

KSDE School Climate and Culture Updates

2014-2015



Kansas State Board of Education (KSBOE)

Mission:

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and *character development* according to each student's gifts and talents.



KANSAS SOCIAL, EMOTIONAL, CHARACTER DEVELOPMENT STANDARDS

- ✘ Approved by State Board April 2012
- ✘ Ks. was the first state to adopt
- ✘ Social –emotional learning integrated with character development

Character Development

- Core Principles
- Responsible Decision Making and Problem Solving

- Social Awareness
- Interpersonal Skills

Social Skills Development

- Self -Awareness
- Self-Management

Personal Skills Development

Kansas Social, Emotional, and Character Education Standards

Kansas College and Career Readiness Formatting Social, Emotional, Character Development Standards

Strands

Character Development

Personal Development

Social Development

Anchor Standards
(Big Ideas Across Grade-Levels)

1. Core Values
2. Responsible Decision Making & Problem Solving.

1. Self-Awareness
2. Self-Management

1. Social Awareness
2. Interpersonal Skills

Grade-Level Standards

K-2 / 3-5 / 6-8 / 9-12

K-2 / 3-5 / 6-8 / 9-12

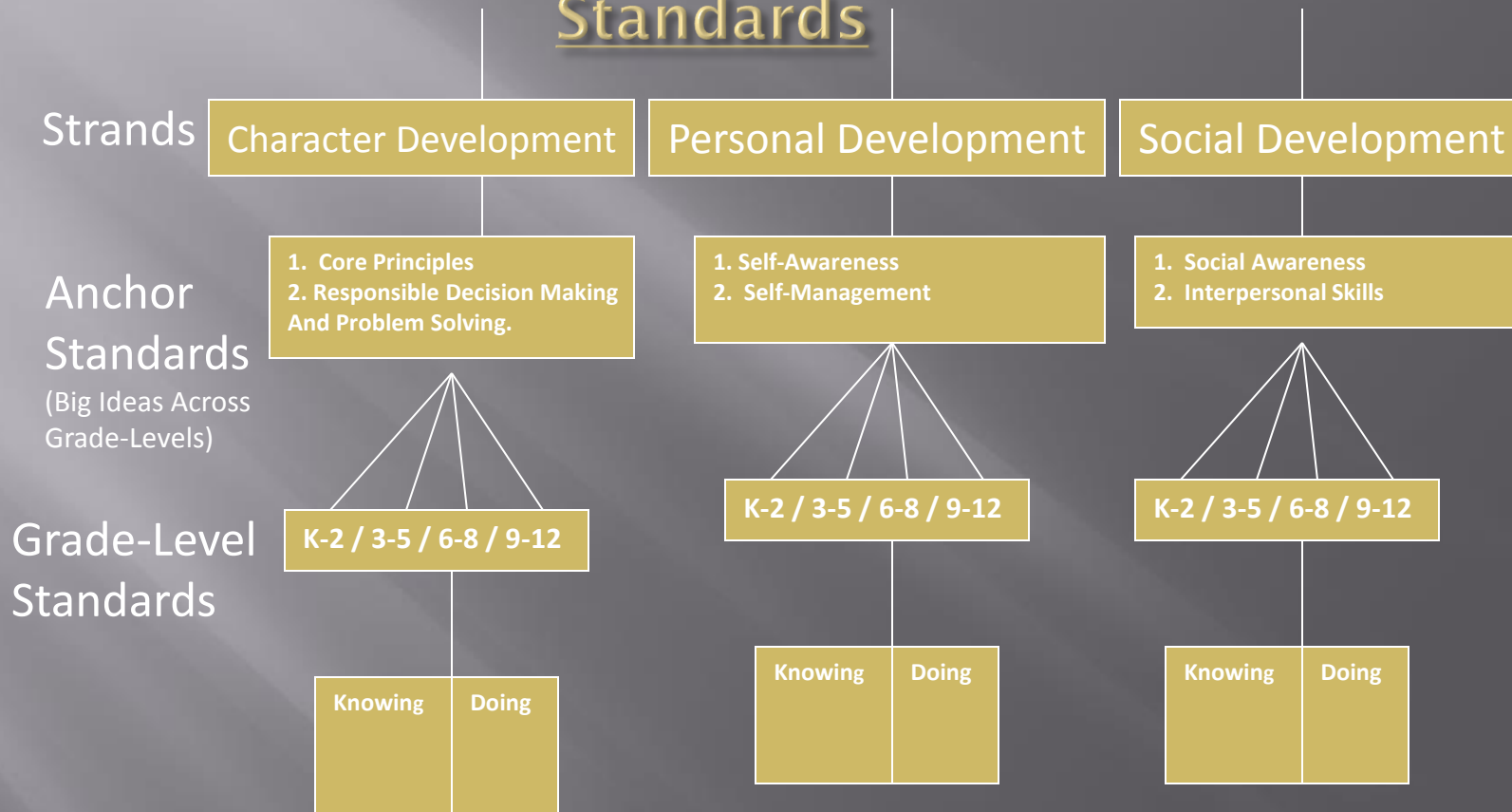
K-2 / 3-5 / 6-8 / 9-12

Knowing	Doing
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Knowing	Doing
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Knowing	Doing
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Kansas College and Career Readiness Formatting Social, Emotional, Character Development Standards



CHARACTER = Performance Character + Moral Character

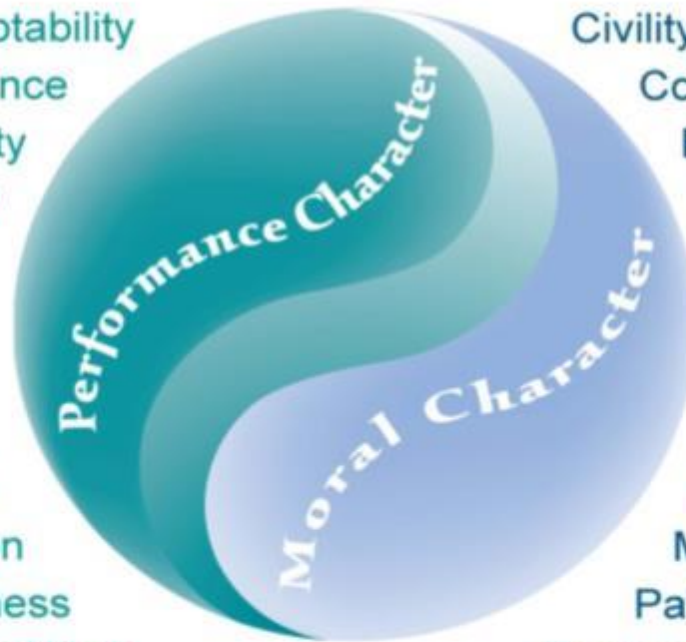
... for success in school, work, and beyond

PERFORMANCE COMPETENCIES

needed to pursue excellence in any area of endeavor

Ambition
Craftsmanship Adaptability
Critical Thinking Confidence
Dependability Creativity
Diligence Curiosity
Drive Determination
Effort Entrepreneurship
Enthusiasm Endurance
Imagination Grit
Passion Initiative
Perseverance Organization
Resourcefulness Preparedness
Positive Attitude Pride in Work
Work Ethic Thrift Resilience
Self-Direction

Wisdom
Responsibility
Integrity



Caring
Courage

MORAL COMPETENCIES *needed for positive relationships, self-regulation, and responsible ethical behavior*

Citizenship
Civility Compassion
Cooperation Courtesy
Emotional Intelligence
Empathy Forgiveness
Friendliness Graciousness
Generosity Gratitude
Honesty Honor
Justice Humility Hope
Loyalty Kindness Love
Moderation Mercy
Patience Peacefulness
Self-Awareness
Respect Sensitivity Service
Self-Control Trustworthiness
Truthfulness

Kansas Schools of Character Awards

- Character Education Partnership (CEP) Grant
- 11 Principles of Character Education
- Applications are submitted and reviewed
- Honored over 50 Kansas Schools this past May

Kansas Model Curricular Standards for School Counseling



**School Counseling Standards
State Board Meeting
3/14/06**

Standards Framework

- Social/emotional domain
- Career development domain
- Academic domain
- Aligned with SECD, College and Career Readiness
- Arranged by grade level
 - K-2; 3-5; 6-8; high school

Social/Emotional Domain

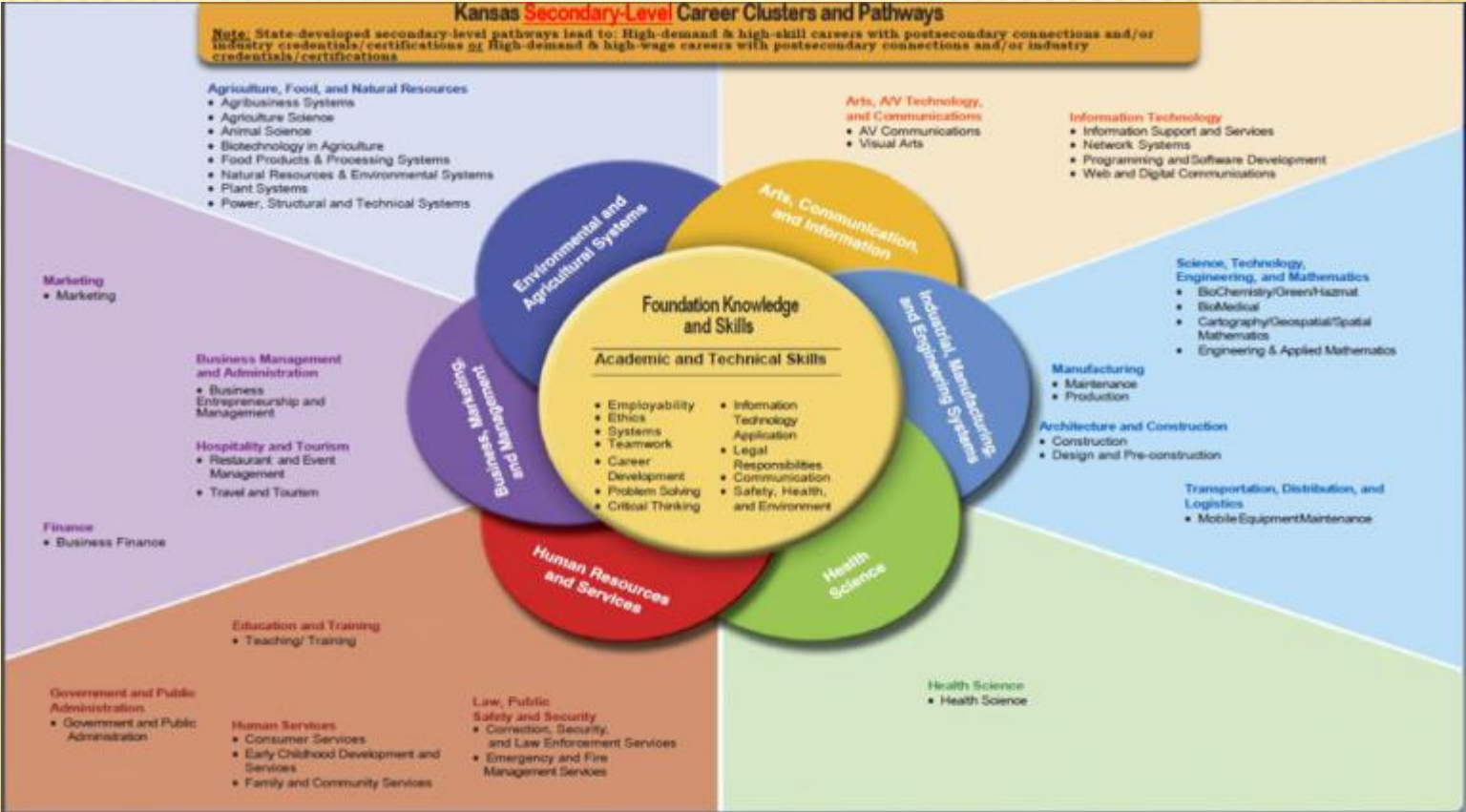
- Standard 1: The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- Standard 2: The student will make decisions, set goals, and take necessary action to achieve goals.
- Standard 3: The student will understand personal safety skills.

The Problem

- Current counselor to student ratio is 1:452
- The ASCA recommended ratio is 1:250
- Factors/variables to consider that impact counseling services: funding, mandates, assignments, demographics, shortage, of licensed school counselors

KANSAS CAREER CLUSTERS/PATHWAYS

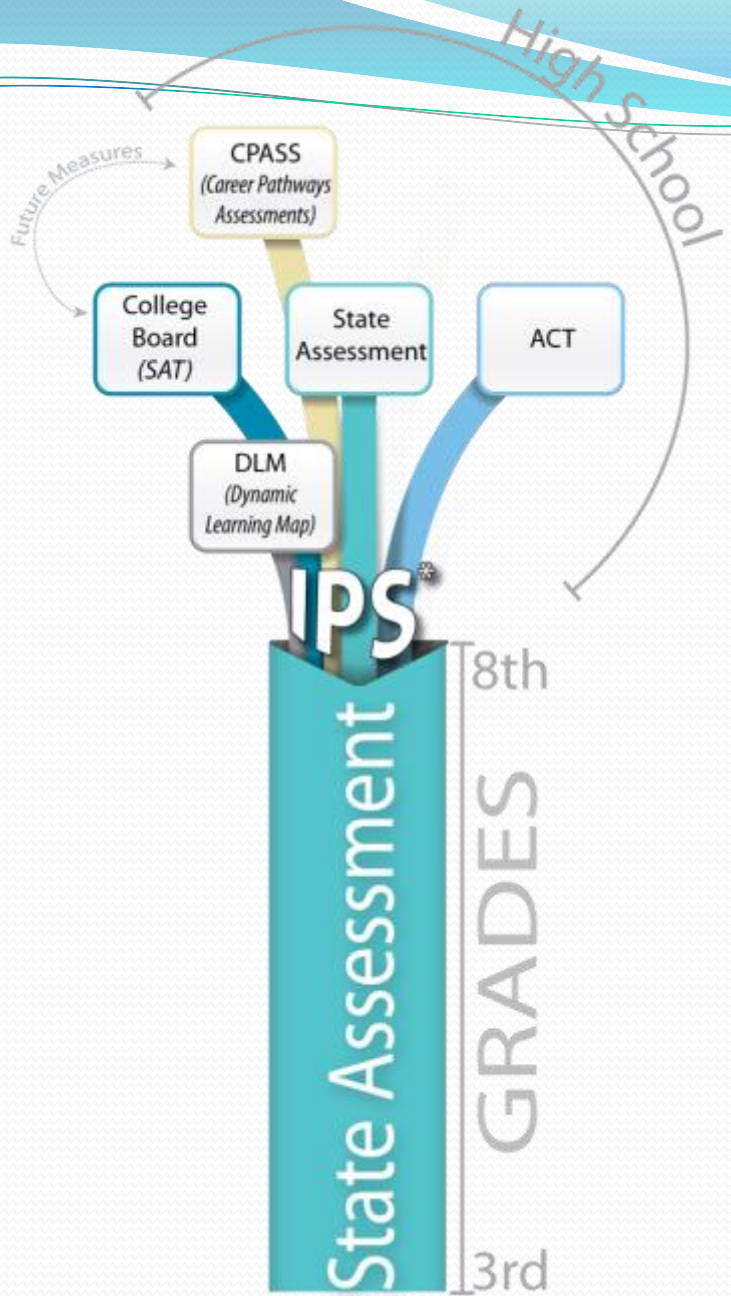
FIELDS/CLUSTERS/PATHWAYS





ACCOUNTABILITY





UNIFIED SCHOOL DISTRICT

Relevance

- Curriculum
- Instruction
- Student Engagement
- Technology

Results

- Achievement
- Growth
- Gap
- Other Measures

Relationships

- Staff
- Students
- Parents
- Community

Responsive Culture

- Leadership
- Early Childhood
- School Climate
- Nutrition & Wellness
- Innovation

Rigor

- College & Career Readiness
- Career & Technical Education
- Resources
- Data
- Professional Learning



Accreditation

Foundational Elements

- | | | |
|-----------------------|------------------------------------|-----------------------------|
| 1. Licensed educators | 4. Local Graduation Policies | 7. External Assistance Team |
| 2. KAR 91-31-34 | 5. School Improvement Plan | 8. Curricula |
| 3. State Law | 6. Secondary Programs and Services | 9. Programs and Services |

Performance Elements

- | | | | |
|--------------------------------------|-------------------------------|---------------|---------------|
| 1. Yes on Achievement, Growth or Gap | 2. % of students tested (95%) | 3. Graduation | 4. Attendance |
|--------------------------------------|-------------------------------|---------------|---------------|

21st Century Accreditation

Relationships	Relevance	Responsive Culture	Results	Rigor
a. Core Principles (CD)	a. Core Principles (CD)	a. Core Principles (CD)	a. Core Principles (CD)	a. Core Principles (CD)
b. Responsible Decision Making and Problem Solving (CD)	b. Responsible Decision Making and Problem Solving (CD)	b. Responsible Decision Making and Problem Solving (CD)	b. Responsible Decision Making and Problem Solving (CD)	b. Responsible Decision Making and Problem Solving (CD)
c. Self-Awareness (PD)	c. Self-Awareness (PD)	c. Self-Awareness (PD)	c. Self-Awareness (PD)	c. Self-Awareness (PD)
d. Self-Management (PD)	d. Self-Management (PD)	d. Self-Management (PD)	d. Self-Management (PD)	d. Self-Management (PD)
e. Social Awareness (SD)	e. Social Awareness (SD)	e. Social Awareness (SD)	e. Social Awareness (SD)	e. Social Awareness (SD)
f. Interpersonal Skills (SD)	f. Interpersonal Skills (SD)	f. Interpersonal Skills (SD)	f. Interpersonal Skills (SD)	f. Interpersonal Skills (SD)

CD: Character Development Standard
PD: Personal Development Standard
SD: Social Development Standard

School Counselor Evaluation Rubric

	Career Domain	Social-Emotional Domain	Academic Domain
Student Growth Measures			
Instructional Practices			

Student Growth Measures For SECD

K-2				
Character Development				
I. Core Principles				
A. 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.				
	Always	Usually	Rarely	Never
1. Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes)	4	3	2	1
2. Identify and apply core principles in everyday behavior	4	3	2	1
B. Develop, implement, promote, and model core ethical and performance principles.				
	Always	Usually	Rarely	Never
1. Recognize and celebrate the natural, beneficial consequences of acts of character.	4	3	2	1
2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action.	4	3	2	1
3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.	4	3	2	1

Definition of Bullying

K.S.A. 72-8256 (a)(1)(A)

The legal definition of bullying in Kansas requires bullying to be

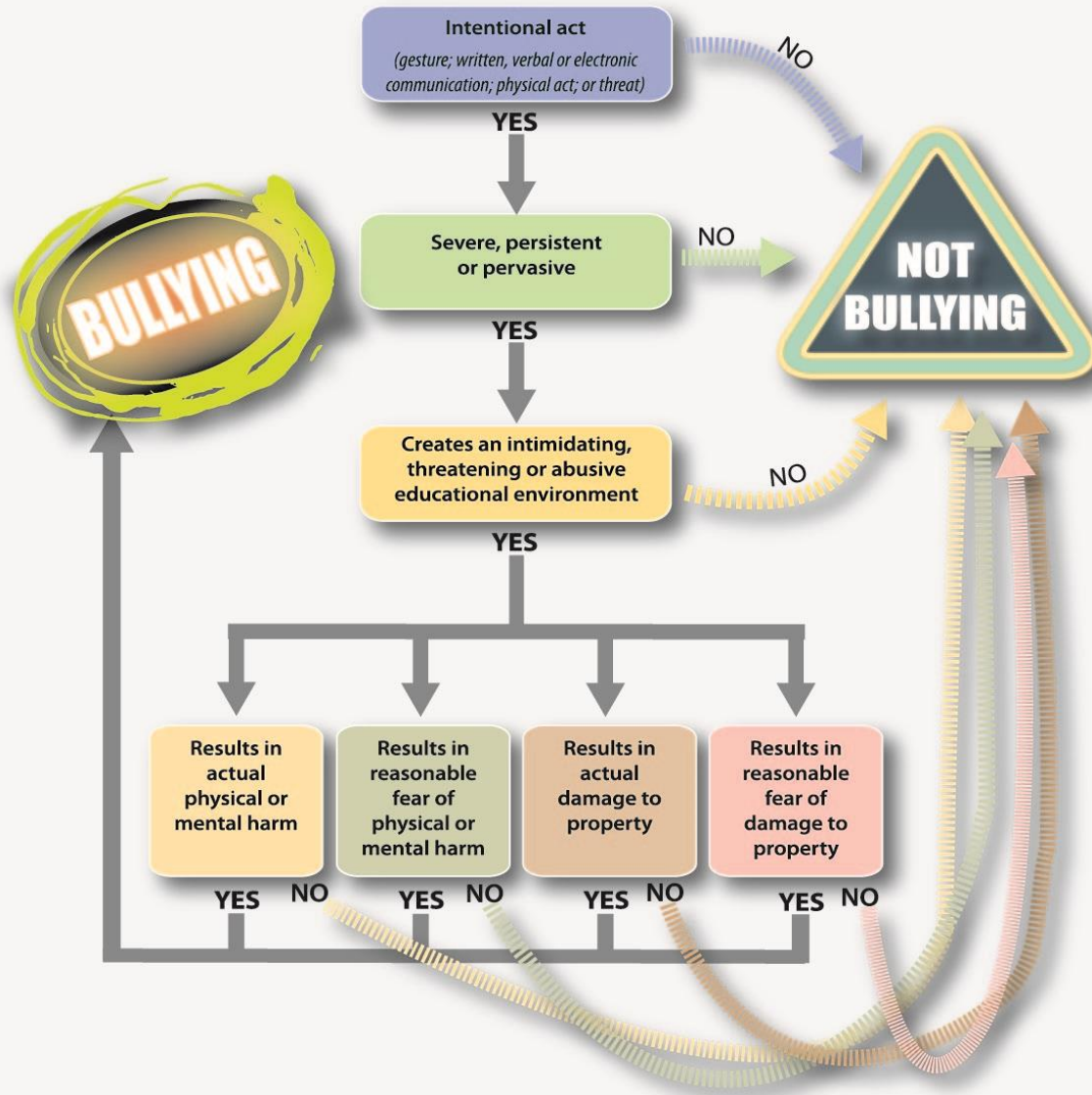
severe, persistent or pervasive.

KSA 72-8256

Requires schools to:

1. Adopt and implement a plan to address bullying and cyber bullying.
2. Adopt policies prohibiting bullying.
3. Adopt and implement a plan to address bullying that includes training provisions for staff and students.
4. Upon request, the state board shall assist in the development of grade appropriate curriculum for character development programs.

KANSAS BULLYING LAW





“Nobody can bully anybody.”

Bullying Policy Workshops

- Nov 1st - Overland Park
- Nov 8th - Topeka/Lawrence (haven't decided which one yet)
- Nov 15th - Wichita
- Dec 6th - Manhattan
- March 7th - Emporia
- March 28th - Chanute
- April 4th - Salina
- April 11th - Hays
- April 25th - Garden City
- May 2nd - Overland Park

Dr. Anne Williford

<https://kansansagainstbullying.ku.edu/>

Bullying Prevention: the State Board

- **A joint resolution with the Ks. State Senate in declaring the first full week in Oct. as Anti-Bullying Awareness Week in Ks.**
- **Including “character development” in its’ Mission Statement**
- **Issued a statement declaring the importance of bullying prevention in Ks. Schools**
- **Encouraged the use of grant funds to provide professional development for Ks. schools re: bullying**

Do the
RIGHT THING,
because it's the
RIGHT THING
to do!



Say **no** to
bullying

**ANTIBULLYING
AWARENESS WEEK**

OCTOBER 6-12, 2014

<http://tinyurl.com/ksantibullyingweek-14>

For more information contact:



Career, Standards and Assessment Services
Kansas State Department of Education
(785) 296-3142

The Kansas Department of Education is an Equal Opportunity and Affirmative Action institution. We are committed to providing a safe and secure learning environment for all students. We are committed to providing a safe and secure learning environment for all students. We are committed to providing a safe and secure learning environment for all students.





Kansas Safe Schools Resource Center

[Home](#)
[Bullying Prevention](#)
[Crisis Planning](#)
[Further Resources](#)
[Character Education](#)
[School Counseling Home Page](#)

[Home](#)

Kansas Safe School Resource Center

[Bullying Awareness Week - October 6-12, 2014](#)



Research shows that schools with a positive and welcoming school climate increases the likelihood that students succeed academically while protecting them from engaging in high risk behaviors like substance abuse, teen pregnancy, and violence. A positive school climate encourages behaviors with clear consequences for violating rules as well as rewards for meeting expectations. School climate can be understood as the frequency and quality of interactions among and between staff, students, parents, and the community throughout the entire school community.

In a positive school climate, the caring attitude of the school is clearly visible and is reflected by widespread participation in all areas of the school. According to the National School Safety Center (1990), a student's perspective of the school climate is affected by the following:

- **Student involvement:** The degree to which students are involved in and enjoy classes and extracurricular activities at school.
- **Student relationships:** The level of comfort students feel in relating to one another and the ease



<http://ag.ks.gov/childrens-safety/gangfreekansas>



IN THESE HALLS,



1-877-626-8203

KANSAS SCHOOL SAFETY HOTLINE

Anonymous ~ Toll Free



KANSAS HIGHWAY PATROL







2014 7th ANNUAL
Kansas Safe and
Prepared Schools
Conference

SPONSORED BY:

Kansas Attorney General
Kansas Center for Safe
and Prepared Schools
Kansas Department of
Health and Environment
Kansas State Department
of Education

SEPT 22 - 23
Hilton Garden Inn
Manhattan, Kansas

Kansas Safe and Supportive Schools Continuum School Climate Model

SAFETY

Physical and
Emotional Safety

Substance Abuse

Wellness

ACADEMIC ENGAGEMENT

Academically
Engaging Culture

Commitment
to School

Learning Supports

Achievement

SOCIAL ENGAGEMENT

Pro-Social
Behavior and
Involvement

Healthy Beliefs

Positive Behavior
Supports

Attendance

ENVIRONMENT

School
Professional
Community

School Family
Participation

Family and
Community
Supports

S3 Initiatives

- 80% of funding directly for intervention
- 31 Grantees
- Bullying Prevention Hotline
- Drug/Alcohol/Substance Abuse Awareness
- Restorative (non-punitive) Discipline Practices
- KSDE Summer Academies
- Emergency Preparedness/Crisis Management/Intruderology
- **Mental Health Services (KDADS)**
- **Diversity Awareness/Teen Dating Violence**
- **Western Ks. Safe Schools Conference**
- **K-State Summer Counselor Academy**
- **Bullying Prevention Conferences**



KANSAS PARENT INFORMATION RESOURCE CENTER

KANSAS CENTER

FOR

SAFE AND PREPARED

SCHOOLS