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in the success of each student.

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# From the first set of focus group responses, what characteristics of success were most frequently cited?



The business and industry focal groups cited **non-academic skills** with greater frequency than the community groups:





“It’s Kind of fun to do  
**THE IMPOSSIBLE**”

WALT DISNEY

# What Is It?

Social: Human relations and interactions

Emotional: Feelings and behavior

Character Development: Success skills

# 30 Things a Standardized Test Can't Measure



Resilience Passion Strength  
wit Faith  
Compassion  
a sense of humor Intuition  
Kindness self-esteem  
INTELLIGENCE MOTIVATION FORTITUDE  
Morals  
Courage Work Ethic  
empathy Determination  
Personality manners  
Diligence common sense  
Grit Ingenuity  
Character  
Physical Fitness a love of learning  
creativity Effort LIFE SKILLS

THE VERDICT IS IN:  
**SEL**  
MATTERS

A new study reveals that students who participate in school-based programs focused on social and emotional learning benefit in multiple ways as compared to students who do not experience programming in social and emotional learning.

Check out these incredible findings!



**9%**  
improvement  
in prosocial  
behavior



**9%**  
improvement in  
attitudes about  
self, others,  
and school



**9%**  
reduction  
in problem  
behaviors



**10%**  
reduction  
in emotional  
distress



**11%**  
increase in  
standardized  
achievement  
test scores



**23%**  
increase in  
social and  
emotional  
skills

# How do you teach it?

- Example it
- Mentor it
- Integrate it
- Model it
- Measure and evaluate it



# WHY FOCUS ON SOCIAL-EMOTIONAL GROWTH

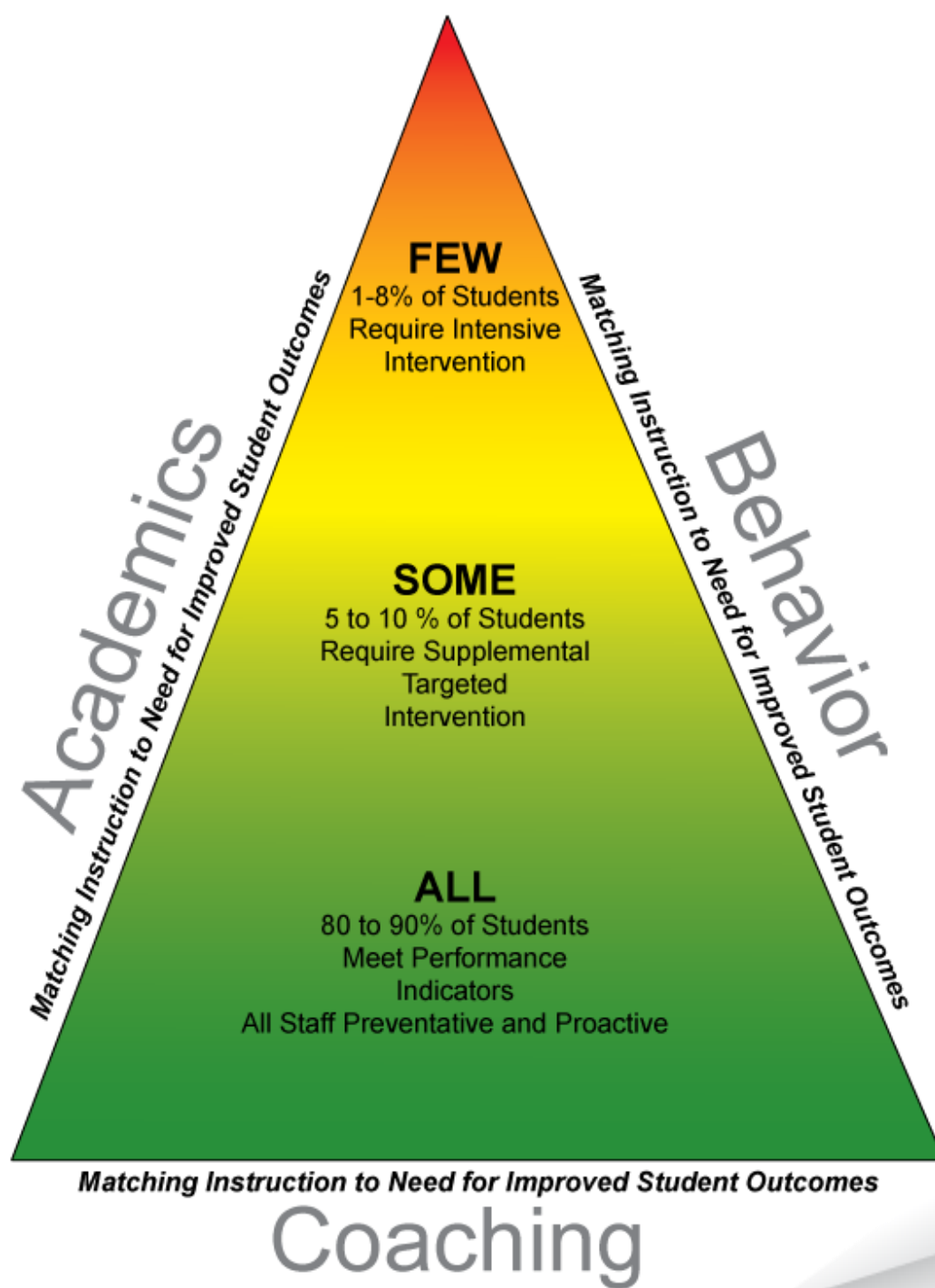
Every \$1 invested in Social Skills instruction = \$\_\_\_\_ in economic returns for the community.

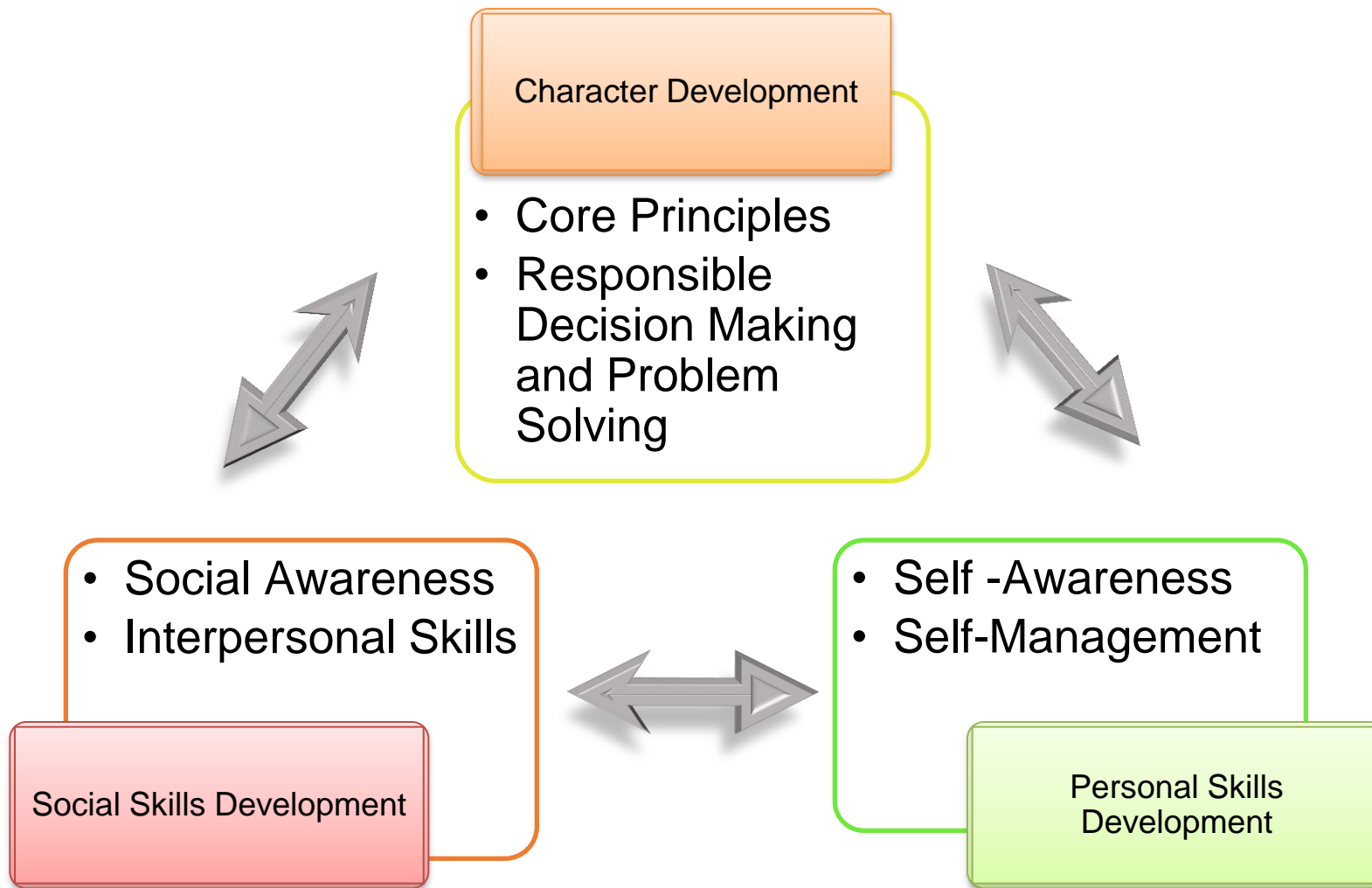
**\$11**

Source: Teachers College, Columbia University (2015)

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## Kansas Social, Emotional, and Character Education Standards

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Career, Standards, & Assessment Services



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# SOCIAL EMOTIONAL AND CHARACTER DEVELOPMENT MODEL DEVELOPMENT MODEL STANDARDS

Adopted by the  
Kansas State Board of Education  
April 17, 2012

Revised July 2018



# SECD STANDARDS

Kansas was the first state to adopt Social, Emotional and Character Development standards.

The standards were adopted in 2012.

## 2018 Revisions

- Prevention statutes
- Employability
- School mental health
- Civic engagement
- First read for BOE will be in June

SECD Standards

### Character Development

**Definition:** Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

**Rationale:** Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

#### I. Core Principles

Students will:

- Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.
- Develop, implement, promote, and model core ethical and performance principles.
- Create a caring community.

#### II. Responsible Decision Making and Problem Solving

Students will:

- Develop, implement, and model responsible decision making skills.
- Develop, implement, and model effective problem solving skills.

#### Core Principles

- Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

K-2	1. Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes). 2. Identify and apply core principles in everyday behavior.
3-5	1. Discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort) 2. Identify and apply personal core ethical and performance principles.
6-8	1. Compare and contrast personal core principles with personal behavior. 2. Illustrate and discuss personal core principles in the context of relationships and of classroom work.
9-12	1. Evaluate personal core principles with personal behavior (including ethical and performance principles). 2. Reflect upon personal core principles, appreciate them, and become committed to them.

Character Development

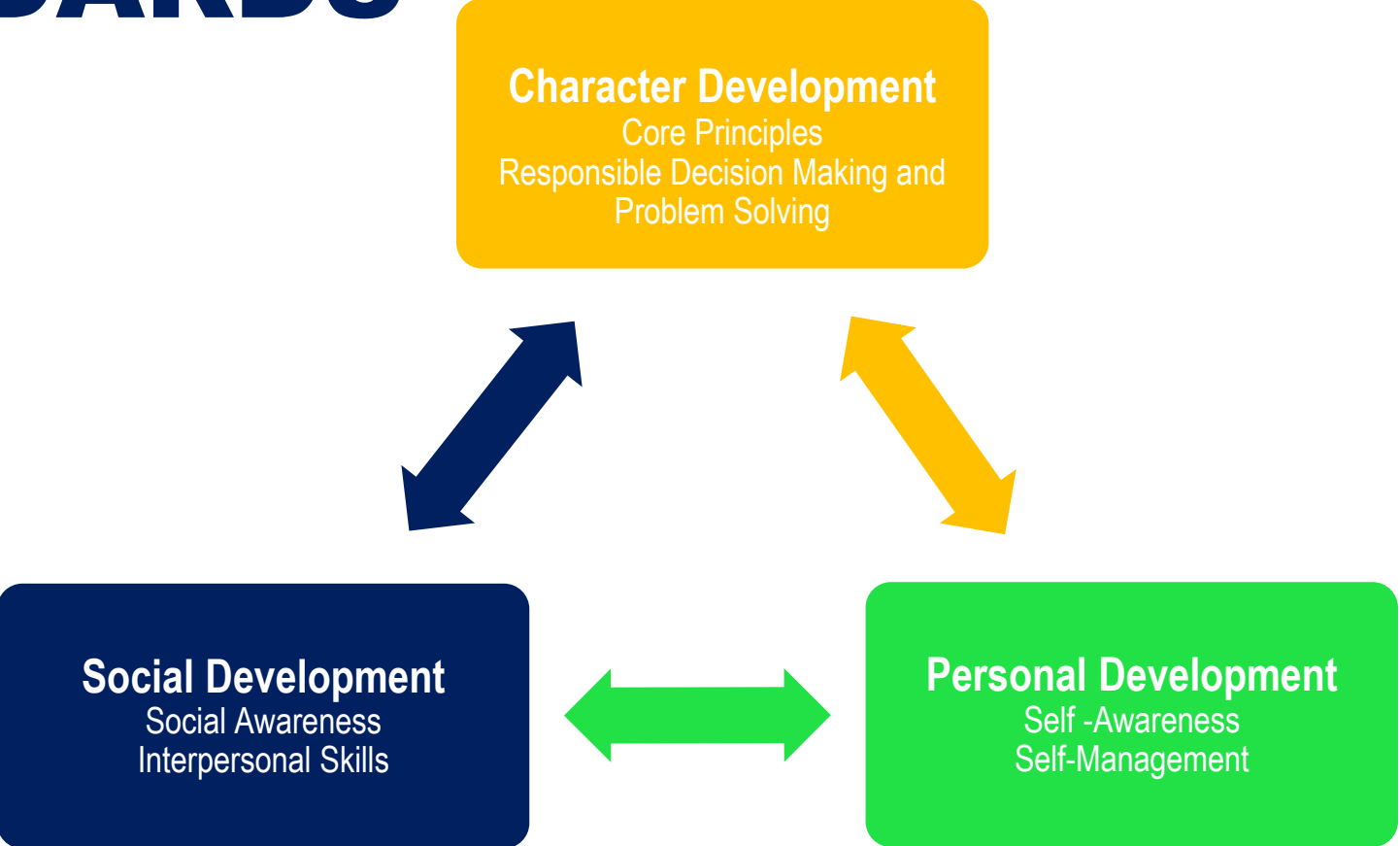
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04/17/12

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# KANSAS SOCIAL, EMOTIONAL AND CHARACTER EDUCATION STANDARDS



# STATE BOARD SOCIAL-EMOTIONAL GROWTH GOAL

Each student develops the social, emotional, and character competencies that promote learning and success in life.

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# PURPOSE

Social, Emotional, and Character Development (SECD) Standards provide schools a framework for integrating social-emotional learning (SEL) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, career, and personal success.

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# DEFINITION

SECD standards encompass practicing good citizenship as respectful, responsible, empathetic and ethical individuals, through making healthy decisions, practicing personal safety, understanding risk prevention, promoting a positive school culture, problem solving effectively, and valuing excellence.

# CORE BELIEFS

- SECD skills are teachable and measurable.
- SECD skills are essential for academic achievement.
- SECD skills are developed within a continuous growth process throughout life.
- SECD skills are acquired by students through intentional, integrated efforts of the entire school, family and community.
- SECD skills are best learned in a respectful, safe and civil school environment where adults are caring role models.

# SOCIAL, EMOTIONAL AND CHARACTER DEVELOPMENT STANDARDS

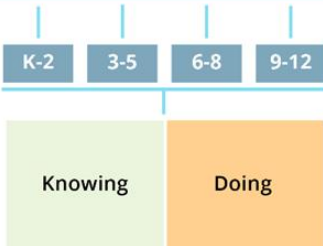
## CHARACTER DEVELOPMENT

**Definition:** Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem-solving and responsible decision-making.

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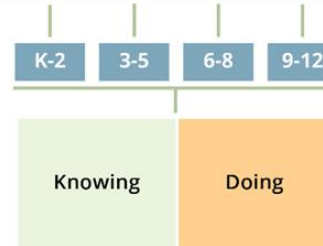
### Core Principles

1. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.
2. Develop, implement, promote, and model core ethical and performance principles.
3. Create a caring community.



### Responsible Decision Making and Problem Solving

1. Develop, implement, and model responsible decision making skills.
2. Develop, implement, and model effective problem solving skills.



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# SUGGESTED EDITS/INCLUSION

- Jason's Law (youth suicide)
- Erin's Law (child sexual abuse)
- KSA 72-8256 (bullying)
- School Mental Health
- Trauma-Informed/ACES
- Self-Harm
- Recovery and Resiliency
- Growth Mindset
- Civic Engagement
- Ethical Use of Technology

# CHARACTER DEVELOPMENT

## II. Responsible Decision Making and Problem Solving

1. Develop, implement, and model responsible decision making skills.
2. Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

- |      |   |
|------|---|
| 9-12 | <ol style="list-style-type: none"><li>a. <b>Assess lessons learned from experiences and mistakes while demonstrating the ability to build resiliency.</b></li><li>b. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement.</li><li>c. Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make, or have made.</li><li>d. <b>Evaluate situations that are safe or unsafe and how to avoid unsafe practices.</b></li><li>e. Effectively analyze and evaluate evidence, arguments, claims, and beliefs.</li><li>f. <b>Students recognize consequences of sexual behavior, including sexual consent, pregnancy and the inability of minors to give consent.</b></li></ol> |
|------|---|

# STANDARDS USE

- Framework for:
  - Needs assessment
  - Vetting for “best practices” curriculum and instruction
  - Evaluation
- Verbiage for:
  - SIT Teams
  - IPS
  - IEP
  - Behavior plans
- KESA

# PUBLIC COMMENTS

## Most frequently stated concerns

- “... help with implementing these standards.”
- “... staff support.”

# IMPLEMENTATION FOR SECD STANDARDS, CURRICULUM, INSTRUCTION AND EVALUATION





# INTEGRATION AND ALIGNMENT

- SECD Standards Revisions
    - Incorporated prevention statutes
  - Integration with content areas
    - ELA
    - Math and Growth Mindset
    - Employability (CTE)
  - Board Outcomes
    - IPS
    - Graduation
    - Post-Secondary
  - Career Development Cycle
- FACS – Multiple Initiatives
  - ELA – Standards and Instruction
  - Math – Growth Mindset
  - Civic Engagement
  - Kansas Schools of Character Recognition Program
  - Anti-Bullying Awareness Week
  - Measuring Social-Emotional Growth Toolkit
  - CASEL’s Collaborative States Initiative

# Strategies





## College & Career Competency Framework

### WHAT?

#### Student Competencies

- Intrapersonal
- Interpersonal
- Cognitive

### HOW?

#### Implementation Elements

- Multi-tier Instruction and Interventions *(Tier 1, all students focus)*
- Data-based Decision Making
- Effective Collaboration



### Successful Adult Outcomes

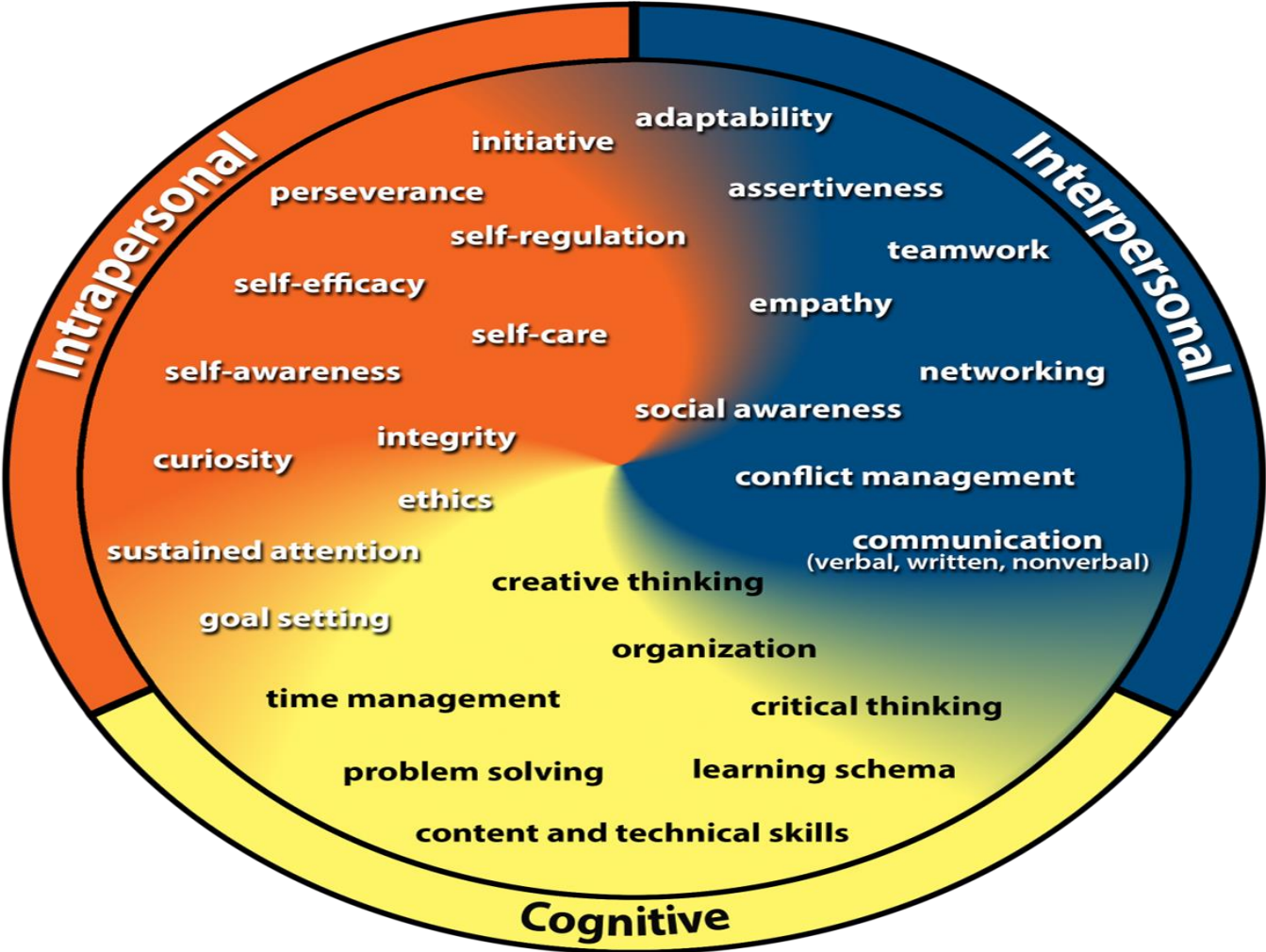
### WHY?

All students begin the path to post-school success as:

- Socially Engaged
- Career-equipped
- Lifelong Learners

# Kansans Can Competencies

<https://sites.google.com/site/kscfccframework/>

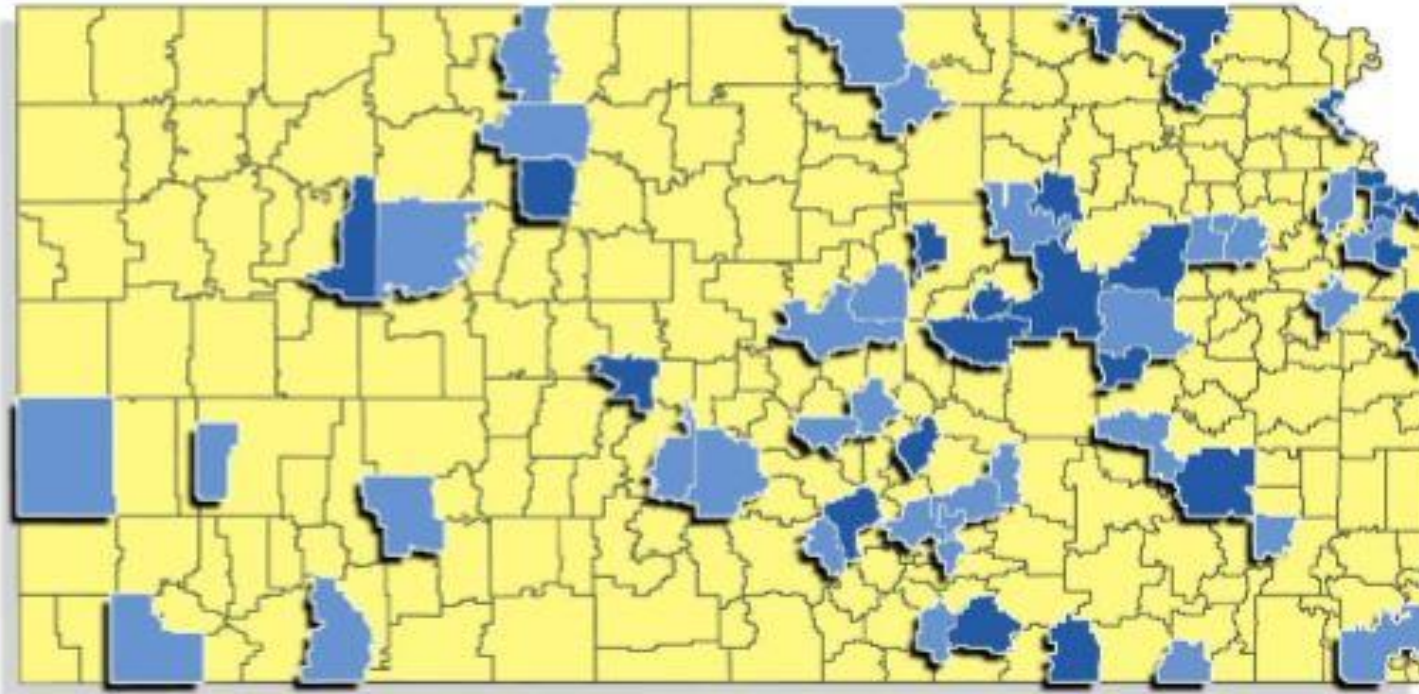


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# Participating School Districts

Kansans Can Competencies  
Participating Districts (updated March 2018)



■ School-Wide Implementation Focus    ■ Individual Implementation Focus

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## Kansans Can Competency Sequence Pre-K through 12

These targets describe how students demonstrate progressive intra and interpersonal skills at each grade cluster. It should not be assumed that students at higher grades have the prerequisite competence from lower grades.



By the end of each grade cluster, each student:

	Self-Regulation	Self-Efficacy	Self-Awareness	Assertiveness	Conflict Management	Empathy
Pre-K	<ul style="list-style-type: none"> <li>• Demonstrates the ability to create a simple plan and immediately reflect on the implemented plan.</li> <li>• Describes and chooses simple strategies for self-calming.</li> <li>• Plans and practices ignoring some distractions during a task, resulting in increased focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding that making mistakes is normal.</li> <li>• Continues work on a challenging task by trying different ways to solve a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and identifies feeling words linked to various situations.</li> <li>• Communicates personal likes and dislikes.</li> <li>• Makes choices based on personal preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates how to ask for help.</li> <li>• Expresses basic feelings and preferences.</li> <li>• Demonstrates refusal skills and the ability to say, "No."</li> </ul>	<ul style="list-style-type: none"> <li>• Understands conflict is normal and natural and that we are each unique.</li> <li>• Describes and demonstrates simple conflict management techniques (asks for help, takes turns, finds a different toy play with).</li> <li>• Identifies and labels his/her own basic feelings and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets emotions in the facial expressions or behaviors of other people.</li> <li>• Identifies what kind of emotion(s) specific actions or responses might cause a person to feel.</li> <li>• Demonstrates helping behaviors when someone is hurt or sad.</li> </ul>

	Self-Regulation	Self-Efficacy	Self-Awareness	Assertiveness	Conflict Management	Empathy
K-2	<ul style="list-style-type: none"> <li>• Demonstrates the ability to create a plan to accomplish a task or set of tasks.</li> <li>• Follows multi-step, teacher-created plans.</li> <li>• Identifies ways to get back on track when distracted.</li> <li>• Develops a plan (with teacher guidance) to self-regulate for common challenging situations and emotional reactions.</li> <li>• Predicts how various actions/decisions would affect outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates approaching a challenging task with recognition that ability grows with effort.</li> <li>• Describes mistakes as normal and opportunities to learn.</li> <li>• Provides examples of growth mindset self-talk statements.</li> <li>• Describes some basic structures of the brain and understands that a brain can "grow" and change with practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes personal strengths and preferences.</li> <li>• Identifies words that describe basic personal emotions.</li> <li>• Demonstrates mindfulness for short periods.</li> <li>• Uses self-knowledge of preferences to inform decisions when opportunities arise.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates a need or want to peers and adults in a respectful manner.</li> <li>• Asks for help from an adult for a challenging situation.</li> <li>• Demonstrates respectful refusal skills.</li> <li>• Makes assertive statements paired with body language and tone of voice that match the statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies natural reasons for conflict and understands that conflict is normal.</li> <li>• Demonstrates the ability to listen to others' ideas and realizes other people may view situations differently.</li> <li>• Identifies the problem in a conflict situation and states feelings and behaviors related to the problem.</li> <li>• Uses words and other positive strategies to resolve social conflicts and nurture relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences between themselves and others.</li> <li>• Demonstrates increased awareness of others' feelings and perspectives.</li> <li>• Defines feeling words that describe basic personal emotions in themselves and others.</li> <li>• Recognizes when someone needs help and offers help.</li> <li>• Interprets facial expressions and non-verbal cues of others.</li> <li>• Demonstrates basic listening strategies.</li> </ul>

# Career Advising Model

KANSAS



Know Yourself

Explore Options

Make Choices

Take Action



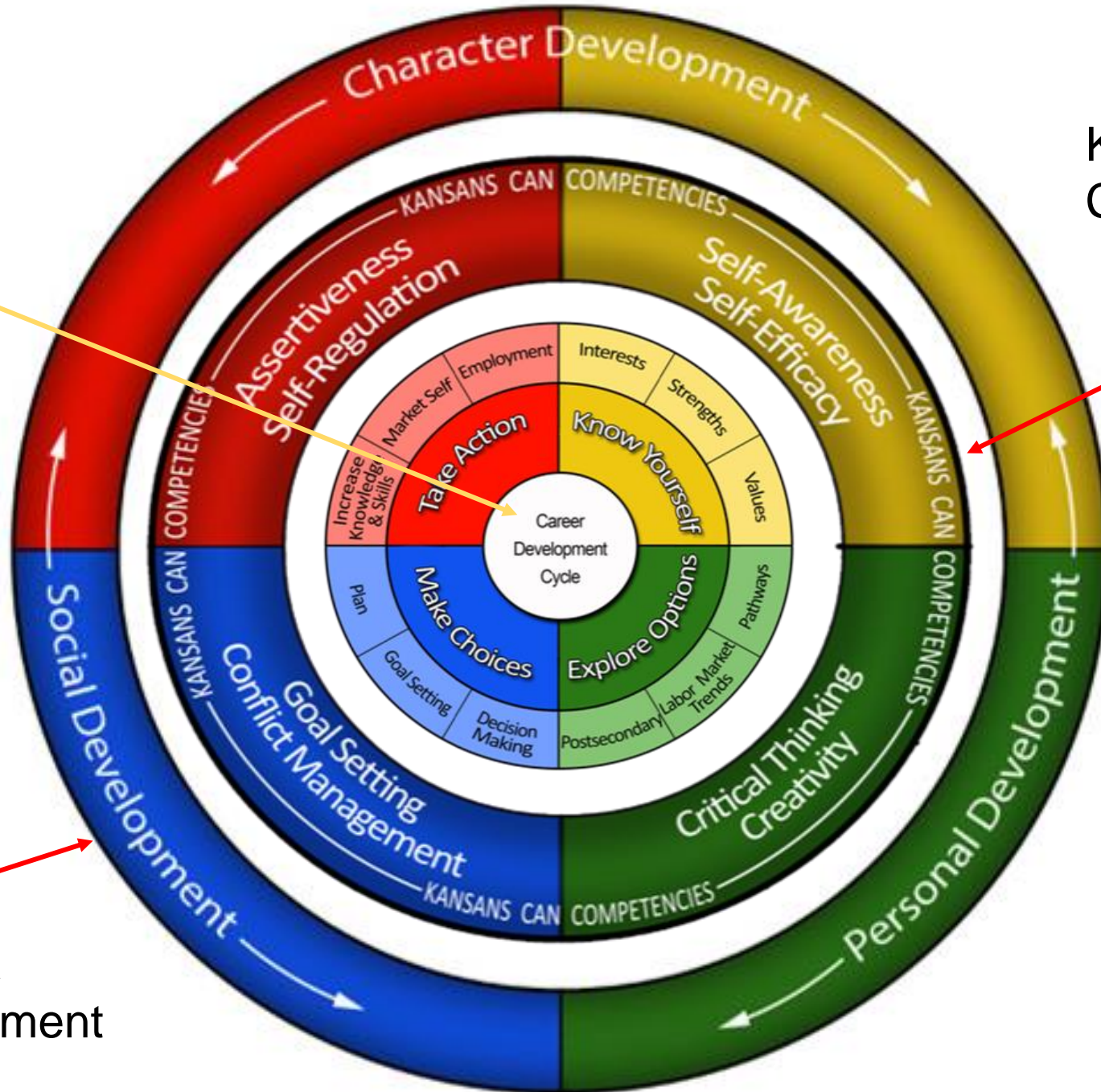
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CAN

Can

Advisor Guide

IPS  
CORE

Kansans Can  
Competencies

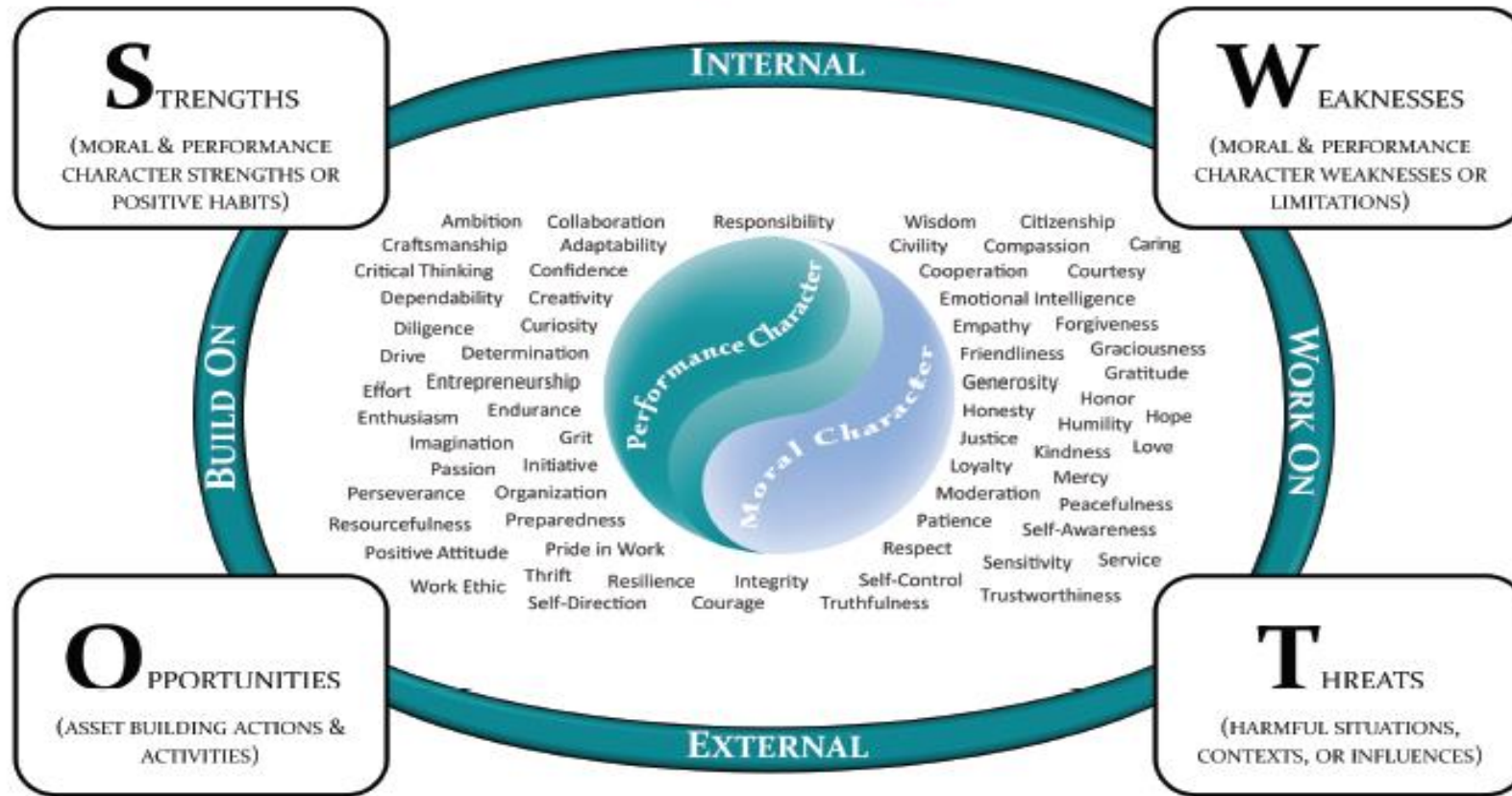


Social Emotional &  
Character Development



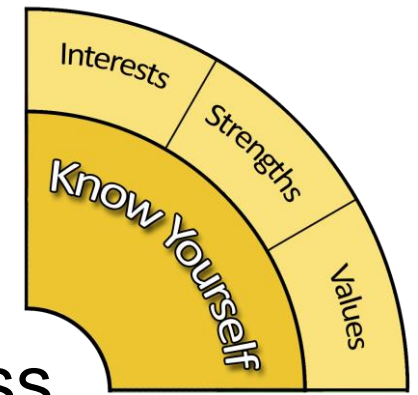
# Character SWOT Analysis

Reflect on internal character strengths & weaknesses, and external character development opportunities & threats.



Power2Achieve®

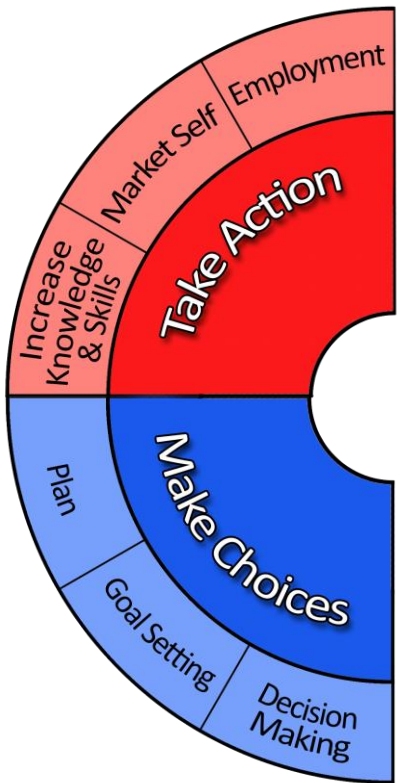
# SWOT Analysis – Job Application & Preparation



- Choose 10 Personal Competencies you think you possess.
  - Narrow list to your top 5 strengths.
  - List concrete examples for 3 of the 5.
  - Write a paragraph about each of the 3 strengths.
- Choose 5 Personal Competencies you think are areas of weakness for you.
  - List concrete examples for 2 of the 5.
  - Write a paragraph about each of the 2 weaknesses and what you have done to improve in that area.

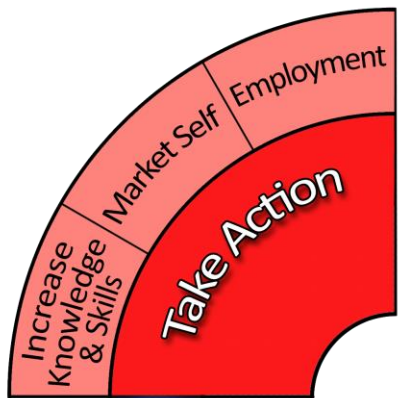
# SWOT Analysis – Job Application & Preparation

- Based on the Want Ad given to you,
  - Determine your Opportunities and Threats for success in that position.
  - Decide if you should apply based on analysis of Opportunities, Threats, Strengths, & Weaknesses.
- If you decide to apply, identify what Threats would keep you from getting the job.
  - For example – not preparing for interview, not spell checking resume or cover letter, not wearing appropriate attire.



# SWOT Analysis – Job Application & Preparation

- Write a cover letter for the position.
  - Use Strengths and Opportunities identified.
- Prepare for an interview for this job.
  - Look at 10 Common Questions Asked
  - Use 3 Strengths paragraphs, 2 Weaknesses paragraphs, and Opportunities and Threats to prepare answers for each of the 10 questions.
- Be interviewed.



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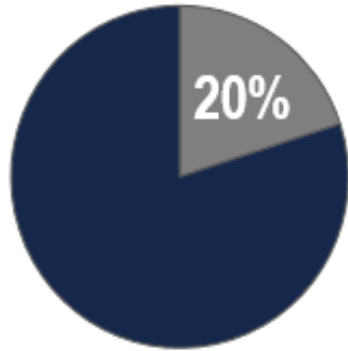
# 5 Lessons in Life from Dr. Seuss

1. Today you are You, that is truer than true. There is no one alive who is Youer than You.
2. 'Why fit in when you were born to stand out?
3. You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.
4. Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind.
5. Today I shall behave, as if this is the day I will be remembered.

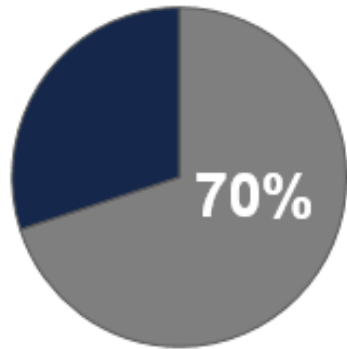
# STATE WIDE SCHOOL MENTAL HEALTH INITIATIVES



# SCHOOLS AS DE FACTO MENTAL HEALTH SYSTEM FOR CHILDREN.



**Twenty percent** of children and youth have an identified need for mental health services but **only one-third of these children receive services.**



For children who do receive mental health services, **more than 70 percent receive the service from their school.**

Barrett, S., Eber, L., & Weist, M. (n.d.). *Advancing education effectiveness: Interconnecting school mental health and school-wide positive behavior support*. Baltimore, MD: University of Maryland, Center for School Mental Health.

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# School Mental Health Advisory Council

## School Mental Health Advisory Council

- Purpose
- First year's accomplishments
- New relationships & collaborative partnerships
- Year two focus areas; suicide and child sexual abuse prevention and awareness (includes stakeholder engagement and student training needs)
- Implications for Board policy and regulations

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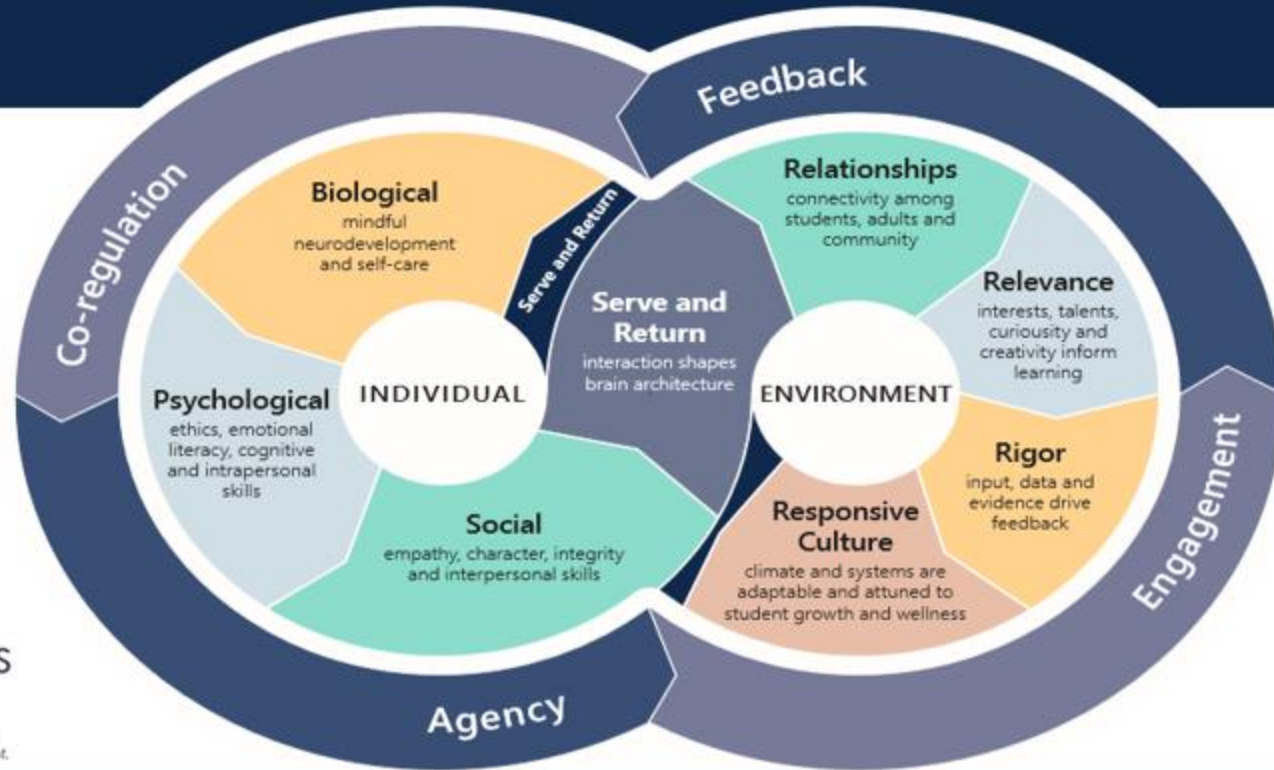
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# KANSANS CAN INTEGRATED LEARNING PROCESS

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www.ksde.org

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# SB423 Mental Health Intervention Team Pilot (MHIT)

- 2018 Legislature approved a one-year pilot
  - Expand collaboration between CMHC and targeted school districts
  - provide mental health services to students
  - Track foster and non-foster students receiving CMHC services
- Fund the development of a database
- Six CMHC's and nine districts selected year one

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# REQUIRED and Recommended Student and Staff Training



## Leadership Training

- REQUIRED ANNUALLY**  
**Negotiations**  
- Negotiation team members
- REQUIRED ANNUALLY**  
**Professional Development Council (PDC)**  
- PDC Members
- REQUIRED ONCE**  
**Juvenile Justice SB 367**  
- Superintendent or Designee
- REQUIRED ONCE**  
**Reasonable Suspicion Training**  
- Transportation Supervisors



## Prevention and Responsive Culture

- REQUIRED ANNUALLY**  
**Bullying Awareness and Prevention**  
- Students and Staff
- REQUIRED ANNUALLY**  
**Education for the Homeless (Title IX)**  
- Staff
- REQUIRED ANNUALLY**  
**Emergency Safety Interventions (ESI)**  
- Staff
- REQUIRED ANNUALLY**  
**Sexual Harassment (Title IX)**  
- Students and Staff
- REQUIRED ANNUALLY**  
**Suicide Awareness and Prevention**  
- Staff
- RECOMMENDED ANNUALLY**  
**Mandated Reporting Procedures**  
- Staff
- RECOMMENDED ANNUALLY**  
**Child Sexual Abuse Awareness and Prevention**  
- Staff



## Student Safety and Wellness

- REQUIRED EVERY THREE YEARS**  
**Accident Prevention (Defensive Driving)**  
- School Bus Drivers
- REQUIRED ANNUALLY**  
**Bloodborne Pathogens**  
- Staff
- REQUIRED PER HEALTH EDUCATION STANDARDS**  
**First Aid and CPR**  
- Students
- REQUIRED EVERY TWO YEARS**  
**First Aid and CPR**  
- School Bus Drivers
- RECOMMENDED ANNUALLY**  
**Concussion Protocol**  
- Athletic Coach  
(Parent/student release form **REQUIRED ANNUALLY**)

<https://www.ksde.org/Agency/Division-of-Learning-Services/Student-Staff-Training>

# Kansas Education Systems Accreditation

A systems approach to K-12 accreditation

## Framework: The Five Rs

The Five Rs are equivalent to each other in their importance to the quality of a system and that they encompass every concept contained in the ideas of quality education and continual improvement. *Everything* that educational professionals and stakeholders do, say, believe, model, teach, expect, and desire about education can be classified in at least one of the Five Rs.

# KESA

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS
<p><b>Defining Relationships:</b>  <i>"a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical in establishing connections that result in high performing learning environments"</i> (KSDE, 2010, p. 40)</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Students</li> <li>• Families</li> <li>• Community</li> </ul>	<p><b>Defining Relevance:</b>  <i>"the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant"</i> (KSDE, 2010, p. 42).</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Instruction</li> <li>• Student Engagement</li> <li>• Technology</li> </ul>	<p><b>Defining Responsive Culture:</b>  <i>"one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stake holders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community"</i> (KSDE, 2010, p. 48).</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Early Childhood</li> <li>• District Climate</li> <li>• Nutrition and Wellness</li> </ul>	<p><b>Defining Rigor:</b>  <i>"a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world"</i> (KSDE, 2010, p. 44).</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Career &amp; Technical Ed</li> <li>• Professional Learning</li> <li>• Resources</li> <li>• Data</li> </ul>	<p><b>Defining Results:</b>  <i>"witnessable evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner."</i> (KSDE, 2010, p. 46).</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Academic / Cognitive</li> <li>• Technical / Career-specific</li> <li>• Employability</li> <li>• Post-secondary evidence</li> </ul>
<u>RUBRIC</u>	<u>RUBRIC</u>	<u>RUBRIC</u>	<u>RUBRIC</u>	<b>A/C-T/C-E-PS</b>



# KESA Social-Emotional Questions

- 9.1 There is evidence the system has collected and utilized data to determine resource and assessment needs.
- 9.2 There is evidence that social-emotional character development (SECD) standards are imbedded and aligned within K – 12 content area curriculum.
- 9.3 There is evidence that the system has adopted, or locally developed, an evidence-based program(s) for social-emotional growth at all grade levels.
- 9.4 There is evidence that social-emotional growth is being measured and is incorporated in the system's overall assessment protocol.
- 9.5 There is evidence that local social-emotional growth data is analyzed and considered in the system/school improvement process.

# Indicators

**No.1**

Attitude and behavior  
(perception data; KAN-DIS)

**2**

Attendance and program  
completion (KIDS data)



Bullying prevention  
(bullying data collected)

**4**

Character development  
(perception data)

**5**

School-based mental health  
(referral data)



Volunteerism/service  
learning (number of  
students involved)



Climate/student  
management (KAN-DIS)



Prevention data (prevention  
curriculum outcome data)

# Kansas House committee approves school safety legislation

Updated: Mar 19, 2018 11:14 AM CDT



# Kansas Safe and Secure Schools Act

- **Requires USD's to adopt safety plans based on state standards (Emergency Operations Plans).**
- **\$5 million grant program for infrastructure and training**
- **Provides for 2 KSDE "Safety Specialists" positions**
  - **Susan McMahan**
  - **John Calvert**
- **Draft School Safety Standards**
  - **Crisis plans**
  - **Recovery plans**

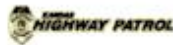


# KEEP KANSAS SCHOOLS SAFE



MAKE THE RIGHT CALL  
**1-877-626-8203**

Kansas School Safety Hotline



Anonymous • Toll Free

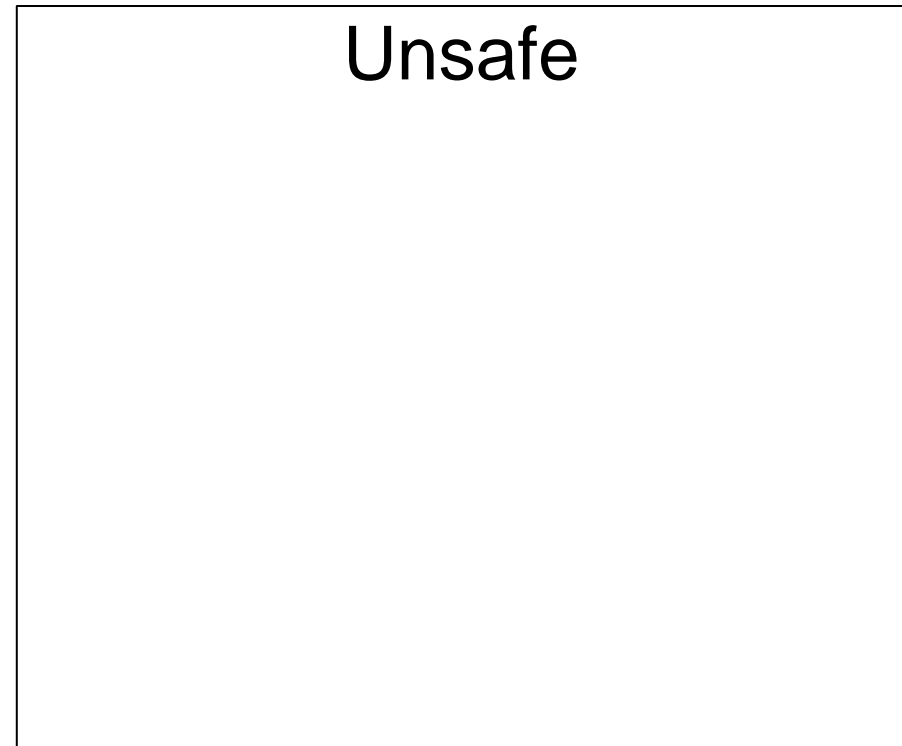
# Safe & Unsafe Situations

Brainstorm a list of safe and unsafe situations for students at your grade level.

Safe



Unsafe

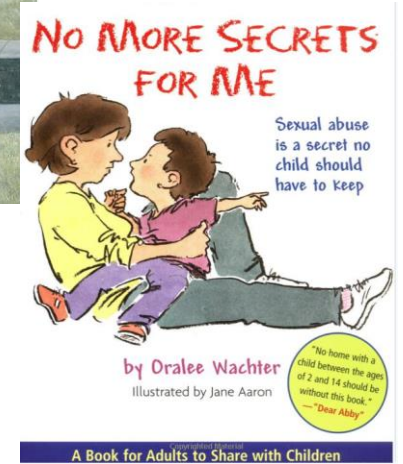
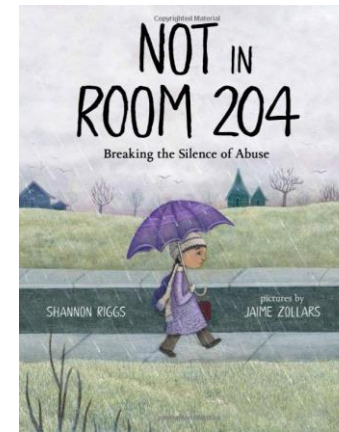


# Child Sexual Abuse

- Not In Room 204 – Shannon Riggs
- No More Secrets For Me – Oralee Wachter
- Mia's Secret

## Safer, Smarter Kids

- <https://safersmarterkids.org/teachers/curriculum/>
- Safer, Smarter Teens: Personal Power
- Safer, Smarter Teens: Be the Change



# “The Invisible Boy”

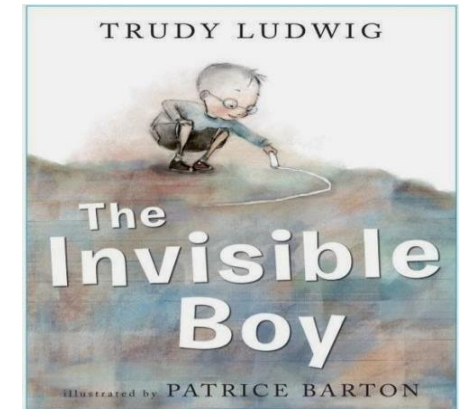
by Trudy Ludwig



#KansansCan

# “The Invisible Boy”

## by Trudy Ludwig

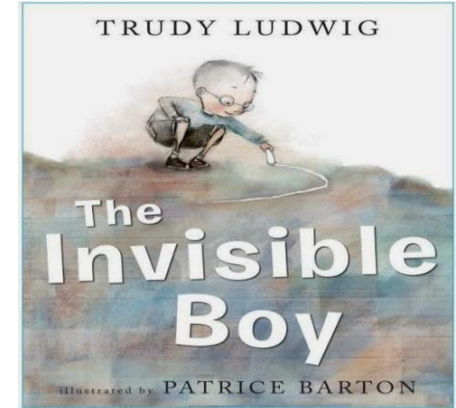


1. Have you ever felt like you were invisible to others? Where and when did it happen?
2. How did others “mean” to make you feel invisible or perhaps not “mean” to make you feel invisible? How did you react to this feeling?
3. Do you enjoy being alone or are you only happy when you are talking, playing, or being with others? Can you be happy being on your own and also with others? Explain your feelings and how you are on your own and/or with others.
4. Do you prefer or want to be alone or do you prefer to be among others and share with them? Talk about your feelings.

# “The Invisible Boy”

## by Trudy Ludwig

- Compare and contrast other works by Trudy Ludwig which focus on students trying to make friends. - “Sorry!, Too Perfect”, “Just Kidding”, and “Confessions of a Former Bully”
- Create Venn Diagrams
- Create Signs and Posters
- Create 30-60 second sound bites/infomercials



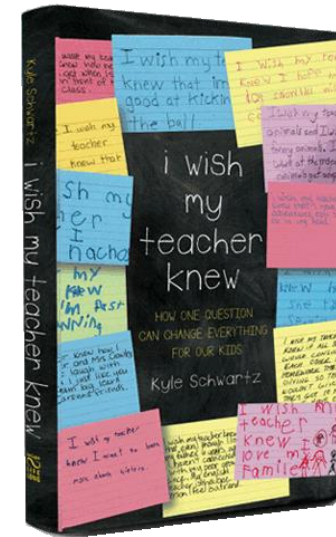
# Making Sure Every Child is Known

- A middle school in Nevada uses a simple strategy to build deeper connections between teachers and students.



# I Wish My Teacher Knew by Kyle Schwartz

- Teacher Writes Letter
- Then Kids Write Letter
- Think back to when were a kid the age that you teach what are the three things you would have liked them to know.
- Identify the three things you wish your Principal/Superintendent or Fellow Teachers knew about you.





# ***Character Touchstone***

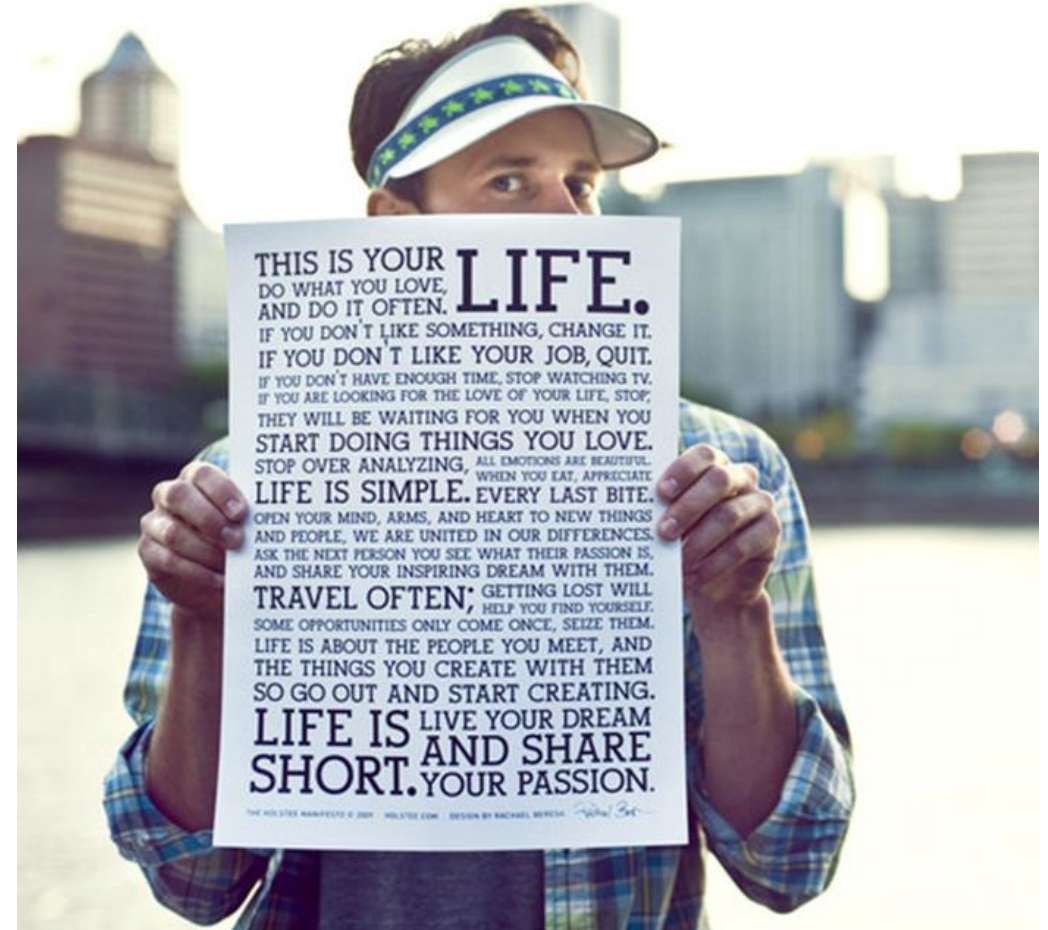
## **A statement that:**

- Outlines the way you want to live.
- Guides daily decision-making.
- Reminds you to put moral and performance character into action towards your desired goals.



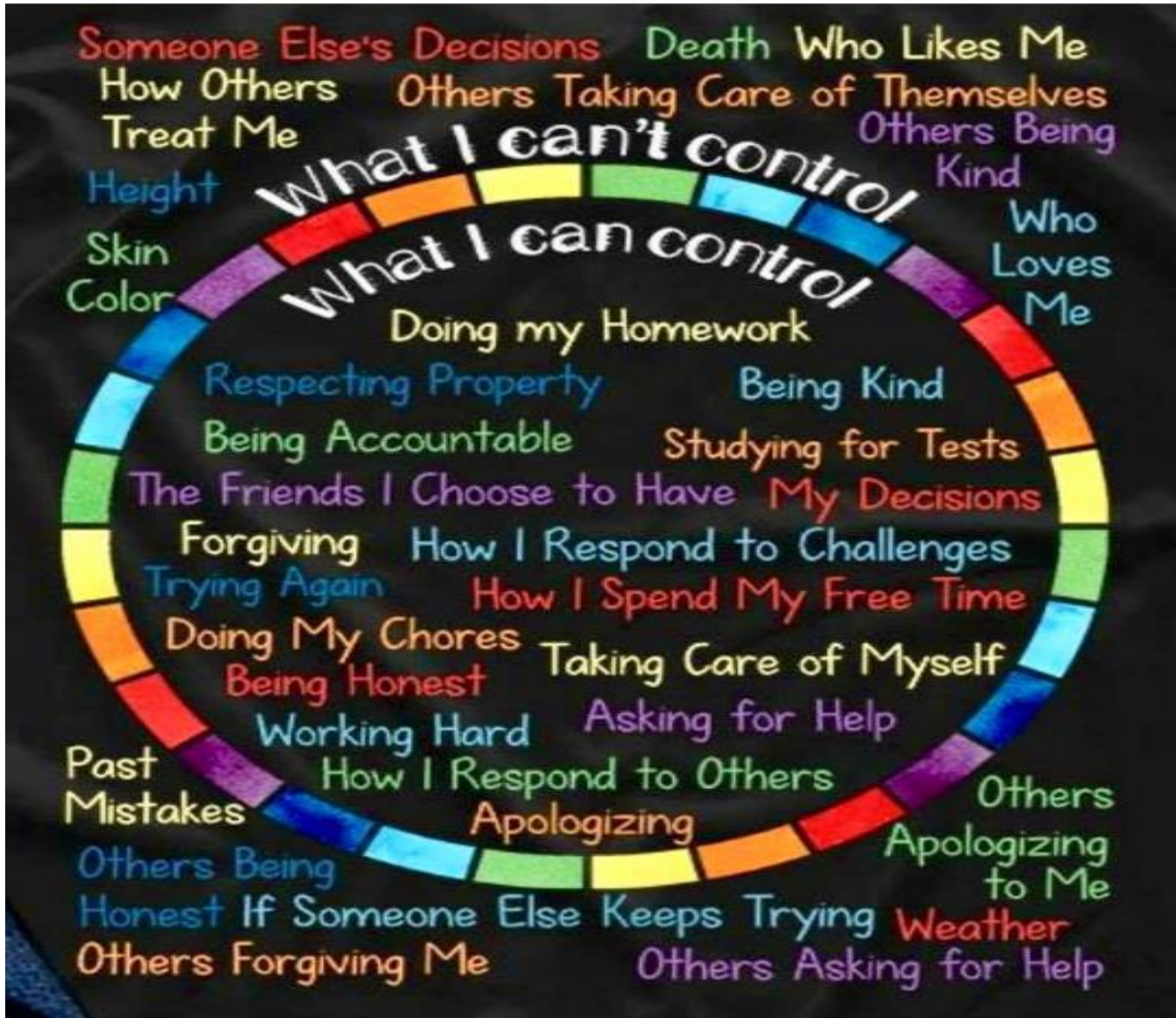
**Power2Achieve®**

# What's My Sentence



#KansansCan





# What are Restorative Practices?

Address & discuss  
the needs of the  
school community

Build healthy  
relationships  
between educators  
& students

Reduce, prevent,  
& improve harmful  
behavior.

Repair harm &  
restore positive  
relationships

Resolve conflict,  
hold individuals &  
groups accountable

Everyone  
can learn math  
to the  
highest levels.

Math is about  
connections  
and  
communicating.

Mistakes  
are  
valuable.

Math is about  
creativity and  
making sense.

## MATH CLASSROOM NORMS

Questions  
are  
really  
important.

Math class  
is about  
learning  
not performing.

Depth  
is  
more important  
than speed.

MATHEMATICAL  
MINDSETS

&

 youcubed  
at Stanford University

@kwienski2

# GROWTH MINDSET SELF-TALK

- A**TTITUDE & EFFORT DETERMINE HOW MUCH I LEARN
- B**E BRAVE & STEP OUT OF MY COMFORT ZONE
- C**HALLENGES HELP ME GROW
- D**IFFERENT STRATEGY
- E**FFORT MAKES ME STRONGER
- F**EEDBACK I CAN WELCOME
- G**ETTING BETTER TAKES TIME
- H**OW CAN I BUILD ON MY STRENGTHS?
- I** CAN CHOOSE A GROWTH MINDSET
- J**OURNEY LEARNING IS A
- K**EEP AN OPEN MIND I CAN
- L**EARNING IS MY GOAL ... NOT PERFECTION
- M**ISTAKES HELP ME IMPROVE
- N**EW THINGS ARE OPPORTUNITIES FOR ME TO LEARN
- O**K TO NOT KNOW SOMETHING IT'S
- P**LAN B MIGHT WORK
- Q**UESTIONS, I LEARN WHEN I ASK
- S**UCCESS OF OTHERS INSPIRES ME
- T**RY AGAIN I CAN CHOOSE TO
- U**NSUCCESSFUL ATTEMPTS ARE ALL PART OF THE PROCESS
- R**ISKS IT'S OKAY TO TAKE
- W**HAT CAN I LEARN FROM THIS?
- X**YZ DIDN'T WORK I'LL TRY ABC
- Y**ET! I DON'T KNOW HOW TO DO THIS...
- Z**ANY IDEAS CAN LEAD TO AMAZING THINGS



G  
R  
O  
W  
T  
H

**M** I can learn from my MISTAKES

**I** I can IMPROVE by WORKING HARD

**N** I will NEVER GIVE UP

**D** I am DETERMINED to DO MY BEST

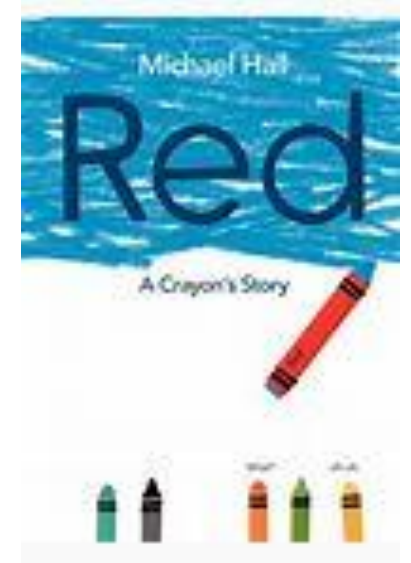
**S** SELF- REFLECTION will help me SUCCEED

**E** I can overcome challenges with EFFORT

**T** I can TRAIN MY BRAIN

# “Red: A Crayon’s Story” by Michael Hall

- Ask students to draw their own self-portrait with oil pastels (which blend beautifully) but explain that they can only choose **one color** that represents them best.
- Encourage them to think carefully about the color wheel and experiment with blending shades of that color. Once the drawings are finished, place them all on black display cardboard and (like the story) use pieces of brown masking tape to hold them together.
- Display these around the classroom.

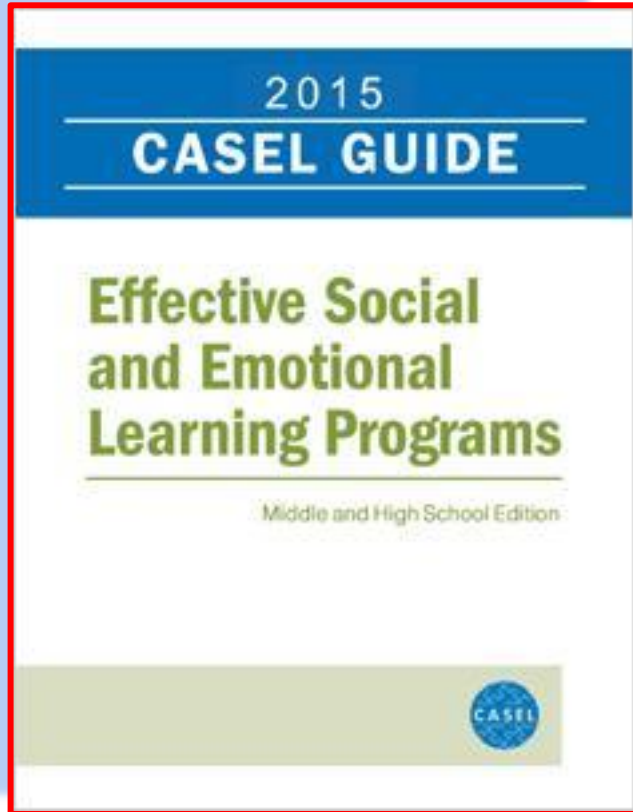




# Curriculums Used In State

- Kansans Can Competencies
- Second Step/Steps to Respect
- Lion's Quest
- Capturing Kids Heart & Teen Leadership (Flippen Group)
- Medal of Honor Character Development
- Leader In Me
- Ramped Up To Readiness
- Jostens Renaissance
- 186 Days of Character

# Guide to Schoolwide Social and Emotional Learning



1. Build Awareness, Commitment, & Ownership
2. Establish a Shared Vision & Plan
3. Cultivate Adult SEL
4. Promote SEL for Students
5. Use Data for Continuous Improvement

<https://schoolguide.casel.org/>

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# Brain Breaks

- GoNoodle - <https://www.gonoodle.com/>
- Brain Breaks – <https://brain-breaks.com/>
- Brain Gym - <http://braingym.org/>
- Conscious Discipline - <https://consciousdiscipline.com/>





KANSAS STATE DEPARTMENT OF  
**EDUCATION ROADSHOW**



Kansas  
**CAN**

[www.padlet.com/ksvision/secd](http://www.padlet.com/ksvision/secd)

**S**ocial  
**E**motional  
**C**haracter  
**D**evelopment





Kansas leads the world  
in the success of each student.

# Kansans CAN

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION [www.ksde.org](http://www.ksde.org)



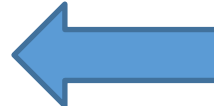
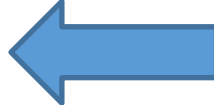
### Popular Resources

- [About Us](#)
- [Adult Diploma Completion](#)
- [Agency Wide Calendar](#)
- [Authenticated Applications](#)
- [Building Report Card](#)
- [Career Interest Inventory](#)
- [Commissioner](#)
- [Community Colleges](#)
- [District Information](#)
- [Directories](#)
- [Employment](#)
- [Laws and Regulations](#)
- [Licensure](#)
- [News Room](#)
- [Streaming Media](#)
- [Student Data Collection and Security](#)

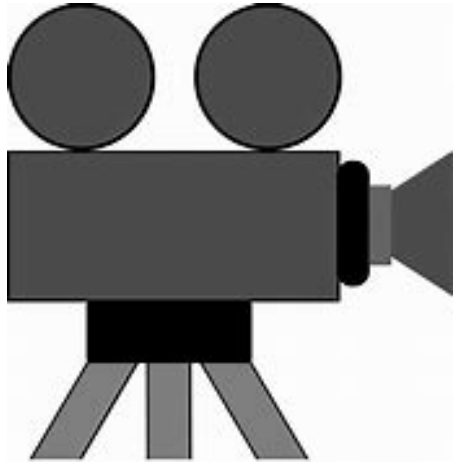
Region Four

**S**

- Safe and Supportive Schools
- Safe Schools Resource Center
- Sample Forms and Documents
- School Bus Safety
- School Counseling
- School Counseling Resources
- School Districts by State Board District
- School Finance
- School Finance Reports Warehouse
- School Improvement
- School Improvement Grants (SIG)
- School Improvement Grants 1003(g)
- School Leadership License Requirements
- School Nutrition Programs
- School Nutrition Reports
- School Readiness Data Initiative
- School Readiness Framework
- School Wellness Policies
- Schools of Choice
- Schools on Improvement
- Science
- Science, Technology, Engineering, and Mathematics(STEM) (CTE Career Cluster)
- Senate Bill 155
- Sensory Losses
- Social Studies
- Social, Emotional and Character Development
- Special Education
- Special Education Advisory Council (SEAC)
- Special Education Advisory Council (SEAC)
- Special Education Conference Materials



# The Champion



Carrie Underwood  
&  
Ludacris



#KansansCan





**WHO'S AWESOME?**

You're awesome!



# THANK YOU FOR YOUR LEADERSHIP AND SUPPORT

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