

Foundational Structure Reflection Rubric:

PHYSICAL AND MENTAL HEALTH

- Social, emotional, and character development standards are embedded in the PreK – 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 PreK through 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 nurse, and wellness centers).

EMERGING



IMPLEMENTING



TRANSITIONING



MODELING

Work is becoming more evident; plans are taking form; all of the relevant pieces are in place

There is evidence that work is being done; plans are being actively put into action

There is evidence that work is moving in a positive direction; there are pockets of implementation and sustained efforts.

Work is part of the school culture and efforts are being made to maintain, embed, and improve quality

<p style="text-align: center;"><u>EVIDENCE</u></p>	<p style="text-align: center;"><u>EVIDENCE</u></p>	<p style="text-align: center;"><u>EVIDENCE</u></p>	<p style="text-align: center;"><u>EVIDENCE</u></p>
<p style="text-align: center;"><u>Mental Health</u></p> <ul style="list-style-type: none"> • Systems Policies: System policies, practices and professional learning minimally address social-emotional development, and not at all grade levels. • Curriculum and Standards: A social-emotional learning curriculum has been adopted for some grade levels. • Applied Skills: Social-emotional skills/competencies are taught in isolation, and not integrated or reinforced in other curricular areas. Students are provided no or little opportunities to practice social-emotional skills in real world settings. • Assessment/Screeners: Measures from the adopted curriculum and at least 1 measure additional climate measure for students are implemented. 	<p style="text-align: center;"><u>Mental Health</u></p> <ul style="list-style-type: none"> • System Policies: System policies, practices and professional learning address social-emotional learning at all grade levels at a minimal extent. • Curriculum and Standards: A comprehensive K – 12 curricula for social-emotional learning has been adopted. • Applied Skills: 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. • Assessment/Screeners: Multiple measures are used to collect data on student social-emotional competencies, culture and climate. • Systemic Intervention: Systemic social-emotional interventions have been 	<p style="text-align: center;"><u>Mental Health</u></p> <ul style="list-style-type: none"> • System Policies: System policies, practices and professional learning adequately address social-emotional learning at all grade levels. • Curriculum and Standards: A comprehensive K – 12 social-emotional learning curricula has been adopted. • Applied Skills: 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 evidence K – 12 in most content areas. • Assessment/Screeners: Measures of school climate and culture have been expanded to include input from parents and community stakeholders. The system is considering 	<p style="text-align: center;"><u>Mental Health</u></p> <ul style="list-style-type: none"> • System Policies: The system has policies, practices and professional learning in place that support social-emotional development. • Curriculum and Standards: System has adopted an evidence-based social-emotional curriculum aligned with KSDE Social, Emotional and Character Development Standards, and is implemented with fidelity. • Applied Skills: 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.

<ul style="list-style-type: none"> • Systemic Intervention: Systemic intervention is not evidenced in the building tiered system of support. • Community Collaboration: Community resources supporting social-emotional growth are not accessed <p><u>Physical Health and Nutrition</u></p> <ul style="list-style-type: none"> • Nutrition Services: Basic school nutrition programs are available, no additional options/programs do not exist. • Curriculum and Instruction: Nutrition education is limited and not integrated into core subject areas. • Physical Activity: Physical education and recess opportunities are made available to students. • Physical activities are utilized as both reward and punishment 	<p>selected and are evidenced in a 3-tiered system of support.</p> <ul style="list-style-type: none"> • Community Collaboration: A minimal number of community resources are accessed, and no formal partnerships have been created. <p><u>Physical Health and Nutrition</u></p> <ul style="list-style-type: none"> • Nutrition Services: System provides basic nutrition services, and has added a 2nd chance breakfast option. • Curriculum and Instruction: Nutrition education has been integrated into at least 1 core subject area, and class activity is increased. • Physical Activity: The system provides physical education and recess opportunities to students, and actively seeks out ways to increase student activity levels through other curricular areas. • Professional Learning: Professional learning is provided regarding the integration of physical 	<p>the use of a universal behavior screener.</p> <ul style="list-style-type: none"> • Systemic Intervention: 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. • Community Collaboration: At least 1 formal partnership has been established with a community resource to support student social-emotional learning/mental health. <p><u>Physical Health and Nutrition</u></p> <ul style="list-style-type: none"> • Nutrition Services: System has implemented a 2nd chance breakfast option, and is partially compliant with the USDE Smart Snacks in Schools Program. • Curriculum and Instruction: Nutrition education is integrated into 2 or more core subject areas, and class activity is increased. • Physical Activity: The system provides physical 	<ul style="list-style-type: none"> • Assessment/Screeners: 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. • Systemic Intervention: Social-emotional and mental health interventions are embedded in a systemic three-tiered system of support. • Community Collaboration: System collaborates with community health agencies, mental health centers, and other various family support service providers). <p><u>Physical Health and Nutrition</u></p>
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<ul style="list-style-type: none"> • Basic school nutrition programs are available, not additional options/programs do not exist. 	<p>activity into curricular subject areas.</p>	<p>education and recess opportunities to students, and provides professional development to teacher on how to increase student activity across the curriculum</p> <ul style="list-style-type: none"> • Professional Learning: Professional learning is provided regarding the integration of physical activity into curricular subject areas. 	<ul style="list-style-type: none"> • Nutrition Services: System implements 2nd chance breakfast options, and all food and beverage sold is compliant with USDA Smart Snacks in Schools. System marketing and advertising of nutritious foods and behaviors is evidenced. • Curriculum and Instruction: Nutrition education is integrated into three or more core subject areas and three or more non-core subject areas. Active classroom that support active learning, food preparation and hands-on activities. • Physical Activity: Structured opportunities are available (physical education, recess). System supports the use of physical activity time as a classroom reward.
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