



Kansas leads the world
in the success of each student.

Kansans
CAN

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION www.ksde.org

Kansas Comprehensive School Counseling Program



Objectives for Today

- Introduce the Kansas Comprehensive School Counseling Program
- Review content (recommendations and guidance)
- Share examples of tools, templates etc.
- More of an overview than specific technical assistance
- Contact me for specific questions or assistance

Career Standards and Assessment Services (CSAS) Menu

The following sub-menu can be used to navigate within the CSAS Team web pages.

[CSAS Home](#)

[Content Area A-E](#)

[Content Area F-L](#)

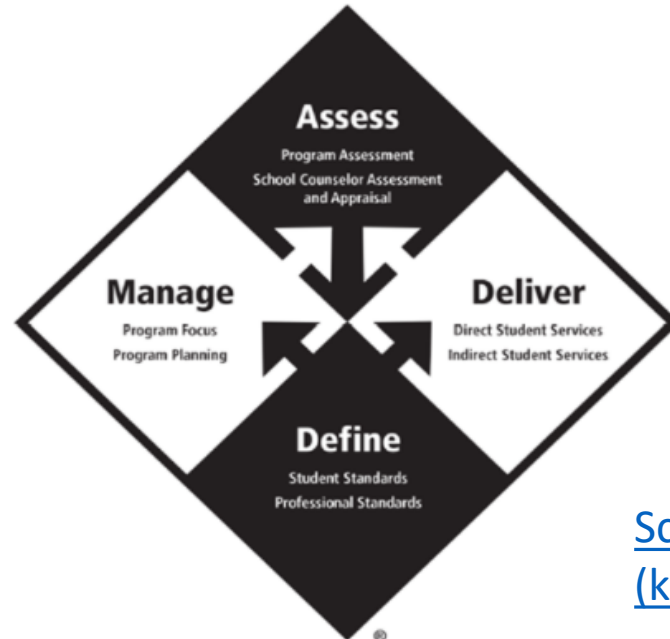
[Content Area M-Z](#)

School Counseling

The Mission of Kansas Comprehensive School Counseling Program:

The mission of school counseling programs in Kansas is to facilitate, support and enhance all students' learning; academic development, social-emotional development, career development and postsecondary readiness.

This is accomplished by providing all students with comprehensive school counseling programs that are integral to the mission of schools. In collaboration with teachers, administrators, parents and the community, professional school counselors will help all students to be successful lifelong learners and problem solvers.



[School Counseling
\(ksde.org\)](http://ksde.org)

School Counseling Quick Links:

[School Counseling Home](#)
[School Counseling Resources](#)
- Bullying Prevention
[Social Emotional Character Development: Standards, Assessment, and Instruction](#)

School Counseling Program Consultant

Kent Reed
(785) 298-8109
kreed@ksde.org

Deputy Commissioner
Division of Learning Services
Brad Neuenswander
(785) 298-2303
bneuenswander@ksde.org

Director
Career, Standards and Assessment
Scott Smith
(785) 298-3142
ssmith@ksde.org

Assistant Director
Career and Technical Education
Stacy Smith
(785) 298-0979
ssmith@ksde.org

Assistant Director
Curricular Standards
David Fernkopf
(785) 298-8447
dfernkopf@ksde.org

Assistant Director
Assessment
Beth Fultz
(785) 298-2325
bfultz@ksde.org

Kansas State Board of Education Goals and Outcomes

Kansans are demanding higher standards in academic, social-emotional and technical skills as well as employability and citizenship skills. There is a need to move away from a “one-size-fits-all” system that relies exclusively on state assessments. The Kansas State Board of Education in October 2015 announced a new vision for education in Kansas, giving direction for a more student-focused system and resources for individual success.

Kansas State Board of Education 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.

Kansans CAN Vision: Kansas leads the world in the success of each student.

Definition of a Successful Kansas Graduate

A successful Kansas high school graduate has:

- the academic preparation,
- cognitive preparation,
- technical skills,
- employability skills
- and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation. (Approved by State Board in January 2016)

Outcomes for Measuring Progress:

- Social/emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance

Kansas Can Redesign Project

In support of [Kansas' vision for education](#), “Kansas leads the world in the success of each student,” the Kansas State Department of Education (KSDE) launched the [Kansas Can School Redesign Project](#) in 2017. This project was just the beginning of a statewide initiative to redesign Kansas education for each student in every school by 2026 to ensure that every high school graduate is a successful one.

STUDENT SUCCESS SKILLS:

There is an integrated approach to develop social-emotional growth.

COMMUNITY PARTNERSHIPS:

Partnerships are based on mutually beneficial relationships and collaboration.

PERSONALIZED LEARNING:

Teachers support students to have choice over their time, place, pace and path.

REAL-WORLD APPLICATIONS:

Project-based learning, internships and civic engagement make learning relevant.

Kansas Requirement for School Counseling Services

- All Kansas schools are required to provide *school counseling services* within the requirements set forth for *approved accreditation*. KAR 91-31-32: (a) Each school shall be assigned its accreditation status based upon the extent to which the school has met the performance and quality criteria established by the state board in this regulation.
- (b) The performance criteria shall be as follows:
- (9) programs and services to support student learning and growth at both the elementary and secondary levels, including the following:
- (B) counseling services;

Kansas School Counseling Programs

- Mission
- Vision
- Purpose

Kansas School Counseling Programs

Purpose

- Guide for implementation of comprehensive and **accountable** programs
- Based on national (ASCA) and state (State Board) standards
- Considered “best practice” for the profession
- “School counseling programs are:
 - Articulated
 - Sequential
 - Preventive in design
 - Developmental in nature
 - Driven by data
 - Integral to USD’s curricula and instruction programs

Kansas School Counseling Programs Are:

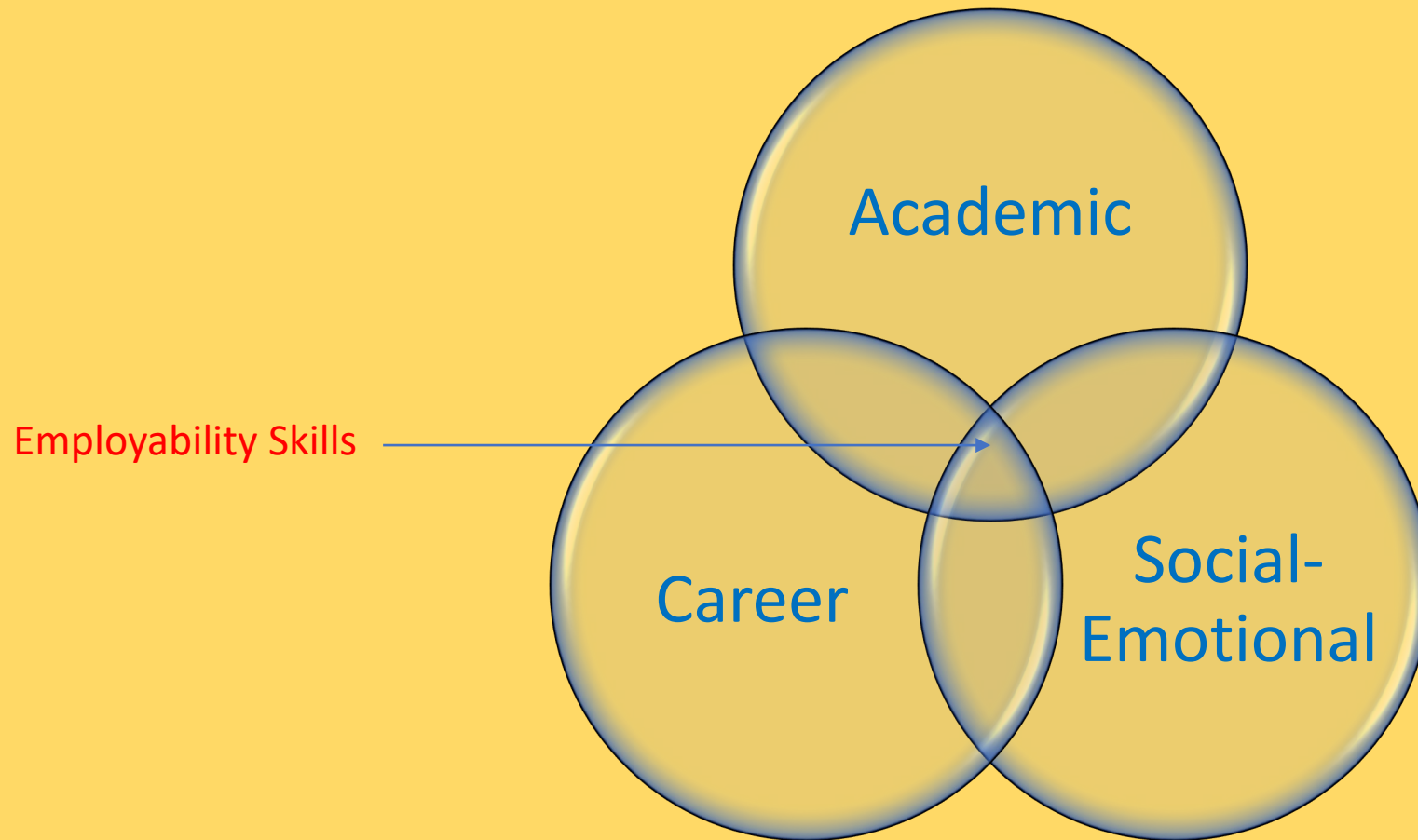
- Equitable (Diversity, Equity, Inclusive)
- Developmentally appropriate (grade and age levels)
- Integrated into the whole district or school (Cross curricular)
- Accessible to all students (Diverse, Equitable, Inclusive)
- Informed by data (Data driven decision making)
- Measurable
- Collaborative
- Preventative
- Accountable to the larger school community, families, and individuals
- Results oriented (Outcome based)
- Within the recommended scope of practice (ASCA, State Board Goals, State Statutes)
- Modifiable to fit a specific program
- Based on student standards for learning

“Grow Your Own School Counselor Model”

Kansas schools are currently facing a supply-demand challenge with fewer licensed school counselors than there are school buildings. KSDE encourages USD's to consider a “grow your own model” by identifying a committed staff member who has the skill set necessary to become an effective school counselor and encourage this candidate to:

- Enroll in an approved school counseling graduate program
- Refer to them as a “student services coordinator” etc. until they qualify for the provisional licensure after completing ½ of the approved graduate program
- Establish a professional development plan with the candidate that familiarizes them with:
 - The [Curricular Student Standards for School Counseling](#)
 - The Comprehensive School Counseling Program (this document)
 - The [Kansas Social-Emotional Character Development Standards](#)
 - [Measuring Social-Emotional Growth Toolkit](#)
 - The Flatt Act (suicidal ideation); KSA 72-6147 (the Bullying Statute); mandated reporting
 - KSDE also recommends establishing a mentoring program with either a licensed school counselor already in district, at a local Education Service Center, local post-secondary institution and/or community mental health center until the candidate qualifies for the provisional license
 - Become familiar with the [ASCA Legal-Ethical responsibilities](#)
 - Have the candidate subscribe to the KSDE School Counseling list serv by contacting Kent Reed, KSDE School Counseling Consultant at kreed@ksde.org.

Domains of the Kansas Curricular Standards for School Counseling



The Three Domains of School Counseling

Academic Development

Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development

Standards guiding school counseling programs to help students:

1. understand the connection between school and the world of work and
2. plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

Social-Emotional Development

Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Kansas Curricular Student Competencies: School Counseling



Kansas leads the world in the success of each student.

Academic Development Domain

Overview:

Student competencies that guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Academic Development (Standard 1): The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A. The student will demonstrate academic self-confidence and skills and attitudes to enhance learning. (Benchmark 1)

PreK-2 The successful student can...

1. demonstrates creative thinking and questioning skills;
2. identifies short- and long-term academic goals;
3. accepts challenges as essential to the learning process;
4. identifies use of time management, organizational and study skills necessary for academic success;
5. demonstrates a sense of belonging and self-confidence in achieving high-quality results and outcomes.

3-5 The successful student can...

1. demonstrates critical thinking skills to make informed decisions that promote academic success;
2. identifies short- and long-term academic goals;
3. accepts challenges as essential to the learning process;
4. identifies use of time management, organizational and study skills necessary for academic success;
5. demonstrates a personal trust, sense of belonging and self-confidence in achieving high-quality results and outcomes;
6. demonstrates positive attitude and perseverance toward work and learning.

6-8 The student successful student can...

1. demonstrates critical thinking skills that include logic and reasoning;
2. creates a plan to achieve short- and long-term academic goals and the tasks necessary to meet the goals (e.g., Individual Plan of Study);
3. accepts intellectual challenges to develop personal competence as essential to the learning process;

Domain

Standard

Benchmark

Student Competencies, formerly known as "indicators."

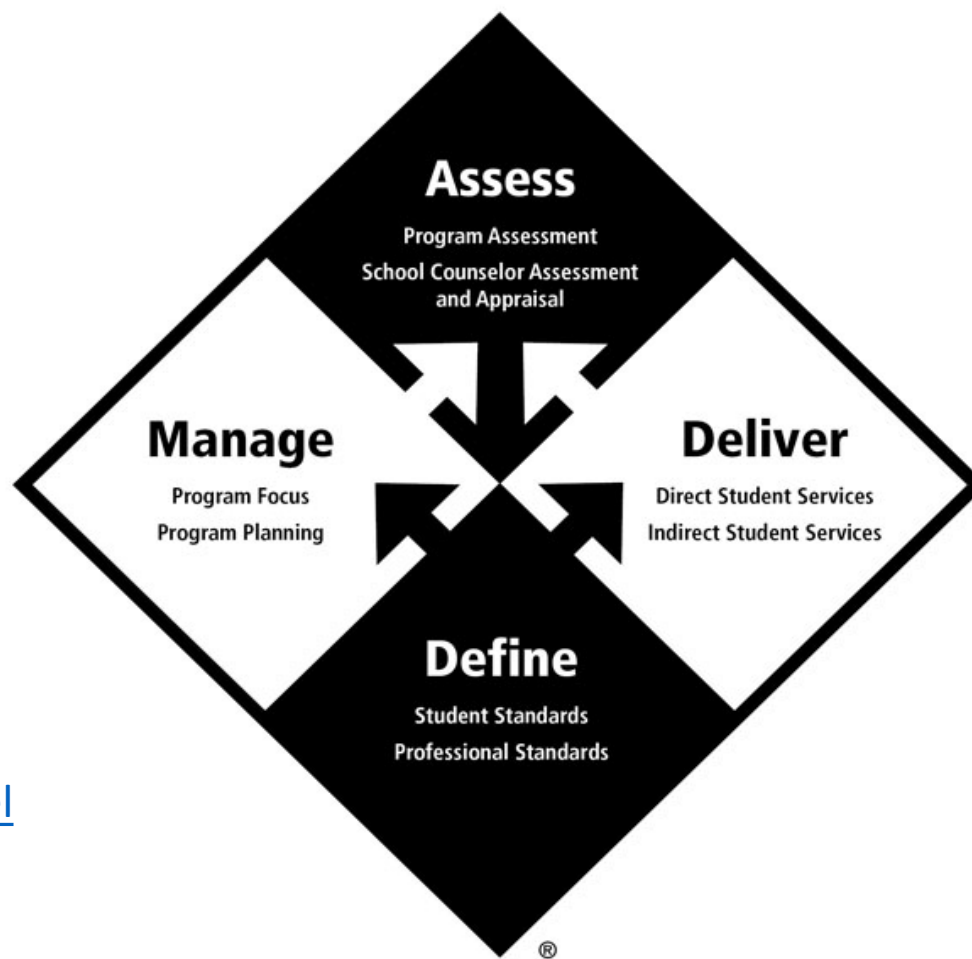
ASCA Mindsets

American School Counselor Association (ASCA) Mindsets

School counselors believe:

- Every student can learn and every student can succeed.
- Every student should have access to and opportunity for a high-quality education.
- Every student should graduate from high school prepared for postsecondary opportunities.
- Every student should have access to a school counseling program.
- Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- School counselors are leaders in the school, district, state and nation.
- School counseling programs promote and enhance student academic, career and social-emotional outcomes.

The ASCA National Model, Fourth Edition



[ASCA Model](#)

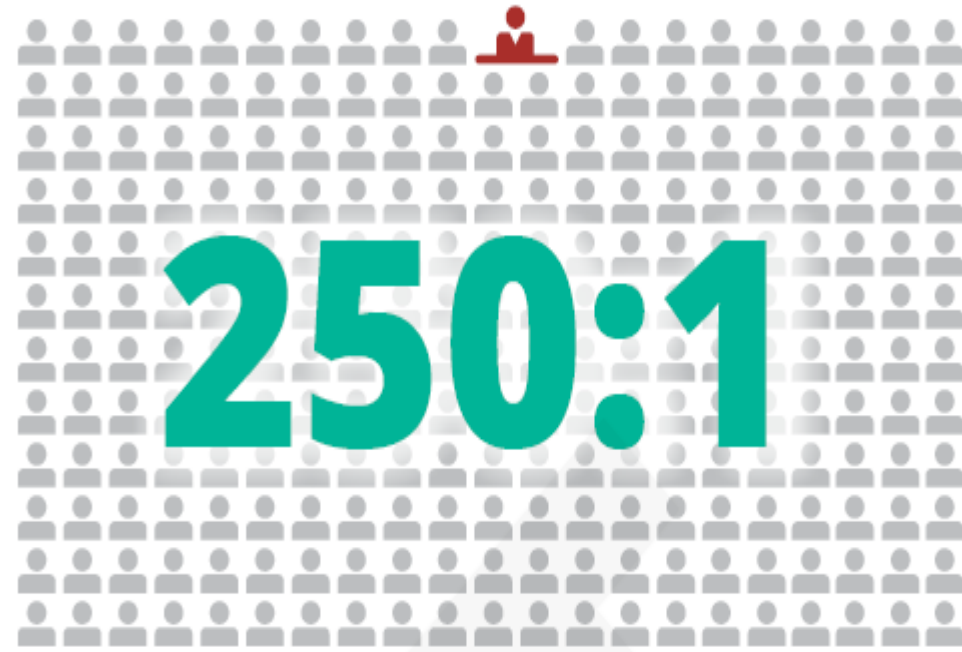
The ASCA National Model diamond graphic is a registered trademark of the American School Counselor Association and may not be reprinted or modified without permission.

ASCA Model Summary

- Define
 - Student Standards
 - Professional (Licensure) Standards
- Program Management
 - Program Focus
 - Program Planning
- Delivery
 - Direct Services
 - Program Planning/Coordinating
- Assess

Ratios Matter

Research shows that appropriate student-to-school-counselor ratios have a significant effect on student attendance and lead to higher test scores. The ideal caseload is 250:1. The most recent data (2020-21) indicates that the Kansas ratio is 1:381 which is an improvement from 1:419 in 2019.



What Does Your School Counseling Program Look Like?

	Academic Domain	Career	Social-Emotional
Counselor's Role			
Curriculum			
Assessment-Evaluation			
Family/Community Engagement			
KESA (Accountability)			
Diversity-Equity-Inclusion (DEI)			
Program Audit/Review			
Student Competencies			
Post-Secondary Success			
State Statutes (Flatt Act, Bullying, Mandated Reporting)			

Appropriate and Inappropriate Activities for School Counselors

APPROPRIATE Activities for School Counselors	INAPPROPRIATE Activities for School Counselors
<ul style="list-style-type: none"> ● Advisement and appraisal for academic planning. ● Orientation, coordination and academic advising for new students. ● Interpreting cognitive, aptitude and achievement tests. ● Providing counseling to students who are tardy or absent. ● Providing counseling to students who have disciplinary problems. ● Providing short-term individual and small-group counseling services to students. ● Consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data. ● Interpreting student records. ● Analyzing grade-point averages in relationship to achievement. ● Consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success. ● Protecting student records and information per state and federal regulations. ● Consulting with the school principal to identify and resolve student issues, needs and problems. ● Advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary. ● Analyzing disaggregated schoolwide and school counseling program data. 	<ul style="list-style-type: none"> ● Building the master schedule. ● Coordinating paperwork and data entry of all new students. ● Coordinating cognitive, aptitude and achievement testing programs. ● Signing excuses for students who are tardy or absent. ● Performing disciplinary actions or assigning discipline consequences. ● Providing long-term counseling in schools to address psychological disorders. ● Covering classes when teachers are absent or to create teacher planning time. ● Maintaining student records. ● Computing grade-point averages. ● Supervising classrooms or common areas. ● Keeping clerical records. ● Assisting with duties in the principal's office. ● Coordinating schoolwide individual education plans, student study teams, response to intervention plans, mtss and school attendance review boards. ● Serving as a data entry clerk.

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

ASCA School Counselor Professional Standards and Competencies

The ASCA School Counselor Professional Standards and Competencies¹⁰ outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

- School Counselors
 - Self-assess their own mindsets and behaviors
 - Formulate an appropriate professional development plan
- School Administrators
 - Guide the recruitment and selection of competent school counselors
 - Develop or inform meaningful school counselor performance appraisal
- School counselor education programs
 - Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a school counseling program.

Kansas Licensure Standards for School Counselor

***Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The professional school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practice; and preparation standards, professional credentialing practices, legal and ethical behaviors.	
Function 1: The professional school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practices.	
Content Knowledge (CK)	Professional Skills (PS)
1.1.1.CK The counselor understands the philosophical, social, and historical foundations of contemporary education, learning theories and counseling practices.	1.1.3.PS The counselor implements a data-driven comprehensive school counseling program based on philosophical, social, legal, and historical foundations.
1.1.2.CK The counselor understands the traditional and transformed role and function of the school counselor.	1.1.4.PS The counselor utilizes appropriate strategies in articulating and disseminating information on the role and function of the counselor.
Function 2: The professional school counselor has graduate level educational preparation based on professional standards, is licensed with professional credentialing practices and practice legal and ethical behaviors.	
Content Knowledge (CK)	Professional Skills (PS)
1.2.1.CK The counselor understands the ethical standards and principles and legal issues related to school counseling and how they apply to professional activities.	1.2.5.PS The counselor practices legal and ethical behavior in professional activities.
1.2.2.CK The counselor understands professional preparation standards, including credentialing and accreditation practices.	1.2.6.PS The counselor applies knowledge of professional preparation standards for obtaining credentialing.
1.2.3.CK The counselor identifies resources and professional organizations relevant to school counselors and their professional development.	1.2.7.PS The counselor engages in relevant professional development activities and implements new skills in counseling and counselor program.
1.2.4.CK The counselor understands the importance of lifelong professional development, staying current in research and best practice.	1.2.8.PS The counselor demonstrates current data-driven approaches and techniques for effective counseling with current needs, issues and trends.

Program Benefits

- Benefits for students
- Benefits for parents/families/guardians
- Benefits for teachers
- Benefits for local Board of Education
- Benefits for administrators
- Benefits for school counselors

Data and School Counseling

- Process data
 - What you did for whom.
- Perception data
 - What do people think they know, believe or can do?
- Outcome data
 - “So what?” and have we reached our outcome?

Measuring Social-Emotional Growth Locally



[Measuring SEG Toolkit](#)



Kansas leads the world in the success of each student.

JAN. 2021

Academic Domain Outcomes

School counseling programs:

- support, enhance and improve student academic achievement
- support, enhance and improve student engagement and performance
- focus on reducing achievements gaps that exist
- align the academic with the career and social-emotional domains
- support and implement the Individual Plan of Study process
- support and implement post-secondary placement for students

Kansas Post-Secondary Exploration Guide

resources to help Kansas high school graduates make post-secondary decisions

a collaborative tool from [Kansas Board of Regents](#) and [Kansas State Department of Education](#)

Content Quick Reference:

- General Information
- Information for Kansas Public Universities
- Information for Kansas Public Community and Technical Colleges
- Information for Kansas Independent Colleges
- Exploratory Resources to Consider Post-Secondary Options
- Transfer Credit & Credit for Prior Learning Resources
- Financial Aid & Scholarships Resources

General Kansas Information:

- [Qualified Admissions](#)
- [Kansas Scholars Curriculum](#)
- [Public Institutions – comprehensive list](#)
- [Financial Aid Offices – comprehensive list](#)
- [Independent Colleges – comprehensive list](#)

Public Universities

Institution	Location	Admissions	Financial Aid	New Student Info
Emporia State University	Emporia	Undergraduate Admissions	Financial Aid, Scholarships, & Veterans Support Services	How2ESU Programs
Fort Hays State University	Hays	Admissions Office	Financial Assistance Office	First Year Experience
Kansas State University	Manhattan	Admissions	Office of Student Financial Assistance	K-State First
Pittsburg State University	Pittsburg	Admission Office	Student Financial Assistance	Information for New Students
The University of Kansas	Lawrence	Admissions	Financial Aid & Scholarships	First Year Experience
Washburn University	Topeka	Admissions	Financial Aid Office	First Year Experience
Wichita State University	Wichita	Admissions	Office of Financial Aid	Office of First Year Programs



Qualified Admissions

High School Graduates Academic Year 2020-2021 and After

Use the standards below, set by the Kansas Board of Regents, to review applicants for undergraduate admission.

ACCREDITED HIGH SCHOOL

Freshmen applicants, aged 21 and younger, who graduate from an accredited high school, will be guaranteed admission to six state universities by meeting the Qualified Admissions requirements designated by each university, as follows:

ESU, PSU, FHSU, WSU	K-STATE	KU
ACT 21+ (SAT 1060) or Cumulative GPA 2.25+* Cumulative GPA 2.0+ for college credit earned in high school.	ACT 21+ (SAT 1060) or GPA 3.25+* Cumulative GPA 2.0+ for college credit earned in high school.	ACT 21+ (SAT 1060) and Cumulative GPA 3.25+ or ACT 24+ (SAT 1160) and Cumulative GPA 3.0+* Cumulative GPA 2.5+ for college credit earned in high school.

HOMESCHOOL and UNACCREDITED HIGH SCHOOL

Freshman applicants, aged 21 and younger, who are homeschooled or graduate from an unaccredited high school will be guaranteed admission to the six state universities by achieving an ACT score equivalent with those outlined above, per each university. If you enroll in college courses while in high school, it is also required that you achieve a 2.0 GPA or higher in those courses.

This page provides a summary overview of admission requirements at state universities and is not a substitute for or to be used in lieu of the actual detailed admissions requirements, which can be found at:
http://www.kansasregents.org/qualified_admissions_rules_regulations.

The six state universities in Kansas:

- Emporia State University (ESU)
- Fort Hays State University (FHSU)
- Kansas State University (K-State)
- Pittsburg State University (PSU)
- The University of Kansas (KU)
- Wichita State University (WSU)

Resources

- KBOR Qualified Admissions webpage¹⁹
- Qualified Admissions Webinar²⁰

For more information, contact:

Tara Lebar
 Associate Director for Academic Affairs
 Kansas Board of Regents
tlebar@ksbor.org

* If you do not meet the qualified admission requirements, you are still encouraged to apply. Your application will be reviewed individually. Contact the university admissions office for more information.

KANSAS SCHOLARS CURRICULUM

Kansas Scholars Curriculum is recommended but not required: To best prepare for the rigor of college level courses, following Kansas Scholars curriculum is recommended. Completing the Kansas Scholars Curriculum is required for consideration in the Kansas State Scholarship program.

One unit is equivalent to one year or two semesters:



English
4 units



Math
4 units

1 unit of each:

- Algebra I
- Geometry
- Algebra II

1 unit:

- Advanced Math

* See Kansas Scholars page for Math course list



Social Science
3 units

1 unit:

- U.S History

.5 unit:

- U.S. Government

.5 unit:

- World History

1 unit:

- Social Science course

* See Kansas Scholars page for Social Science course list



Science
3 units

1 unit of each:

- Biology
- Chemistry
- Physics

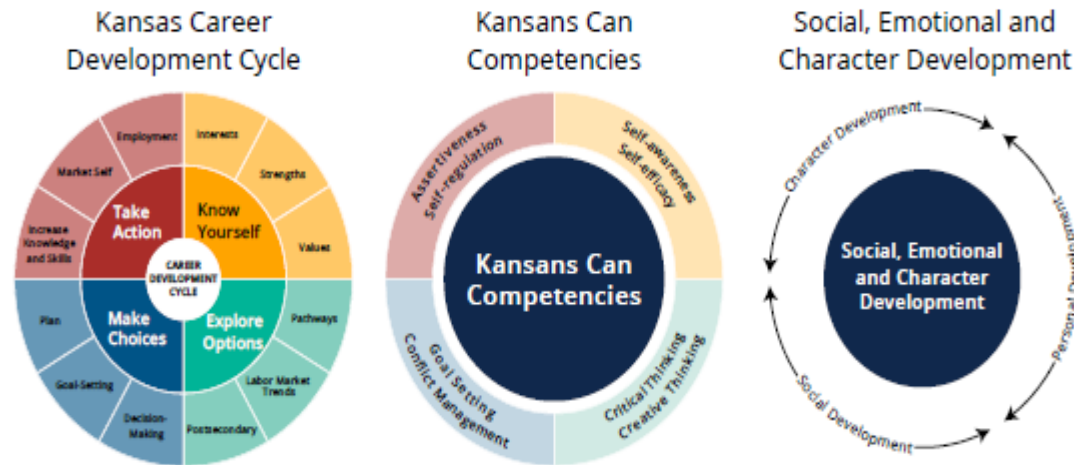


World Language
2 units of the same language.

Career Domain

KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM | CAREER DOMAIN

The Kansas Career Development Process Model has three key components. Students participate in the Kansas Career Development Cycle with guidance and direction from counselors, career advisers/advocates, CTE teachers and other support staff members. They are exposed to and master the Kansas Can Competencies in their academic and CTE coursework. Students build their Social Emotional and Character Development across their educational experiences. The Kansas Career Development Process Model focuses on helping students to attain necessary skills in three focused areas represented by the three rings that comprise the Kansas Career Development Process.



The 3 “I” Model



KANSAS CAREERS

FIELDS • CLUSTERS • PATHWAYS



MEDIA & TECHNOLOGY



HEALTH



PUBLIC SERVICES



DESIGN, PRODUCTION & REPAIR



AGRICULTURE



BUSINESS



FAMILY & CONSUMER SCIENCES

WORKPLACE SKILLS • APPLIED KNOWLEDGE • EFFECTIVE RELATIONSHIPS

CAREER SUCCESS



ADVERTISE HERE

Employability Skills

KANSAS CAREERS

FIELDS • CLUSTERS • PATHWAYS



Employability Skills

Individual Plan of Study

The State Board requires that every middle and high school student in Kansas will have an IPS.

There are four minimum components of a student's IPS:

- A graduated series of **strength finders and career interest inventories** to help students identify preference toward career clusters.
- Eighth- through 12th-grade **course-builder function** with course selections based on career interests.
- A general **postsecondary plan** (workforce, military, certification program, two- or four-year college).
- A **portable electronic portfolio**

KANSAS WORK-BASED LEARNING CONTINUUM

INCREASING INDIVIDUALIZATION AS STUDENTS CONNECT THEIR INTERESTS, SKILLS AND GOALS WITH CAREER POSSIBILITIES. →

CAREER AWARENESS

- Guest speaker
- Career fair
- Field trip
- Tour

CAREER EXPLORATION

- Job shadow
- Mock interview
- Field trip
- Career mentoring

CAREER PREPARATION

- Internship/placement
(business/industry/community)
- Youth registered apprenticeship
- Simulated work-based experience
(school district)
- Entrepreneurship/ownership
- Service learning

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

"To the Stars and Beyond"



Social-Emotional Domain

- The School Counselor's Role
- Social-Emotional Character Development (SECD)
- Why SECD?
 - Aligns with school counseling standards.
 - Aligns with Kansas Education Systems Accreditation.
 - Aligns with the Rose Standards (K.S.A. 2013 Supp. 72-1127).
 - Is one of the five State Board Outcomes.
 - Research (Duckworth, Dweck, Durlak) confirms that SECD increases student achievement.

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

Measuring Social-Emotional Character Development

Social-emotional character development (SECD) is paramount to student learning and school improvement. When students are supported to enhance their social and emotional learning (SEL) skills, they also improve their academic and career outcomes.

$$\text{SECD} + \text{SEL} = \text{SEG}$$

SECD are the Social Emotional Character Development standards for Kansas schools. SEL is the process by which children and adults learn how to understand and manage emotions, develop care and concern for others, set and achieve positive goals and make responsible decisions.



College and Career Competency Wheel

Scroll over each competency on the wheel for a menu of free resources.

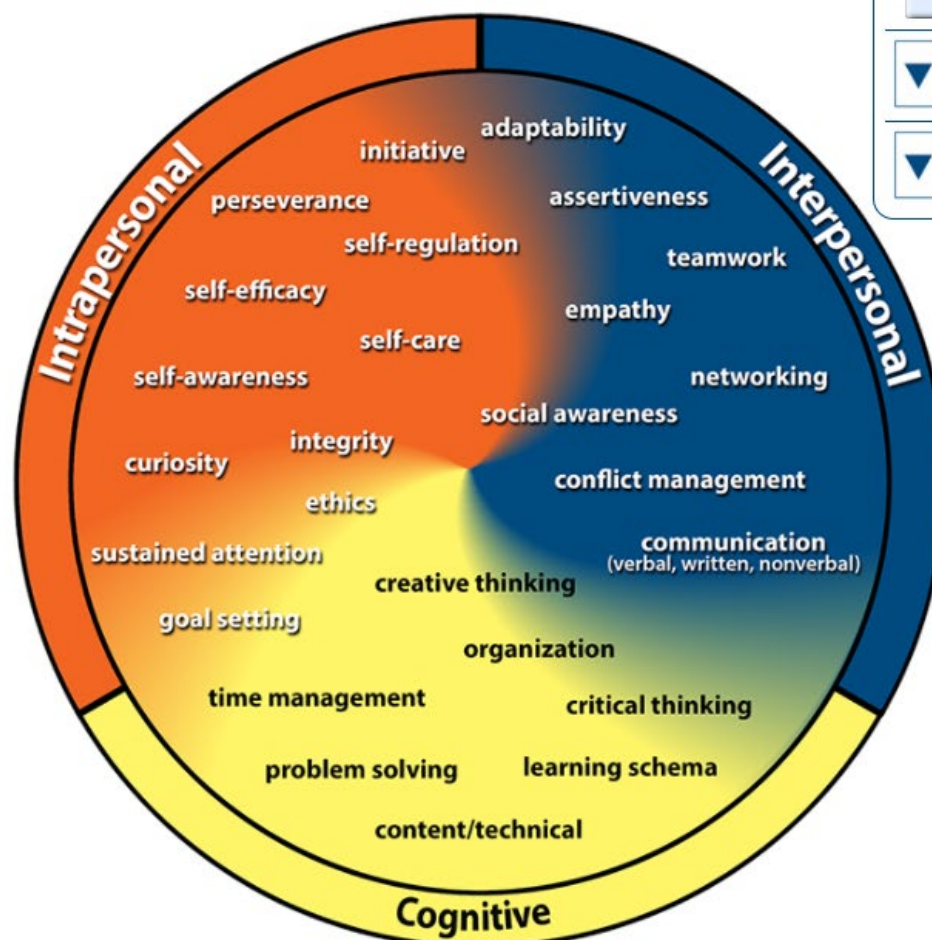
A list of these resources is also available below.

[Teacher Lesson Sets](#)
[Parent Resources](#)
[Assessments](#)


Download
CCC Wheel
English (.PDF)



Download
CCC Wheel
Español (.PDF)



Other Topics

- School counselor and school mental health
- MTSS
- TASN
- Access and equity
- Family engagement
- Kansas School Counselor Association

Appendix

- Role of the School Counselor
- Role of the School Counselor (Spanish)
- Appropriate Activities for School Counselors
- Counselor: Student Ratios
- School counseling student competencies
- Appropriate activities for school counselors
- Counselor: student ratios
- School counselor vs. guidance counselor
- Lesson plan template
- School counseling program assessment
- School data summary
- ASCA Ethical Standards for School Counselors
- Kansas Postsecondary Exploration Guide
- School counselor performance/appraisal guide
- Use of time calculator (5 days)
- Classroom and Group Action Plan
- Annual administrative conference

Kent Reed

- *School Counseling Consultant;
School Climate/Culture and
Integration Specialist*
 - (785) 296-8109
 - kreed@ksde.org



Kansas leads the world
in the success of each student.

Kansans
CAN

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION www.ksde.org