

## National Recognition Program Elementary 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® and Young Athletes

A fully inclusive sport/activity program that combines students with and without intellectual disabilities. Examples include such things as school-based Unified Sports teams, Unified PE, developmental sports activities or Young Athletes.

Recognition Standard	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
1. Unified Sports and/or Young Athletes are available for students across multiple grade levels of the school.	No evidence provided of which grade levels have opportunities for Unified Sports and/or Young Athletes.	Unified Sports are offered to a single grade level or grade level band (e.g. Young Athletes is offered to primary grades, but there is no evidence of another offering to older students).	Unified Sports (such as Unified PE, Unified Fitness, Young Athletes, Developmental Sports, Unified sports events) are offered to multiple grade levels.	Students in all grade levels have multiple opportunities to participate in Unified Sports. Unified Sports are a norm for the school and reflected in all sports and fitness opportunities.
2. Unified Sports and/or Young Athletes occur regularly over the course of the school year and include a culminating event or competition (i.e., continuous weekly training in lead-up to an event).	No evidence provided of reoccurring Unified Sports and/or activities throughout the school year.	Unified Sports and/or Young Athletes occur regularly over the course of the school year, but there is no culminating event or competition offered.	Unified Sports and/or Young Athletes occur regularly over the course of the school year and include a culminating event or competition for each offering.	Multiple Unified Sports and/or Young Athletes occur throughout the school year, like any other sport/activity the school offers and include culminating events or competitions that engage the whole school.

3. Each sport/activity has an adult coach who has received training on Unified Sports or Young Athletes.	No evidence provided of adult coach(s) receiving any training on Unified Sports and/or Young Athletes.	There is 1+ adult coach(es) who has received training on Unified Sports and/or Young Athletes but not all adult coaches.	Each sport/activity has an adult coach who has received training through Special Olympics at the state or national level on Unified Sports and/or Young Athletes.	Each sport/activity has an adult coach who has received coaches training through Special Olympics at the state or national level on Unified Sports and/or Young Athletes and has taken additional training (e-learning or in person) offered at the national or state level.
4. Special Olympics programming is officially recognized by the school in a similar style as other sports/activities.	No evidence provided of Special Olympics programming being officially recognized.	Special Olympics programming 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 sports/activities.	Special Olympics programming is officially recognized by the school and the school district in a similar style as other sports/activities.

NOTES (optional):

## Inclusive Youth Leadership

Students with and without intellectual disabilities work to lead advocacy, awareness, inclusion and other Special Olympics activities throughout the school year. Examples include such things as a Unified Club, inclusive leadership training for students, “Get Into It” lessons, students helping to lead school-wide inclusion projects or students from higher grades coaching those in lower grades.

Recognition Standard	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
5. A Unified Club or inclusive student group which meets regularly throughout the school year for social and/or leadership activities (can be classroom-based, during the school day, or extra-curricular).	No evidence provided of reoccurring Unified Club (or other) meeting throughout the school year.	Unified Club (or other) meetings occur some-what regularly over the course of the school year for social purposes only.	Unified Club (or other) meetings occur regularly over the course of the school year for social and leadership activities.	Unified Club meetings occur regularly over the course of the school year with both in-school and out-of-school leadership and social opportunities.
6. Students of all abilities are given opportunities to take leadership roles during sports/activity training sessions.	No evidence provided of students with or without ID having leadership roles.	Students without ID are given more opportunities to lead than their peers with ID. (For instance, older students without ID helping in a Young Athletes program).	It is clear that both students with and students without intellectual disabilities are given opportunities to lead.	Students of all abilities are given frequent, varied opportunities to lead in meaningful ways (i.e. Team Captain is filled by students with and without ID equally, students with and without intellectual disabilities lead Young Athletes activities).
7. The inclusive club/group has an adult liaison and is officially recognized by the school in a similar style as other clubs/activities.	No evidence provided of an adult liaison nor recognition of the club by the school.	There is an adult liaison, but the club is not formally recognized by the school.	There is an adult liaison, and the club has full recognition by the school and is included in all promotion and activities as every club is.	There is an adult liaison 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 and reach the majority of the school population. Examples include such things as “Fans in the Stands” or cheer teams for culminating events, poster contests, essay contests, Respect Campaigns, “Get Into It” lessons, school assembly with an inclusion theme, bus “send-offs” for Unified teams, 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 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 school.
9. The Unified Club or inclusive student group works alongside school staff to lead the awareness activities.	No evidence that students were engaged with adults in leading awareness activities.	Students had roles in engagement activities (e.g. acting as hosts), but were not included in the planning process.	Members of the Unified Club (or other) worked with adults to lead awareness activities.	Members of the Unified Club (or other) planned and implemented multiple awareness activities for their peers with adult support.

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 fundraising and/or Unified Champion Schools costs included in school budgets, staff training to ensure sustainability in case of turnover, and the presence of a leadership team to guide Unified Champion School strategies.

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.	No evidence provided of a sustainability plan.	There is evidence of sustainability in terms of fundraising but not in school personnel, or vice versa.	The response provides evidence of future sustainability through school personnel commitment and fundraising.	The response provides evidence of future sustainability through school, community and district level adult commitment and financial planning.

NOTES (optional)