



Kansas

Social, Emotional, And Character Development Model Standards

Adopted by the Kansas State Board of Education, April 17, 2012
Revised July, 2018

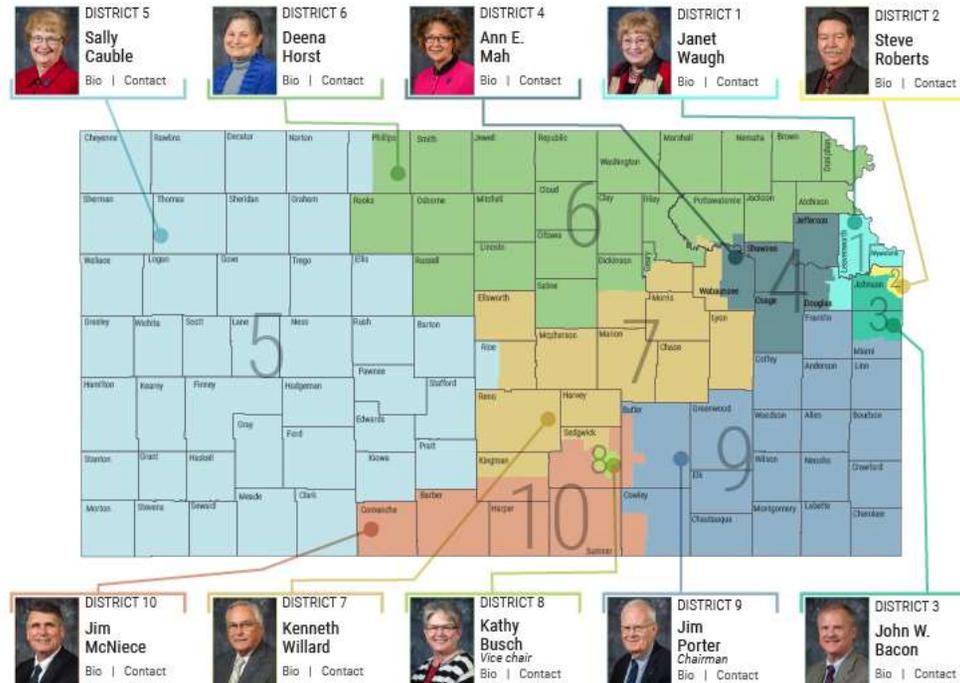




The Mission of the State Board of Education is to prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

The Kansans CAN Vision is to Lead the World in the Success of Each Student.

The Kansas State Board of Education consists of 10 elected members, each representing a district comprised of four contiguous senatorial districts. Board members serve four-year terms with an overlapping schedule. (View each one's profile and contact information by selecting his/her photo). Every other year, the State Board reorganizes to elect a chairman and vice-chairman. The State Board appoints a Commissioner of Education who serves as its executive director.





Brad Neuenswander
Deputy Commissioner

Effective social-emotional character development programs (SECD) impact thousands of Kansas students each year. Such vital programs, an integral part of each school’s educational program, must be designed to address the individual needs of students as we seek to realize the State Board Vision: “Kansas Leads the World in the Success of Each Student.”

The State Board Goal has set the social-emotional goal that “Each student develops the social, emotional, and character competencies that promote learning and success in life.” This in turn, will ensure that each student will also have the academic preparation, cognitive preparation, technical skills and employability skills to be successful in postsecondary education, or the workforce, without remediation. Our Social-Emotional Character Development (SECD) Standards will raise the bar to that end by establishing a framework for evidenced-based practices.

Research has demonstrated that implementing social-emotional character development strategies increases prosocial behavior, reduces problem behaviors, increases social and emotional skills, improves attitudes about self and others, and increases academic success. Additionally, and in light of, parallel current initiatives such as school mental health, trauma-sensitive schools, bullying prevention, youth suicide prevention, child sexual abuse prevention and school safety, SECD is crucial to ensuring the success of each student.

The Kansas Social-Emotional Character Development Revised Standards provide administrators, counselors, social-workers, school psychologists and classroom teachers the framework necessary to ensure the success of each student in Kansas.

SECD Standards

The Social-Emotional Character Development Standards (SECD) were first approved by the Kansas State Board of Education in 2012. We are grateful for the prior work done by the *Illinois Social, Emotional Learning Standards*, and the *Social and Emotional Learning (SEL) Standards and Benchmarks for the Anchorage School District, Alaska* that the writing committee referenced and borrowed from. Kansas was the second state to adopt social-emotional competencies and the **first** state to integrate social-emotional learning and character development. This integration makes our Kansas SECD Standards unique. Currently there are three states, including Kansas, that have k-12 social-emotional competencies.

The need to revise the standards has occurred as a result of 1) several new prevention statutes (i.e. bullying, youth suicide, opioid abuse) in Kansas; 2) SECD being a State Board Outcome; 3) a need to align SECD with the KSDE School Mental Health Initiative; and 4) emerging social-emotional learning initiatives, research and best practices.

The work of the Standards Revision Committee is built on the research and practices from schools across Kansas, the Collaborative for Academic, Social, and Emotional Learning (CASEL), *Character.org*, Research and Collaboration (KU), the School Mental Health Advisory Group and participating Kansas Education Service Centers.

The Kansas SECD Standards are aligned with and supportive of 1) the Kansas Multi-Tier System of Supports (MTSS) 2) Positive Behavioral Interventions and Supports (PBIS) 3) trauma-sensitive schools 4) the Kansas Department of Education State Board Outcomes and 5) the Kansas School Mental Health Advisory Group.

We further acknowledge the participation of our SECD Revision Committee made up of teachers, counselors, psychologists, administrators, parents, community members, and curriculum and staff developers from over 25 school districts and educational organizations throughout the state. Their passion, expertise, and dedication are evident in this work.

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SECD Standards

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SECD Standards

Feedback gathered from over a dozen public comment sessions also informs the standards. Over 300 teachers, administrators, counselors, psychologists, and social workers reviewed the work and provided written feedback. Ninety-eight percent of the respondents *Agreed* or *Strongly Agreed* that, “The SECD Standards will be useful to me in my position,” and “The SECD Standards will support positive change in the climate and culture of Kansas schools.”

The SECD Writing Committee appreciates the support and challenge provided by the following Kansas State Dept. of Education staff: Dr. Scott Smith, Director, Career, Standards and Assessment Services (CSAS); Branden Johnson, Assistant Director, CSAS; Stacy Smith, Assistant Director (CSAS); Kent Reed, Counseling Education Program Consultant, CSAS; Dr. Suzy Myers, Standards Coordinator for CSAS; Myron Melton, Mental Health Education Program Consultant (ECSET); Jonathan Loppnow, Administrative Specialist CSAS; and Amanda Williams, Administrative Specialist CSAS. Their vision, analysis, and support of this work were critical.

SECD in Kansas would not have become the educational force it has without the support and encouragement from Dr. Randy Watson, Kansas Education Commissioner and Brad Neuenswander, Division of Learning Services Deputy Commissioner. Their commitment for SECD has been manifested through the Community Conversations Study, leading the State Board to adopt it as a State Outcome and the many presentations to educational, civic and business leaders about the merits of SECD. This has increased both the awareness and the significance of SECD and the SECD Standards.

This work is also informed by the Kansas Multi-Tiered System of Supports; Kansas Model School Counseling Standards, the School Mental Health Initiative and the Kansas Career and Technical Education Initiative. We are grateful for this powerful and important work.

Purpose

Social, Emotional, and Character Development (SECD) Standards provide a framework to schools 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.

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

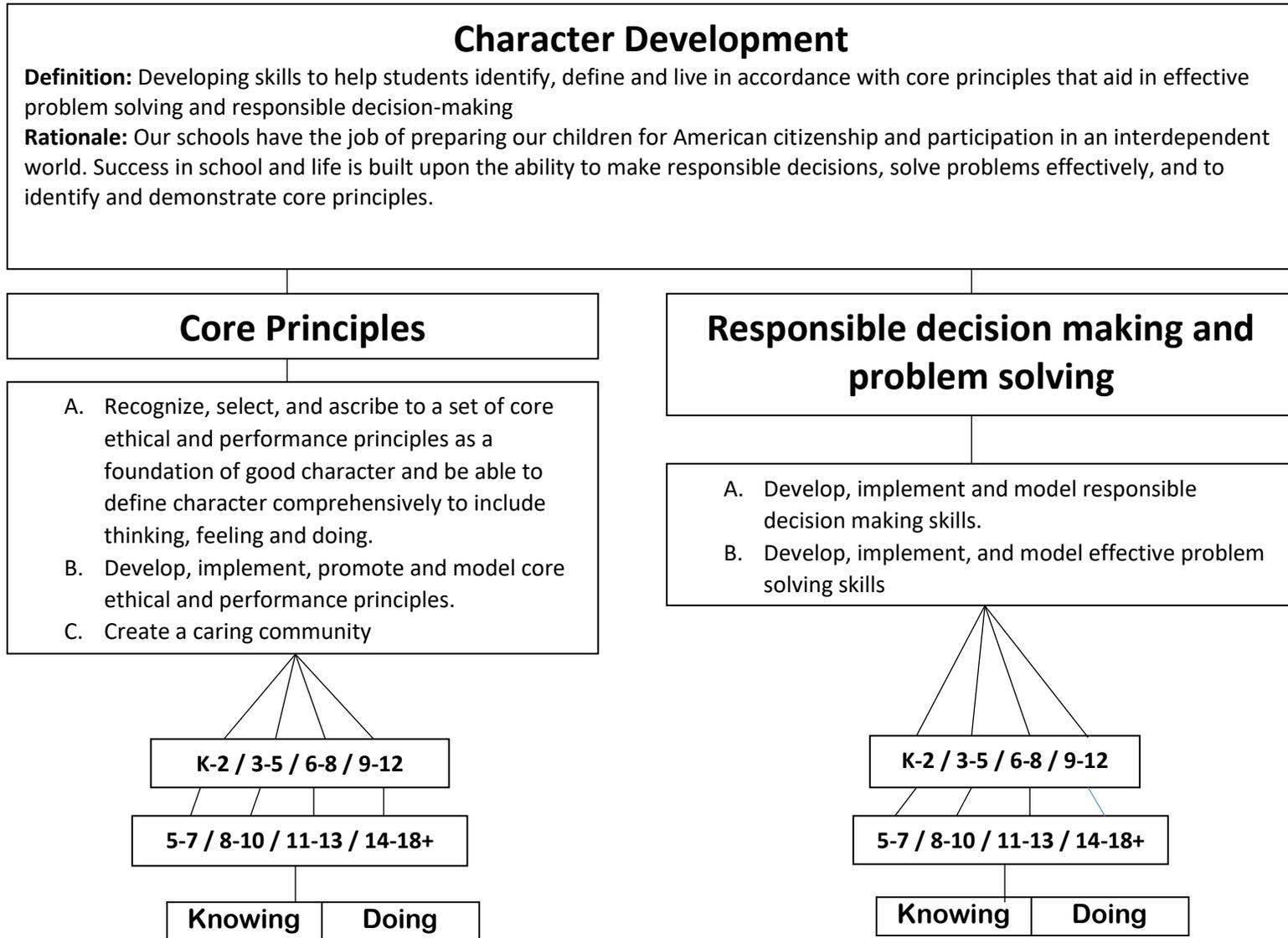
- SECD skills are teachable and measurable.
- SECD skills are essential for academic achievement.
- SECD skills are developed within a continuous growth process throughout life.
- SECD skills are acquired by students through intentional, integrated efforts of the entire school, family and community.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

Postsecondary Success Goal

Students who are ready for postsecondary success must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success. Students who are ready for postsecondary success in social-emotional and character development reflect these descriptions. These are not standards but instead offer a portrait of students who meet the standards in this document.

- They demonstrate character in their actions by treating others with respect and kindness and by giving their best effort.
- They assume responsibility for their thoughts and actions.
- They utilize a growth mindset and continually develop cognitively, emotionally and socially.
- They exhibit the skills to work independently and collaboratively with efficiency and effectiveness.
- They strive for excellence by committing to hard work, persistence and intrinsic motivation.
- They exhibit creativity and innovation, critical thinking and effective problem solving.
- They use resources, including technology and digital media, effectively, strategically capably and appropriately.
- They demonstrate an understanding of other perspectives and cultures; showing empathy for the feelings and beliefs of others.
- They model the responsibility of citizenship and exhibit respect for human dignity.

Social, Emotional, 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.

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 to make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

I. Core Principles

Students will:

- 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.
- B. Develop, implement, promote, and model core ethical and performance principles.
- C. Create a caring community.

II. Responsible Decision Making and Problem Solving

Students will:

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

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.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Understand that core ethical and performance principles exist in classrooms, in the community and in homes. 2. Identify and apply core principles in everyday behavior.
3-5 (8-10)	<ol style="list-style-type: none"> 1. Discuss and define developmentally appropriate core ethical and performance principles and their importance such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated and giving their best effort. 2. Identify and apply personal core ethical and performance principles.
6-8 (11-13)	<ol style="list-style-type: none"> 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 (14-18+)	<ol style="list-style-type: none"> 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.

B. Develop, implement, promote, and model core ethical and performance principles.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Recognize and celebrate the natural, beneficial consequences of acts of character. 2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action. 3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate. 4. Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school. 5. Learn about, receive, and accept feedback for responsible actions in academic and behavioral skills.
3-5 (8-10)	<ol style="list-style-type: none"> 1. Assess community needs in the larger community, investigate effects on the community, assess positive responsible action and reflect on personal involvement. 2. Interpret ethical reasoning through discussions of individual and community rights and responsibilities. 3. Explain clear and consistent expectations of good character throughout all school activities and in all areas of the school.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement. 2. Develop ethical reasoning through discussions of ethical issues in content areas. 3. Create clear and consistent expectations of good character throughout all school activities and in all areas of the school. 4. Practice and receive feedback on responsible actions including academic and behavioral skills.
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Analyze community needs in the larger community, analyze effects on the local and larger community, design and critique positive, responsible action, and reflect on personal and community involvement. 2. Analyze ethical dilemmas in content areas and/or daily experiences. 3. Hold self and others accountable for demonstrating behaviors of good character throughout all school activities and in the community. 4. Reflect, analyze, and receive feedback on responsible actions including actions using academic and behavioral skills.

C. Create a caring community.

1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community.

K-2 (5-7)	<ol style="list-style-type: none"> a. Recognize characteristics of a caring relationship. b. Recognize characteristics of a hurtful relationship. c. Identify relationships in their family, school, and community that are caring.
3-5 (8-10)	<ol style="list-style-type: none"> a. Demonstrate and practice characteristics of a caring relationship by treating others with empathy. b. Illustrate characteristics of a hurtful relationship and the negative impact it has on others. c. Practice relationships in their family, school, and community that are caring.
6-8 (11-13)	<ol style="list-style-type: none"> a. Analyze characteristics of a caring relationship and hurtful relationship. b. Compare and contrast characteristics of a caring relationship and hurtful relationship. c. Engage in and model relationships in their family, school, and community that are caring.

C. Create a caring community.(continued)

9-12 (14-18+)	a. Evaluate characteristics of a caring relationship and hurtful relationship. b. Manage personal behavior in family, school, and community that contributes to caring relationships.
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2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.

K-2 (5-7)	a. Demonstrate caring and respect for others. b. Describe “active listening”.
3-5 (8-10)	a. Practice empathetic statements and questions. b. Demonstrate active listening skills. c. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.
6-8 (11-13)	a. Compare and contrast different points of view respectfully. b. Practice effective listening skills to understand values, attitudes, and intentions. c. Model respectful ways to respond to others’ points of views. d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.
9-12 (14-18+)	a. Communicate respectfully and effectively in diverse environments. b. Evaluate active listening skills of all parties involved before, after and during conversations. c. Analyze ways to respond to ethical issues in life as they appear in the curriculum. d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.

3. Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally.

K-2 (5-7)	a. Recognize and define bullying and teasing. b. Illustrate or demonstrate the definitions of what “tattling” is and what “telling” or “reporting” is. c. Model positive peer interactions.
3-5 (8-10)	a. Differentiate between bullying, teasing, and harassment. b. Explain how power, control, popularity, security, and fear play into bullying behavior towards others. c. Describe the role of students in instances of bullying (bystanders, “up standers”, students who bully, targets of bullying). d. Recognize and model how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice). e. Identify and understand how certain behaviors can have unintended consequences that cause an individual to become a target of bullying.

6-8 (11-13)	<ul style="list-style-type: none"> a. Differentiate behavior as bullying or not, based on the power of the individuals that are involved. b. Model positive peer interactions that are void of bullying behaviors. c. Compare and contrast how bullying affects the targets of bullying, bystanders, and the student who bullies. d. Practice effective strategies to use when bullied, including how to identify and advocate for personal rights. e. Analyze how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice). f. Apply empathic concern and try to understand the perspective or point of view of others.
9-12 (14-18+)	<ul style="list-style-type: none"> a. Appraise and evaluate behavior as relational aggression and/or bullying. b. Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside of the school setting. c. Conclude how to act in accordance with the principle of respect for all human beings. d. Evaluate how bullying behavior impacts personal experiences beyond high school and in the work force. e. Analyze and evaluate effectiveness of bullying intervention and reporting strategies.

II. Responsible Decision Making and Problem Solving

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

K-2 (5-7)	<ul style="list-style-type: none"> a. Identify and illustrate safe and unsafe situations. b. State the difference between appropriate and inappropriate behaviors. c. Explain the consequences and rewards of individual and community actions.
3-5 (8-10)	<ul style="list-style-type: none"> a. Compare and contrast safe and unsafe situations. b. Identify how responsible decision-making affects personal/social short-term and long-term goals. c. Identify choices made and the consequences of those choices. d. Students recognize consequences of inappropriate behavior.
6-8 (11-13)	<ul style="list-style-type: none"> a. Manage safe and unsafe situations. b. Monitor how responsible decision making affects progress towards achieving a goal. c. Students recognize consequences of sexual behavior, including sexual consent and the inability of minors to give consent.

9-12 (14-18+)	<ul style="list-style-type: none"> a. Assess lessons learned from experiences and mistakes while demonstrating the ability to build resiliency. b. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement. 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. d. Evaluate situations that are safe or unsafe and how to avoid unsafe practices. e. Effectively analyze and evaluate evidence, arguments, claims, and beliefs. f. Students recognize consequences of sexual behavior, including sexual consent, pregnancy and the inability of minors to give consent.
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2. Organize personal time and manage personal responsibilities effectively.

K-2 (5-7)	<ul style="list-style-type: none"> a. Identify what activities are scheduled for the day and how much time is spent on each. b. Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities.
3-5 (8-10)	<ul style="list-style-type: none"> a. Create a daily schedule of school work and activities. b. Identify factors that will inhibit or advance the accomplishment of personal goals. c. Recognize how, when and who to ask for help.
6-8 (11-13)	<ul style="list-style-type: none"> a. Analyze daily schedule of school work and activities for effectiveness and efficiency. b. Recognize how, when, and who to ask for help and utilize the resources available. c. Monitor factors that will inhibit or advance effective time management.
9-12 (14-18+)	<ul style="list-style-type: none"> a. Utilize time and materials to complete assignments on schedule. b. Anticipate possible obstacles to completing tasks on schedule. c. Organize and prioritize personal schedule. d. Advocate for personal needs in accomplishing goals. e. Recognize how, when, and who to ask for help and utilize the resources available.

3. Play a developmentally appropriate role in classroom management and school governance.

K-2 (5-7)	<ul style="list-style-type: none"> a. Participate in individual roles and responsibilities in the classroom and in school. b. Recognize the various roles of the personnel that govern the school (all staff).
3-5 (8-10)	<ul style="list-style-type: none"> a. Identify and organize what materials are needed to be prepared for class. b. Understand personal relationships with personnel that govern the school. c. Discuss and model appropriate classroom behavior individually and collectively.
6-8 (11-13)	<ul style="list-style-type: none"> a. Construct and model classroom expectations and routines. b. Compare and contrast behaviors that do or do not support classroom management.
9-12 (14-18+)	<ul style="list-style-type: none"> a. Analyze the purpose and impact of classroom and school-wide activities, policies, and routines b. Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.

B. Develop, implement, and model effective problem solving skills.

<p>K-2 (5-7)</p>	<ol style="list-style-type: none"> 1. Develop self-control skills (for example, stop, take a deep breath, and relax). 2. Identify and illustrate the problem. 3. Identify desired outcome. 4. Identify possible solutions and the pros and cons of each solution. 5. Identify and select the best solution. 6. Put the solution into action. 7. Reflect on the outcome of the solution.
<p>3-5 (8-10)</p>	<ol style="list-style-type: none"> 1. Apply self-regulation skills. 2. Identify the problem and understand reason for the problem. 3. Identify and analyze desired outcome. 4. Generate possible solutions and analyze the pros and cons of each solution. 5. Select and implement the best solution. 6. Analyze the outcome of the solution.
<p>6-8 (11-13)</p>	<ol style="list-style-type: none"> 1. Identify specific feelings about the problem and apply appropriate self-regulation skills. 2. State what the problem is and identify the perspectives of those involved. 3. Identify desired outcome and discuss if it is attainable. 4. Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles. 5. Identify best solution and analyze if it is likely to work. 6. Generate a plan for carrying out the chosen option. 7. Evaluate the effects of the solution. 8. Understand resiliency and how to make adjustments and amendments to the plan.
<p>9-12 (14-18+)</p>	<ol style="list-style-type: none"> 1. Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills. 2. Identify, analyze, and state what the problem is and identify and consider the perspectives of those involved. 3. Identify desired outcome and analyze if it is attainable. 4. Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation, and personal principles. 5. Identify and ask systematic questions that clarify various points of view and lead to the best solution. 6. Use resiliency to reflect on past problems, identify ways to improve, and implement changes. 7. Apply improvement strategies to future projects and situations.