

**2017 – 2018 APPLICATION & SCORING RUBRIC**

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**Name of School**

**and/or District:**

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**Date:**

**DIRECTIONS**

Before completing this application, schools and districts should have already completed [Smart Source](http://www.coloradoedinitiative.org/our-work/health-wellness/smart-source/) and the [Healthy School Champions Checklist](https://coloradoedinitiative.co1.qualtrics.com/jfe/form/SV_6KEk7hmy0F6ANnv). Once you are ready to complete your application, please review the following:

* The following questions are to be completed by applicants. **We recommend reading the full application and scoring rubric before preparing responses.** Reference the examples and reviewer considerations below each text box for further clarification into how each question will be scored by reviewers.
* Input responses in the text box below each question. The text box will expand as you type. Note the word limit for each question – portions of **responses that exceed the assigned word limits will NOT be read or scored** by reviewers!
* Saveyour application responses in this Word document! See how to submit below.

Your answers to this application should reflect your school health and wellness efforts and progress made within the previous (2016-17) and current school years (2017-18). You may apply as a school or as a district. **If you are applying as a school**, reference health and wellness efforts exclusively within your school building. **If you are applying as a district**, reference health and wellness efforts across your school district.

**In order to be eligible to apply as a district,** you must have: 1) an enrollment of 6,000 or fewer students, 2) 12 or fewer school buildings, and 3) approximately 80% of your school buildings participating in district-led school health and wellness efforts and have completed Smart Source. *Districts that meet these criteria, and where wellness efforts are consistent across buildings and/or school levels, are highly encouraged to apply as a district.*

**HOW TO SUBMIT**

Upload your completed Healthy School Champions application [HERE](https://coloradoedinitiative.co1.qualtrics.com/jfe/form/SV_bDvLEBVZDcP7dI1) by **11:59 p.m. Friday, February 23, 2018.** A complete application includes:

* Healthy School Champions application responses saved in Word
* Three letters of support from your choice of the following: administrator, student, parent, teacher, or community member
* Optional: Up to three photos of your school health efforts to be used in the Health School Champions Magazine if your school or district wins. These will NOT be considered in the application scoring

**NOTE:** Please make sure you have all materials completed and ready to submit before accessing the link above.

**Healthy School Champions Application:**

**1. Referencing your Smart Source immediate report, identify ONE best practice per component area implemented in your school that you feel has been the most impactful. For each practice identified, briefly describe the level of coordination occurring across two or more component areas to support its implementation. (1000 word limit)**

Smart Source component areas include: General Health Policies and Practices; Nutrition; Physical Education/Physical Activity; Health Education; Health Services; Counseling, Psychological, and Social Services; Healthy and Safe School Environments; Family, Community, and Student Involvement; Staff Health Promotion. *Note: Local Wellness Policy excluded*.

Examples: Coordination across multiple component areas might include having a Tier II program that provides social, emotional, and behavioral health supports to select students and integrates physical activity breaks, as well as ensures regular communication with parents and other teachers about the status of the student. Another example might include having a health education course that works with the food service staff to integrate nutrition education, a school counselor to integrate mindfulness, and the PE teacher to emphasize the importance of physical activity.

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| **Exemplary** | **Proficient** | **Emerging** | **Minimal** |
| 17-20 | 12-16 | 6-11 | 0-5 |
| The implementation of one best practice related to school health and wellness is demonstrated in **8-9 of 9** Smart Sourcecomponent areas. **For each** identified best practice, coordination is demonstrated across two or more component areas. | The implementation of one best practice related to school health and wellness is demonstrated in **6-7 of 9** Smart Sourcecomponent areas. **For each** of the identified best practices, coordination is demonstrated across two or more component areas. | The implementation of one best practice related to school health and wellness is demonstrated in **4-5 of 9** Smart Sourcecomponent areas. **For each** identified best practices, coordination is demonstrated across two or more component areas. | The implementation of one best practice related to school health and wellness is demonstrated in **1-3 of 9** Smart Sourcecomponent areas. **For each** of the identified best practices, coordination is demonstrated across two or more component areas.  OR  The implementation of a best practice related to school health and wellness AND/OR the coordination between component areas is not demonstrated. |

**REVIEWER CONSIDERATIONS:**

* In order to be eligible for an ‘Exemplary’ score, all component areas must be addressed with the implementation of at least one best practice in each area AND demonstrated coordination.
* Activities that are not considered best practice (i.e. one-time wellness activity or event) may be included in the application but should NOT be considered for scoring. For more information on best practices, please see the CEI [Health and Wellness Tools and Resource Webpage](http://www.coloradoedinitiative.org/tools-resources-new/?fwp_resource_category=health-wellness-2) and [RMC Health’s Smart Guides](http://rmc.org/what-we-do/healthy-schools/healthy-schools-successful-students/healthy-schools-successful-students-school-level-destination-inventory-map/).
* Do not read or score text beyond 1000 words.

**2. Identify the ways your administrators help to drive and/or support your school health and wellness efforts. (350 word limit)**

Examples: Support can include participating on the wellness team; supporting the development and implementation of school health and wellness initiatives; supporting staff time and efforts focused on school health and wellness initiatives; soliciting support from the board of education and broader school community; and being an outspoken proponent of integrating school health and wellness into the school/district systems and culture.

Considerations: If you are applying as a school, building-level administrators could include principal, dean of students, assistant principals, instructional coaches, etc. If you are applying as a district, administrators could include superintendent, assistant superintendents, chief academic officer(s), etc.

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| **Exemplary** | **Proficient** | **Emerging** | **Minimal** |
| 13-15 | 9-12 | 4-8 | 0-3 |
| Administrators are a **champion** or change-maker for health and wellness. They participate on the wellness team, routinely lead efforts, and support innovation in the development of school health and wellness initiatives. They encourage the use of staff time toward school health and wellness efforts. They solicit support for health and wellness from the district and/or board of education and the broader school community. They are outspoken proponents of integrating health into school systems and culture. | Administrators are an **active supporter** of health and wellness efforts. They often participate in wellness team events and programs, and provide ample support to the wellness team to develop healthy school policy initiatives and delegate staff or provide the time/space for school health and wellness efforts. | Administrators are a **passive supporter** of health and wellness efforts. They are permissive of health and wellness efforts, particularly when they do not require additional resources or capacity, conflict with another directive, or affect systems. They participate occasionally in programs and events. | Administrators’ involvement in healthy school efforts is **minimal,** and/or leadership does not support the use of staff time to focus on school health and wellness efforts, nor do they allow health and wellness a voice at the table during school improvement planning.  OR  Administrator support is non-existent or adversarial, or the question is not answered. |

**REVIEWER CONSIDERATIONS:**

* Do not read or score text beyond 350 words.
* Be mindful of whether you are reviewing a school or district application.

**3. Describe your team that supports school health and wellness efforts. Include your members’ titles, meeting frequency, and how your team has similar value to other committees within your school (or district). (350 word limit)**

Examples: Schools can convene a wellness team to address comprehensive school health and wellness efforts and implement best practices. This team should be high functioning and have equal value as compared to other committees within the school or district. This includes having dedicated time on agendas at staff meetings; allowing for membership on this team to serve as requirements around committee participation or reimbursing members for participation; and team is consulted or works closely with the parent-teacher association, Accountability Committees, etc. This team should include a diverse group of stakeholders, including leadership, parents, students, community members, and school staff (i.e., PE/health teacher, food service director or manager, nurse, other special services providers, classroom teachers, transportation, maintenance, etc.). This team should plan/implement school health and wellness strategies and policies that have lasting, systemic effect on students, staff and/or the school culture and climate.

Considerations: If applying as a school, this team should be accessing support and resources from district wellness team/district school health and wellness lead.

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| **Exemplary** | **Proficient** | **Emerging** | **Minimal** |
| 13-15 | 9-12 | 4-8 | 0-3 |
| Membership includes all of the following: leadership, parents, students, community members, and school staff with diverse representation. They meet at least monthly. Includes more than one example to show the team is high functioning and recognized as a committee with equal weight as other committees within the school (or district). School teams access support and resources from the district wellness team/district school health lead. | Membership includes 3-4 of the following: leadership, parents, students, community members, and school staff. They meet at least 5-6 times in a school year. At least one example to show the team is high functioning and recognized as a committee within the school (or district). | Membership is limited to school staff and/or missing the voice of parents, students, community members, and leadership. They meet at least 3-4 times throughout the school year. May cite specific tasks or decisions but does not demonstrate how the team is high functioning or recognized within the school (or district). | Membership is lacking and meetings are infrequent or inconsistent. Efforts to build or improve team and impact are unclear.  OR  Wellness team is non-existent, is not addressed, or question is not answered. |

**REVIEWER CONSIDERATIONS:**

* Do not read or score text beyond 350 words.
* Be mindful of whether you are reviewing a school or district application.

**4. What are the data sources you use? Show how those data have helped your school (or district) identify priority areas, drive decisions and evaluate the effectiveness of your efforts.**  **(500 word limit)**

Examples: Data can include student and school-level data sources such as Healthy Kids Colorado Survey, culture and climate surveys, needs and interest surveys, Smart Source, staff and parent surveys, attendance records, discipline and referral records, etc. There is evidence that these data have been used to identify student/staff needs, prioritize areas of improvement, drive decisions around resource allocation and action planning, implement strategies to make improvements, evaluate effectiveness of efforts, and garner support/buy-in from the broader school community.

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| 13-15 | 9-12 | 4-8 | 0-3 |
| Multiple data sources are used to assess needs and gaps at the school and student level. Illustrated through multiple examples, there is a systematic process in place for identifying, prioritizing, implementing, and garnering support for health and wellness strategies, with a clear connection established between what the data show and the resulting school health and wellness efforts. Data are used to integrate health and wellness into the overall school system and environment. | More than one data source is used to assess needs and gaps at the school and student level. Results of these data sometimes inform the school health and wellness efforts that are implemented, or there is evidence of a link between data and efforts. Process for interpreting and applying the data exists, but may not necessarily establish a direct link between data and overall school health and wellness efforts. | At least one data source is used to assess needs and gaps. Some attempt is made to identify priority areas for school health and wellness efforts based on data, but does not establish a direct link between data and overall school health and wellness efforts. Application may demonstrate improving the connection where it is lacking. | A data source may be cited, but data is not actually used to inform school health and wellness efforts, or the process for interpreting/applying data is limited to non-existent, and there is little evidence of work to improve the link.  OR  Data sources are not used, data is not addressed, or question is not answered. |

**REVIEWER CONSIDERATIONS:**

* Assessment process and instruments are specified.
* Assessment is used to target gaps and opportunities for improvement.
* Staff, parent and student input are sought to identify priorities.
* Implementation of school health and wellness efforts directly links to priorities identified in data.
* Do not read or score text beyond 500 words.

**5. How do you meaningfully engage community partners, parents, and students in the design and implementation of school health and wellness efforts? (500 word limit)**

Examples: Meaningful engagement with these three groups can include intentional outreach, partnership, and welcoming contributions (e.g., ideas, time, in-kind or monetary support) that result in the prioritization, development, and implementation of school health and wellness efforts. Students, specifically, are co-creators and partners in the design and implementation of school health and wellness.

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| **Exemplary** | **Proficient** | **Emerging** | **Minimal** |
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| All three groups are engaged and their **voice drives the design and implementation** of school health and wellness efforts. Students, specifically, are co-creators and partners in the design and implementation of school health and wellness. | Two of these groups are involved. Examples show how **their input and or support is sought and incorporated** into the design and implementation of school health and wellness efforts. More than one example of partnerships and contributions (ideas, time, in-kind or monetary support) from at least two of the three groups are included. Students are engaged, but not co-creators. Their voice is still used to drive decisions. | At least one of these groups is involved. Examples show that their input and/or support has been sought and incorporated at least once in the past, and a plan to increase involvement is evident. At least one example of a partnership and/or contribution (ideas, time, in-kind or monetary support) from at least one of the three groups is included. Students are not engaged but input is sought after and may or may not be used. | Involvement from these groups is minimal, or application of their input is unclear. Plan to increase involvement is not evident. Input from students is not solicited.  OR  Involvement is non-existent, or question is not answered. |

**REVIEWER CONSIDERATIONS:**

* Positive youth development includes the intentional engagement of students whereby they are a partner at the table and involved in the co-creation of school health and wellness programs and policies (this goes well beyond student surveys or having one student represented on the wellness team).
* Do not read or score text beyond 500 words.

**6. Explain how your healthy school efforts are integrated into your school systems and culture.**

**(500 word limit)**

Examples: Evidence of integration can be work that institutionalizes school health and wellness efforts into school/district systems (i.e., Unified Improvement Plans (UIP)) and environment; developing and enforcing school health and wellness policies (i.e., local wellness policy, bullying prevention policy); securing ongoing funding support; including school health and wellness considerations in the hiring process for any staff member; changing the master schedule to reflect best practices (i.e., providing recess before lunch, ensuring students get the minimum amount of PE per week); consistently messaging school health and wellness efforts to the broader school community; and spotlighting the importance of school health and wellness in the school’s overall mission/vision.

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| **Exemplary** | **Proficient** | **Emerging** | **Minimal** |
| 17-20 | 12-16 | 6-11 | 0-5 |
| Health and wellness is foundational to the school’s (or district’s) policies, environment, and systems (e.g., UIP process). School health and wellness is emphasized by obtaining funding for these efforts, hiring people that support health and wellness, and/or ensuring the master schedule accommodates best practices in school health and wellness. School health and wellness efforts are consistently messaged to the broader school community and the importance of health is spotlighted in the school’s overall mission/vision. | Health and wellness has a voice at the table when it comes to the school’s development of policies, environment, and systems. Efforts are sometimes messaged to the broader community, and the importance of health and wellness is emphasized but it may not be apparent in the school’s overall mission/vision or the school’s culture. | Steps are being taken to integrate health and wellness into the school’s policies, environment, and systems. Examples of how those steps lead to overall systemic or cultural changes are limited or not addressed. Efforts may be messaged to the broader community but it is not apparent in the school’s overall mission/vision or the school’s culture. | Health and wellness efforts that do occur can be characterized as “extra”, and in general, health and wellness is marginalized. No seat at the table for school improvement planning, and efforts are not messaged to the broader community.  OR  Health and wellness is completely lacking in the school systems and culture, or question is unanswered. |

**REVIEWER CONSIDERATIONS:**

* School health and wellness data and wellness team are involved in the UIP process.
* Progress in institutionalizing health and wellness efforts (i.e., securing funding, making changes to the master schedule) is specified.
* Narrative details the ways in which policies are developed and enforced.
* Narrative details how the culture of health and wellness is messaged, promoted, and/or spotlighted.
* Do not read or score text beyond 500 words.

Thank you for completing the

Healthy School Champions application!

Upload your completed Healthy School Champions application [HERE](https://coloradoedinitiative.co1.qualtrics.com/jfe/form/SV_bDvLEBVZDcP7dI1) by **11:59 p.m. Friday, February 23, 2018.** A complete application includes:

* Healthy Scholl Champions checklist has been completed
* Smart Source has been completed by January 19
* Healthy School Champions application responses saved in Word
* Three letters of support from your choice of the following: administrator, student, parent, teacher, or community member
* Optional: Up to three photos of your school health efforts to be used in the Health School Champions Magazine if your school or district wins. These will NOT be considered in the application scoring

**NOTE:** Please make sure you have all materials completed and ready to submit before accessing the link above.

**2017-2018 REVIEWER SCORESHEET**

(completed by reviewer)

* Completion of Smart Source in 2017-2018
* Healthy School Champions Checklist
* Three letters of support
* Healthy School Champions Application

Comments or reflections that might help the applicant to improve their application in the future:

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| **Components** | **Points Possible** | **Points**  **Allocated** | **Notes** |
| 1. Referencing your Smart Source immediate report, identify ONE best practice per component area implemented in your school that you feel has been the most impactful. For each practice identified, briefly describe the level of coordination occurring across two or more component areas to support its implementation. *1000 word limit* | 20 |  |  |
| 1. Identify the ways your administrators help to drive and/or support your school health and wellness efforts.   *350 word limit* | 15 |  |  |
| 1. Describe your team that supports school health and wellness efforts. Include your members’ titles, meeting frequency, and how your team has similar value to other committees within your school (or district).   *350 word limit* | 15 |  |  |
| 1. What are the data sources you use? Show how those data have helped your school (or district) identify priority areas, drive decisions and evaluate the effectiveness of your efforts. *500 word limit* | 15 |  |  |
| 1. How do you meaningfully engage community partners, parents, and students in the design and implementation of school health and wellness efforts? *500 word limit* | 15 |  |  |
| 1. Explain how your healthy school efforts are integrated into your school systems and culture. *500 word limit* | 20 |  |  |
| **TOTAL POINTS FROM**  **ALL COMPONENTS** | **100** |  |  |