

National Recognition Program College/University Application Review Rubric

Please use this rubric when reviewing each National Recognition Program application. The school needs to meet all ten standards in order to receive recognition as a Banner School. If the school exceeds many of the standards, they will be considered for a national banner presentation by one of our sponsors. If their response indicates that they are below or approaching the standard, that information can be used for feedback to help them improve.

Special Olympics Unified Sports®

A fully inclusive sports or fitness program that combines an approximately equal number of individuals with and without intellectual disabilities. Examples include such things as Intercollegiate Unified Sports, Unified Sports Clubs or Unified Sports Intramurals.

Recognition Standard	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
1. Unified Sports is offered in at least 2 seasons throughout the school year.	No evidence provided that Unified Sports is offered.	Unified Sports are offered only one season throughout the school year.	Unified Sports are offered in at least two seasons.	Unified Sports are offered in at least two seasons. Unified Sports are a norm for the campus and reflected in all sports and fitness opportunities.
2. Unified Sports participation occurs regularly over the course of each sport season or school term and includes competition.	Unified Sports are offered as one-time events without training or practice sessions.	Unified Sports occur regularly over the course of the sport season, but there is no competition.	Unified Sports occur regularly over the course of the sport season and include competition.	Unified Sports reflect similar schedules of training and competition and/or are fully integrated into traditional campus sports offerings such as intramural leagues.
3. Participating students and coaches (if applicable) have received training	No evidence provided of students or coach(s) receiving	There is one student leader or coach who has received Unified Sports training on	Each sport has a student leader and/or coach who has received Unified Sports	Each sport has a student leader and/or coach who has received Unified Sports coaches

on Special Olympics Unified Sports.	Unified Sports training or coaches course.	but not all students/coaches.	training through Special Olympics at the state or national level.	training through Special Olympics at the state or national level and has taken additional training (e-learning or in person) offered at the national or state level.
4. Unified Sports is officially recognized by the school in a similar style as other campus intramural or club sports.	No evidence provided of Special Olympics programming being officially recognized.	Special Olympics programing is acknowledged by the school, but not on the same level as other sports. For example, Unified Sports is the only sport in the school not a part of a pep rally.	Special Olympics programming is officially recognized by the school in a similar style as other campus intramural or club sports.	Special Olympics programming is officially recognized by the school and fully integrated into similar campus intramural or club sports as a campus norm.

NOTES (optional)

Inclusive Youth Leadership

Students and local Special Olympics athletes work to lead advocacy, awareness, inclusion and other Special Olympics activities throughout the school year. For example, an official Special Olympics College Club.

Recognition Standard	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
5. A Special Olympics College Club which is led by students and engages Special Olympics athletes.	No evidence provided a Special Olympics College Club.	The Special Olympics College Club engages and is led by students without intellectual disabilities.	The Special Olympics College Club engages and is led by students and Special Olympics athletes with and without intellectual disabilities.	The Special Olympics College Club ensures inclusive leadership through designated leadership roles and responsibilities. For instance, including in its bylaws that there will be co-presidents (one who has an intellectual disability and one who does not.)
6. The Special Olympics College Club meets at least once per month throughout the school year.	No evidence provided of reoccurring College Club meetings throughout the school year.	College Club meetings occur somewhat regularly over the course of the school year for social purposes only.	College Club meetings occur regularly over the course of the school year for social and leadership activities.	College Club meetings occur regularly over the course of the school year with both on and off campus leadership and social opportunities.
7. The Special Olympics College Club has a faculty advisor and is officially recognized by the school in a similar style as other registered student organizations.	No evidence provided of faculty advisor nor recognition of the club by the school.	There is a faculty advisor, but the club is not formally recognized by the school.	There is a faculty advisor, and the club has full recognition by the school and is included in all promotion and activities as other registered student organizations.	There is a faculty advisor who has received training through Special Olympics, and the club has full recognition by the school.

NOTES (optional)

Whole School Engagement

Awareness and education activities that promote inclusion amongst the broader school population. Examples include such things as Spread the Word Campaign, Pep Rallies or “Fans in the Stands” for Unified Sports teams, Respect Campaigns or student fundraising.

Recognition Standard	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
8. At least two whole-school engagement activities are implemented per school year.	No evidence provided of any whole-school (whole campus) engagement activities in the school year.	Only one whole-school engagement activity took place in the school year.	Two or more whole-school engagement activities took place in the school year.	Multiple whole-school engagement activities took place during the school year that integrated into related school priorities and provided evidence that inclusion is a norm for the campus.
9. Students and local Special Olympics athletes are involved with planning and leading the awareness activities.	No evidence that students and local Special Olympics athletes were planning and leading awareness activities.	Students without intellectual disabilities planned and led the awareness activities, but neither local Special Olympics athletes and/or students with intellectual disabilities did not.	Students with and without intellectual disabilities and local Special Olympics athletes planned and led the awareness activities.	Students with and without intellectual disabilities and local Special Olympics athletes planned and led awareness activities on campus and throughout the local community.

NOTES (optional)

Sustainability

Strategies and plans which help ensure 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/organization budgets, and staff training.

Recognition Standard	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
10. The school is currently self-sustainable or has a plan in place to sustain the three components into the future and has ongoing communication with the local or state Special Olympics Program.	No evidence provided of a sustainability plan.	There is evidence of sustainability in terms of fundraising but not in communications plan with local or state Special Olympics Program, or vice versa.	The response provides evidence of future sustainability through ongoing commitment, connection to local or state Special Olympics Program, and fundraising.	The response provides evidence of future sustainability through ongoing commitment, connection to local or state Special Olympics Program, and fundraising, as well as integration between Special Olympics community programming and athlete/partner transition plans.

NOTES (optional)