilities serve as mentors to assist teammates of lower abilities in developing sport-specific skills and tactics and in successfully participating in less structured, cooperative team environments.

## Recreational

Extends the concept of Unified Sports to the non-competitive realm, offering inclusive recreational sports opportunities for students with and without intellectual disabilities. Examples of Unified Recreation in schools include activities such as Unified Physical Education, Unified Field Day or a Unified Walking Club.

## Middle Schools

In the Middle Schools, the focus is on the Competitive Model where athletes and partners **meaningfully participate**. Coaches ensure that players are trained and in the appropriate positions where they can be successful and contribute to the team.

For many students, Unified Sports provides the opportunity to experience the joy of participation in a school activity, whether they represent their school as part of an interscholastic Unified Sports team, play on an intramural team, or simply have an opportunity to be involved in other inclusive activities. Inclusive youth leadership and whole school engagement are supported in Unified Sports through varied opportunities such as youth engaging their peers with and without intellectual disabilities in initiating a Unified Sports day or activity for the whole school, or working with the physical education teacher to create inclusive sport and recreation opportunities within the school day.

### **Unified Sports is a unique and important component because it:**

- Provides valuable social inclusion opportunities for all teammates to build friendships, on and off the playing field.
- Integrates athletes with and without intellectual disabilities in a setting where all teammates are challenged to improve their skills and become physically fit.
- Prepares students for participation in other school activities or community sports programs.
- Strengthens self-esteem and builds confidence as students take on leadership roles in the school and participate in inclusive activities.
- Models genuine inclusion for the entire school community.
- Increases community awareness of the spirit and skills of individuals with intellectual disabilities.



# How the Special Olympics Unified Champion Schools Strategy Supports Current Educational Initiatives

The activities of the Unified Champion Schools strategy enhance a number of key educational initiatives in important and relevant ways. The initiatives found below are frequently a part of school improvement plans and activities as school staff seek to increase student success. If you are already focusing on any of these initiatives, becoming a Unified Champion School will amplify and enhance your existing emphasis. Often, these are a focus of professional development plans as well.

## **21st Century Skills /Work Ready and Soft Skills**

The resources and activities provided through the Unified Champion Schools strategy facilitate student development of 21st century skills across the curriculum. Deep understanding and ability to use acquired skills happen when students are provided experiences which draw on prior knowledge and utilize higher order thinking skills as they apply their learning to strengthen the environment around them. Critical thinking and problem solving, communication and collaboration, social and cross- cultural skills and leadership and responsibility are all 21st Century Skills that are reflected and reinforced through implementation of SONH's Unified Champion Schools strategy.

## **Social-Emotional Learning (SEL)**

SEL is at the heart of school programming currently, with good reason. There is growing research that demonstrates students perform better academically, socially and emotionally when they are meaningfully engaged, contributing members of a school with a positive, caring, equitable school climate. A school that expects, encourages and supports inclusive practices is a critical underpinning to the establishment of an equitable learning environment for all students. Teaching the skills to be inclusive and empathetic fosters this environment, in a natural way and reinforces these skills. This has been shown to result in positive impacts on student performance and is supported by the Unified Champion Schools strategy.

## **Positive Behavior Interventions and Supports**

Currently implemented in thousands of schools, Positive Behavior Interventions and Supports (PBIS) are being used to better teach and reinforce expected behaviors throughout the school. The Unified Champion Schools strategy supports this work across all school settings by providing meaningful opportunities for students to work and learn together in ways that support all learners and create an equitable, caring environment for all. Culturally responsive educational strategies, differentiated instruction and positive behavioral supports are just a few of the bedrock practices employed in inclusive schools. Inclusive education should be a universal commitment and a core value to ensure equitable access and success for students and adults at all three tiers of a PBIS school-wide system.

## **School Connectedness**

School connectedness is an important factor in student success and well-being. Students who feel they belong and are valued contributors to the community are more likely to attend school, have higher grades and test scores, and are less likely to engage in risky behaviors and harmful activities such as bullying.<sup>7</sup> Practices that promote school connectedness are incorporated in the Unified Champion Schools strategy by providing opportunities for all students to engage in meaningful school-based activities.

## **Physical Health and Emotional Well-being**

The U.S. Department of Health and Human Services suggests that regular physical activity has a number of benefits to overall physical health as well as the emotional well- being of adolescents, such as the reduction of anxiety and stress and improvements in self-esteem. Unified Sports extends the opportunities for all students to be actively engaged in a variety of sports and physical activities which provide both physical and socio-emotional benefits.

## SECTION 2:

# ESTABLISHING YOUR LEADERSHIP TEAM

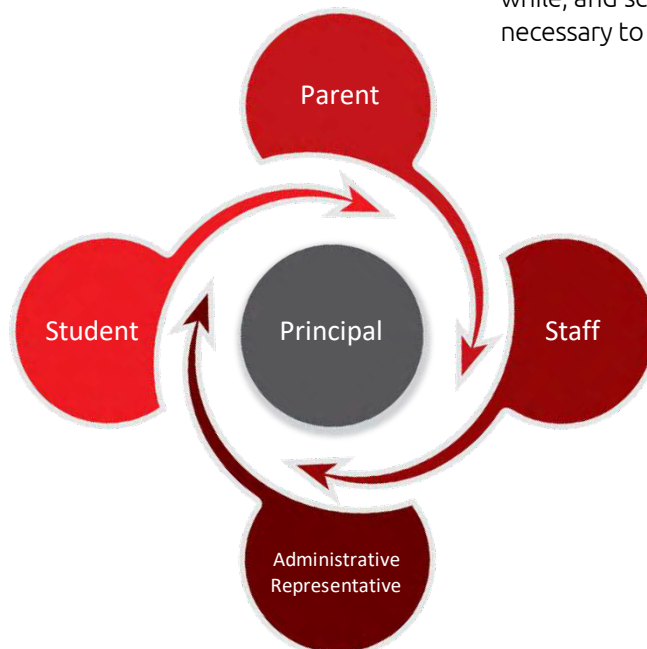
*This section details important steps for establishing your Unified Champion School Leadership Team:*

1. Recruit team members.
2. Build the team's capacity.
3. Analyze the landscape.
4. Find your starting point.
5. Establish a plan and take action.
6. Conduct monitoring and continuous improvement.

### It All Starts with Your Team

- Schools that had a leadership team were able to implement more robust programming than those without a leadership team.
- Schools with a leadership team reported more involvement of community members.
- Leadership teams increased opportunities for general and special education teachers to work together.
- Schools with a leadership team tended to be more confident in the sustainability of their program than schools without a leadership team.

The Unified Champion School Leadership Team should be intergenerational in nature, comprised of diverse leaders including students with and without disabilities, parents, teachers, pupil personnel services staff and administrators. The leadership team will be responsible for establishing the vision and overarching goals for the school, guide early stages of implementation, and ensuring fidelity to quality through consistent monitoring and nurturing with an eye toward continuous improvement. Sometimes this process takes a while, and schools are encouraged to spend the time necessary to build a strong foundation.



# An Introduction to Intergenerational Work

Intergenerational work is a change strategy focused on the belief that different generations bring different and complementary critical perspectives, skills and relationships to the work. It is the belief that to achieve common goals we all need to work together.

The goal of the intergenerational approach to leadership is for young people and adults to share in and benefit from each other's experiences and perspectives and be open to learning from each other. It is especially important for adults to provide space for young people to lead, as at this age, students are frequently just beginning to perceive themselves as leaders and express their need for freedom in certain areas of decision making.

## Middle Schools

**According to *This We Believe in Action: Implementing Successful Middle Schools* (2012):**

Developmentally responsive educators take the concept of hands-on activities further by promoting what might be termed "hands-joined" activities, those that teachers and students develop together. Such activities foster ownership and lead to levels of understanding unlikely to be achieved when students are simply completing teacher-made assignments.

### Keys to Intergenerational Work: The Power of an Inclusive Team

- A goal is collaboratively identified that neither adults nor young people can achieve on their own.
- Nurturing the development of effective, empowered adolescents and young adults is a strategy for achieving goals.
- Effective, empowered adults share decision-making authority, and they support and create space for adolescents and young adults to lead because it is a learning opportunity and a good strategy for achieving goals, not because it is a nice thing to do.
- Youth and adults form a team with differing and complementary skills, networks, perspectives and opportunities to lead.

## Adults as Allies for Adolescents and Young Adults

### Adult allies modeling the way:

- Articulate and believe in the value of youth.
- Affirm their work with young people as an extension of their personal values.
- Understand their personal leadership styles as they work with youth to model the attitudes, skills and effort required for effective leadership.
- Create and provide opportunities to empower and engage youth, based on individual abilities.
- Make a connection with youth that extends beyond the parameters of the school day or the school.

### Adult allies changing the process:

- Ask probing questions, rather than provide answers, that allow young people to explore their assumptions and generate their own ideas.
- Utilize a variety of group protocols for sharing power, holding equitable conversations and relationships, and modeling norms for how groups work together equitably.
- Understand how change happens, and support others in creating and adapting to change.
- Recognize risk, then support and guide others through adversity.
- Set the tone for pushing beyond perceived limits.

### Adult allies encouraging the heart:

- Support peer-to-peer acknowledgement and celebrations among all young people for individual and group milestones.
- Facilitate quality reflection, free of judgment, and focused on learning in a safe environment.
- Create continuing and new opportunities for action and reflection.
- Take time to celebrate success in both meaningful and fun ways.

**Adult allies inspiring a shared vision:**

- Believe in and support difficult conversations about equity and justice, ensuring a safe place for exploration of issues.
- Build meaningful relationships with others to advance accessibility, opportunity and empowerment for the youth community.
- Ask questions to seek clarity before making judgments.
- Understand how youth communicate and collaborate with each other.
- Help youth identify how authenticity, body language, tone and other elements play into effective communication.

**Adult allies inspiring others to act:**

- Build and sustain strong relationships with adult peers and students based on trust and mutual respect.
- Identify and promote the gifts, skills and assets of each young person.
- Facilitate a sense of the collective in goal setting, skill-building, and accountability that includes adult peers and youth of all abilities.
- Understand the value of patience and adjust time expectations to allow for students of all learning styles to fully engage.
- Become comfortable in the occasional role of effective follower of both other adults and young people and help to develop those skills in youth.
- Understand the value and impact of being the member of a team with adult peers and/or with young people of all abilities.
- Ask/invite other adults to participate and support young people.
- Assess their own professional development needs to be best prepared for encouraging and supporting inclusive youth leadership.

## Getting Your Leadership Team Started

### 1. RECRUIT TEAM MEMBERS

The Unified Champion School Leadership Team should strive to include all of the following:

- Students with and without intellectual disabilities (3-4 students depending on the size of the school).
- Students from different social and academic groups including those who may not typically be selected to be a leader.
- Teachers (both special and general education).
- Parents of students with and without intellectual disabilities, who preferably are not also a teacher.
- At least one administrator or staff member with the ability to commit time and resources to the work.

### 2. BUILD THE TEAM'S CAPACITY

The first thing this group needs to do is establish the rules guiding how they will interact, ensuring that the team models the kind of inclusion they are promoting throughout the school. Without starting here, others may not follow the team's lead when they are asked to approach their work and relationships in new and potentially challenging ways. So, make a plan and take the time you need to make sure everyone understands why the team has been created, why it is intergenerational, and what each member can contribute.

To create a true collaboration between young people and adults, the following questions need to be answered at the beginning:

#### WHAT DO WE HOPE TO ACCOMPLISH THROUGH OUR INTERGENERATIONAL WORK?

- Why are we a team of youth and adults and not just a team of adults or a team of students?
- How does the perspective of young people help us identify and achieve our goals?
- How does the perspective of adults help us identify and achieve our goals?
- What goals do we have for all students that we know are integral to our larger vision of the work?

#### WHAT ARE WE READY TO SUPPORT?

- What are adults already investing to support youth and adults working together, and what are the adults in the school willing to invest (time and effort) to work effectively with young people?
- What is the level of buy-in from staff and students?
- What are we willing to change? What aren't we willing to change?



- What resources need to be shifted?
- Who is willing to change and who isn't?
- How do adults integrate and support youth across the full range of work rather than in isolated programs or committee settings?

### **3. ANALYZE THE LANDSCAPE**

A great way to start thinking about your work together is to think about the context in which you are working and with whom. As a team, it can be helpful to brainstorm the support that already exists for this work. Who is already a supporter? Who is on the fence? Who doesn't know anything about your work? Who may be opposed?

Additionally, it's a good idea to brainstorm what resources are available that could support your work. How will you get the supplies you might need? Where will you meet? Consider even small details such as whether you will have snacks for meetings. There are all sorts of resources you will use as you work together, and this sort of brainstorming will help you keep them front and center while also identifying additional potential partners in the work.

### **4. FIND YOUR STARTING POINT**

Before you can begin planning and preparing for implementation of the Unified Champion School strategy in your school, it is important for the Leadership Team to take time to consider how socially inclusive the school is now. This will not only help the team prioritize goals and first steps, but also will serve as a baseline for measuring progress.

### **5. ESTABLISH A PLAN AND TAKE ACTION**

Based on what you discover in your analysis of the landscape and baseline assessment, work as a team to complete a strategic plan. This plan will help identify priorities, strategies and outcomes that will guide the Leadership Team toward achieving the vision you create for this work. Map out your goals and make sure they align with and support each other. Develop action steps that will lead toward your intended outcomes and be sure to make your goals achievable to help generate success, which will feed further efforts. Early team goals are often about broadening the base of support and raising the profile of the issues. A framework for creating the Unified Champion School Strategic Plan can be found later in the Playbook.

### **6. CONDUCT PROGRESS MONITORING AND CONTINUOUS IMPROVEMENT**

As the Leadership Team engages others and facilitates implementation of the three components (Inclusive Sports, Youth Leadership, Whole School Engagement), great things are sure to begin happening in your school. It can be helpful to continue to collect data to measure progress and identify areas for continuous improvement to inform and enhance your efforts. The Social Inclusion Rubric found later in the Playbook can help you in these efforts.

The rubric will provide a picture of the school's level of social inclusiveness as efforts are made to become a Unified Champion School (UCS) or to expand and enhance the implementation of the three components in an existing designated school. This information can then be used to monitor progress, inform revisions to the strategic plan, discover new and exciting strategies to develop and provide a picture of next steps.

The advantage of using this type of rubric is that it provides "snapshots" of what social inclusion looks like across the school. These pictures can be very helpful in identifying the status, conditions and impacts of implementation. As your team evaluates the descriptors for each of the levels, you might find that your school has made more progress in one area than another. This can help you target your strategic plan while providing highlights.



## Reaching the Atypical Leader

**Intentionally recruit students who may not immediately come to mind as leaders, such as students with disabilities or a disengaged learner.**

This is a **critical step** in assembling an effective leadership team that understands the school experience from multiple perspectives.

It can sometimes be difficult to reach the atypical leader because all teachers don't "see" them.

Youth and adults working together to use a combination of strategies is often most effective. For example:

- Strive to include a range of perspectives on the team.
- Give a short presentation about social inclusion to each grade level to spark interest.
- Ask teachers to recommend students for the team.



**The following characteristics form an effective framework, which assists Unified Champion Schools in successfully achieving high-quality social inclusion:**

1. Social Inclusion is a purposeful process and is woven into the fabric of the school.
2. Efforts are student-centered.
3. Social inclusion is valued, nurtured and supported across formal and informal settings.
4. Consistent opportunities are provided to engage students in developing, implementing and sustaining a wide range of inclusive activities.
5. Shared leadership is embraced and includes a broad range of stakeholders.
6. Leaders are intentionally cultivated beyond a passionate few.
7. There is a vision and purpose to social inclusion that is understood and shared by the school community as work that is core to the school/district's mission.
8. Social inclusion is about all students being supported in contributing in meaningful ways, not some being the "helped" and others being the "helpers."
9. Students, teachers and administrators value and engage in ongoing reflection to guide continuous improvement.
10. Administrative support is concrete, visible and active at both school and district levels.

# SECTION 3:

## ASSESSMENT

### Characteristics of Socially Inclusive Schools (CSIS) Assessment: Leadership Team

There are a number of elements the team should discuss during the process of establishing the Strategic Plan for your school:

- Develop a vision and goals in alignment with the school's priorities to establish the foundation for social inclusion efforts.
- Find your starting point by identifying who you are as a school. Conduct a SWOT analysis to get a picture of where your school is now; where you want to be; and the strengths, weaknesses, opportunities, and threats (SWOT) that exist which will impact your work.
- Create a plan for how progress will be measured, monitored and used to support continuous improvement.
- Completing the "Inputs, Outcomes and Impacts" chart may help you advance this work with intentionality. This chart pulls together the overall plan by asking the team to identify the priorities and current status; inputs (who will be engaged in the effort); outputs (activities and intended audience); the short, medium, and long term impacts of those actions; and any assumptions or external factors that may affect the work.
- Create a plan that clearly outlines the actions that will be taken to foster a socially inclusive school. For each goal, the team should identify the major tasks that will need to be completed to achieve that goal, who will facilitate those actions, when each step will be completed, and who else might be engaged in the process.

Taking action toward creating a socially inclusive school is the core work of the Leadership Team. Identify what your school needs to become socially inclusive, engage others to implement the strategies that will create a positive impact, and monitor your progress to continue learning and growing. It's important to remember some actions can be big, but smaller more frequent actions are equally important because they are invaluable in helping to build toward your school's ultimate success. Don't forget to celebrate big and small successes along the way.



# Special Olympics Unified Champion Schools Strategic Plan

## Leadership Team Members

School(s) to be involved:

School(s) to be involved:

What do we hope social inclusion will achieve? As a team, ask yourselves what you would like success to look like in concrete, measurable terms. What will people in our school do that demonstrates we are a socially inclusive school? Which set of goals will help us progress on the social inclusion rubric? Identify 3-5 SMART goals. SMART goals are:

S - Specific

M - Measurable

A - Action-oriented

R - Realistic

T - Time-bound

How will social inclusion help meet our school's broader goals?

Have our goals been prioritized, and which ones are most critical to the success of this effort?

# Finding Our Starting Point

Effective planning starts with an assessment of the current situation. It begins with asking

- 1) Who are we? and 2) Analyzing Strengths, Weaknesses, Opportunities and Threats.

Who are we?

- 1) Who are we as a school?

- 2) What are the common interests of our school community and how can we best represent them?

- 3) What are our values?

## SWOT ANALYSIS Strengths, Weaknesses, Opportunities, Threats

What are our **strengths** relative to social inclusion in our school?

What are our **weaknesses**?

What **opportunities** are made available by implementing the Unified Champion Schools program to support social inclusion?

If we do not address social inclusion, what are the **threats**?

5. What are the primary obstacles to social inclusion and how might we overcome them?
6. Are there previous initiatives that failed due to lack of support or other obstacles? What were they, and why did they fail?
7. What assistance do we need with this work?

### MONITORING

1. Who has oversight and review authority for the plan content? Who is responsible for measuring progress?
2. What measures of progress will we use?
3. How often will we review progress?
4. How will we use progress monitoring to ensure our efforts continuously improve?

# Social Inclusive Rubric

The following rubric is designed to help you determine the degree of inclusiveness in your school and to assist with continuous improvement planning by documenting your school's path to social inclusion. By measuring your work against a set of indicators or benchmarks, you will obtain clearer pictures of social inclusion, identify with which level your school aligns, and be able to identify necessary next steps to continue progress.

In order to have an accurate and comprehensive report, it is important to obtain input from various stakeholders, including students. Also, don't forget to gain the perspective of parents and various staff across the school such as paraprofessionals, custodians, bus drivers and cafeteria staff, in addition to educators and students. The compilation of the perspectives of different individuals or stakeholder groups will result in a more accurate report and can help identify differences in perspectives, which provide important insights.

## Directions

Using this rubric, rate your school on seven categories—Inclusive Youth Leadership, Creating and Sustaining Relationships, Unifying Programming, School/Community Collaborations, Communication, Professional Development and Continuous Improvement. Based upon the descriptors under each level in the rubric, determine whether your school is at the "Novice," "Emerging," "Accomplished," or "Highly Inclusive" level for each category. Please note that when a category is rated as "Accomplished" or "Highly Inclusive," descriptors from preceding levels also will likely be present at the school.

Working as individuals or groups, read all the descriptors under each level and determine which level is most reflective of your school. While all descriptors under a level might not be evident at your school, select the level that is most like your school. It is possible (and probably even likely) that the selected levels will be different for the various categories. For example, you might determine that your school is "Accomplished" regarding Unifying Programming and "Novice" for Inclusive Youth Leadership, but that information will be helpful when identifying priority areas for improvement.

If you work as a group, discuss the descriptors for each level and come to consensus on the level that is closest to your school.

If completing the rubric as individuals, compile the individual results to obtain a collective view of each category.

If there is a significant difference between the ratings identified for a specific category, debrief with each group or individual to find the reasons for their conclusions. This in itself might suggest additional areas for focus. For example, a group of students might view opportunities for "Youth Leadership" differently than teachers or administrators view those same opportunities. Why are there variations in opinions? Have their experiences at school impacted their perspectives? What does that tell you? How can those differences inform school improvement efforts? Be sure to validate each perspective and accept it as a valid response based on each rater's experience. There are no right or wrong answers, as each response offers insights into how social inclusion is experienced by various individuals or groups in the school.

This rubric can be periodically administered to monitor progress of school improvement efforts and determine priorities for next steps.

## Inclusive Youth Leadership

Novice	Emerging	Accomplished	Highly Inclusive
<p>Student leaders are represented by a narrow range of the student population.</p> <p>Student participation in leadership opportunities is limited to traditional avenues (e.g., student council).</p> <p>If there is work by youth to create a more inclusive school, participation is generally limited to students without disabilities.</p> <p>Goals are set and decisions are made by adults.</p> <p>Little or no leadership skill development occurs.</p>	<p>Youth are represented on selected school committees and participate in some decision-making processes.</p> <p>Youth with and without disabilities are given opportunities to provide leadership, but all opportunities are not inclusive.</p> <p>Goals are set and decisions are made by adults with youth input.</p> <p>Some leadership training happens at the outset of an activity.</p>	<p>Youth of all abilities are provided opportunities to be leaders in their schools and communities.</p> <p>Youth with and without disabilities share leadership in school groups and committees in inclusive settings.</p> <p>Goal setting and decision making is shared by youth and adults.</p> <p>Youth and adults actively initiate intergenerational leadership within the school, including serving on the Unified Champion School Leadership Team.</p> <p>Leadership skills are developed in all students through classes, extracurricular activities, service opportunities and sports.</p> <p>Instruction in socio-emotional learning (SEL) (e.g., decision-making, conflict resolution, ethics) is provided to all students.</p>	<p>Student leadership positions are held by a diverse representation of the student body with all students being supported and provided the necessary skills to be agents of change in their communities.</p> <p>Students and adults share leadership in creating and maintaining an inclusive climate and physical environment in their school.</p> <p>All students are prepared for leadership roles by being given opportunities to learn and practice making and executing their decisions.</p> <p>Goal setting and decision making are led by students with and without disabilities on behalf of all youth.</p> <p>Youth engage in assessments, evaluations and reflections to examine their leadership knowledge, skills and impacts on themselves and others.</p>



## Creating and Sustaining Relationships

Novice	Emerging	Accomplished	Highly Inclusive
<p>Students' preconceptions and stereotypes about students with intellectual disabilities are not challenged.</p> <p>Multiple perspectives are not intentionally sought or incorporated into nurturing and supporting a positive school environment.</p> <p>Limited steps are taken to ensure the school provides a physically inclusive setting.</p> <p>There are no established avenues for students of diverse backgrounds to interact and form relationships. In fact, schedules and building arrangements sometimes hinder interactions.</p>	<p>Students with and without intellectual disabilities are afforded frequent opportunities to interact in social and academic settings (e.g., through unified clubs, after-school activities, community service).</p> <p>Instructional strategies are utilized that provide differentiated instruction to allow students with diverse learning needs to receive instruction together.</p> <p>The Unified Champion Schools strategy is explored as a means for students to interact, support each other and establish relationships. Some staff model and expect positive relationships between students with and without disabilities.</p> <p>Curriculum and classroom management strategies incorporate social-emotional learning such as collaboration, conflict resolution, regulation and self-management.</p>	<p>The school staff and students intentionally build a sense of community among students with and without disabilities that promotes student engagement and relationships in formal and informal settings with the school.</p> <p>The skills, abilities and perspectives of all students are valued and respected by staff and school/ district leaders.</p> <p>Opportunities are sought to engage a broad range of students, parents, staff and community members in the ongoing work of the school, providing opportunities for the development of positive intergenerational relationships.</p> <p>All school staff foster opportunities to build positive relationships between students with and without disabilities in the classroom.</p> <p>School schedules and building arrangements ensure regular opportunities for students to interact.</p> <p>Adults model effective social-emotional learning skills.</p>	<p>There is a caring, respectful and compassionate community within and beyond the school setting to create supportive relationships for all families, youth and adults.</p> <p>Staff and school/district leaders actively seek to enlist the skills, abilities and perspectives of all students, understanding that the work of the whole is enriched by diverse perspectives and abilities.</p> <p>All students, staff, parents and the broader community are viewed as equal partners in creating and sustaining an inclusive school community.</p> <p>Policy development and decisions at the school and district levels intentionally incorporate diverse perspectives and ensure opportunities for student interaction and engagement.</p> <p>Students work to ensure all students are engaged in the school and feel they are important and respected.</p> <p>School norms explicitly expect and support social-emotional learning.</p>

## Unifying Programming

Novice	Emerging	Accomplished	Highly Inclusive
<p>School and community programs provide for a limited range of student ability needs to be adequately met.</p> <p>Traditional school sports and clubs rarely involve students with intellectual disabilities.</p> <p>The continuum of opportunities for students to learn in an inclusive setting is limited to coursework at their ability levels.</p> <p>There are no social or sports avenues for students with and without intellectual disabilities to learn and grow together.</p> <p>Few resources (e.g., money, time, personnel) are provided for unifying programming.</p>	<p>A broad range of parallel activities are offered that collectively honor and develop the skills and abilities of all students.</p> <p>The district provides equitable support for inclusive student activities such as Unified Sports® and unified clubs, demonstrating equal value for these activities as traditional sports and clubs; however, implementation is not consistent or evident in all schools.</p> <p>School staff explores various opportunities for students to learn in inclusive settings, but all students are not encouraged to participate</p>	<p>Access and opportunities for all students to participate in inclusive settings in both instructional and non-academic activities are provided regularly.</p> <p>School staff consistently works to ensure the effectiveness of the inclusive learning environment both inside and outside the classroom.</p> <p>Traditional school sports and clubs consistently work toward becoming more inclusive and welcoming for all students.</p> <p>An extensive selection of Unified Sports, clubs and social activities are offered to all students.</p> <p>Unifying programming is included in the school budget and action plan.</p>	<p>School activities and groups intentionally engage a diverse student population.</p> <p>There is an expectation for the entire school community to continuously seek opportunities to become a more inclusive learning environment, offering unified programs and activities.</p> <p>School leaders ensure extra-curricular and sports opportunities are provided that build inclusiveness and eliminate boundaries between students.</p> <p>Recognition programs are provided for all students participating in Unified Sports, unified clubs and extra-curricular activities, including traditional methods such as athletic letters, award banquets, and school assemblies.</p> <p>The district allocates resources to support Unified Champion Schools activities.</p>

## School/Community Collaborations

Novice	Emerging	Accomplished	Highly Inclusive
<p>The school generally works in isolation from the community, though community partners sometimes support specific projects.</p> <p>School policy inhibits or prevents students from leaving school grounds to participate in community activities.</p> <p>The school is occasionally asked to assist with events or projects in the community, but only selected students are engaged in the activities.</p> <p>Community members have little or no opportunity to share their ideas and perspectives with the school.</p>	<p>Students and staff seek opportunities to engage community entities in school activities, but there are limited interactions.</p> <p>Opportunities exist for select students to interact with a few community organizations on a limited basis.</p> <p>Interactions with the community are planned by adults with little or no input by the students. Community members have little voice or active involvement in the school.</p>	<p>Students and staff are trained in collaborative skills and are expected to build meaningful diverse partnerships with the community.</p> <p>Two-way communication and ongoing interaction with community partners is central to the school.</p> <p>Students and adults at the school work with multiple community partners to develop common goals and implement shared projects.</p> <p>The community accepts and encourages inclusive practices in the schools and wider community.</p> <p>All students are provided opportunities for engagement in the community through a variety of programs.</p>	<p>The school and community create and work toward a shared vision that supports and sustains an inclusive school climate.</p> <p>Students and staff at the school maintain mutually beneficial relationships with community entities that represent a broad cross-section of the community.</p> <p>School and community programs equitably develop each student's potential through sports and academic, civic, social and service activities that engage both students with and without intellectual disabilities.</p> <p>Participants in school-community collaborations regularly reflect on their shared goals, progress and effectiveness of their collaborative process.</p>

## Communication

Novice	Emerging	Accomplished	Highly Inclusive
<p>Inclusion and inclusive language is rarely used in formal and informal school communications.</p> <p>School communication leaders/ staff have not been trained to use inclusive language.</p> <p>School communications prioritize certain students' academic, athletic and service attributions and contributions.</p> <p>There are no formal programs to eliminate the use of offensive or abusive language within the school.</p>	<p>School staff members are trained in the use of inclusive language and generally use these skills in their daily communications.</p> <p>School regularly offers assemblies and events which focus on inclusion and how to talk about it with peers, parents and community members.</p> <p>Programs that reduce the use of offensive or abusive language (e.g., R-word) are offered.</p>	<p>School communications highlight students' diverse gifts, talents and contributions, demonstrating the value placed on both students' unique individual abilities and similarities.</p> <p>Students are taught to use inclusive language in their school and personal verbal, written and social networking communications.</p> <p>There are clear expectations that all students and staff use inclusive language in their daily communications, which is supported by modeling and reinforcement.</p> <p>Signs, posters and displays in the school reflect inclusion and the school's commitment to ensuring every student is valued.</p>	<p>Mechanisms and systems are in place to regularly inform stakeholders of the positive impacts of inclusiveness on the entire student body.</p> <p>The word/concept of "student" is intentionally used to refer to all students.</p> <p>School communications use inclusive language and formats. The value students and staff place on inclusion is communicated throughout the school, in trophies and awards that are displayed, the goals and mission of the school, and the activities and efforts that are promoted.</p> <p>The word "inclusion" is frequently used on the school's web site and in presentations given by school leaders, staff and students.</p> <p>Students with and without intellectual disabilities regularly speak to school and community groups about the importance of social inclusion.</p>

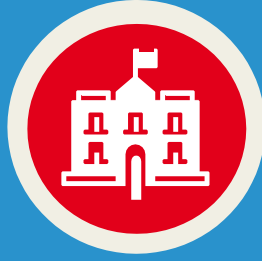


## Professional Development

Novice	Emerging	Accomplished	Highly Inclusive
<p>Basic knowledge about addressing the needs of a diverse student population is provided to all staff; however, it does not address issues of social inclusion.</p> <p>Professional development is targeted at distinctly different audiences rather than shared learning experiences between general education and special education staff.</p> <p>Social-emotional learning is not explicitly addressed in district-supported professional development.</p>	<p>Informational programs are provided to parents, students and staff to increase understanding of diverse student abilities, inclusive teaching strategies and the importance of social inclusion.</p> <p>Special and general education teachers occasionally collaborate as professional learners within a professional learning community.</p> <p>Professional development is offered in classroom management strategies and pedagogies that support and are informed by social-emotional learning best practices.</p>	<p>Specific district professional development opportunities frequently incorporate discussions and skill building in supporting inclusiveness.</p> <p>School and community events are offered to students and the broader community to increase knowledge and skills that support inclusive schools.</p> <p>Collaborations between special and general education teachers are encouraged to build competencies in providing an inclusive learning environment, including social inclusion.</p> <p>All staff members are expected to become proficient in teaching, supporting and reinforcing social- emotional skills.</p>	<p>Students, staff and families are provided opportunities to increase their competencies to create and sustain an inclusive school environment.</p> <p>High-quality, ongoing professional development on social inclusion and school climate is supported through the use of regular and frequent professional learning communities.</p> <p>There is an expectation that special and general education teachers will collaborate to create an inclusive learning environment, and are provided regular, scheduled opportunities for this to occur.</p> <p>Students with and without disabilities are engaged as co-facilitators of professional development to share strategies they find most effective in creating and sustaining an inclusive school environment.</p>

## Continuous Improvement

Novice	Emerging	Accomplished	Highly Inclusive
<p>Plans for developing and supporting an inclusive school climate are implemented without collecting data to guide decisions.</p> <p>Programs and activities to create a more inclusive school climate and increase the effectiveness of the learning environment for all students are adopted without a shared vision and collective agenda.</p>	<p>School and district leaders allocate time and resources to develop effective learning environments that provide inclusive school climates and meet the needs of all students.</p> <p>Efforts to improve school climate and increase effectiveness of instructional practices are consistently reviewed and revised to provide inclusiveness and effectiveness of the learning environment.</p> <p>Data is collected to monitor inclusion of students with disabilities in academic settings.</p>	<p>A social inclusive assessment (e.g., CSIS Assessment, Social Inclusion Scale) is used to establish baseline data regarding the degree of social inclusion in the school.</p> <p>All constituents (including students, staff, parents and community) are given regular opportunities to reflect and share input on the effectiveness of the learning environment in meeting the needs of all students.</p> <p>Policies are in place and actively used to ensure social inclusion for all students through instructional effectiveness, school programs and school climate.</p> <p>Data is collected to assess inclusion of students with disabilities in extracurricular activities, sports and social events.</p>	<p>Data is regularly collected on the inclusiveness of the school climate and effectiveness of the learning environment from multiple sources across all stakeholders in the school and community throughout the year.</p> <p>Data on discipline, attendance, and participation in extracurricular offerings is disaggregated to ensure all students and disability subgroups have equitable opportunities to succeed in formal and informal settings.</p> <p>A baseline assessment is conducted during initial stages of implementation, and a rubric (e.g., Social Inclusion Rubric) is used to assess progress and identify areas for continuous improvement. This evidence guides decisions and plans for continuous improvement. Evidence is used to improve experiences and progress toward goals to ensure inclusiveness and effectiveness of the learning environment.</p> <p>Evidence of progress is communicated with the broader community to deepen understanding of an inclusive school climate and an effective learning environment.</p>



## SECTION 4: IMPLEMENTATION GUIDES

### Whole School Engagement Implementation Guide



Whole School Engagement is a unique and important component because it:

- ☑ Engages the entire staff and student body in building awareness and understanding of the benefits to all when the assets and contributions of each individual are recognized, honored and supported.
- ☑ Expands ownership of the efforts beyond a passionate few, creating a ripple effect from their actions and advocacy.
- ☑ Recognizes that the engagement and contributions of all abilities, perceptions and attitudes benefits both youth and adults.
- ☑ Nurtures engaging environments where students, teachers, administrators, parents and community members feel connected, safe and successful.
- ☑ Creates schools that are communities of acceptance where students with disabilities feel welcome and valued as meaningful participants in school activities, classroom learning and leadership opportunities.
- ☑ Positively impacts acceptance of all types of differences and teaches students and staff to embrace diversity among all students.

# Goals of Whole School Engagement

- Students with and without intellectual disabilities will interact socially and develop mutually beneficial friendships.
- Students with and without disabilities will hold more positive attitudes toward, and demonstrate a greater understanding and acceptance of, each other.
- Schools will become communities of acceptance where students with and without intellectual disabilities feel welcome and contribute meaningfully to all school activities, opportunities and functions.
- The school climate will be enhanced by nurturing development, learning and achievement through engaging environments where students, teachers, administrators, parents and community members feel connected, safe and successful.

## Importance of Whole School Engagement

An important feature of creating a socially inclusive school climate is engaging the entire school community in the process.

Whole School Engagement activities that advance social inclusion knowledge, skills and dispositions in students, teachers, staff, administrators and others positively impact the school climate. An inclusive school climate that fosters understanding and respect for all can influence how students think and act both within and beyond the school.

School-wide opportunities focused on social inclusion raise awareness and create an educational environment where respect and acceptance are the norm and all students feel included and engaged.

This welcoming community cultivates a positive school climate and enhances other school-wide efforts such as Positive Behavior Interventions and Supports (PBIS).

Whole school activities also offer a platform to demonstrate the power of young people to positively impact their school community by promoting social inclusion.

Using tools such as Spread the Word to End the Word (R-word Campaign); Fans in the Stands; Unified Sports Field Days and the play, It's Our School, Too!, provide opportunities to integrate Unified Sports and Inclusive Youth Leadership efforts into activities that spread social inclusion throughout the school.

# Principle of Meaningful Involvement in Whole School Engagement

The principle of meaningful involvement provides an important foundation for students with and without intellectual disabilities to be engaged as valued members of the school community. A socially inclusive school ensures every student is given an opportunity to contribute to the success of his or her school because of the unique skills and qualities they bring to the work.

## Indicators of Meaningful Involvement

- All students have the ability and opportunity to contribute meaningfully to the success and well-being of the school community.
- Students with and without intellectual disabilities are intentionally engaged in whole school activities in formal and informal settings.
- Young people and adults work collaboratively to expect, nurture and support acceptance and respectful behavior in fostering a socially inclusive school climate.

## Implementing Whole School Engagement

The first step to engaging your whole school in advancing social inclusion is typically to have a planning meeting with your school's Unified Leadership Team. As you work to become a Unified Champion School, be sure students are engaged as co-leaders throughout the process. Remember to always be on the lookout for opportunities to hand over decision-making and leadership to young people. The roles that each of you play will vary from school to school. The questions and checklists found below will be answered and completed by youth, youth and adults working together, or adults as appropriate for your particular school environment.



# Integration of the Three Components Through the Lens of Whole School Engagement



While each component is introduced separately, the greatest value comes when the separate components are integrated into various activities or learning opportunities. As reflected in *This We Believe*, an integrated curriculum is an important basis of education, and emphasizes the importance of youth engagement.

Curriculum is integrative when it helps students make sense of their lives and the world around them, and when students are empowered to share in making significant, meaningful decisions about their learning.

The following are examples of how the three components can be integrated with an emphasis on Whole School Engagement.

Example Activities	Whole School Engagement	Inclusive Youth Leadership	Inclusive Sports
• Fans in the Stands attend and cheer for all athletes during every Unified Basketball game.	X	X	X
• The Unified PE class hosts a Unified Sports Festival to promote wellness and the importance of physical activity for all students.	X	X	X
• The Unified Sports teams provide demonstrations during assemblies, lunch or exploratory periods.	X		X
• Pep rallies are held for all intramural and interscholastic Unified Sports teams.	X		X
• The National Honor Society creates a school-wide campaign with posters, a video, and small group presentations to increase awareness of social inclusion and foster respect among all students.	X	X	
• A specific grade's team works on an R-word door decorating contest, engaging students with and without intellectual disabilities in planning and implementation.	X	X	
• The Unified Club works with the school PBIS leadership committee to incorporate social inclusion as part of the school-wide expectations for student behavior.	X	X	
• The social studies class incorporates lessons on social inclusion into their team's interdisciplinary unit on social justice and includes an article in the school's newsletter.	X	X	
• The inclusive Student Council coordinates a Spread the Word to End the Word campaign to raise consciousness of the school and community about the hurtful effects of the word, "retard(ed)," and encourages people to pledge to stop using the R-word.	X	X	



## Enhancing Whole School Engagement



- Include school administration early in the process. Engage administrators in concrete, visible and active ways at both school and district levels.
- Be intentional about incorporating social inclusion into curriculum development, school-wide PBIS efforts, school climate improvement and wellness activities.
- Share the goals of whole school engagement (e.g., raise awareness about inclusion and create a socially inclusive school climate; recruit more participants in Unified Sports or inclusive school clubs).
- Start from where you are and start small. Select and plan an initial activity that is manageable, energizing and appeals to the whole school.
- Build on current activities that are already being offered with an intentional focus on having it become a socially inclusive activity.
- Develop a process for engaging all students in social inclusion efforts, ensuring the development of socially inclusive attitudes, values, knowledge, skills and actions.
- When building awareness, nurturing inclusive relationships and building expectations for inclusive behavior provide opportunities in both structured and unstructured settings.
- Provide consistent opportunities to engage a broad range of stakeholders throughout the school and wider community in developing, implementing and sustaining a wide range of inclusive activities.
- Connect with your state Special Olympics program for support and sharing successes.
- Share photos, videos and stories of social inclusion activities and events using the school's website or social media.

# Checklists for Getting Started

There is a plethora of ways the whole school can be engaged in learning about and creating a socially inclusive school. The tips and checklists that follow offer some ideas to get started with a few different activities that can be customized and expanded upon to best address your identified needs and fit into the structure of your school.



## Getting Started Checklist for School Assemblies

School assemblies can be effective for sharing information with the entire student body, creating energy and excitement or orientating the school community to a new opportunity.

\_\_\_\_\_ 1. Schedule a meeting with the Unified Champion School Leadership Team to discuss ways to engage the entire school in activities to increase social inclusion. Develop a timeline for recruiting, organizing and preparing for the assembly.

\_\_\_\_\_ 2. Dedicate a club, class or group meeting to identifying an issue of concern students would like to address during an assembly and brainstorm ideas for the structure for the activity, such as a guest speaker, pep rally, activity day or student presentation.

\_\_\_\_\_ 3. Research the issue(s), understand who it affects and what changes are needed.

\_\_\_\_\_ 4. Meet with the principal to discuss plans for the activity and ensure administrative support and approval. Make sure the presentation is well thought out and organized.

\_\_\_\_\_ 5. Develop a plan.

- Set the date and time for the assembly.
- Create a plan for each task that needs to be completed, including deadlines and a list of who is responsible for carrying out each step.
- Make sure the date, time and location are all cleared with the necessary school personnel before releasing the information to others.
- Consider joining efforts with another group in the school or community to broaden the group of stakeholders.

\_\_\_\_\_ 6. Invite guest speakers, develop a presentation and prepare any necessary materials.

- Make sure the assembly is relevant to your community. Try to personalize parts of the assembly to your local community and/or school.
- Get the audience involved, ensuring the event is fun, memorable and engaging.
- Incorporate a speech, skit or other presentation to inform attendees about the topic.
- Consider using videos, visuals or other multimedia to maintain participants' interest.
- Identify and utilize people who can lead part of the assembly and will educate, motivate and activate participants.

\_\_\_\_\_ 7. Communicate with school staff about the date, purpose of the assembly and why this is important to your school. Consider asking staff to assist with communication through announcements, the school website, letters sent home, school newspaper and local news media.

\_\_\_\_\_ 8. Publicize the assembly around the school.

\_\_\_\_\_ 9. After the assembly, be sure to thank all of those involved with the successful event. Send a special thank you note to any guest speakers.



## Getting Started Checklist for “It’s Our School, Too!” Play

This play is written for a cast of 10-20 students with and without intellectual disabilities. The script addresses a variety of vignettes from real schools designed to raise awareness of the school experience through the eyes of students with intellectual disabilities.

- \_\_\_\_\_ 1. Schedule a meeting with the Unified Champion School Leadership Team to discuss performing the play, It’s Our School, Too! in your school. Develop a timeline for recruiting, organizing and preparing for the performance.
- \_\_\_\_\_ 2. Access the script for the play in the Educator Resources section found at: [www.specialolympics.org/hsplaybook-resources](http://www.specialolympics.org/hsplaybook-resources)
- \_\_\_\_\_ 3. Share the script with students in your drama class, club or other interested group. Discuss student interest in performing the play and identify the areas of concern students have about inclusion in their school.
- \_\_\_\_\_ 4. Develop a plan.
  - Assign roles and schedule rehearsals.
  - Set the date, time and location for the performance.
  - Create a plan for each task that needs to be completed, including deadlines, and a list of who is responsible for carrying out each step.
  - Make sure the date, time and location are all cleared with the necessary school personnel before releasing the information to others.
- \_\_\_\_\_ 5. Communicate with school staff about the date, purpose of the play, and why it is important to your school. Consider asking staff to assist with communication through announcements, the school website, letters sent home, school newspaper and local newsmedia.
- \_\_\_\_\_ 6. Publicize the assembly around the school and community.
- \_\_\_\_\_ 7. Conduct performance(s) for the school and/or community.
- \_\_\_\_\_ 8. Facilitate a forum after the play to discuss what the audience experienced and identify any relevant issues that exist in the local school and/or community.
- \_\_\_\_\_ 9. After the performance, be sure to thank all of those involved with the successful event. Send a special thank you note to any donors or sponsors.
- \_\_\_\_\_ 10. Work with the student council, Unified Club, school advisory committee or other interested group to analyze the issues and develop a plan to implement changes to create a more socially inclusive school.



## Getting Started Checklist for Spread the Word to End the Word Campaign

The Spread the Word to End the Word Campaign [www.r-word.org](http://www.r-word.org) raises the consciousness of society about the dehumanizing and hurtful effects of the word “retard(ed)” and encourage people to pledge to stop using the R-word. Activities vary from school to school, but are often planned to coincide with the Spread the Word annual day of awareness (held yearly the first Wednesday in March).

- \_\_\_\_\_ 1. Schedule a meeting with the Unified Champion School Leadership Team to discuss holding an R-Word Campaign in your school. Develop a timeline for recruiting, organizing and preparing for the campaign.
- \_\_\_\_\_ 2. Work with students in the Unified Club, class or other group in the school to organize activities to raise awareness about the detrimental effects of using the R-word.
- \_\_\_\_\_ 3. Meet with the principal to discuss plans for the campaign; ensure administrative support and appreciation.
- \_\_\_\_\_ 4. Decide what activities the campaign will include, such as:
  - Hold a small rally or school assembly. Have students give speeches about the campaign and distribute information to students.
  - Set up a pledge station where all students will sign the pledge to stop using the R-word.
  - Sell t-shirts with a slogan about stopping the use of the R-word.
  - Provide a lesson on the use of respectful words that includes information on stopping the use of the R-word as part of your school’s PBIS lessons on behavior expectations.
  - If school policies allow, encourage students to share information about the campaign via social media or the school website. They might also consider writing a blog, developing a podcast or including information in the school newspaper.
- \_\_\_\_\_ 5. Develop a plan.
  - \* Schedule the campaign activities.
  - Create a plan for each task that needs to be completed, including deadlines and a list of who is responsible for carrying out each step.
  - Make sure the scheduled activities are all cleared with the necessary school personnel before releasing the information to others.
  - Hold a meeting with everyone who will be working a pledge station and provide them with talking points and discussion topics.
- \_\_\_\_\_ 6. Communicate with school staff about the dates, purpose of the campaign and why this campaign is important to your school. Consider asking staff to assist with communication through announcements, the school website, letters sent home, the school newsletter and local news media.
- \_\_\_\_\_ 7. Check with your state Special Olympics office for R-word stickers, posters, banners and other items to use at the pledge station. Check the resources available here: [www.r-word.org/r-word-resources](http://www.r-word.org/r-word-resources)
- \_\_\_\_\_ 8. Publicize the R-word Campaign around the school and community.
- \_\_\_\_\_ 9. Be sure to track your statistics such as the number of pledges signed, number of people involved and highlights of success stories. Consider asking the local newspaper to share this information with the community.





## Getting Started Checklist for Fans in the Stands™

Fans in the Stands commit to ensuring that every student or team has supporting fans who cheer at every game, rain or shine, win or lose. Be a Fan™ is a fully integrated marketing campaign designed to send a powerful message that taps into core values and attributes: unity, acceptance, empowerment, respect, inclusion, dignity, courage, strength, pride, confidence and fun.

- \_\_\_\_\_ 1. Schedule a meeting with the Unified Champion School Leadership Team to discuss getting Fans in the Stands implemented in your school. Develop a timeline for recruiting, organizing and preparing for the activities.
- \_\_\_\_\_ 2. Organize groups of students who may be interested in being fans in the stands. This effort may be organized by the Unified Club, Pep Club, Cheerleading Squad or other group at the school.
- \_\_\_\_\_ 3. Develop a calendar of all interscholastic, Special Olympics and Unified Sports events that will take place during each semester.
- \_\_\_\_\_ 4. Publicize Fans in the Stands. Communicate with school staff about the dates of events. Ask staff to attend, if possible, and to assist with communication through announcements, the school website and the school newsletter.
- \_\_\_\_\_ 5. Identify students who will take responsibility for ensuring cheering fans are present at each event.
- \_\_\_\_\_ 6. Prior to each event, create items such as posters and t-shirts to encourage the team.



## Getting Started Checklist for Unified Sports Day or Unified Sports Festival

Host a Unified Sports Day or Unified Sports Festival at the school with students organizing a day of inclusive sports activities for the student body.

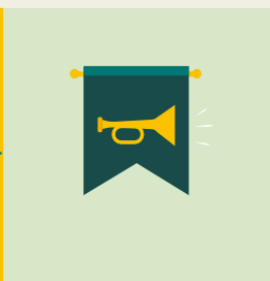
- \_\_\_\_\_ 1. Schedule a meeting with the Unified Champion School Leadership Team to discuss hosting a Unified Sports Day at your school. Develop a timeline for recruiting, organizing and preparing for the activity.
- \_\_\_\_\_ 2. Meet with the principal to get approval and administrative support. Share the goals and possible activities. Be sure to stress the positive impact it can have on creating a socially inclusive school climate.
- \_\_\_\_\_ 3. Consider collaborating with the physical education department or Unified Sports coach/team members to organize activities and make accommodations to ensure all activities are accessible to all students.
- \_\_\_\_\_ 4. Develop a plan.
  - Set the date and time for the day's activities.
  - Decide on the activities to be included, whether the day will have a theme or focus on a specific sport, and identify how all students will have equitable opportunities to participate.
  - Create a plan for each task that needs to be completed, including deadlines and a list of who is responsible for carrying out each step.
  - Make sure the date, time and location are all cleared with the necessary school personnel before releasing the information to others.
- \_\_\_\_\_ 5. Communicate with school staff about the dates, purpose of the event and why this is important to your school.
- \_\_\_\_\_ 6. Publicize the Unified Sports Day to your school and community. Reach out to the local newspaper and radio station. Include information about the event on the local access television station.
- \_\_\_\_\_ 7. After the event, be sure to thank all of those involved with making it successful. Send a special thank you note to any sponsors or donors.



Meet with the Team



Develop a Plan;  
Set Date & Time



Publicize the Event  
Through Social Media



Amplify the Event



Thank everyone  
involved after the  
Success.

# Whole School Engagement Action Plan

STRATEGY / ACTIVITY	TASKS	When will each TASK be completed?	Who will facilitate completion of this goal?	Who else can help?
	1.	1.	1.	
	2.	2.	2.	
	3.	3.	3.	
	4.	4.	4.	
This strategy/activity also connects with:  <input type="checkbox"/> Inclusive Youth Leadership <input type="checkbox"/> Unified Sports	5.	5.	5.	
	6.	6.	6.	
	7.	7.	7.	
	8.	8.	8.	
	1.	1.	1.	
	2.	2.	2.	
	3.	3.	3.	
	4.	4.	4.	
This strategy/activity also connects with:  <input type="checkbox"/> Inclusive Youth Leadership <input type="checkbox"/> Unified Sports	5.	5.	5.	
	6.	6.	6.	
	7.	7.	7.	
	8.	8.	8.	



# Inclusive Youth Leadership Implementation Guide



Inclusive Youth Leadership is a unique and important component because it:

- ☑ Encourages co-leadership opportunities that promote deeper understanding of the strengths, gifts and skills all students possess and can use to contribute meaningfully to the school community.
- ☑ Brings together students with and without intellectual disabilities as leaders in their school, creating a socially inclusive environment in which lasting friendships can form.
- ☑ Provides students with and without intellectual disabilities the knowledge, skills and dispositions to take on leadership roles in their school.
- ☑ Offers opportunities for all students to become leaders, developing an understanding that students of all abilities can lead and expanding student investment in creating a socially inclusive school.
- ☑ Offers opportunities for all students to become leaders, developing an understanding that students of all abilities can lead and expanding student investment in creating a socially inclusive school.



Opportunities to nurture youth leadership abound in any school. Ensuring that various leadership roles are inclusive and accessible to all students with a variety of skills, abilities and perspectives will greatly enhance efforts to create and sustain change.

Possibilities might include a student-led effort to form a Unified Sports team, initiating a Unified Club comprised of students with and without intellectual disabilities, working to intentionally include a diverse group of students within existing clubs, or engaging non-traditional leaders in school and classroom decision-making.

Inclusive Youth Leadership offers opportunities for young people of all abilities to be leaders in their schools and communities by promoting equity and acceptance.

These leadership activities help students find their voices by teaching them to become change agents, striving for respect and inclusion.

Social inclusion is best fostered when activities for classrooms, for the whole school, and within extracurricular and community contexts are designed and implemented by a diverse group of students within a school.

# Goals of Inclusive Youth Leadership

- Young people representing the diversity of the student body are engaged in leadership positions, and school staff members identify youth leadership as a priority for the school.
- Youth with and without intellectual disabilities become co-leaders in their schools, serving as catalysts for change. This is imperative in moving beyond having some students identified as the “helpers” while students with intellectual disabilities are considered the “helped”. Co-leadership is a strengths-based model where all students have equitable opportunities to contribute to their school community in meaningful ways.
- Administrators and teachers actively support the vision and insight of youth as they step into leadership positions and create inclusive environments in their schools.
- Teachers gain a greater appreciation of the ability of a wide range of students to take leadership roles and for the viability and value of providing opportunities for students with different learning abilities to collaborate on classroom and academic projects.
- Youth with and without disabilities gain the skills, knowledge and dispositions to become advocates for them- selves and their peers.
- Policymakers and education leaders develop policies and support quality practices to encourage inclusive school climates that are safe and nurturing learning environments for all students.



# Principle of Meaningful Involvement in Inclusive Youth Leadership

The principle of meaningful involvement provides an important foundation for students with and without intellectual disabilities to be offered leadership opportunities through Unified Champion School activities. A socially inclusive school ensures every student is given an opportunity to contribute due to the unique skills and qualities they bring to the work.

## Indicators of Meaningful Involvement

- All students have the ability and opportunity to contribute meaningfully to the success and well-being of the school community.
- Students with and without intellectual disabilities are intentionally engaged in inclusive leadership roles in formal and informal settings.
- Youth and adults work collaboratively to enhance the knowledge, skills and dispositions of each individual.

## Meaningful involvement is not achieved when some students:

- Display superior skills and abilities without involving their peers in equitable ways.
- Take control of most decisions and leadership activities.
- Do not participate actively, seek to engage a diverse group of students, or nurture leadership skills in themselves or others.

# Implementing Inclusive Youth Leadership

The first step to getting Inclusive Youth Leadership started in your school is typically to have a planning meeting with your school's Unified Champion School Leadership Team.

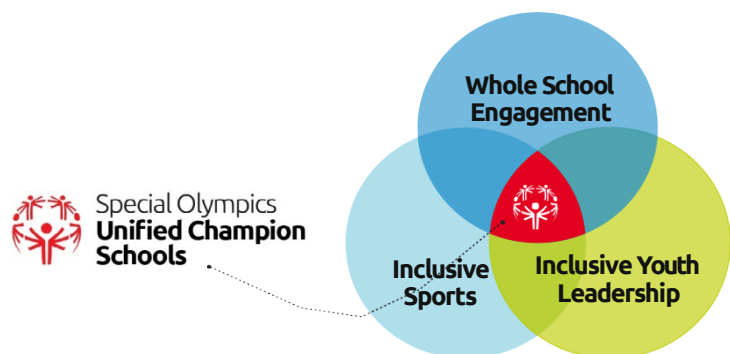
As you work through implementation of the program in your school, be sure students are engaged throughout the process.

Remember to always be on the lookout for opportunities to hand over decision-making and leadership to young people. The roles that each of you play will vary from school to school.

Each step in answering the questions and completing the checklists

Each step in answering the questions and completing the checklists found below will be completed by youth, youth and adults working together, or adults as appropriate for your particular school environment.

# Integration of the Three Components Through the Lens of Inclusive Youth Leadership



Leadership skills are an important part of young adolescent development, and learning to work with people who possess different skills and abilities will help each person to become a stronger individual.

Leadership comes in a variety of ways, through a variety of opportunities, and we want to provide students with numerous opportunities to lead.

The following are examples of how the three components can be integrated with an emphasis on inclusive youth leadership.

Example Activities	Whole School Engagement	Inclusive Youth Leadership	Inclusive Sports
• Students advocate and obtain administrative support for starting a Unified soccer team. They help organize practices and games.		X	X
• Students work with adults in the school to hold a Unified Sports Day.	X	X	X
• Students form an inclusive cheerleading squad for the Unified basketball teams.		X	X
• Students and their teachers work together to initiate a Unified Club for their Interdisciplinary team on promoting social inclusion.	X	X	
• Students in the Student Council or National Honor Society work with faculty to revise guidelines to ensure students with and without disabilities have equitable opportunities to be members.		X	
• Students work with the teachers on their Interdisciplinary team to establish an inclusive Student Advisory Committee to provide input on team activities to ensure all are engaged.	X	X	
• As part of a social justice instructional unit, each home room class decorates their classroom door, sharing their vision of a socially inclusive school.	X	X	
• The language arts classes collaborate to revise the script for the play, It's Our School, Too! to reflect current issues in schools, and the exploratory drama class puts on a performance for the entire school.	X	X	
• Students start a mentoring program pairing students with and without intellectual disabilities with middle school students to assist students with successful transition to high school.	X	X	



## Enhancing the Inclusive Youth Leadership Experience



- Ensure adults are adequately prepared to foster inclusive youth leadership.
- Be intentional about developing the leadership skills of all students.
- Co-create the values, norms and processes that groups will use to guide their work.
- Be explicit about what inclusive youth leadership means, including the commitment to inclusiveness and expectations for all stakeholders (youth and adults).
- Support all students in contributing in meaningful ways. Guard against some students being the “leaders” with other students being the “helpers.”
- Help students learn to model social inclusion throughout their daily interactions at school.
- Be sure to cultivate youth leadership beyond the typical leader, spreading leadership opportunities to a wide range of students.
- Provide ongoing opportunities for students and adults to reflect on and refine their leadership skills.
- Guide students in providing frequent communications with staff, administrators and other students to keep them informed of their progress and activities, while increasing the numbers of people within the school who are committed to the work of social inclusion.
- Share photos, videos and stories of social inclusion activities and events using the school’s website or social media.



## Getting Started Checklist for Unified Clubs

- \_\_\_\_\_ 1. Schedule a meeting with the Unified Champion School Leadership Team to discuss starting a Unified Club in your school. Develop a timeline for recruiting and organizing the club.
- \_\_\_\_\_ 2. Work with an administrator to help identify a teacher to serve as the advisor to the club.
- \_\_\_\_\_ 3. Make personal invitations to students with and without intellectual disabilities who are interested in promoting equality and acceptance. Identify a core group of 3-5 students who can serve as an advisory committee during the initial set-up stages of the club as well as provide leadership after it is established.
- \_\_\_\_\_ 4. Work with the newly created student advisory committee to accomplish the steps necessary to establish the club with the adult advisor supporting the student leaders in their efforts, while allowing the students to take primary leadership.
  - Find out what your school's requirements are for starting a club and make sure you follow the appropriate steps for approval.
  - Develop a presentation that includes why it is important to have a socially inclusive student club and what type of events you plan to do. Include facts or statistics and identify the issue(s) the club will address within the school. It is important to explain how this club can impact students and improve your school.
  - Work with your principal to have the socially inclusive student club designated as a sanctioned school club, following all rules and policies that are expected of other clubs in the school.
  - Set up an infrastructure for the club, including the election of members to fulfill leadership roles (e.g., chair, secretary, treasurer). Whenever possible establish co-leaders, having students with and without intellectual disabilities partnering to serve as club officers or committee chairs.
  - Ensure someone is designated to:
    - o Be the liaison with the adult advisor and your state Special Olympics office, as needed.
    - o Keep track of funds and project costs.
    - o Maintain membership records and take meeting notes.
- \_\_\_\_\_ 5. Have an introductory meeting with the advisory committee and club advisor to determine key logistics for the club.
  - How often will the club meet?
  - When will the club meet and for how long? Consider taking advantage of time during the school day to maximize club participation.
  - Where will the club meet?
  - Is there money for activities? Does your school allocate money for clubs? Does your state Special Olympics office have money to support club activities? Are there grant opportunities (such as State Farm Youth Advisory Board or Youth Service America grants)? What fundraising activities can the club participate in?
- \_\_\_\_\_ 6. Make sure the student advisory committee understands their roles and responsibilities.
  - Consider issues determined to be important by the members of this club.
  - Establish a protocol for making decisions and provide a structure of leadership in fulfilling established goals.



## Next Steps for the Unified Club's Student Advisory Committee

### **Come up with a plan to recruit members and engage them in the club:**

- Extend personal invitations to friends, teammates and other interested students to join the club.
- Advertise the club through posters, announcements, school paper or other communications. You might coordinate with an art club or class to help make colorful posters. Be sure to announce time and place for meetings, and describe the types of activities you will be doing.
- If allowed, use social media to promote the club. Include information about the club, pictures and descriptions of past activities and updates on any upcoming activities. Invite students from your school to stay up-to-date with the club's activities.
- Talk to the special education teacher(s) in your school to help engage students with disabilities. Ask them to share club information with students and assist you with any advice you may need for recruiting students with disabilities.

### **Hold your first meeting. Establish an agenda for the meeting that includes the following:**

- Provide a description of the club and its purpose.
- Include an "icebreaker" or "get to know you" activity at the first meeting to start establishing friendships among club members.
- Have the student advisory committee introduce themselves and explain their roles.
- Distribute a membership form to obtain contact information from each member.
- Establish club routines and protocols for interacting and collaborating which ensure everyone is meaningfully engaged (such as discussion strategies that provide opportunities for each member to participate equitably).
- Brainstorm ideas for future activities.
- Discuss ideas for committees to get everyone involved and provide more opportunities for leadership.
- Share the dates of upcoming meetings and activities.
- Give closing remarks.
- Remind members of the next meeting and encourage them to recruit additional members.

### **Develop a list of activities to build into the initial meetings.**

- Consider including diversity or disabilities awareness training as part of one of your first few meetings to ensure all participants have a better understanding of various disabilities so students can better support each other.
- Discuss the Unified Champion Schools strategy and how the Unified Club can expand opportunities for social inclusion.

### **Use your regularly scheduled meetings to further enhance the skills of club members while accomplishing goals and planning for activities. Meetings should be led by the student advisory committee, but find opportunities for all students to take a leadership role during the meetings.**

- Always welcome new members or interested students.
- Discuss ideas and strategies with the group. Be certain each individual has the opportunity to share his or her thoughts.
- If you see an individual controlling conversation or leadership of the group, pause and ask others about their opinion on the topic.
- Provide all members with notes of the meeting and action items to be completed through social media or other established forms of communication.



## Getting Started Checklist for Making Existing Clubs Inclusive

**Transform an existing school club into an inclusive club supporting the group to include diverse student representation, including students with and without intellectual disabilities. Engage your inclusive club in the following steps:**

\_\_\_\_\_ 1. Schedule a meeting with the Unified Champion School Leadership Team to discuss making more clubs at your school inclusive. Develop a timeline for recruiting, organizing and preparing for the activity.

\_\_\_\_\_ 2. Talk with your principal about social inclusion and why it is important for students with disabilities to be included in school clubs.

\_\_\_\_\_ 3. Speak with club advisors and officers about the value of inclusive youth leadership and how it aligns with and enhances their goals.

\_\_\_\_\_ 4. Connect with the club members to better understand their current work. Ask them the following questions:

- What is the club's mission?
- What type of work are you currently doing?
- Are students with intellectual disabilities members of the club?
- How might the club benefit from including students with disabilities?
- How might the school benefit from having clubs with more diverse student representation?

\_\_\_\_\_ 5. Work with the club members to increase their understanding of social inclusion and gain skills in collaborating with diverse students. Club members might find it helpful to lead activities from the Get Into It curriculum found at <https://getintoit.specialolympics.org/educators>.

\_\_\_\_\_ 6. If there is a selection process for the club, guide members in establishing a selection protocol to increase the diversity of student representation to include students with intellectual disabilities.

\_\_\_\_\_ 7. Engage students by visiting inclusive general education and special education classrooms to identify students who are interested in being part of the club. You might also consider requesting that teachers ask their students if they are interested.

\_\_\_\_\_ 8. Hang posters about the club around school and include messages in the daily announcements to gain interest.

\_\_\_\_\_ 9. Continue to work with members to ensure all students are provided leadership and co-leadership opportunities and increase skills in collaborative decision-making. Utilize activities from the Inclusive Youth Leadership Activities Guidebook to ensure members feel more equipped to lead in equitable situations.

\_\_\_\_\_ 10. Read more information about how to transform existing school clubs to become socially inclusive in the Inclusive Youth Leadership Resources.



# Inclusive Youth Leadership Action Plan

STRATEGY / ACTIVITY	TASKS	When will each TASK be completed?	Who will facilitate completion of this goal?	Who else can help?
	1.	1.	1.	
	2.	2.	2.	
	3.	3.	3.	
	4.	4.	4.	
This strategy/activity also connects with:  <input type="checkbox"/> Whole School Engagement <input type="checkbox"/> Unified Sports	5.	5.	5.	
	6.	6.	6.	
	7.	7.	7.	
	8.	8.	8.	
	1.	1.	1.	
	2.	2.	2.	
	3.	3.	3.	
	4.	4.	4.	
This strategy/activity also connects with:  <input type="checkbox"/> Whole School Engagement <input type="checkbox"/> Unified Sports	5.	5.	5.	
	6.	6.	6.	
	7.	7.	7.	
	8.	8.	8.	

# Unified Sports Implementation Guide



Special Olympics Unified Sports® is a component of the Unified Schools strategy that engages students with and without intellectual disabilities on the same sports team. Unified Sports provides valuable social inclusion opportunities for all teammates to build friendships, on and off the playing field. Through modeling genuine inclusion for the entire school community, all teammates are challenged to improve their sports skills and fitness. In the process, young people with and without disabilities increase their positive attitudes and perceptions toward their peers, establishing friendships.

There are three basic models of Special Olympics Unified Sports. It is up to each school to choose which model or combination of models will be most beneficial for their students. These models provide a framework for guiding implementation within each school in offering a variety of Unified Sports options for students:

- **Competitive**
- **Player Development**
- **Recreation**



# What Distinguishes Each of the Unified Sports Models from Each Other



## Competitive

- Students with and without intellectual disabilities train and compete on the same team.
- All teammates should be of similar age and ability levels.
- Teams adhere to training, competition and team composition requirements.
- School-based teams often compete within an interscholastic athletic league, an intramural setting, or through Special Olympics tournaments.

## Player Development

- Students of higher abilities serve as mentors, assisting teammates of lower abilities in developing sport-specific skills and tactics.
- All teammates should be of similar age.
- There is a non-competitive, cooperative team environment.

## Recreation

- This is the most flexible model because it does not follow any prescribed training or team composition requirements.
- Recreational sports opportunities are offered within a non-competitive realm.
- Recreation typically takes place solely on school property and does not advance into competitions.
- Examples of Unified Recreation activities in schools include Unified PE, Unified Field Day, or a Unified Walking Club.

# Goals of Unified Sports

## **Friendship and socialization**

Participation in Unified Sports provides a forum for positive social interaction between teammates and often leads to long-lasting friendships.

## **Meaningful inclusion**

All teammates play important, meaningful and valued roles on the team.

## **Sport skills development**

Students develop sports skills to enable them to compete with greater proficiency and develop physical fitness.

## **Competition experience**

Students with and without intellectual disabilities benefit from physical and mental challenges by participating in a variety of competitive and non-competitive environments.

# Principle of Meaningful Involvement in Unified Sports

The principle of meaningful involvement is the most important foundational philosophy when developing inclusive school sports and activities. Students are provided a sports environment that ensures every player is given multiple opportunities throughout the school year to develop their unique skills and qualities.

## **Indicators of Meaningful Involvement**

- Teammates have the ability and opportunity to contribute meaningfully to the performance of the team/activity.
- Teammates participate according to the rules of competition.
- Teammates compete without causing undue risk of injury to themselves or others.

## **Meaningful involvement is not achieved when some team members:**

- Display superior sports skills without involving their teammates.
- Control most aspects of the game, especially during the most critical periods.
- Do not train or practice regularly and only show up on the day of competition.

# Implementing Unified Sports

To initiate a Unified Sports opportunity in your school, you'll typically want to start with a planning meeting with your school's Unified Champion School Leadership Team and / or your Unified Club. You may also want to invite a Special Olympics staff member to the meeting. As you work through the implementation of Unified Sports in your school, be sure students are engaged as co-leaders throughout the process.

Remember to always be on the lookout for opportunities to hand over decision-making and leadership to young people. Each step in answering the questions and completing the checklists found below will be completed by youth, youth and adults working together, or adults as appropriate for your particular school environment.

# Unified Sports Opportunities

There is a wide variety of sports that can be implemented at a middle and high school. Each State Special Olympics Program offers different sports depending on geographic locations, age appropriateness, and interest levels. Some will be easier to implement within your school than others, but many will be appropriate for your intramural programs and some will fit into an interscholastic program if you have Unified Sports competitions with other schools.

Listed below is what Special Olympics New Hampshire is offering at each level.

## Middle School



Basketball



Relay



Cornhole



Softball Throw

## High School



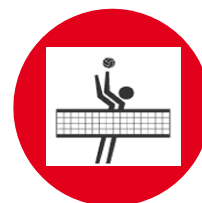
Basketball



Soccer



Track & Field



Volleyball

# Basic Organization of Unified Sports Teams

## Partner Eligibility

Meaningful inclusion/participation is best served with partners of similar age and physical and social skills with athletes.

- People with disabilities should never be the sole participants.

## Team Selection

- All teammates should possess the requisite skills of the sport OR be able to learn them and an understanding of teamwork.
- Teams work best when all team members have similar sport-specific skills. However, successful development of a Unified Sports® team is possible as long as each team member contributes in a meaningful way, regardless of their ability. For example, a player may not be a good shooter, but may be a great defensive player.
- All team members should be closely matched in age, especially for athletes under 21 years of age, because of the influence of strength, speed and height on risk management.
- In basketball, utilize Unified Sports® to reach athletes and peers not currently involved in Special Olympics.
- Use a targeted approach when recruiting teammates to match the local program's needs. For example, if athletes are older and higher skilled, local colleges would be a good resource of potential partners. Community youth sport programs or schools would more adequately serve the needs of younger athletes.

## Rules

- Regarding roster size, a proportionate number could mean 6 athletes and 4 partners, which would allow 2 substitutions for each group.
- During play, there can be no more than 3 athletes and 2 partners on the floor at any given time.
- A Unified basketball team must have an adult non-playing coach.

## Predictors of success in a Unified Sports® program.

1. Partners and athletes must have meaningful participation
2. Picking the right sport
3. Involving quality coaches who understand the Special Olympics & Unified Sports® philosophy
4. Selecting appropriate teammates
5. Providing high-quality training and competition opportunities for both partners & athletes (commitment to program including traveling together)
6. Following the Official Rules: Special Olympics, Unified Sports® & Sport-Specific
7. Committing resources (money & people)

## Principle of Meaningful Involvement

All participants ...

- play without significant health or safety risks
- play according to rules
- demonstrate requisite sport's skills and concepts
- contribute to the team through unique strengths

All participants should have a reasonable chance to succeed and contribute during competition, without undue risk of injury, according to rules and conditions of play. This is the most critical determinant of program success.

In team sports this means that teams should be organized so that high ability athletes or partners should not have to accommodate others on the team by playing "down" to their level.



## Assessing Players and Forming Teams

### Introduction

Unified Sports® is not for everyone. Before any player is placed on a Unified Sports® team, it is critical to utilize a procedure for screening and conducting basic skills testing for all players. Obtaining these results ensure that athletes and partners are appropriate and reasonably well matched for the Unified Sports® program.

### Assessing Players

Player assessment is made up of two components: objective sports-specific skills assessment tests and subjective game-play assessment.

While it might be said that it is performance in a game that is the only meaningful assessment criteria, use of additional objective skills tests help improve the assessment process in a number of ways:

- a) Objective tests are useful to verify subjective assessments.
- b) Objective tests provide a measurable indicator for Special Olympics athletes who wish to move from traditional Special Olympics to Unified Sports®.
- c) Objective tests also serve to provide data for pre-classifying teams for Unified Sports® competitions.

### Recommended Testing Procedure

**Step 1:** Form an Assessment Team which includes individuals who are experienced in or with Special Olympics and/or individuals who are specialists in the sport of basketball.

**Step 2:** Put all participants through the three Basketball Skills Assessment Tests (SATs). These tests can be found at the end of this section as well as on the Special Olympics website ([www.specialolympics.org](http://www.specialolympics.org)) under Basketball in the section for the Sports Skills Assessment Tests (the rebounding test is not found on this site).

Carefully read and consistently follow the instructions for administering the Dribbling, Perimeter Shooting, and Rebounding skills assessment tests. Demonstrate to all of the participants how to perform the test, and allow everyone a practice opportunity before administering it. Instruct the participants to perform to the best of their abilities in order to acquire the most accurate measurements. Allow re-start if confused.

Observe the athletes as they go through the SATs so that you can determine their knowledge of the game, their sport-specific skills, and how they respond to coaching. Following completion of the test, indicate each participant's score on the score sheet included with these materials.

**Step 3:** Composite scores: After all of the athletes and partners have completed the three SATs, add the scores to obtain a total score for each individual.

**Step 4:** On a flip chart or large sheet of paper, write the names of all of the Special Olympics athletes and their corresponding individual composite skills scores on the top half. On the bottom half, write the names of all of the partners and their corresponding individual composite skills scores.

Rank the scores in the group of Special Olympics athletes, from highest to lowest, by placing the appropriate rank order number next to the individual. For example, athlete # 1 has a score of 60, athlete # 2 has a score of 56, athlete # 3 has a score of 48, etc. Do the same ranking for the group of partners.

**Step 5:** Formation of Teams Based on Basketball Skills Assessment Test Scores

Create evenly balanced preliminary teams by ranking each athlete and partner based on their skill and ability. Start with the best players (athletes and partners) and systematically position players from there. The Special Olympics athlete with the highest total score is placed on Team # 1, the athlete with the second highest score is placed on Team # 2 and so on. Use the exact same approach when ranking the partners, except start with the team that was last in the athlete round first, and go in inverse order. The sample chart that follows shows to placement procedure to follow when creating balanced, mixed ability teams. You can use this system for any number of teams.

	<u>Team 1</u>	<u>Team 2</u>	<u>Team 3</u>	<u>Team 4</u>
Athletes:	1 (highest score)	2	3	4
	8	7	6	5
	9	10	11	12
	16	15	14	13
	17	18	19	20
	24	23	22	21
Partners:	4	3	2	1 (highest score)
	5	6	7	8
	12	11	10	9
	13	14	15	16

Remember, in five-on-five full-court basketball, there must always be three Special Olympics athletes and two partners on the floor. In 3-on-3 half-court basketball, there must always be two Special Olympics athletes and one partner on the floor.

**Step 6:** Play 10-15 minute assessment games.

Using the Unified Team Evaluation Checklist, make notes on each player. Pay particular attention to athletes who have scored extremely low on the skills tests (more than 25% below the average partner score) and partners who scored extremely high (more than 25% above the average athlete score).

Note: point guards are the best players on the team and have the highest functioning skill level. You have no offense unless you can get the ball up the court and to other teammates.

**Step 7:** Have a meeting of the Assessment Team to discuss their ratings.

Make a preliminary decision about appropriate versus inappropriate athletes and partners.

Based upon observations and in-game skills and tactics assessments of players, move athletes and or partners to teams, if needed, to create balance. When creating balanced teams, make sure there are ball handlers, shooters, and rebounders represented on each one.

**Step 8:** Inform all participants about the decision of the Assessment Team.

Invite appropriate participants to the next practice. Discuss alternative participation options for participants who have been assessed as “inappropriate”. Such options may include becoming a coach or training partner. Options may also include joining a different Unified Sports® team of more comparable skill, joining a traditional Special Olympics team, or trying out for a different Unified sport.

**Step 9:** Periodically review the effectiveness of the initial assessment.

# Unified Team Evaluation Checklist

## Determine Appropriateness of Team Members

This is helpful tool regarding the appropriateness of all team members for this Unified sport during the evaluation team play.

1) Is there a player(s) on the team who, when competing to his/her highest ability level, would place other players on the team or on an opposing team at risk of injury?

Yes \_\_\_\_ No \_\_\_\_

2) Is the composition of the team such that ALL players without an intellectual disability are higher skilled than players with an intellectual disability?

Yes \_\_\_\_ No \_\_\_\_

3) In order for a game to be played by the rules and at the same time allow for safe and meaningful involvement of all team members, must certain teammates significantly lower their level of skill and not compete as hard as they are capable?

Yes \_\_\_\_ No \_\_\_\_

4) Are there players on the team who are so highly skilled that no other member of the team could defend him or her in a competitive situation? (Specifically, this person could score at any time he or she chooses.)

Yes \_\_\_\_ No \_\_\_\_

5) Are there players on the team who do not have the sport's skills or understanding of the rules necessary to compete according to the rules in a competitive situation? Do they need significant assistance from teammates? Must the rules be significantly modified above and beyond Special Olympics Sports Rules adaptations?

Yes \_\_\_\_ No \_\_\_\_

6) Are there players on the team who in a competitive situation rarely touch the ball or participate in competition because of their low ability level?

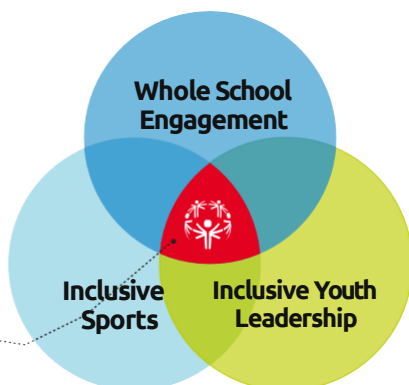
Yes \_\_\_\_ No \_\_\_\_

7) Are there players on the team who do not attend more than 50% of the practices during a season?

Yes \_\_\_\_ No \_\_\_\_

If the answer to any of the above questions is "yes", your team is probably inappropriate for entry in official Special Olympics Unified Sports® competition according to "Meaningful Involvement" guidelines.

# Integration of the Three Components Through the Lens of Unified Sports



Schools are able to provide important inclusive sports experiences that work in tandem with whole school engagement and inclusive youth leadership.

Examples of this integration include young adolescents working together to initiate a Unified Sports day for the whole school or working with the physical education teacher to create inclusive sport and recreation opportunities within the school day (such as a cornhole tournament).

The following are examples of how the three components can be integrated with an emphasis on Unified Sports.

Example Activities	Whole School Engagement	Inclusive Youth Leadership	Inclusive Sports
•The Unified Basketball team hosts a series of instructional sessions during the lunch period to offer students an opportunity to learn how to play.	X		X
• After the intramural basketball season ends, the Unified Club helps with a celebration and awards assembly to honor everyone who played or supported the teams.	X	X	X
• Students with and without intellectual disabilities on the UnifiedSports intramural basketball team organize and speak at an assembly about student collaboration to enhance each other's skills.	X	X	X
• Students lead an after-school program to develop trackrelayskills in elementary students with and without intellectual disabilities.		X	X
• The Student Council or National Honor Society organizes Fans in the Stands to engage the whole student body in supporting the Unified Sports teams.	X	X	X
• The physical education teacher works with the students on their interdisciplinary team to host a Unified Sports Day focused on one of the sports they have studied.	X	X	X

# Enhancing Unified Sports®

Social inclusion efforts like Unified Sports will have a greater impact and be more sustainable when they are connected to other initiatives and goals of the school. For example, the school may decide to include indicators of social inclusion from the

Social Inclusion Rubric (found in the Establishing Your Team section of the Playbook) when assessing progress on the school improvement plan.

Other strategies for enhancing the impact of the Unified Sports experience and increasing positive impacts throughout the school include:

- Recognize Unified Sports teams (both intramural and interscholastic) in the same ways as other teams in the school (e.g., pep rallies, morning announcements, varsity lettering, yearbook pictures, athletics banquet).
- Encourage Unified Sports teammates to wear their jerseys, warm up jackets or other team attire before or after a competition so they can be seen and acknowledged by all classmates during the school day.
- Hold inclusive post-game parties and celebrations to build team cohesion and deeper social connections.
- Hold a fun, inclusive sport activity such as a kickball game, yoga or inclusive walking as part of Unified Sports Recreation opportunities for other members of the school to experience Unified Sports.
- Consider some type of culminating competition, celebration or recognition within each season.



## Unified Sports Competitive and Player Development Models Getting Started Checklist

- \_\_\_\_\_ 1. Schedule a meeting with the Unified Champion School Leadership Team to discuss getting a Unified Sports team started in your school. Develop a timeline for recruiting, organizing and preparing for the season.
- \_\_\_\_\_ 2. Make contact with your state Special Olympics office to begin the process of forming a Unified Sports team at your school.
- \_\_\_\_\_ 3. Choose the sport you will implement and when/where it will take place.
- \_\_\_\_\_ 4. Recruit an adult head coach and identify others who can support the team in different ways.
- \_\_\_\_\_ 5. Complete training requirements for coaches. A free on-line course is available at [www.NFHSLearn.com](http://www.NFHSLearn.com).
- \_\_\_\_\_ 6. Recruit teammates with and without intellectual disabilities.
  - Ensure there will be a meaningful role for each student who is interested in participating (e.g. teammate, assistant coach, club member, fan, manager).
  - 6a. Competitive: Use a “targeted approach” to focus recruitment on students without disabilities who will be of similar ability as students with disabilities and will be committed to the team.
  - 6b. Player Development: Focus recruitment on students without disabilities who will be of similar age as students with disabilities and be committed to the team.
- \_\_\_\_\_ 7. Ask interested teammates/parents to complete and submit required participation forms.
- \_\_\_\_\_ 8. Secure logistics and set a team schedule:
  - Work with Athletic Director or Administration to identify the team practice schedule, transportation, equipment, uniforms and facility needs.
  - Develop a competition schedule for intramural or interscholastic teams.
- \_\_\_\_\_ 9. Conduct team orientation meeting (this could include parents).
- \_\_\_\_\_ 10. Hold regular practices and competitions.
- \_\_\_\_\_ 11. Ensure the Unified Sports teams receive the same kind of support as other teams in the school, including cheerleaders, pep rallies, recognition banquets, sports achievement awards and letters.





## Unified Sports Recreation Model Getting Started Checklist

- \_\_\_\_\_ 1. Schedule a meeting with the Unified Champion School Leadership Team to discuss getting Unified Sports started in your school. Develop a timeline for recruiting, organizing and preparing for the activity.
- \_\_\_\_\_ 2. Make contact with your state Special Olympics office to begin the process of initiating a Unified Sports activity at your school.
- \_\_\_\_\_ 3. Choose the sport/activity you will implement and when/where it will take place.
- \_\_\_\_\_ 4. Recruit an adult and identify others who can support the activity in different ways.
- \_\_\_\_\_ 5. Complete training requirements for coaches. A free on-line course is available at [www.NFHSLearn.com](http://www.NFHSLearn.com).
- \_\_\_\_\_ 6. Recruit participants with and without intellectual disabilities. Ensure there will be a meaningful role for each student who is interested in participating.
- \_\_\_\_\_ 7. Ask interested students/parents to complete and submit required participation forms.
- \_\_\_\_\_ 8. Secure logistics and set a schedule:
  - Work with Athletic Director or Administration to identify the schedule, transportation, equipment, uniforms and facility needs.
- \_\_\_\_\_ 9. Conduct an orientation meeting (this could include parents).
- \_\_\_\_\_ 10. Get together on a regular basis with a schedule.

### Unified Sports Coach Guidelines

- Have the necessary knowledge.
- Complete Unified Sports coach's training.
- Select the team members at the appropriate age and ability level to ensure full participation.
- Be a non-playing head coach.
- Commit to regular practice sessions.
- Coach everyone using individualized approaches.
- Nurture and expect teamwork from all players.



## Getting Started Checklist for Unified Sports Day or Unified Sports Festival

Host a Unified Sports Day or Unified Sports Festival for the school, with students organizing a day of inclusive sports activities for the student body. This is an example of Unified Recreation, which provides an opportunity for the entire school to be involved.

\_\_\_\_\_ 1. Schedule a meeting with the Unified Champion School Leadership Team to discuss hosting a Unified Sports Day at your school. Develop a timeline for recruiting, organizing and preparing for the activity.

\_\_\_\_\_ 2. Meet with the principal to get approval and administrative support. Share the goals and possible activities. Be sure to stress the positive impact it can have on creating a socially inclusive school climate.

\_\_\_\_\_ 3. Consider collaborating with the physical education department to organize activities and make accommodations to ensure all activities are accessible to all students.

\_\_\_\_\_ 4. Develop a plan.

- Set the date and time for the day's activities.
- Decide on the activities to be included, whether the day will have a theme or focus on a specific sport, and identify how all students will have equitable opportunities to participate.
- Create a plan for each task that needs to be completed, including deadlines and a list of who is responsible for carrying out each step.
- Make sure the date, time and location are all cleared with the necessary school personnel before releasing the information to others.

\_\_\_\_\_ 5. Be sure to communicate with staff about the date, purpose of the Unified Sports Day and why this is important to your school.

\_\_\_\_\_ 6. Publicize the Unified Sports Day to your school. Reach out to the local newspaper and radio station. Include information about the event on the local access television station.

\_\_\_\_\_ 7. After the event, be sure to thank all of those involved with making it successful. Send a special thank you note to any sponsors or donors.

# Unified Sports Action Plan

STRATEGY / ACTIVITY	TASKS	When will each TASK be completed?	Who will facilitate completion of this goal?	Who else can help?
	1.	1.	1.	
	2.	2.	2.	
	3.	3.	3.	
	4.	4.	4.	
This strategy/activity also connects with:  <input type="checkbox"/> Whole School Engagement  <input type="checkbox"/> Inclusive Youth Leadership	5.	5.	5.	
	6.	6.	6.	
	7.	7.	7.	
	8.	8.	8.	
	1.	1.	1.	
	2.	2.	2.	
	3.	3.	3.	
	4.	4.	4.	
This strategy/activity also connects with:  <input type="checkbox"/> Whole School Engagement  <input type="checkbox"/> Inclusive Youth Leadership	5.	5.	5.	
	6.	6.	6.	
	7.	7.	7.	
	8.	8.	8.	

## SECTION 5:

# ADDITIONAL OPPORTUNITIES AT THE NATIONAL LEVEL

## International Leadership Opportunities and Small Grants

### Foundational Inclusive Youth Leadership Digital Training and #UnifiedGeneration Summit

Special Olympics Unified Champion Schools has created a **Foundational Inclusive Youth Leadership Digital Training**. Students who participate in the trainings will not only gain knowledge and skills to be a strong Inclusive Youth Leader but will also gain access to an upcoming #UnifiedGeneration Summit!

The trainings are broken down into four modules and the topics are as follows:

- Exploring Leadership
- Me as a Leader
- Co-Leadership
- Leading as a Team

After you watch each training, there will be brief assignments (we call them Exit Tickets!) to complete. Once you have watched each training and completed each associated Exit Ticket, you will gain access to the upcoming #UnifiedGeneration Summit!

There will be three Summits over the year, and we will accept Exit Tickets on a rolling basis as follows:

- January 15, 2021 (All Exit Tickets must be completed by January 8 for Summit access)
- March 26, 2021 (All Exit Tickets must be completed by March 19 for Summit access)
- June 25, 2021 (All Exit Tickets must be completed by June 18 for Summit access)

In your final Exit Ticket, you will include your name and the email to which you would like all Summit information sent. In addition, you will receive a Certificate of Completion in recognition of your work towards Inclusive Youth Leadership. Enjoy the trainings and thank you for being a part of the #UnifiedGeneration!

To participate and watch the learning modules go to the following link: <http://generationunified-6471772.hs-sites.com/foundational-iyf-training>

### Innovation Grants (Mini-Grants)

Innovation Grants are project-based grants awarded to young leaders with and without intellectual disabilities (ID) so they can promote inclusion in their school and community. The upcoming round will provide \$500 USD, \$1,000 USD, or \$1,500 USD for projects. Earn up to \$1,500 USD PER YEAR. Innovation Grants will be awarded to individuals and Unified Pairs (one youth with ID and one without) to marry grit and urgency with aspiration and determination, fostering inclusion for ALL during this challenging time. Submit **UCS Mini-Grant Application** with your School Liaison. Application found in **Section 8: Applications and Forms**, page 102.

These projects expand on inclusion in a variety of ways, such as:

- Create new or expand existing Unified Champion Schools
- Engage new inclusive youth leaders
- Drive sustainability and quality in youth/school-based programming

The success of Innovation Grants is rooted in seeding experiments among youth and flipping the power paradigm in instituting radical social change so youth with and without ID directly drive change. Special Olympics will provide direct support and technical assistance opportunities to all grant recipients and Programs to position them to become entrepreneurs of inclusion in their school and community.

Through an informed network of inclusive youth leaders, we will create scalable solutions to end discrimination against people with ID. By engaging young people in a lifetime of inclusion and appreciation for people with differences, Special Olympics can effect change to global social norms. Young people seek to understand and embrace differences. This Unified Generation is our way forward.

The next cycle for the Innovation Grant will be announced in the first half of 2021.

### ***Innovation Grant FAQ***

We are excited that you are interested in applying for an Innovation Grant (Mini-Grant). Please use the following information to answer basic questions about the Innovation Grant, the application process and other important items. If you still have questions, please reach out to the Innovation Grants Team at [innovationgrants@specialolympics.org](mailto:innovationgrants@specialolympics.org).

#### **WHAT IS AN INNOVATION GRANT?**

Innovation Grants are grants awarded to support projects led by young people with and without intellectual disabilities (ID) to promote inclusion in their school and community. The upcoming round will provide \$500 USD, \$1,000 USD, or \$1,500 USD for projects. Due to the COVID-19 pandemic, this round of Innovation Grants will be closely aligned with the 3-phased approach Special Olympics has adopted for returning to activities.

#### **WHO CAN APPLY FOR AN INNOVATION GRANT?**

Young people with and without ID that are 25 years of age and below. If applying as a Unified Pair (one youth with ID and one youth without ID), both youth must be within the required age range at the time the application is submitted. Does it have to be a Unified Pair who applies for the funding? It is not required but there will be preference placed on projects led by a Unified Pair.

#### **HOW MUCH FUNDING IS AVAILABLE?**

Innovation Grants are available in the amount of \$500 USD, \$1,000 USD, and \$1,500 USD.

#### **WHAT PROJECTS QUALIFY FOR THE INNOVATION GRANT?**

To qualify, the project must be led by a young person(s) from an accredited Program and meet one or more of the following key objectives:

- Create new or further expand existing Unified Schools and Universities
- Engage new inclusive youth leaders
- Drive sustainability and quality in youth/school-based programming

#### **WHAT IS THE APPLICATION PROCESS?**

The application requires the following information:

- A narrative section
- Basic project budget
- Signed agreement form with signatures from the Special Olympics Program staff member working to ensure the execution of the project
- Photos of the Youth Leaders

#### HOW IS THE FUNDING SENT TO THE YOUNG PERSON(S)?

All funding will be sent to the applicant's accredited Program and the Program must work directly with the young person(s) to determine how the funding will be distributed to successfully completed projects.

#### WHAT REPORTING IS REQUIRED?

Only a final report will be required for innovation grants. A template for reporting will be provided and the following information will be required:

- Narrative report describing the Youth Leader's experience with the project. This could be done through:
  - o Written blog post
  - o Video/Video blog
  - o Adobe Spark webpage
- 10 pictures and a 30 second video of the project or 15 pictures of the project
- 1 quote from a person with ID that was impacted by the project
- 1 quote from a young person without ID that was impacted by the project
- 1 quote from an adult that was involved with the project
- Metrics achieved
- Financial Report to report on where the funding was spent (receipts will need to be saved by the Program but do not need to be shared with SOI HQ)
- Any media links related to the project (e.g. YouTube video created, online news articles, etc.)

#### HOW LONG DO I/WE HAVE TO COMPLETE THE PROJECT?

During the application process, the applicant will be asked to identify the project length based off the following choices:

- 6 months
- 9 months
- The final report will be due 30 days after the chosen project length.

#### WHAT SUPPORT AND RESOURCES WILL BE AVAILABLE TO ME?

All grant recipients will be required to view a series of technical assistance webinars prior to submitting their final report. How much of a time commitment will the webinars be? Each required webinar is pre-recorded and is 30 minutes or less. Dependent on the length of the project, grant recipients will be required to view a total of 6-13 webinars.

#### DO WE NEED TO KEEP RECEIPTS FOR THE ITEMS BOUGHT USING THE FUNDING?

Yes, receipts need to be kept and submitted to the Special Olympics accredited Program.

#### WILL THERE BE OTHER OPPORTUNITIES TO APPLY?

Yes, there will be two opportunities every year for young people to apply for Innovation Grants. The next cycle will be announced in the first half of 2021.

#### IF I WANT TO LEAD A PROJECT THAT WORKS WITH A SCHOOL OR UNIVERSITY, DO I NEED THE SCHOOL'S APPROVAL OR SIGNATURE?

Yes, it is important to secure the school or universities approval on the project before submitting the application.

#### IF THE PROJECT IS SUCCESSFUL, WHAT HAPPENS NEXT?

The youth leader(s) will be welcomed into the Global Youth Leadership network and have the opportunity to connect and network with youth leaders from around the world. Through the Global Youth Leadership network, the youth leaders will be activated for years to come.

#### IF A YOUTH LEADER/UNIFIED PAIR HAS RECEIVED A GRANT FOR A PAST PROJECT (I.E. FROM THE SUMMIT) ARE THEY ELIGIBLE TO APPLY AGAIN?

Yes, but the proposed project must be different from the project that received the first grant.



# SECTION 6:

## NEW HAMPSHIRE'S UCS STRATEGY

### Welcome and Introduction

Thank you very much for believing in the power of inclusion!

Welcome to Special Olympics New Hampshire's Unified Champion School's (UCS) strategy. We have reviewed the resources available to us and have developed a document we believe will help schools create the best school community possible – one that values each individual equally!

As you know, each school has a School Liaison assigned to support you throughout the year. Your School Liaison is your greatest champion and, hopefully, will be a great resource as your school works to become a NH Unified Champion School! Our three-person School's Team includes Pete Cofran (email: [PeteC@sonh.org](mailto:PeteC@sonh.org) or cell: 603-677-6701), Ryan Grogan (email: [RyanG@sonh.org](mailto:RyanG@sonh.org) or cell: 207-752-0455) and UCS-experienced Laurie Belanger (email: [LBelanger@sonh.org](mailto:LBelanger@sonh.org) or cell: 603-387-4317).

Please meet our team!

- Pete Cofran

Former athlete, coach and administrator, Pete began his career by working at his alma mater Plymouth State College for 28 years, including 23 years in the Department of Athletics. He coached softball for 25 years and girls' basketball for 12 years at Plymouth Regional High School and became Director of Athletics at Newfound Regional High School for 12 years where he established Unified Soccer in 2016 and Unified Basketball in 2017. Pete has been Past President of the NH Softball Coaches Association, NH Coaches Association, and NH Athletic Directors Association. Currently, he is on the National Interscholastic Athletic Administrators Association Mentoring Committee. Pete joined SONH in May of 2020 as Director of Schools.

- Ryan Grogan

Ryan graduated from the University of New Hampshire in 2016 where he majored in History. Upon graduation Ryan served in AmeriCorps through the Victims Assistance Program then worked for Prescott Park Arts Festival in Portsmouth, NH. In April 2019, Ryan joined Special Olympics NH as the Special Events Coordinator where he assisted with our Law Enforcement Torch Run, Holiday Auction and Winter Water Sports. In May 2020, Ryan was promoted to full-time Schools Manager in the Program Department.

- Laurie Belanger

Laurie Belanger has been a Schools Manager with SONH, part time, for four years. For more than 30 years, she has been a school counselor at Gilford High School, where her favorite role is Unified Coach and Club Advisor.

Please do not hesitate to reach out to your **School Liaison!** The **Directory** is on pages 91-92 and includes the listing of each of the Unified Champion Middle Schools and High Schools and their respective School Liaisons.

We look forward to the great things that the youth of New Hampshire will do during the challenging 2020-2021 school year.



# Overview of Special Olympics New Hampshire

## A Quick History of Special Olympics New Hampshire

- Special Olympics New Hampshire was created in 1968; we held our first Games in 1970.
- Unified Sports® began in 1989.
- The School's portion of Special Olympics programming was called Project Unify (which became Unified Champion Schools) started in 2007.
- Special Olympics New Hampshire and the New Hampshire Interscholastic Athletic Association (NHIAA) collaborated to create NHIAA Unified Sports in 2011.
- The name Project Unify was changed to Unified Champion Schools in 2017.
- Special Olympics celebrated its 50<sup>th</sup> Anniversary in 2020.

## Interesting Information

- Emanating from the mission, the ultimate goal of Special Olympics is to help persons with intellectual disabilities participate as productive and respected members of society at large, by offering them a fair opportunity to develop and demonstrate their skills and talents through sports training and competition, and by increasing the public's awareness of their capabilities and needs.
- The Founding Principles support this goal by emphasizing that people with intellectual disabilities can enjoy, learn and benefit from participation in individual and team sports, underpinned by consistent training and by competition opportunities for all levels of ability. According to the Principles, Special Olympics must transcend all boundaries of race, gender, religion, national origin, geography, and political philosophy. They also state that every person with an intellectual disability should have the opportunity to participate and be challenged to achieve their full potential, with the focus at community level to reach the greatest number of athletes, strengthen their families and create an environment of equality, respect and acceptance.
- Special Olympics Incorporated (SOI) accredited Special Olympics New Hampshire (SONH) in 1972.
- Special Olympics New Hampshire athletes have participated in every World Games and USA Games including the first Special Olympics international competition in Chicago at Soldier Field in 1968.
- SOI has determined that approximately 3% of the population qualifies for Special Olympics.
  - Population of New Hampshire is 1,360,000 x .03 = 40,800 Granite Staters qualify for Special Olympics.
  - Our goal is to have 20% of the population who qualify participate which equals 8,160.
  - We currently have 3,024 athletes participating in Special Olympics New Hampshire.
- There is no fee for an athlete to participate in Special Olympics.

## The Basics about Unified Champion Schools (UCS)

- The Federal Department of Education funds Special Olympics' Unified Champion Schools strategy nationally.
- SONH applies to the SOI UCS Team for funding the activities we plan to offer in New Hampshire.
- We work with our schools to achieve the goals in our Strategic Plan and grant application.
- Schools report to Special Olympics New Hampshire on things happening in their respective schools.



## The Overall Program

- Special Olympics New Hampshire offers programming (Young Athletes) to individuals with ID beginning at 2 years of age and for all ability levels.
- Local Programs (teams) are created to meet the needs of the athletes in a geographic area.
- While in school, school-aged students with ID would be able to do things with their school program as well as with their Local Program.

# The Unified Champion Schools Strategy

## First Steps to Becoming a Unified Champion School

The first and most important step to becoming a Unified Champion School is making the intentional decision to create an inclusive school community! This decision means you will work with all school stakeholders to rethink inclusion.

The Unified Champion School strategy, through Special Olympics, will provide you with models to use, best practices from schools in NH and an identified School Liaison to help you on your exciting journey! Please reach out to your School Liaison to begin the application process which is detailed below! The **Unified Champion Schools Application** is located in **Section 8 – Applications and Forms**, pages 97-99.

## The Components of a Unified Champion School

1. **Unified Sports and Fitness** – provides students with and without intellectual disabilities opportunities to participate in sport activities with one another.
2. **Inclusive Youth Leadership (IYL) and Advocacy** – provides students with and without intellectual disabilities opportunities to take on meaningful leadership roles as they work with one another in promoting UCS activities within their schools and communities.
3. **Whole School Engagement (WSE) and Sustainability** – provides opportunities for all students in the school to participate together in UCS through school-wide activities

## The Relationship between Special Olympics New Hampshire and the Unified Champion School Strategy

Special Olympics offers many programs, centered around sport, to improve the quality of life of NH's citizens with intellectual disabilities.

- For more than 50 years, we have offered sports training and competitions.
- For more than 30 years, we have offered our Unified Sports program where athletes (with intellectual disabilities) and partners (people who do not qualify for Special Olympics) train, practice and compete on the same team leading to shared relationships that may lead to friendships.
- For more than 20 years, we have offered our Healthy Athletes program where medical professionals donate their time to help our athletes be as healthy and fit as possible.
- ... and for 13 years, we have offered our Unified Champion Schools strategy where we support schools becoming a more inclusive school community through Unified Sports, Inclusive Youth Leadership and Whole School Engagement.

## Special Olympics New Hampshire's Financial Support to Schools

We have a plan to allow schools to earn money for their Unified Champion School strategy in a number of ways.

### Application Process

By filling out the Unified Champion Schools Application (found in Section 8 – Applications and Forms, pages 97-99) and executing your plan, you may earn up to \$1050 PER YEAR.

Items and their monetary value include the following:

- Submit the **Unified Champion Schools Application**. \$100
  - Have three people (a Unified pair and a staff/faculty member) attend the Virtual Youth Summit. \$100
  - Have representatives of your school attend two professional development trainings. \$100
    - One training may be participation at the Virtual Youth Summit.
    - In addition to these two professional development opportunities, Middle School representatives must also take Agon training provided by SONH along with their sport-specific or educator-specific training.
      - Agon is an online tool used by our Local Programs to register for competitive events. The trainee and Local Program will then be able to [login](#) and view the information in real time about their athletes, coaches, volunteers and net funds.
      - The training will cover the [Local Program Technology User Guide](#) that includes a click-by-click instruction to navigate through Agon.
  - Provide three one-page stories about UCS activities taking place at your school (\$50 per story). \$150
  - Submit at least two rosters,
    - One being sports \$100
    - The other being Inclusive Youth Leadership or Whole School Engagement \$100
  - Complete the year-end Unified Champion Schools survey. \$100
  - Choose at least one project or activity in each component.
    - Sport and Fitness \$100
    - Youth Leadership other than Youth Summit \$100
    - Whole School Engagement \$100
- Total = \$1050

## Mini-Grants

We have set aside additional money to support Schools for uniforms, coaching stipends, paying officials, coaches' education, and other unexpected shortfalls. Schools may apply for up to \$1500. The **UCS Mini-Grants Request Application** is found in **Section 8 – Applications and Forms**, page 102.

We will try to accommodate a portion of each school's grant. If you apply and are only partially funded, we will carry over your UCS Mini-Grants Request Application to the next grant cycle.

Applications submittal and the review process will take place three times during this school year.

- Grant cycle 1 (\$7,500)
  - Applications due November 13<sup>th</sup>
  - Responses by November 20<sup>th</sup>
  - Money available December 1<sup>st</sup>
- Grant cycle 2 (\$7,500)
  - Applications due January 8<sup>th</sup>
  - Responses by January 15<sup>th</sup>
  - Money available January 26<sup>th</sup>
- Grant cycle 3 (\$7,500)
  - Applications due April 2<sup>nd</sup>
  - Responses by April 9<sup>th</sup>
  - Money available April 20<sup>th</sup>



*All grant money must be spent **by June 15<sup>th</sup>**.*



# Additional Opportunities Through Special Olympics

## Fitness

Special Olympics Fitness programming encourages students with and without intellectual disabilities to achieve optimal health and performance through adequate physical activity, nutrition, and hydration.

A component of the Special Olympics Unified Champion Schools strategy is inclusive sports. Special Olympics Fitness can be a catapult for accelerating inclusion efforts, promoting lifelong, healthy habits in schools and providing exciting ways to reenergize and motivate participation and success. Special Olympics Fitness programming objectives also align with the national health and physical education standards and can aid in the achievement of existing school goals.



An overview of four fitness models endorsed by Special Olympics are provided along with links to the resources and tips to enhance implementation.

Educators may use Special Olympics Fitness strategies to complement a Unified Physical Education course or infuse the Unified concept into the broader school community. Both strategies will fulfill activities within the three core components that make a school a Unified Champion School, and programming can be modified to meet the needs of each individual classroom, school, or school district.

### Fitness Goals

- Youth and Schools: Fitness becomes a catalyst for advancing efforts toward inclusion and embracing lifelong healthy habits for youth and schools.
- Inclusion: Fitness is an inclusive practice that raises awareness, cultivates mutual respect, and celebrates ability.
- Youth Leadership: Fitness is part of the solution for engaging youth with and without intellectual disabilities to be agents of change for acceptance, respect and inclusion.



### Opportunities for Fitness in the Schools

There are many places where fitness-related physical activity is already taking place within schools. This list provides a starting point for identifying those opportunities, with the possibility of either enhancing activities where fitness is already occurring or implementing programming within areas not yet incorporating fitness.

- Physical Education and Health
- Unified Physical Education
- Sports (pre-season and in season)
- Before or After School Activities
- Within School-sponsored Clubs
- Intramural Leagues
- In the Classroom
- Recess

### Models and Resources Overview

Special Olympics has endorsed four fitness models with guidelines for implementation, providing structure, yet allowing for flexibility so that schools may tailor the program according to individual goals, the needs of the school, and available resources. Each of the models may be implemented as a stand-alone program, or in conjunction with Special Olympics Fitness resources.

- 1) Fit Families and Friends
- 2) Unified Fitness Club
- 3) SOfit
- 4) Fit 5 plus complementary fitness videos and cards

In general, Special Olympics Fitness models and resources can serve as the following

- A pathway for enhancing and expanding any of the three Unified Champion Schools components currently offered in a school
- An entry point for activating any of the three Unified Champion Schools components
- An entry point for activating a Unified Champion Schools strategy

## Model 1: Fit Families and Friends



Fit Families and Friends, created by Special Olympics Arkansas, is a six-week fitness and wellness challenge designed to promote physical activity and nutrition by encouraging athletes and their supporters to set fitness goals, and track their progress in these areas. Participants collect incentives for their progress toward a healthier lifestyle.

The complete **Fit Families and Friends resource** can be accessed at:  
<https://resources.specialolympics.org/program-models>

## Model 2: Unified Fitness Club

Unified Fitness Club, created by Special Olympics Connecticut, is a year-round physical activity-based program that utilizes activity trackers and incentives to engage participants of all abilities and activity levels in healthy lifestyles while also inspiring friendships.

The complete **Unified Fitness Club resource** can be accessed at:  
<https://resources.specialolympics.org/program-models>



## Model 3: SOfit



SOfit, created by Special Olympics Minnesota, is an eight-week Unified class that combines physical activity, nutrition, and both emotional and social wellness, all through a holistic approach, empowering participants to challenge the way they view health and lifestyle choices.

The complete **SOfit resource** can be accessed at:  
<https://resources.specialolympics.org/program-models>

## Model 4: Fit 5

Fit 5, created by Special Olympics International, is a resource based on achieving fitness and personal bests through the three simple goals of engaging in five days of exercise per week, eating five total servings of fruits and vegetables per day, and drinking five bottles of water per day. We provided a Training Guide for Fit 5 during the Pick-Me-Up Campaign. We also added a personal and social section to better meet athletes' needs of isolation and self-expression.

The Fit 5 resource is supported by a series of fitness cards and videos providing a series of exercises in strength, endurance, and flexibility ranging in level of difficulty. All activities can be done in any setting with none to very little equipment. The cards have simple instructions and easy-to-follow pictures, while the videos encourage participants to learn by doing.



The complete **Fit 5 resource** can be accessed at: <https://resources.specialolympics.org/health/fitness/fit-5>

### Call to Action

Fitness through physical activity, nutrition, and hydration is critical for the health of all students. For anyone to be fit, pursuit of healthful living must be a year-round, lifelong endeavor. Utilizing the platform of Unified Champion Schools as a catapult, Special Olympics invites schools to empower students with and without disabilities to take charge of their own health by embracing a Unified strategy for increasing fitness opportunities and social inclusion in school communities.



# USA Games

Special Olympics New Hampshire will participate in the 2022 Special Olympics USA Games that will take place in Orlando, June 5 – 10, 2022. We have a team of 105 (80 athletes + 20 coaches + 3 youth summit attendees and 2 delegates) that will represent the Granite State.

Our team will be selected in 2021.

Of the team, athletes, partners and coaches will represent Special Olympics New Hampshire's Unified Champion Schools in the following areas:

- Traditional Basketball (entire team is made up athletes)
  - There will be a try-out selection process for team members in 2021.
  - There will be 10 athletes (may be co-ed).
  - Two coaches will manage the team.
- Traditional Softball (entire team is made up athletes)
  - There will be a try-out selection process of for team members (may be co-ed) in 2021.
  - There will be 15 athletes (may be co-ed).
  - Four coaches will manage the team.
- Unified Sprint Triathlon
  - 4 participants will be selected via tryouts in 2021
  - Participants will come from 2 different schools.
    - Females: One athlete and one partner from one school
    - Males: One athlete and one partner from a different school
  - One coach will manage the team.
- Unified Track
  - 8 participants will be selected by random draw of gold medal winning athletes and partners
    - Who are rising 9<sup>th</sup> and 10<sup>th</sup> graders from the 2021 NHIAA Unified Track Championships and
    - 8<sup>th</sup> graders competing in the 2021 Special Olympics Middle School Championships
    - So they can impact the program after participation.
  - Participants will come from four different schools.
    - Females: One athlete and one partner will come from each of two schools.
    - Males: One athlete and one partner will come from each of two schools.
  - Two coaches will manage the team.
- Inclusive Youth Leadership (Participants will come from the same school)
  - 2 athletes of the same gender
  - 1 chaperone

# Youth Activation Committee (YAC)

## Youth Activation

Special Olympics believes that young people can make a difference in their schools and communities through sports and sports related programs. Special Olympics Unified Champion Schools is an initiative that brings youth with and without intellectual disabilities together to make a difference. Unified Champion Schools (UCS) are driven and informed by the advice of youth leaders representing intermediate and secondary school across the country. This results in young people becoming agents of change in their communities.

### ***What is Special Olympics New Hampshire's YAC?***

Special Olympics New Hampshire's YAC is a group of youth comprised of members with and without intellectual disabilities from across the state. This group will work together throughout the year to educate, motivate, and activate youth to become agents of change in their communities and advocate for the respect, inclusion, and acceptance of all people, regardless of abilities.

Special Olympics New Hampshire's YAC has a wide variety of tools to communicate effectively, such as email, conference calls, Teams or Zoom, Facebook, a Youth Summit, and state rallies. The goal of Special Olympics New Hampshire's YAC is to reach out to other youth to help carry out social justice for all people.

Expected outcomes, requirements, expectations, and code of conduct are described in the **Special Olympics Youth Activation Committee Application** on pages 111-114.

## In New Hampshire

Special Olympics New Hampshire welcomes the following members to the 2020-2021 State YAC:

- Gerron Belanger (Gilford High School),
- Allison Carr (Gilford High School),
- Alyssa Defontaine (Berlin High School),
- Kolbe Defontaine (Berlin High School),
- Hayley DuFour (Alvirne High School),
- Hannah Loverdi (Alvirne High School),
- Nico Greubel (Epping High School),
- Faith Smith (Newfound Regional High School),
- Jazmine Ivers (Newfound Regional High School),
- Emma Nelson (Dover High School),
- Zoe Wisniewski (Dover High School)
- Ashley Schmitt (Londonderry High School),
- Cameron Therrien (Londonderry High School),

Advisors to State YAC include:

Tom Carr (Gilford High School), Joanne Curry (Alvirne High School), Keely Gott (Epping High School), Ryan Grogan (Special Olympics New Hampshire), MJ Hippert (Dover High School), Alex Sobolov (Newfound Regional High School), Ashley Tebbetts (Londonderry High School) and Karen Turgeon (Berlin High School).

## Youth Leadership Summit

The Unified Champion Schools strategy brings youth with and without intellectual disabilities together through education and sports to create school communities of acceptance and respect. The Special Olympics New Hampshire Youth Activation Committee (YAC) would like to invite one Unified pair (one athlete and one partner) from your school to attend our Youth Leadership Summit to learn how to promote the Unified Champion Schools strategy at your school and in your community.

The Youth Leadership Summit will be conducted as part of Special Olympics NH's Leadership Week and in early January.

### ***Themes of the Youth Summit***

- Building Lifelong Friendships Through Inclusion
- Creating Collaboration between Schools and Ideas
- Re-engaging UCS in the Virtual World

### ***Youth Leadership Session Dates, Topics, and Times***

Session 1: Monday, November 30, 2020 – Building Lifelong Friendships Through Unified Champion Schools (5:30-7:00pm)

Session 2: Wednesday, December 2, 2020 – Creating Collaboration Among Schools Through Social Media and Campaigns (5:30-7:00pm)

Session 3: Saturday, December 5, 2020 – Special Olympics Winter Water Sports (10:00-11:30am)

Session 4: Tuesday, January 5, 2021 – Athlete Leadership (5:30-7:00pm)

Session 5: Thursday, January 7, 2021 – Developing an Inclusive Plan for Your School (5:30-7:00pm)

### ***Youth Leadership Summit Registration***

Registration link to follow.

## **Special Olympics New Hampshire School of Excellence Recognition: Become a Granite State Unified Champion Banner School!**

Special Olympics New Hampshire will begin recognizing our Schools of Excellence in May of 2021. The Granite State Unified Champion Banner School award will involve an application process (every four years) demonstrating your schools' commitment to community wide inclusion.

The **Granite State Unified Champion Banner School Application** may be found in **Section 8 – Applications and Forms** on page 109-110 of this Playbook.

*Applications are due by **April 16<sup>th</sup>**; all schools will be notified by May 13<sup>th</sup>.*

Each successful Granite State Unified Champion Banner School will receive a banner to hang in their gym.

All Special Olympics Unified Champion Schools have an inclusive school climate, displaying a sense of collaboration, engagement and respect for all members of the student body and staff. Schools offer participation in Special Olympics Unified Sports®, Inclusive Youth Leadership and Whole-School Engagement.

A Granite State Unified Champion Banner School must achieve the following nine standards:

- **Unified Sports (4 Standards)**

1. Unified Sports or fitness is offered in at least two seasons during school year.
2. Unified Sports offers regular practices, team meetings, and competition similar to other teams in the school.
3. Each sport is overseen by an adult coach who has received training in Special Olympics Unified Sports.
4. Unified Sports is officially recognized by the school as a varsity level sport (or equivalent).

- **Inclusive Youth Leadership (3 Standards)**

5. A Unified Club or student group offers recreational, social and leadership opportunities/training for students with and without intellectual disabilities.
6. The inclusive club/group meets at least once per month throughout the school year.
7. The inclusive club/group has an adult liaison and is officially recognized by the school in a similar style as other clubs/activities.

- **Whole-School Engagement and Sustainability (2 Standards)**

8. Awareness and educational activities promote inclusion and reach the majority of the school population.
9. The school is currently self-sustainable or has a plan in place to sustain the other three components in the future.

# Fundraising (*Raise Money for Your School*)

## High School Penguin Plunge and Cool School Winni-Dip (aka Winter Water Sports)



Special Olympics offers a great fundraising opportunity for your school or club ... all you have to do is jump in the ocean in February! ... or Lake Winnepesaukee in March!

High School students raise a minimum of \$200 and middle schoolers raise a minimum of \$75 to have the opportunity to brave the frigid cold New Hampshire water to benefit Special Olympics and your school or club. 30% of the money you raise goes to your school.

## Sports and Training

### Sports

Special Olympics New Hampshire is the governing body for the Unified Champion Schools strategy.

#### ***Middle School – SONH***

Special Olympics New Hampshire will oversee and conduct:

- Coaches training
- Local Program support
- Competition.

The sports offered are basketball, cornhole, softball throw and track - relay. The following Information Sheets about the respective seasons (expectations and timelines) are located in the Resources section of the Playbook:

- Special Olympics Middle School Unified Basketball Season Information Sheet (page 103)
- Special Olympics Middle School Unified Spring Season Information Sheet (page 105-106)

#### ***High School – SONH in Partnership with NHIAA***

The New Hampshire Interscholastic Athletic Association conducts the high school program. The sports offered at this level include soccer, basketball, track and field and volleyball.

#### ***Partnership with the New Hampshire Interscholastic Athletic Association (NHIAA)***

Special Olympics New Hampshire and the New Hampshire Interscholastic Athletic Association formed a partnership that provides opportunities to make real positive changes in the lives of students with and without intellectual disabilities. The vision of the joint NHIAA/Special Olympics sports project was to provide high school students with and without intellectual disabilities the opportunity to represent their high school by participating on a Unified Sports team and taking part in quality experiences of sports training and competition.

## Training

### Continuing Education Units (CEUs)

Refer to your district's process for pre-approval of CEUs.

CEU credit is available by request.

- Ensure the request is made no later than one (1) week prior to the desired training listed.
- Each general session is one hour.
- CEU *Certificates of Participation* will be e-mailed after completion of each webinar.
- In order to receive a certificate, you must attend the webinar. However, if you choose to go online and hear/see the webinar which has been recorded, please submit a summary of the particular webinar to Laurie Belanger to receive your certificate.
- Educators who participate in 5 of the sessions/trainings (sport-specific or general) will receive a SONH Unified Champion Schools polo shirt.
- Email Laurie Belanger at [LBelanger@sonh.org](mailto:LBelanger@sonh.org) for registration, CEU requests, questions and summaries from the webinars.

## Education

### Coaches

#### High School Coaches Training

Unified coaches at the high school level must meet the NHIAA Coaches Eligibility requirements, as listed in the NHIAA Handbook.

**Article 1, Section 32.** “In order to be eligible to coach in a NHIAA member school, the person must have (or be in the presence of someone\* who is currently certified in CPR with AED Certification.



#### Requirements

1. A current certification in First Aid.
  - \*A current certification in CPR with AED Certification.
2. Completed a **NFHS Coaching Principles Course** approved by the Coaches Education Committee. Approved list is located on the NHIAA website.
3. Completed the **NFHS Concussion Course** (free of charge). This course **MUST** be taken prior to any coaching and a new certificate on file at the start of every even numbered school year.
4. Completed the **NFHS Heat Illness Course** (free of charge). This course **MUST** be taken prior to any coaching and is a one-and-done course.
5. All first-year head varsity coaches must attend a **Rules' Review** within one year of hire. All head varsity coaches in their second year or beyond are required to complete a yearly online rules' update or attend a Rules' Review in person given by their sport-specific rules organization.

NOTE: New coaches have one (1) year from date of hire to complete items 1 and 5 above. All other items above are required prior to coaching.

\*Requires that someone certified in CPR with AED Certification be on the court until the coach completes the requirements.

The above requirements are recommended for volunteer coaches.

#### Middle School Coaches Training

##### Requirements

It is recommended that Unified coaches at the middle school level have met or are working on the following:

##### Year 1:

1. A current certification\* in **First Aid** and **CPR with AED Certification** or someone who is certified in these who will be on the court until the coach completes certification.

2. Completed **Protective Behaviors Course** (free of charge) located on the SOI website, taken prior to any coaching.
3. Completed the **NFHS Concussion Course** (free of charge). This course should be taken prior to any coaching.
4. Completed **NFHS Coaching Unified Sports Course** (free of charge) and **MUST** be taken prior to any coaching.
5. All first-year coaches should attend a **Rules' Review** Webinar given by Special Olympics New Hampshire. All coaches in their second year or beyond should complete a yearly online rules' update or attend a Rules' Review Webinar given by Special Olympics New Hampshire.

#### **Year 2:**

1. Completed **NFHS Sport-Specific Course** (reimbursed).
2. Completed courses and certification\* in **First Aid and CPR with AED Certification** (reimbursed).
3. Completed a **NFHS Coaching Principles Course**. Approved list is located on the NHIAA website.
4. Completed the **NFHS Heat Illness Course** (free of charge). This course is a one-and-done course.

\*Requires that someone certified in CPR with AED Certification be on the court until the coach completes the requirements.

## **Educators**

### **SONH Educator Training Series Webinars**

A link will be provided to those who register and will be available for 30 days.

Monday, November 9, 2020, 3:00-4:00pm

**Unified Champion Schools 101:** How to Become A More Inclusive School, including recommendations for distance learning. Review of the 3 Components.

Wednesday, December 9, 2020, 3:00-4:00pm

**Unified Champion Schools 101:** How to Become A More Inclusive School, including recommendations for distance learning. Review of the 3 Components.

Wednesday, January 13, 2021, 3:00-4:00pm

**Starting or Improving Your Unified Champion Schools Unified Club:** Ideas for managing your inclusive club and improving the culture of your school community.

Thursday, February 11, 2021, 3:00-4:00pm

**Keeping Our UCS Students Safe:** Protective behaviors and risk factors. Includes review of mandated reporting laws, suicide prevention strategies and local resources for assistance.

Monday, March 8, 2021, 3:00-4:00pm

**Unified Champion Schools Strategies and Social Emotional Learning:** Ways to enhance the development of the whole person, on the field and off. Aligned with the New Hampshire Department of Education's SEL initiatives.

Wednesday, April 7, 2021, 3:00-4:00pm

**UCS Inclusive Youth Leadership and Transition Planning:** How to foster opportunities within your school community for meaningful leadership. Includes how to reduce barriers, formation of Youth Activation Committee, and effective use of Unified pairs. Also includes information of helping students transition to Special Olympics Local Programs, as an important component of transition planning.

Thursday, May 13, 2021, 3:00-4:00pm

**SONH Playbook Review,** for new schools, including assistance with application process and review of incentives. Troubleshooting for both middle and high school strategies, dual professional development plan and goals. Please contact your Schools Liaison for assistance!



# Communications

## Local Program

Special Olympics New Hampshire's Local Programs are the direct service component of our organization. There are more than 77 Local Programs in the state.

Local Programs ...

- Are coordinated by volunteers and/or employees of a community, school or agency who wish to involve individuals with intellectual disabilities in Special Olympics sports training and competitions.
- Are managed by a Local Program Coordinator and a management team.
- Are responsible for recruiting, registering and training their athletes and for providing the financial resources necessary for the Local Program to achieve its goals.
- Must be in compliance with Special Olympics New Hampshire and Special Olympics, Inc. rules.

All students involved in our Unified Champions Schools are welcome to join their Local Program to take advantage of additional Special Olympics opportunities.

## Frequently Asked Questions about the Local Program

### What is Special Olympics?

Special Olympics is an organization that serves people with intellectual disabilities with sports at our core. We promote true competition in 17 sports during four seasons. We believe that sports teach important life lessons. When we train and strive for a goal, it teaches us to dream. When we struggle, it teaches us determination. When we win, we find joy, and if we lose, we find the strength to try again. Where does this happen? It happens within each Local Program.

### What age do you have to be to participate?

Special Olympics serves athletes from 2-100. The children that are ages 2-7 will be part of the Young Athletes program, a Unified Sports® play program for children, designed to introduce and develop fundamental skills necessary for future Special Olympics training and competition. The activities are also appropriate for children without intellectual disabilities allowing for peer interaction, social skills, and motor skills. At age 8, children can compete in traditional Special Olympics. When a child reaches High School, the option exists to participate in New Hampshire Interscholastic Athletic Association Unified Sports program during the school year. During the summer, they may want to golf or participate in softball. As an adult, the athlete will have opportunities to participate in both traditional Special Olympics and Unified Sports.

### What is Unified Sports?

Unified Sports is a program where athletes with and without intellectual disabilities play sports on the same team as teammates. It includes youth, school age and adult sports. It is also one component of Unified Champion Schools.

### What is Unified Champion Schools (formerly Project Unify)?

Unified Champion Schools is a strategy that promotes Whole School Engagement, Inclusive Youth Leadership and Unified Sports. Students of all abilities have the power to positively impact their school communities by promoting social inclusion. With tools such as [Spread the Word to End the Word®](#), [Get Into It](#), and [SO College](#), youth are creating an educational environment where respect and acceptance are the norm and all students feel included and engaged.

### What are the sports Special Olympics offers?

There are four seasons and 17 sports in Special Olympics New Hampshire.

- Winter
  - Alpine Skiing, Cross Country Skiing, Snowboarding, Snowshoeing and Basketball
- Spring
  - Athletics including Unified Sprint Triathlon, Bocce, Cornhole, Equestrian, Powerlifting, Cycling, Swimming, Volleyball

- Summer
  - Golf and Softball
- Fall
  - Bowling (Ten Pin and Candle Pin) and Soccer

#### **What if we are part of a Local Program and then we want to do a sport that this Local Program does not offer?**

An athlete can be part of one Local Program and also part of a secondary Local Program to be able to participate in an additional sport.

#### **How much does it cost to participate in Special Olympics?**

There is no charge for an athlete to participate. The cost of participation comes through our Local Program through fundraising. We would like our families to assist in fundraising; our athletes have also asked to be part of the fundraising, too. Our largest fundraiser is the Penguin Plunge and Winni-Dip. We have other fundraisers during the year such as Change Day and To Serve and Protect that the athletes bring awareness about Special Olympics to the public while raising funds. Then the funds are applied to the Local Program so that they can pay for uniforms, transportation and assessment fees. You can also make a donation to the Local Program.

#### **How often do the athletes practice?**

We ask that our programs train with their athletes at least 10 weeks, 2 practices a week and as frequent as possible competition prior to our culminating events. Some of these practices can be done dry land and at home without a coach, with the tools or training drills that coaches provide.

#### **When are competitions held?**

The following state-driven competitions occur within four seasons:

- March, Winter Games
- End May to beginning of June, High School Volleyball and Track & Field
- June, Summer Games
- Early to mid-March, Basketball
- September, Golf and Softball
- October, Bowling (Ten Pin and Candle Pin) and Soccer

#### **Are the volunteers and coaches trained and screened?**

Volunteers complete an application and go through a criminal background check before they can work with athletes. Additionally, they take the following courses which can be accessed through the website [www.sonh.org](http://www.sonh.org):

- Protective Behaviors (online) training to learn how to properly behave around athletes
- Concussion Training (online)
- Coaching Special Olympics Athletes (online)
- Sport-Specific training for the sport they will coach

#### **Can I volunteer?**

Yes, there are many ways that you can volunteer. If you work directly with athletes, you will need to fill in the Local Program Volunteer Form and have a background check. You can also be a one-day volunteer at an event. There are also positions from coaching to fundraising with a Local Program. Simply let us know what you enjoy and are interested in through the website [www.sonh.org](http://www.sonh.org).

## **Unified Sports Game Day**

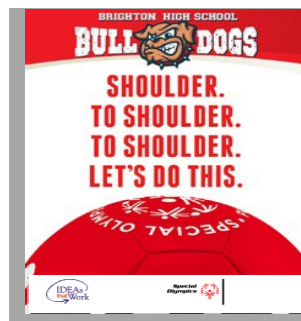
The Unified Sports Game Day is a flyer that educates observers about the Unified Sports points of emphasis. The goal is to explain what Unified Sports is and what it looks like before or while people see it or volunteer to be involved. Otherwise, people do not get the message of the program. The **Unified Sports Game-Day Flyer** is located in **Section 8 – Applications and Forms**, pages 107-108.

# UCS Branding Guidelines

## Introduction

These guidelines explain how the Special Olympics Unified Champion Schools identity should be implemented. Examples of the identity in action are supplied along with guides on how to use the supplied artwork files.

The guidelines should be used in conjunction with the Special Olympics Brand Identity Guidelines to ensure we create consistent and engaging communications in line with the Special Olympics Master Brand.



## Visual Identity

Special Olympics Unified Champion Schools is aimed at promoting social inclusion through intentional implementation of the Unified Strategy for Schools. In the United States the three-component model of programming is known as a Unified Champion School and includes Inclusive Youth leadership, Whole School Engagement, and Inclusive Sports.

### Logotype

Unified Champion Schools Logo

Special Olympics Unified Champion Schools refers to the program of planned and implemented activities affecting systems-wide change. Is implemented within the United States, is supported by the US Department of Education and falls under the larger Special Olympics Unified Champion Schools global name.



## Language Guidelines – Terms and Definitions

Special Olympics Unified Champion Schools is a comprehensive strategy that combines Unified Sports, Inclusive Youth Leadership and Whole School Engagement to create the greatest impact. This model is implemented in the United States. After the first use, it can be referred to as Unified Champion Schools (UCS).

### ***Inclusive Youth Leadership***

Students with and without intellectual disabilities working together to lead and plan advocacy, awareness, inclusion and other Special Olympics and related inclusive activities throughout the school year. Examples include such things as: Unified Clubs or a similar type of inclusive student group.

### ***Inclusive Sports***

A fully-inclusive sports or fitness program that combines an approximately equal number of students with and without intellectual disabilities. Examples include such things as: Interscholastic Unified Sports, Unified PE or Unified Intramurals. **Special Olympics Unified Sports** and **Special Olympics Young Athletes** are examples of inclusive sports.

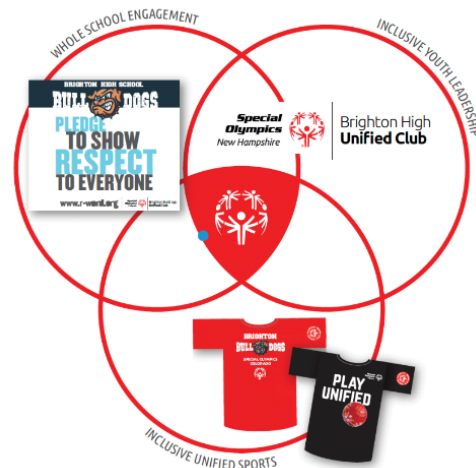
### ***Whole School Engagement***

Awareness and education activities that promote inclusion and reach the majority of the school population. Examples include such things as **Spread the Word to End the Word (R-Word)** Campaigns, Pep Rallies or **"Fans in the Stands"** for Unified Sports teams, Respect Campaigns or student fundraising.

## Identity in Action

### Unified Champion Schools - *Coming to Life*

This diagram shows what branded assets to use when schools implement all three components of the Unified Champion Schools strategy – Inclusive Youth Leadership, Whole School Engagement and Unified Sports.



## Logotype

### Unified Champion Schools

Special Olympics Unified Champion Schools is the logo to represent the strategy being implemented in schools that combine Inclusive Youth Leadership, Whole School Engagement and Unified Sports.

This consists of the program name set in Ubuntu Light and Bold and endorsed by the Special Olympics symbol.

This logotype is used within the United States and is for the three-component model that is implemented in United States schools, as supported by the United States Department of Education.

Full color horizontal lockup



One color horizontal lockup



### Minimum size

In certain situations when the space is limited, the logo can be reduced to a minimum size of 1/2 inch or 8mm in height (a USB key).



### Accredited Program Logo Customization

The logo provides the Accredited Program the chance to customize the Unified Champion Schools logo and link it to their Accredited Program logo. *The use of this logo is for material created by the Accredited Programs.*



### Localized Club Name Logo Customization

The club logos provide the chance for schools to customize the logo with their name and shows the leadership component of clubs within the schools. *The use of this logo is for material created by schools.*



## Approved Colors

While the Special Olympics Unified Champion Schools logo can only be used in two colors or reversed out, branded assets and marketing material can use a varied palette of colors to create branded and marketing material. The range of colors allows for schools to be able to find their unique expression and use the color that best defines their school and their identity. Please use process color (CMYK) mix created for artwork. Colors should be visually matched to an up-to-date Pantone® Swatch.

## Unified Clubs Customization

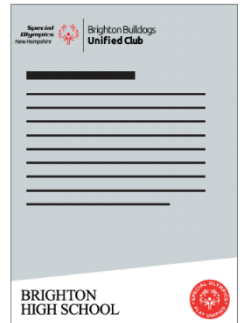
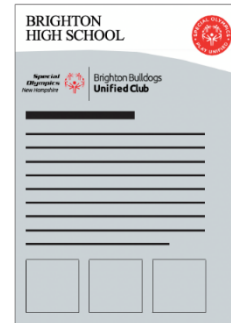
Unified Clubs within schools can use their customized lockup in business correspondence.

The correspondence should reflect the Accredited Program and the Unified Club lockup and the school name.

The Play Unified roundel can also be used to reference the Special Olympics Play Unified campaign.



**Brighton Bulldogs Unified Club**



## Unified Clubs Activation

Unified Clubs should celebrate their school pride when creating school-based material. The choice of typeface and design of these elements are at the discretion of the Unified Club within the school.

Choose to represent your school through your school mascot, or an element iconic to your school. The name of the Accredited Program to which the Unified Club is affiliated is set in all capitals in Ubuntu Bold with the Special Olympics symbol endorsing it.

Please refer to the complete Play Unified campaign guidelines for additional guidance on assets and resources. Use the Play Unified roundel on branded school material to illustrate the full potential of playing Unified. Special Olympics posters can be customized with the school's name to foster school pride.





## Unified Sports Activation

Special Olympics Unified Sports is a program within Special Olympics and uses specific assets for branding sports events happening in schools.

**Unified Sports** branding is used for sports events that are taking place within a school environment. Check the full [Unified Sports Guidelines](#) to promote our call to action for all people to come together in a spirit of enjoyment to create a more inclusive world. Check the full [Play Unified Guidelines](#).

Athlete competition wear should feature their club design on the front of the jersey and use the Play Unified Roundel on the sleeve.

Generic shirts can use the red Unified ball design and Play Unified with the ability to customize with the Accredited Program logo in the upper left side.

*Note: Sponsor logos cannot be placed on jerseys or athlete competition wear but are allowed on non-competition apparel.*



## Sample Banner Designs

Unified Clubs should celebrate their school pride when creating school-based material.

Different sized banners can be created. Vertical banners can be hung in corridors and on gym walls. Horizontal banners can be hung around the gym or field.



## Contact and Resources

For questions or copies of logos, please contact:

**Mark Ericson**

Sr. Manager-Communications

Special Olympics New Hampshire

[MarkE@sonh.org](mailto:MarkE@sonh.org)

(603) 498-5186



# Directory

## Staff

### Special Olympics New Hampshire Schools' Team (Schools Liaisons)

Pete Cofran  
Director of Schools  
[PeteC@sonh.org](mailto:PeteC@sonh.org)  
(603) 677-6701

Laurie Belanger  
Schools Manager  
[LBelanger@sonh.org](mailto:LBelanger@sonh.org)  
(603) 387-4317

Ryan Grogan  
Schools Manager  
[RyanG@sonh.org](mailto:RyanG@sonh.org)  
(207) 752-0455

## Unified Champion Schools Listing

### New Hampshire Unified Champion Middle Schools Directory

	School	Town	Division	School Champion	Email	Work Phone	SONH Liaison
1	Alton Central	Alton	Lakes	Kerry Clark	<a href="mailto:Kclark@sau72.org">Kclark@sau72.org</a>	875-7500	Ryan Grogan
2	Belmont Middle	Belmont	Lakes	Annette Blake	<a href="mailto:ablake@sau80.org">ablake@sau80.org</a>	267-9220	Laurie Belanger
3	Bow Memorial Middle	Bow	Lakes	Joe Rider	<a href="mailto:jrider@bownet.org">jrider@bownet.org</a>	225-3212	Pete Cofran
4	David R Cawley Middle	Hooksett	Central – South	Brad Largy	<a href="mailto:Blargy@sau15.net">Blargy@sau15.net</a>	518-5047	Laurie Belanger
5	Dover Middle	Dover	Seacoast	MJ Hippem	<a href="mailto:M.Hippem@dover.k12.nh.us">M.Hippem@dover.k12.nh.us</a>	516-7200	Ryan Grogan
6	Elm St. Middle	Nashua	Central – South	Matt Kobs	<a href="mailto:kobsm@nashua.edu">kobsm@nashua.edu</a>	966-3900	Ryan Grogan
7	Fair Grounds Middle	Nashua	Central – South	Jared Barbosa	<a href="mailto:BarbosaJ@nashua.edu">BarbosaJ@nashua.edu</a>	966-3990	Ryan Grogan
8	Epping Middle	Epping	Seacoast	Lindsay Lapointe	<a href="mailto:llapointe@eppingsd.org">llapointe@eppingsd.org</a>	679-2544	Ryan Grogan
9	Gilford Middle	Gilford	Lakes	Peter Sawyer	<a href="mailto:psawyer@sau73.org">psawyer@sau73.org</a>	527-2460	Pete Cofran
10	Gilmanton School	Gilmanton	Lakes	John McDonough	<a href="mailto:jmcdonough@sau79.org">jmcdonough@sau79.org</a>	364-5681	Laurie Belanger
11	Henry J. McLaughlin Middle	Manchester	Central – South	William Krantz	<a href="mailto:wkrantz@mansd.org">wkrantz@mansd.org</a>	628-6247	Ryan Grogan
12	Hillside Middle	Manchester	Central – South	Brendan McCafferty	<a href="mailto:bmccafferty@mansd.org">bmccafferty@mansd.org</a>	624-6352	Ryan Grogan
13	Laconia Middle	Laconia	Lakes	Chrigus Boezeman	<a href="mailto:cboezeman@laconiaschools.org">cboezeman@laconiaschools.org</a>	524-4632	Laurie Belanger
14	Merrimack Valley Middle	Penacook	Central – South	Meghan Stack	<a href="mailto:mstack@mvsdpdpride.org">mstack@mvsdpdpride.org</a>	753-6336	Laurie Belanger
15	Mountain View Middle	Goffstown	Central – South	Mike Garrity	<a href="mailto:michael.garrity@sau19.org">michael.garrity@sau19.org</a>	497-8288	Laurie Belanger
16	Newfound Memorial Middle	Bristol	Lakes	Alex Sobolov	<a href="mailto:asobolov@sau4.org">asobolov@sau4.org</a>	744-8162	Pete Cofran
17	Oyster River Middle	Durham	Seacoast	Andy Lathrop	<a href="mailto:alathrop@orcsd.org">alathrop@orcsd.org</a>	868-2155	Ryan Grogan
18	Parkside Middle	Manchester	Central – South	Scott Szuksta	<a href="mailto:sszuksta@mansd.org">sszuksta@mansd.org</a>	624-6356	Ryan Grogan
19	Portsmouth Middle	Portsmouth	Seacoast	Kathy Birse-Siegel	<a href="mailto:kbirse@sau52.org">kbirse@sau52.org</a>	436-5781	Ryan Grogan
20	Rochester Middle	Rochester	Seacoast	Sarah Camus	<a href="mailto:camus.s@rochesterschools.com">camus.s@rochesterschools.com</a>	332-4090	Ryan Grogan
21	Rundlett Middle	Concord	Central – South	Scott Owen	<a href="mailto:Sowen@sau8.org">Sowen@sau8.org</a>	225-0862	Laurie Belanger
22	Somersworth Middle	Somersworth	Seacoast	Kaley Waterman	<a href="mailto:kkwaterman@sau56.org">kkwaterman@sau56.org</a>	692-2126	Ryan Grogan
23	South Side Middle	Manchester	Central – South	Jessica Milligan	<a href="mailto:jmilligan@mansd.org">jmilligan@mansd.org</a>	624-6359	Ryan Grogan
24	Winnisquam Middle	Tilton	Lakes	Troy Kennett	<a href="mailto:tkennett@wrsdsau59.org">tkennett@wrsdsau59.org</a>	286-7143	Pete Cofran

### New Hampshire Unified Champion High Schools Directory

	School	Town	Division	School Champion	Email	Work Phone	SONH Liaison
1	Alvirne High	Hudson	Central – South	Joanne Curry	<a href="mailto:jcurry@sau81.org">jcurry@sau81.org</a>	886-1260	Ryan Grogan
2	Bedford High	Bedford	Central – South	Corey Parker	<a href="mailto:parker@sau25.net">parker@sau25.net</a>	310-9000	Ryan Grogan
3	Belmont High	Belmont	Lakes	Richard Bergskaug	<a href="mailto:rbergskaug@sau80.org">rbergskaug@sau80.org</a>	267-6525	Laurie Belanger
4	Berlin High	Berlin	Mountains	Karen Turgeon	<a href="mailto:kturgeon@sau3.org">kturgeon@sau3.org</a>	752-4122	Pete Cofran
5	Bow High	Bow	Central – South	Mike Desilets	<a href="mailto:mdeilets@bownet.org">mdeilets@bownet.org</a>	228-2210	Pete Cofran
6	Brewster Academy	Wolfeboro	Central – South	Maria Found	<a href="mailto:marfound@brewsteracademy.org">marfound@brewsteracademy.org</a>	569-1600	Ryan Grogan
7	Conant High	Jaffrey	Monadnock	Dave Springfield	<a href="mailto:d.springfield@sau47.org">d.springfield@sau47.org</a>	532-8131	Pete Cofran
8	Concord High	Concord	Central – South	Steve Mello	<a href="mailto:smello@sau8.org">smello@sau8.org</a>	225-0800	Ryan Grogan
9	ConVal Regional High	Peterborough	Monadnock	John Reitnauer	<a href="mailto:reitnauer@conval.edu">reitnauer@conval.edu</a>	924-3869	Pete Cofran
10	Dover High	Dover	Seacoast	MJ Hippem	<a href="mailto:M.Hippem@dover.k12.nh.us">M.Hippem@dover.k12.nh.us</a>	516-6900	Ryan Grogan
11	Epping High	Epping	Seacoast	Keely Gott	<a href="mailto:kgott@eppingsd.org">kgott@eppingsd.org</a>	679-5472	Ryan Grogan
12	Exeter High	Exeter	Seacoast	Sharon Orchard	<a href="mailto:sorchard@sau16.org">sorchard@sau16.org</a>	395-2400	Ryan Grogan
13	Fall Mtn Regional High	Langdon	Monadnock	Gordon Dansereau	<a href="mailto:gdansereau@sau60.org">gdansereau@sau60.org</a>	835-6318	Pete Cofran
14	Farmington High	Farmington	Seacoast	Shonda Thibeault	<a href="mailto:Sthibeault@sau61.org">Sthibeault@sau61.org</a>	755-2811	Ryan Grogan
15	Franklin High	Franklin	Lakes	Dan Sylvester	<a href="mailto:dsylvester@sau18.org">dsylvester@sau18.org</a>	934-5441	Pete Cofran



16	Gilford High	Gilford	Lakes	Kathleen Butler Corey Nazer	<a href="mailto:kbutler@sau73.org">kbutler@sau73.org</a> <a href="mailto:cnazer@sau73.org">cnazer@sau73.org</a>	524-7135 524-7146 x 314	Pete Cofran
17	Hanover High	Hanover	Monadnock	Missie Rodriguez	<a href="mailto:missie_rodriguez@hanovernorwichschools.org">missie_rodriguez@hanovernorwichschools.org</a>	643-3431	Pete Cofran
18	Hinsdale High	Hinsdale	Central – South	Ann Freitag	<a href="mailto:afreitag@hnhdsd.org">afreitag@hnhdsd.org</a>	336-5984	Pete Cofran
19	Hollis Brookline High	Hollis	Central – South	Rhon Rupp	<a href="mailto:rhon.rupp@sau41.org">rhon.rupp@sau41.org</a>	465-2269	Pete Cofran
20	Inter-Lakes High	Meredith	Lakes	Sarah Dumais	<a href="mailto:sarah.dumais@interlakes.org">sarah.dumais@interlakes.org</a>	279-6162	Pete Cofran
21	John Stark Regional High	Weare	Central – South	Cathy Williams	<a href="mailto:cathy.williams@sau24.org">cathy.williams@sau24.org</a>	529-7675	Pete Cofran
22	Keene High	Keene	Monadnock	Michael Atkins	<a href="mailto:matkins@sau29.org">matkins@sau29.org</a>	352-0640	Pete Cofran
23	Kennett High	N. Conway	Mountains	Neal Weaver	<a href="mailto:n_weaver@sau9.org">n_weaver@sau9.org</a>	356-4343	Ryan Grogan
24	Kingswood Regional	Wolfeboro	Lakes	Aaron House	<a href="mailto:ahouse@sau49.org">ahouse@sau49.org</a>	569-2055	Ryan Grogan
25	Laconia High	Laconia	Lakes	Craig Kozens	<a href="mailto:ckozens@laconia.k12.nh.us">ckozens@laconia.k12.nh.us</a>	524-3350	Pete Cofran
26	Lebanon High	Lebanon	Monadnock	Mike Stone	<a href="mailto:mstone@sau88.net">mstone@sau88.net</a>	448-2055	Pete Cofran
27	Littleton High	Littleton	Mountains	Brock Ingalls	<a href="mailto:bingalls@littletonschools.org">bingalls@littletonschools.org</a>	444-3005	Pete Cofran
28	Londonderry High	Londonderry	Central – South	Ashley Tebbetts	<a href="mailto:atebbetts@londonderry.org">atebbetts@londonderry.org</a>	432-6941	Ryan Grogan
29	Manchester Central High	Manchester	Central – South	Mike Weners	<a href="mailto:mwneners@mansd.org">mwneners@mansd.org</a>	624-6363	Ryan Grogan
30	Manchester Memorial High	Manchester	Central – South	Raymond Connolly	<a href="mailto:rconnolly@mansd.org">rconnolly@mansd.org</a>	624-6378	Ryan Grogan
31	Manchester West High	Manchester	Central – South	Brian Kenney	<a href="mailto:bkenney@mansd.org">bkenney@mansd.org</a>	624-6384	Ryan Grogan
32	Merrimack High	Merrimack	Central – South	Michael Soucy	<a href="mailto:michael.soucy@sau26.org">michael.soucy@sau26.org</a>	424-6204	Ryan Grogan
33	Merrimack Valley High	Concord	Central – South	Kevin O'Brien	<a href="mailto:kobrien@mvdsdpride.org">kobrien@mvdsdpride.org</a>	753-4311	Ryan Grogan
34	Milford High	Milford	Central – South	Jessie Hilton	<a href="mailto:jessie.hilton@milford.k12.nh.us">jessie.hilton@milford.k12.nh.us</a>	673-4201	Ryan Grogan
35	Nashua High North	Nashua	Central – South	Lisa Gringas	<a href="mailto:gingrasl@nashua.edu">gingrasl@nashua.edu</a>	589-6400	Ryan Grogan
36	Nashua High South	Nashua	Central – South	Lisa Gringas	<a href="mailto:gingrasl@nashua.edu">gingrasl@nashua.edu</a>	966-1100	Ryan Grogan
37	Newfound Regional High	Bristol	Lakes	Alex Sobolov	<a href="mailto:asobolov@sau4.org">asobolov@sau4.org</a>	744-6006	Pete Cofran
38	Newmarket Jr/Sr High	Newmarket	Seacoast	Jamie Hayes	<a href="mailto:hayesj@newmarket.k12.nh.us">hayesj@newmarket.k12.nh.us</a>	659-3271	Ryan Grogan
39	Newport High	Newport	Monadnock	Jeff Miller	<a href="mailto:jmiller@sau43.org">jmiller@sau43.org</a>	865-9658	Pete Cofran
40	Next Charter	Derry	Central – South	Joe Crawford	<a href="mailto:jcrawford@nextcharterschool.org">jcrawford@nextcharterschool.org</a>	437-6398	Ryan Grogan
41	Oyster River High	Durham	Seacoast	Andy Lathrop	<a href="mailto:alathrop@orcsd.org">alathrop@orcsd.org</a>	868-2375	Ryan Grogan
42	Pembroke Academy	Pembroke	Central – South	Fred Vezina	<a href="mailto:fvezina@sau53.org">fvezina@sau53.org</a>	485-7881	Pete Cofran
43	Pinkerton Academy	Derry	Central – South	Brian O'Reilly	<a href="mailto:boreilly@pinkertonacademy.org">boreilly@pinkertonacademy.org</a>	437-5200	Ryan Grogan
44	Plymouth Regional High	Plymouth	Lakes	Danne Morrison	<a href="mailto:dmorrison@pemibaker.org">dmorrison@pemibaker.org</a>	536-1444	Pete Cofran
45	Portsmouth High	Portsmouth	Seacoast	Bryan Rogers	<a href="mailto:brogers@portsmouth.k12.nh.us">brogers@portsmouth.k12.nh.us</a>	436-7100	Ryan Grogan
46	Proctor Academy	Andover	Monadnock	Gregor Makechnie	<a href="mailto:gregor@proctoracademy.org">gregor@proctoracademy.org</a>	735-6000	Pete Cofran
47	Prospect Mountain	Alton	Lakes	Rich Fortier	<a href="mailto:rfortier@pmhschool.com">rfortier@pmhschool.com</a>	875-3800	Ryan Grogan
48	Raymond High	Raymond	Central – South	Davinney Brazeau	<a href="mailto:d.brazeau@sau33.com">d.brazeau@sau33.com</a>	895-6616	Ryan Grogan
49	Salem High	Salem	Central – South	Scott Insinga	<a href="mailto:Scott.Insinga@sau57.org">Scott.Insinga@sau57.org</a>	893-7069	Ryan Grogan
50	Somersworth High	Somersworth	Seacoast	Steve Hodsdon	<a href="mailto:shodsdon@sau56.org">shodsdon@sau56.org</a>	692-2431	Ryan Grogan
51	Spaulding High	Rochester	Seacoast	Sheila Colson	<a href="mailto:colson.s@rochesterschools.com">colson.s@rochesterschools.com</a>	332-0757	Ryan Grogan
52	Stevens High	Claremont	Monadnock	Doug Beaupre	<a href="mailto:dbeaupre@sau6.org">dbeaupre@sau6.org</a>	543-4220	Pete Cofran
53	Timberlane Regional High	Plaistow	Central – South	Angelo Fantasia	<a href="mailto:angelo.fantasia@timberlane.net">angelo.fantasia@timberlane.net</a>	382-6541	Ryan Grogan
54	White Mtns Regional High	Whitefield	Mountains	Kerry Brady	<a href="mailto:kbrady@sau36.org">kbrady@sau36.org</a>	837-2528	Pete Cofran
55	Winnacunnet High	Hampton	Seacoast	Aaron Abood	<a href="mailto:aabood@warriors.winnacunnet.org">aabood@warriors.winnacunnet.org</a>	926-3395	Ryan Grogan
56	Winnisquam Regional High	Tilton	Lakes	Matthew Jozokos	<a href="mailto:mjozokos@wrsdsau59.org">mjozokos@wrsdsau59.org</a>	286-4531	Pete Cofran



# Calendar of Events

**Year-long 2020-2021 Calendar:** Unified Champion Schools Year 13: July 1, 2020 through June 30, 2021

Date	Event
10/25/20	NHIAA Unified Soccer Season Ends
10/30/20	Unified Champion Schools (UCS) Application 2020-2021 Due to Special Olympics New Hampshire
11/1/20	NHIAA Unified Basketball Schedules Due
11/5/20	<b>UCS October Report Due</b>
11/9/20	UCS 101 Webinar (3:00-4:00pm)
11/20/20	Special Olympics Middle Schools Unified Basketball Intent Due
11/30/20	NHIAA Unified Basketball Season Begins
11/30/20	Youth Leadership Summit Session 1: Building Lifelong Friendships Through Unified Champion Schools (5:30-7:00pm)
12/2/20	Youth Leadership Summit Session 2: Creating Collaboration Among Schools Through Social Media and Campaigns (5:30-7:00pm)
12/4/20	<b>UCS November Report Due</b>
12/5/20	Youth Leadership Summit Session 3: Special Olympics Winter Water Sports (10:00-11:30am)
12/8/20	Special Olympics Middle School Unified Basketball Coaches Webinar (6:00-8:30pm)
12/9/20	UCS 101 Webinar (3:00-4:00pm)
12/11/20	Special Olympics Middle School Unified Basketball Schedule Set
12/15/20	NHIAA Unified Basketball First Game
<b>2021</b>	
1/4/21	Special Olympics Middle School Unified Basketball Season / Practices Begin
1/5/21	Youth Leadership Summit Session 4: Athlete Leadership (5:30-7:00pm)
1/5/21	<b>UCS December Report Due</b>
1/5/21	Youth Leadership Summit Session 5: Developing an Inclusive Plan for Your School (5:30-7:00pm)
1/8/21	Special Olympics Middle School Unified Basketball Rosters Due
1/13/21	Starting or Improving UCS Unified Club Webinar (3:00-4:00pm)
1/ 18-22 /21	Special Olympics Middle School Unified Basketball Games Begin
2/5/21	<b>UCS January Report Due</b>
2/6/21	High School Plunge
2/11/21	UCS Keeping Our Students Safe Webinar (3:00-4:00pm)
2/14/21	NHIAA Unified Basketball Season Tournament Play
2/ 28-3/2 /21	Special Olympics New Hampshire State Winter Games
3/4/21	NHIAA Unified Track Schedules Due
3/4/21	NHIAA Unified Volleyball Schedules Due
3/ 5-10 /21	Special Olympics Middle School Unified Basketball Games End
3/5/21	<b>UCS February Report Due</b>
3/6/21	UCS Cool Schools Winni-Dip
3/8/21	UCS Strategies and Social Emotional Learning Webinar (3:00-4:00pm)
3/ 15-20 /21	Special Olympics Middle School Unified Basketball Divisional Tournaments (potential: Lakes [8 teams]; Seacoast [6 teams]; Central-South [10 teams])
3/ 22-27 /21	Special Olympics Middle School Unified Basketball Championships (Lakes; Seacoast; Central-South winners participating)
3/22/21	NHIAA Unified Track Season Begins
3/26/21	Special Olympics Middle Schools Unified Summer Games Intent Due
3/29/21	NHIAA Unified Volleyball Season Begins
4/5/21	<b>UCS March Report Due</b>
4/5/21	NHIAA Unified Track First Meet
4/ 5-6 /4/21	UCS Year-End Survey Launched / Returned
4/7/21	Inclusive Youth Leadership and Transition Planning Webinar (3:00-4:00pm)
4/12/21	NHIAA Unified Volleyball First Game
4/16/21	Granite State Unified Champion Banner School Application Due
5/3/20	Special Olympics Middle Schools Unified Spring Season Begins
5/4/21	Special Olympics Lakes Division Middle School Unified Cornhole, Softball & Track Clinic
5/5/21	<b>UCS April Report Due</b>
5/5/21	Special Olympics Central-South Division Middle School Unified Cornhole, Softball & Track Clinic
5/6/21	Special Olympics Seacoast Division Middle School Unified Cornhole, Softball & Track Clinic
5/7/20	Special Olympics Middle Schools Unified Spring Season Rosters Due
5/13/21	SONH Playbook Review for New Schools (3:00-4:00pm)
5/13/21	Notification of the Granite State Unified Champion Banner Schools Selections
5/21/21	NHIAA Unified Volleyball Season Ends
5/23/21	NHIAA Unified Track Season Ends
5/25/21	Special Olympics Central-South Division Middle School Unified Summer Games Time Trials
5/26/21	Special Olympics Seacoast Division Middle School Unified Summer Games Time Trials
5/27/21	Special Olympics Lakes Division Middle School Unified Summer Games Time Trials
5/29/21	2021 Youth Activation Committee Application Deadline
6/ 3-4 /21	Special Olympics Middle School Unified Sports Competition at UNH Begins / Ends
6/3/21	Special Olympics New Hampshire State Summer Games
6/4/21	<b>UCS May Report Due</b>
6/15/21	All UCS money must be spent

# SECTION 7:

## GLOSSARY AND ACRONYMS

### Glossary

#### **Co-leaders/Co-leadership**

Two or more people who communicate and work together to achieve a shared goal. In Special Olympics, co-leadership can take many forms. One example is when two people decide to start a Unified Club together. While the two people may have different responsibilities within the club, they both work towards the same goal of leading a successful club.

#### **Fans in the Stands**

A formal way of encouraging students to support and cheer on students with and without intellectual disabilities at Unified Sports or Special Olympics events.

#### **Get Into It® Educational Resources**

A number of lessons, activities, and resources that teach students of all ages about respect and acceptance of differences while providing them with the tools to serve as active agents for change in not only their school, but the community as well.

#### **Inclusive Sports**

A fully inclusive sports or fitness program that combines an approximately equal number of students with and without intellectual disabilities. Examples include such things as: Interscholastic Unified Sports, Unified Physical Education or Unified Intramurals. Special Olympics Unified Sports and Special Olympics Young Athletes are examples of inclusive sports.

#### **Inclusive Youth Leadership**

Students with and without intellectual disabilities working together to lead and plan advocacy, awareness, and other Special Olympics and related inclusive activities throughout the school year. Examples include such things as: Unified Clubs or a similar type of inclusive student group. The clubs are supported by an adult liaison and offer leadership opportunities and/or training for students with and without disabilities.

#### **Intergenerational Leadership**

Youth and adults work together to implement the Unified Champion Schools strategy through shared goals that are owned collectively.

#### **Special Olympics Unified Schools**

Special Olympics Unified Schools refers to the larger global schools' strategy to engage youth. It is the strategy for promoting social inclusion among youth with and without intellectual disabilities (ID,) reaching out to youth where they spend the majority of their time – schools.

#### **Special Olympics Unified Champion Schools**

Special Olympics Unified Champion Schools is a comprehensive strategy that combines Unified Sports, Inclusive Youth Leadership and Whole School Engagement to create the greatest impact. This model is implemented in the United States. After first reference, it can be referred to as Unified Champion Schools.

#### **Special Olympics Unified Sports®**

A fully-inclusive sports or fitness program that combines an approximately equal number of students with and without intellectual disabilities. Examples include such things as Interscholastic Unified Sports, Unified PE or Unified Intramurals. These activities occur throughout the school year with the support of an adult coach and include opportunities for competition.

### **Spread the Word to End the Word/R-Word Campaign**

A set of resources and tools to help students eradicate the hurtful and harmful use of language that demeans and diminishes others.

### **Unified Champion School Leadership Team**

Takes responsibility to design, implement and sustain socially inclusive strategies in the school. It is generally composed of at least one special education student and one general education student; at least one special education teacher and one general education teacher; at least one school staff member/counselor/social worker; and the principal, assistant principal or other school-level administrator.

### **Unified Sports Experience**

These are exhibition games that team people with and without intellectual disabilities on the field of play. These games often involve celebrities. Unified Sports Experience events create an opportunity to spotlight the importance of friendship, sportsmanship and inclusion.

### **Whole-School Engagement**

Awareness and education activities that promote inclusion and reach the majority of the school population. Examples include such things as Spread the Word to End the Word (R-Word) Campaigns, Pep Rallies or “Fans in the Stands” for Unified Sports teams, Respect Campaigns or student fundraising. Ideally students with and without disabilities are involved with planning and leading awareness events with the support of an adult in the school.

### **Young Athletes**

Young Athletes is plural. The Young Athletes program was created to reach out to children with and without intellectual disabilities ages 2 to 7 and introduce them to the world of sport, with the goal of preparing them for Special Olympics training and competition. It is conducted as an inclusive program and is often part of a Unified Champion School at the elementary and preschool level.

### **Youth Activation Committee**

A Youth Activation Committee is made up of youth who work together, becoming agents of change, to promote inclusion and equality in schools’ communities. The Youth Activation Committee can be based in district, state, national or global regional.

## **Acronyms**

IYL – Inclusive Youth Leadership

LETR – Law Enforcement Torch Run

LP – Local Program

SOI – Special Olympics Incorporated (Headquarters for Special Olympics; 7 regions: Africa; Asia Pacific; East Asia; Europe-Eurasia; Latin America; Middle East-North Africa; North America)

SONA – Special Olympics North America (each of the United States, Canada and the Caribbean)

SONH – Special Olympics New Hampshire

UCS – Unified Champion Schools

WSE – Whole School Engagement

WWS – Winter Water Sports

YA – Young Athletes

YAC – Youth Activation Committee

YLS – Youth Leadership Summit

# **SECTION 8:**

## **APPLICATIONS AND FORMS**

- Unified Champion Schools Application (97-99)
- Unified Champion Schools Roster Template (100)
- Unified Champion Schools Withdrawal Form (101)
- Unified Champion Schools Mini-Grants Request Application (102)
- Unified Basketball Information Sheet (103-104)
- Unified Spring Season Information Sheet (105-106)
- Unified Sports Game-Day Flyer (107-108)
- Granite State Unified Champion Banner School Application (109-110)
- Youth Activation Committee Application Information and Instructions (111-112)
- Youth Activation Committee Application (113-114)



Special Olympics  
**Unified Champion  
Schools®**

## **Special Olympics New Hampshire 2020-2021 Unified Champion Schools Application**

**SCHOOL** \_\_\_\_\_

Grades served: \_\_\_\_\_

\*If you are a middle/junior high and high school and are offering programming for both levels, please complete the application separately, one for the middle/junior high school programming and one for high school programming.

Student body count: \_\_\_\_\_

How is your school operating this year?

☐ In person

☐ Fully remote

☐ Hybrid, please explain:

\_\_\_\_\_  
\_\_\_\_\_

### **ADMINISTRATOR INFORMATION**

An administrator level person that approves participation in Special Olympics Unified Champion Schools programming.

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

☐ Work

☐ Cell

☐ Home

### **UCS CHAMPION INFORMATION**

This person communicates with the Special Olympics School Liaison about all aspects of Unified Champion Schools programming (Compliance, Finance, Inclusive Youth Leadership, Reporting, Sports and Whole School Engagement). The UCS Champion will communicate with all other involved staff in the school to execute your annual plan.

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

## 2020-2021 PROGRAM PLAN

Please use the checklist below to let us know how your school will become a Unified Champion School. Funding will be provided for items as noted and must be used by June 15<sup>th</sup>. Limited additional funding (Mini Grants) is available to assist with coaches' stipends, hiring officials and uniforms. Please reach out to your Special Olympics School Liaison if you would like to apply for this funding. This will become your school's plan for the 2020-2021 **year**.

### COMMUNICATION, REPORTING, TRAINING & EVALUATION

(earn up to \$750)

- ☐ Meet with your Special Olympics Unified Champion School Liaison
- ☐ Complete Unified Champion Schools Application (\$100)
- ☐ Complete online monthly report by the 5<sup>th</sup> of each month beginning in November (\$100)
- ☐ Complete Agon training (is part of professional development training)
- ☐ Attend the Youth Summit (3 people: a Unified pair and a staff/faculty member) (\$100)
- ☐ Attend two professional development trainings – look at the UCS events calendar for details (\$100)
- ☐ Provide three one-page stories (with photo(s) when possible) to your Special Olympics School Liaison about your UCS activities that we can share on our website and in reporting (\$50 per story = \$150)
- ☐ Submit roster for Sports program (\$100)
- ☐ Submit roster for Inclusive Youth Leadership (\$100) and/or Whole School Engagement program (\$100)
- ☐ Complete year-end Unified Champion Schools survey (\$100)
- ☐ Let us know if you'd like to participate in the High School Plunge or Cool School Winni-Dip (open to middle and high school) to support your program (30% of funds raised into Net Funds)

### SPORTS (\$100)

(choose at least one)

#### Special Olympics New Hampshire Competitions

- ☐ Winter Games
- ☐ Basketball Tournament
- ☐ Summer Games
- ☐ Golf Tournament
- ☐ Softball Tournament
- ☐ Bowling Tournament
- ☐ Fitness

#### Special Olympics Middle School Unified Sports

- ☐ Basketball
- ☐ Fitness
- ☐ NH Middle School Unified Championships (Cornhole; Track Relay; Softball Throw)

#### NHIAA Unified Sports

- ☐ Soccer
- ☐ Basketball
- ☐ Track & Field
- ☐ Volleyball

### INCLUSIVE YOUTH LEADERSHIP (\$100)

(choose at least one)

- ☐ Start a Unified Club (youth with and without intellectual disabilities become co-leaders in their schools, serving as catalysts for change)
- ☐ Make an existing on-campus club Unified (support group to include diverse student representation)
- ☐ Other existing equity/inclusive group: \_\_\_\_\_

### WHOLE SCHOOL ENGAGEMENT (\$100)

(choose at least one)

- ☐ Develop and/or participate in a Respect or Spread the Word campaign
- ☐ Incorporate Fans in the Stands (school recognition of and support for Unified Sports)
- ☐ Create awareness about equity and respect with a video / photography / art project
- ☐ Conduct one activity/project that impact the entire school (assembly, rally, contest)
- ☐ Other inclusive activity\*: \_\_\_\_\_

*\*Does not include High School Plunge or Cool School Winni-Dip*





Special Olympics  
**Unified Champion  
Schools®**

## CERTIFICATION

By signing this three-page Unified Champion Schools Application, the school certifies that:

- The information provided is accurate and that any awarded funds received have been and/or will be used to support Unified Champion Schools programming.
- The school will comply with all Special Olympics New Hampshire general rules and SONH policies during all Unified Champion Schools and Special Olympics programming.
- Middle schools only: The school will use Agon to manage their applications, net funds and record participation in Unified Sports events/season.

### Administrator

Signature \_\_\_\_\_  
Printed name \_\_\_\_\_ Date \_\_\_\_\_

### UCS Champion

Signature \_\_\_\_\_  
Printed name \_\_\_\_\_ Date \_\_\_\_\_

## SUBMISSION

Please send completed application to your ***Special Olympics Unified Champion Schools Liaison***.

***Applications must be received by Friday, October 30<sup>th</sup>.***

School \_\_\_\_\_  
Activity \_\_\_\_\_  
Contact Name \_\_\_\_\_  
Contact Email \_\_\_\_\_



Special Olympics  
**Unified Champion  
Schools®**

[illegible]



Special Olympics  
**Unified Champion  
Schools®**

## **Special Olympics New Hampshire**

### **2020-2021 Unified Champion Schools Withdrawal Form**

School name: \_\_\_\_\_

Your name: \_\_\_\_\_

Date: \_\_\_\_\_

Check amount \$ \_\_\_\_\_

*Prior approval needed for purchases over \$1,000 and for any purchase which results in a negative net funds balance*

Check payable to \_\_\_\_\_

Address \_\_\_\_\_

Due date \_\_\_\_\_

*Please allow 10 business days, minimum*

Have you attached an invoice or receipt for this purchase? An invoice or receipt is required for all purchases except a \$100 cash advance that may be requested once annually.

☐ Yes

☐ No

Please tell us what these funds will be used for:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Please send completed form to your **Special Olympics Unified Champion Schools Liaison** for processing.*

# UCS Mini-Grant Application

Special  
Olympics  
New Hampshire



Special Olympics  
Unified Champion  
Schools

This is to be used if you need financial support for uniforms, coaching stipends, officials' fees, coaches education and any other unexpected shortfalls.

Name \_\_\_\_\_ School \_\_\_\_\_

Position \_\_\_\_\_

Uniforms \_\_\$ \_\_\_\_\_

List sport \_\_\_\_\_

Explain amount

---

---

Coaching stipend – amount per coach: Total stipend \_\_\$ \_\_\_\_\_

List number of coaches \_\_\_\_\_

Explain amount

---

---

List names of coaches/staff member and email address

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Officials amount – amount per official: Total amount \_\_\$ \_\_\_\_\_

List number of officials \_\_\_\_\_

Explain amount

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---

Coaches education – amount

List courses \_\_\_\_\_

---

---

Explain amount

---

---

Other request(s) and explain: Total amount \_\_\$ \_\_\_\_\_

---

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**Total amount requested \_\_\$ \_\_\_\_\_**



## Unified Basketball Season

### Information Sheet

#### Expectations

- Select whether school is training and competing in Full-Court 5v5, Half-Court 3v3 or both
- Compete against teams within your Division (potential: Lakes [8 teams]; Seacoast [6 teams]; Central-South [10 teams])
- Play a 6-game season against 6 different teams, if possible
- Ensure there is an equal number of home and away games
- First two weeks of season, practice without competing within geographic Division
- Practice at least once a week; play once a week
- Competition determined by the Athletic Director
- Participate in Special Olympics Middle School Unified Basketball Divisional Tournaments (sites determined by won-loss record within each division)
- Winners from each of the Divisional Tournaments participate in the Special Olympics Middle School Unified Basketball Championships (round-robin competition among 3 teams)

#### Timeline

11/20/2020	Special Olympics Middle School Unified Basketball Intent Due
12/8/2020	Special Olympics Middle School Unified Basketball Coaches Webinar (including Rules Review)
12/11/2020	Special Olympics Middle School Unified Basketball Schedule Set
Week of 12/15/2020	Special Olympics Middle School Unified Basketball Signups
Week of 1/4/2021	Practices Begin (1 practice per week)
Week of 1/8/2021	Team Rosters Due
Week of 1/18/2021	Games Begin
Week of 3/5/2021	Last Week to Play
Week of 3/15/2021	Special Olympics Middle School Unified Basketball Divisional Tournaments (Sites in Lakes, Seacoast and Central-South Divisions)
Week of 3/22/2021	SONH Middle School Unified Basketball Championships (Divisional Tournament Winners) – site to be determined







## Unified Spring Season

### Information Sheet

#### Expectations

- Select whether the school is training and competing in Unified Cornhole (Doubles), Unified Softball Throw (Doubles) and/or Unified Track Relay (Team of 4)
- Provide opportunities to compete during practices
- Each team needs to train three times between the clinic and time trials
- Compete in Special Olympics Middle School Unified Summer Games Time Trials within your geographic Division
- Participation in the Special Olympics Middle School Summer Games Time Trials gains entry into SONH Middle School Unified Summer Games at UNH
- Each team needs to train once between time trial and competition at Summer Games

#### Timeline

3/26/2021	Special Olympics Middle School Unified Spring Season Intent Due
5/3/2021	Special Olympics Middle School Unified Spring Season Begins
5/4/2021	Special Olympics Middle School Lakes Division Unified Cornhole, Softball Throw and Track Relay Clinic (including Rules Review)
5/5/2021	Special Olympics Middle School Central – South Division Unified Cornhole, Softball Throw and Track Relay Clinic (including Rules Review)
5/6/2021	Special Olympics Middle School Seacoast Division Unified Cornhole, Softball Throw and Track Relay Clinic (including Rules Review)
5/7/2021	Special Olympics Middle School Unified Spring Season Team Rosters Due
5/25/2021	Special Olympics Middle School Central – South Division Unified Summer Games Time Trials
5/26/2021	Special Olympics Middle School Seacoast Division Unified Summer Games Time Trials
5/27/2021	Special Olympics Middle School Lakes Division Unified Summer Games Time Trials
6/3/2021	SONH Middle School Unified Summer Games at UNH – site to be determined

# Logistics

## Spring Season

Sports: Cornhole (Unified Doubles); Relay (Unified team of four); Softball Throw (Unified Doubles)

- General information
  - Goal is to have 20 schools participate (10 Lakes and 10 Seacoast) and 150 participants.
  - Capping a school's participation at 12 athletes and partners.
  - Ratio of athlete/partners to coaches is 4:1.
  - Housing configuration will depend on where we stay (overnight ratio may change to 2:1).
  - If a parent needs to stay with a student – a school may allow it.
- Timeline (see Calendar of Events on page 93)
  - First week of May
    - Invite clinicians and schools to a site TBD to learn sports.
  - Each team needs to train three times between clinic and time trials.
  - Last week of May (the week before Summer Games)
    - Time trials by Division
      - All students need to participate in the time trials with their partner.
  - Each team needs to train once between time trials and competition.
  - Competition...Thursday/Friday of Summer Games (June 3-4)
    - Arrive at UNH at 1:00pm on Thursday – leave at 1:00pm on Friday
      - Thursday
        - Settle into rooms
        - One sport on Thursday...and awards
          - Cornhole or track
        - Dinner dance
        - 7:30pm day is over
      - Friday
        - Breakfast 7:00am
        - Two other events



## Unified Sports® Game-Day

Information about what you are seeing ...

1. There are three Unified Sports models –
  - In the Competitive model, all players are teammates and participate to the full extent. This is what the middle schools are doing.
  - In the Player Development model, athletes participate to the full extent, but partners facilitate the game, keep the ball in play, and do not shoot.
  - In the Recreation model, the rules are relaxed; players who need physical assistance (wheelchair, walker or other device) may participate.
  - The middle schools train and compete in the Competitive model while the high schools train and compete in the Player Development or Recreation models.
2. Nothing differentiates athletes from partners. In fact, it is often difficult to tell who the athletes and partners are.
3. Coaches coach everyone on the team; athletes and partners are players; they do not train separately; everyone plays.
4. The coach ...
  - Is responsible for helping each player further develop their skills.
  - Determines their positions and where they can be successful in competition.
  - Controls the team.
5. Meaningful involvement is enforced. It means that each player has the requisite skills (or is able to learn them) and contributes their strengths to the team. Player dominance is confronted; it is up to the coach to control his/her players.
6. You are with your teammates in your best and your worst moments ... that's how team cohesion and genuine relationships are fostered. It is through SPORTS.

## Overview of Unified Sports

Team sports bring people together. Special Olympics Unified Sports® teams do that, too, and much more. Unified Sports informally began in 1987 with softball athletes in Massachusetts joining B-League teams to train and compete. Today, more than 1.2 million people worldwide take part in Unified Sports, breaking down stereotypes about people with intellectual disabilities in a really fun way. ESPN has served as the Global Presenting Sponsor of Special Olympics Unified Sports since 2013, supporting the growth and expansion of this program that empowers individuals with and without intellectual disabilities to engage through the power of sports.

## Promoting Social Inclusion Through Sport

Special Olympics is dedicated to promoting social inclusion through shared sports training and competition experiences. Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding.

In Unified Sports, teams are made up of people of similar age and ability. That makes practices more fun and games more challenging and exciting for all. Having sport in common is just one more way that preconceptions and false ideas are swept away.

Many high-profile, professional sports organizations and events have also showcased Unified Sports as a vehicle to show the power of inclusive sports! This support includes:

- National Basketball Association (NBA)
- Major League Soccer (MLS)
- Union of European Football Associations (UEFA)
- National Collegiate Athletic Association, D-III
- ESPN's X Games Aspen
- National Federation of High Schools (NFHS)
- National Intramural-Recreational Sports Association (NIRSA)

## U.S. States Embracing Unified Sports

Young people with disabilities don't often get a chance to play on their school sports teams. More and more U.S. states have adopted the Unified Sports approach that Special Olympics pioneered.

Unified Sports is also an integral part of the Special Olympics Unified Strategy for Schools, which was founded in 2008 and funded through the U.S. Department of Education to use Special Olympics as a way to build inclusion and tolerance in schools. Unified Sports is now in more than 4300 middle and high schools in the United States. Seventy percent of Unified Schools (Pre-K through Grade 12) are engaging in Unified Sports! Also 215 US colleges and universities have Special Olympics clubs on campus, providing ongoing Unified and inclusionary activities for students and Special Olympics athletes. 73 of the 215 US colleges and universities activating Special Olympics College conduct ongoing Unified Sports on their campus. Learn how to get involved, visit: <http://www.playunified.org/>.

For almost 30 years, Special Olympics has offered sport teams that blend people with and without intellectual disabilities. That is a model that encourages sports and fun. It also gets people together to learn more about each other.

# Granite State Unified Champion

Special  
Olympics  
New Hampshire



Special Olympics  
Unified Champion  
Schools

## Banner School Application

(Application deadline is April 16<sup>th</sup>)

School name and address: \_\_\_\_\_

Applicant name and contact info: \_\_\_\_\_

Date: \_\_\_\_\_

1. Unified Sports: How many interscholastic Unified Sports seasons does your school participate in? \_\_\_\_\_

- \*List the sport(s) \_\_\_\_\_
- What are the start and end dates of each season? (Attach schedule and practice dates) . \_\_\_\_\_  
\_\_\_\_\_
- How many students participate? (Attach roster) \_\_\_\_\_
- Name of coach(es) who has received UCS training \_\_\_\_\_
- Please provide a statement about how Unified Sports is viewed in your school. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1a. Does your school have a Unified Fitness group and/or Unified Physical Education class? If so, please describe, including size of the group/class and a schedule of meeting/class frequency? \_\_\_\_\_

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2. Inclusive Youth Leadership: Does your school provide opportunities for students with and without intellectual disabilities to have meaningful involvement in advocacy, education and decision making (such as a Unified Club, refer to Standards for examples of this)? Describe those opportunities, how often the inclusive group meets, and who the advisor is: \_\_\_\_\_

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3. Whole School Engagement: Does your school hold at least one schoolwide event per year, that promotes inclusion and educates students/staff about intellectual disabilities? Is it an event that involves the majority of your school community? (refer to standards for examples). Please describe the event(s), and approximately how many students/staff are present: \_

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4. Sustainability: Is your school able to sustain the above three components, without ongoing financial support, or have a plan to do so (could include fundraising, inclusion in the school budget, etc.)? Do you have personnel invested in continuing/ growing these strategies? Describe your plan. \_\_\_\_\_

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Other comments:

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## Youth Activation

Special Olympics believes that young people can make a difference in their schools and communities through sports and sports related programs. Special Olympics Unified Champion Schools is an initiative that brings youth with and without intellectual disabilities together to make a difference. Unified Champion Schools (UCS) is driven and informed by the advice of youth leaders representing intermediate and secondary school across the country. This results in young people becoming agents of change in their communities.

## What is Special Olympics New Hampshire's YAC?

Special Olympics New Hampshire's YAC is a group of youth comprised of members with and without intellectual disabilities from across the state. This group will work together throughout the year to educate, motivate, and activate youth to become agents of change in their communities and advocate for the respect, inclusion, and acceptance of all people, regardless of abilities.

Special Olympics New Hampshire's YAC has a wide variety of tools to communicate effectively, such as e-mail, conference calls, Teams or Zoom, Facebook, a Youth Summit, and state rallies. The goal of Special Olympics New Hampshire's YAC is to reach out to other youth to help carry out social justice for all people.

## Expected Outcomes

- Learn leadership skills through collaboration with the SONH office to carry out Special Olympics initiatives, events, and activities.
- Increase partnership between youth and adults --to reach out to more people in order to educate, motivate, and activate them to become more involved in Special Olympics and its initiatives.
- Provide innovative new perspectives to ensure the continued success of Special Olympics.
- You will have a better understanding of how to reach out to your peers to engage them to Be a Fan® of Special Olympics!

## Requirements

- ✓ Students will be people with and without intellectual disabilities
- ✓ All committee members must:
  - Be between the ages of 14-21
  - Commit to serving either one or two years on the committee
  - Have transportation to and from all meetings, events and activities
  - Attend 70% of schedule meeting, events and activities
  - Attend a Basic Orientation to SONH
  - Be able to express their opinions and ideas about Special Olympics and UCS in writing or verbally.
  - Have a parent or guardian sign a waiver or release for their participation
  - Have the ability to communicate via email

## Expectations

- ✓ Spend 2-5 hours per week on the YAC.
  - ✓ Annually attend
    - Two face-to-face committee meetings
    - Four meetings that will be held right before events
      - High School Youth Summit
      - Middle School Youth Summit
  - ✓ Attend both Youth Summits as one of the event leaders.
- HS Plunge
  - Cool School Winni-Dip

- ✓ Participate in the High School Plunge or Winni-Dip.
- ✓ Implement an R-word campaign in your home school and one neighbor school.
- ✓ Have a Youth Activation (Partner's) Club at your school

## Code of Conduct

As a YAC member, you must comply with the following conduct guidelines at all times, no matter where you are or what you are doing. When you are on YAC, you represent them at all times, not just when you are at the events:

- Dress and act in a responsible manner that positively represents Special Olympics and the YAC. Profanity, taunting, and other forms of poor sportsmanship; uncooperative behavior; and inappropriate pictures or post online are subject to disciplinary measures. Athletes and Unified Partners agree to the following code:
- Respect all residential sites, meeting sites, dining facilities, competition venues, and other activity areas.
- Treat other Youth Activation Committee Members, all activity participants, athletes, coaches, staff, officials and volunteers with respect and communication in a courteous manner.
- Bullying, harassment, and fighting will result in immediate dismissal from the YAC for this goes against the SONH mission of spreading inclusion and acceptance for all.
- Do not drink or use alcoholic beverages, tobacco or marijuana productions, and/or non-prescription drugs.
- Agree not to engage in any inappropriate contact or relations with Special Olympics athletes, partners, chaperones, staff, officials, or volunteers,
- Ensure that you are at the designated meetings, sessions, scheduled events, meals, and other activities on time.
- Be certain to wear proper credentials when provided and appropriate clothing suitable for the weather.
- Follow the directions of your chaperone while traveling and all the time you are attending the YAC events.
- Refrain from any illegal activities
- Have Fun!!

## SONH Youth Activation Committee Application Instructions

### General Application Guidelines

Please read the application thoroughly before submission.

Please submit any questions, your complete application, and support materials to:

Ryan Grogan  
 Special Olympics New Hampshire  
 PO Box 3598  
 Concord, NH 03302  
 Email: RyanG@sonh.org  
 Cell: (207) 752-0455

### Next Steps

- We will call or email your references.
- Some applicants may be selected to participate in a telephone or in-person interview before final selections are made.
- We will contact applicants no later than one month after application submission.

*Application deadline is **May 29<sup>th</sup>**.*

# Youth Activation Committee Application

**Special Olympics**  
New Hampshire



Applications will be accepted for a Unified pair. Each member of the Unified pair shall complete an application and submit it. *Application deadline is **May 29<sup>th</sup>**.*

## Personal Information

Name \_\_\_\_\_

Email address \_\_\_\_\_

Address \_\_\_\_\_

City/Town \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Cell phone \_\_\_\_\_ Home phone \_\_\_\_\_

Birth date \_\_\_\_\_ Number of years involved with SO \_\_\_\_\_

I am a: ☐ an athlete?

☐ a Unified partner?

I am applying with: \_\_\_\_\_

## References

Peer reference name \_\_\_\_\_

Email address \_\_\_\_\_

Phone \_\_\_\_\_ Relationship to applicant \_\_\_\_\_

Adult (non-relative ) reference name \_\_\_\_\_

Email address \_\_\_\_\_

Phone \_\_\_\_\_ Relationship to applicant \_\_\_\_\_

## Education

High school \_\_\_\_\_

Grade/Year \_\_\_\_\_

**Please answer each of the following in 100-150 words.**

What Special Olympics (UCS) sports and events have you participated in?

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What does Special Olympics mean to you?

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Why do you want to be part of Special Olympics New Hampshire Youth Activation Committee?

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What other activities (school and community) are you involved in, and what are your plans for balancing state YAC duties with your other activities?

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# SECTION 9:

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