

# Foundational Structure Reflection Rubric



## PHYSICAL AND MENTAL HEALTH

- Social, emotional, and character development standards are embedded in the pre-K-12 curricula.
- System has an evidence-based, social-emotional curriculum and data collection process.
- Comprehensive K-12 Health and Physical Education curriculum.
- Physical/mental health-related services and supports are available to students.
- Staff social-emotional competencies and well-being are addressed by the system
- System policy and programming emphasizes physical and nutritional health.

### Definition

Systems must provide pre-K-12 curricula/programs/services to identify, understand and manage personal health (i.e., social, emotional, mental and physical).

This also includes knowing resources to obtain assistance with solving health-related issues (e.g., counseling services, school lunch programs, mental health services, school nurses and wellness centers)

## Mental Health

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> <li>• Work is becoming more evident.</li> <li>• Plans are taking form.</li> <li>• All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is being done.</li> <li>• Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is moving in a positive direction.</li> <li>• There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
<b>Systems Policies</b>	System policies, practices and professional learning minimally address social-emotional development, and not at all grade levels.	System policies, practices and professional learning address social-emotional learning at all grade levels at a minimal extent.	System policies, practices and professional learning adequately address social-emotional learning at all grade levels.	The system has policies, practices and professional learning in place that support social-emotional development.
<b>Curriculum and Standards</b>	A social-emotional learning curriculum has been adopted for some grade levels.	A comprehensive K-12 curricula for social-emotional learning has been adopted.	A comprehensive K-12 social-emotional learning curricula has been adopted.	System has adopted an evidence-based, social-emotional curriculum aligned with KSDE Social, Emotional and Character Development Standards, and it is implemented with fidelity.
<b>Applied Skills</b>	Social-emotional skills/competencies are taught in isolation, and not integrated or reinforced in other curricular areas. Students are provided little or no opportunities to practice social-emotional skills in real-world settings.	Social-emotional skills/competencies are integrated but not in all curricular areas or grade levels. Opportunities to transfer skills and knowledge to real-world applications are beginning.	Social-emotional skills/competencies are integrated into all curricular areas and grade levels, but implementation is inconsistent. Opportunities to transfer skills and knowledge to real-world applications is evident K-12 in most content areas.	Social-emotional knowledge and skills are applied to academic settings and grade levels and are implemented with fidelity. Skills and knowledge are transferable to real-world application.
<b>Assessment/ Screener</b>	Measures from the adopted curriculum and at least one measure additional climate measure for students are implemented.	Multiple measures are used to collect data on student social-emotional competencies, culture and climate.	Measures of school climate and culture have been expanded to include input from parents and community stakeholders. The system is considering the use of a universal behavior screener.	The system is utilizing multiple measures of social-emotional learning, culture and climate from all stakeholders. A universal behavior screener to progress monitor and align interventions is being utilized K-12.
<b>Systemic Intervention</b>	Systemic intervention is not evidenced in the building tiered system of support.	Systemic social-emotional interventions have been selected and are evidenced in a three-tiered system of support.	Data has been selected and is progress monitored to determine when/what intervention is needed and when a student can be exited from an intervention.	Social-emotional and mental health interventions are embedded in a systemic three-tiered system of support.
<b>Community Collaboration</b>	Community resources supporting social-emotional growth are not accessed	A minimal number of community resources are accessed, and no formal partnerships have been created.	At least one formal partnership has been established with a community resource to support student social-emotional learning/mental health.	System collaborates with community health agencies, mental health centers and other various family support service providers.

# Physical Health and Nutrition



	<b>EMERGING</b>	<b>IMPLEMENTING</b>	<b>TRANSITIONING</b>	<b>MODELING</b>
	<ul style="list-style-type: none"> <li>• Work is becoming more evident.</li> <li>• Plans are taking form.</li> <li>• All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is being done.</li> <li>• Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is moving in a positive direction.</li> <li>• There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
<b>Nutrition Services</b>	Basic school nutrition programs are available, no additional options/programs exist.	System provides basic nutrition services, and has added a second chance breakfast option.	System has implemented a second chance breakfast option, and is partially compliant with the USDA Smart Snacks in Schools Program.	System implements second chance breakfast options, and all food and beverages sold are compliant with USDA Smart Snacks in Schools. System marketing and advertising of nutritious foods and behaviors is evidenced.
<b>Curriculum and Instruction</b>	Nutrition education is limited and not integrated into core subject areas.	Nutrition education has been integrated into at least one core subject area, and class activity is increased.	Nutrition education is integrated into two or more core subject areas, and class activity is increased.	Nutrition education is integrated into three or more core subject areas and three or more non-core subject areas. Classrooms support active learning, food preparation and hands-on activities.
<b>Physical Activity</b>	Physical education and recess opportunities are made available to students.  Physical activities are utilized as both reward and punishment  Basic school nutrition programs are available. Additional options/programs do not exist.	The system provides physical education and recess opportunities to students, and actively seeks out ways to increase student activity levels through other curricular areas.	The system provides physical education and recess opportunities to students, and provides professional development to teachers on how to increase student activity across the curriculum.	Structured opportunities are available (physical education, recess). System supports the use of physical activity time as a classroom reward.
<b>Professional Learning</b>		Professional learning is provided regarding the integration of physical activity into curricular subject areas.	Professional learning is provided regarding the integration of physical activity into curricular subject areas.	Professional learning is provided regarding the integration of physical activity into curricular subject areas.



For more information, contact:

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