Kansas leads the world in the success of each student.

Kansans CAN

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION  www.ksde.org
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
School Counseling (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.
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
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 Kansans 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.
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
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

Academic

Employability Skills

Career

Social-Emotional

Curricular Standards for School Counseling
Final Rev111015.pdf (ksde.org)
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)

<table>
<thead>
<tr>
<th>PreK-2</th>
<th>The successful student can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>demonstrates creative thinking and questioning skills;</td>
</tr>
<tr>
<td>2.</td>
<td>identifies short- and long-term academic goals;</td>
</tr>
<tr>
<td>3.</td>
<td>accepts challenges as essential to the learning process;</td>
</tr>
<tr>
<td>4.</td>
<td>identifies use of time management, organizational and study skills necessary for academic success;</td>
</tr>
<tr>
<td>5.</td>
<td>demonstrates a sense of belonging and self-confidence in achieving high-quality results and outcomes.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>6-8</th>
<th>The student successful student can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>demonstrates critical thinking skills that include logic and reasoning;</td>
</tr>
<tr>
<td>2.</td>
<td>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);</td>
</tr>
<tr>
<td>3.</td>
<td>accepts intellectual challenges to develop personal competence and skills that are essential to the learning process.</td>
</tr>
</tbody>
</table>
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 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?

<table>
<thead>
<tr>
<th></th>
<th>Academic Domain</th>
<th>Career</th>
<th>Social-Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor’s Role</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Curriculum</td>
<td></td>
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<tr>
<td>Assessment-Evaluation</td>
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<tr>
<td>Family/Community Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KESA (Accountability)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity-Equity-Inclusion (DEI)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Audit/Review</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student Competencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Secondary Success</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Statutes (Flatt Act, Bullying, Mandated Reporting)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appropriate and Inappropriate Activities for School Counselors

<table>
<thead>
<tr>
<th>APPROPRIATE Activities for School Counselors</th>
<th>INAPPROPRIATE Activities for School Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Advisement and appraisal for academic planning.</td>
<td>• Building the master schedule.</td>
</tr>
<tr>
<td>• Orientation, coordination and academic advising for new students.</td>
<td>• Coordinating paperwork and data entry of all new students.</td>
</tr>
<tr>
<td>• Interpreting cognitive, aptitude and achievement tests.</td>
<td>• Coordinating cognitive, aptitude and achievement testing programs.</td>
</tr>
<tr>
<td>• Providing counseling to students who are tardy or absent.</td>
<td>• Signing excuses for students who are tardy or absent.</td>
</tr>
<tr>
<td>• Providing counseling to students who have disciplinary problems.</td>
<td>• Performing disciplinary actions or assigning discipline consequences.</td>
</tr>
<tr>
<td>• Providing short-term individual and small group counseling services to students.</td>
<td>• Providing long-term counseling in schools to address psychological disorders.</td>
</tr>
<tr>
<td>• Conducting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data.</td>
<td>• Covering classes when teachers are absent or to create teacher planning time.</td>
</tr>
<tr>
<td>• Interpreting student records.</td>
<td>• Maintaining student records.</td>
</tr>
<tr>
<td>• Analyzing grade-point averages in relationship to achievement.</td>
<td>• Computing grade-point averages.</td>
</tr>
<tr>
<td>• Consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success.</td>
<td>• Supervising classrooms or common areas.</td>
</tr>
<tr>
<td>• Protecting student records and information per state and federal regulations.</td>
<td>• Keeping clerical records.</td>
</tr>
<tr>
<td>• Consulting with the school principal to identify and resolve student issues, needs and problems.</td>
<td>• Assisting with duties in the principal’s office.</td>
</tr>
<tr>
<td>• Advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary.</td>
<td>• Coordinating schoolwide individual education plans, student study teams, response to intervention plans, RTIIS and school attendance review boards.</td>
</tr>
<tr>
<td>• Analyzing disaggregated schoolwide and school counseling program data.</td>
<td>• Serving as a data entry clerk.</td>
</tr>
</tbody>
</table>
KANSAS COMPREHENSIVE SCHOOL COUNSELING PROGRAM

ASCA School Counselor Professional Standards and Competencies

The ASCA School Counselor Professional Standards and Competencies 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.***

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Function 1:</strong> The professional school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1.CK The counselor understands the philosophical, social, and historical foundations of contemporary education, learning theories and counseling practices.</td>
<td>1.1.3.PS The counselor implements a data-driven comprehensive school counseling program based on philosophical, social, legal, and historical foundations.</td>
</tr>
<tr>
<td>1.1.2.CK The counselor understands the traditional and transformed role and function of the school counselor.</td>
<td>1.1.4.PS The counselor utilizes appropriate strategies in articulating and disseminating information on the role and function of the counselor.</td>
</tr>
</tbody>
</table>

| 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. |

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1.2.5.PS The counselor practices legal and ethical behavior in professional activities.</td>
</tr>
<tr>
<td>1.2.2.CK The counselor understands professional preparation standards, including credentialing and accreditation practices.</td>
<td>1.2.6.PS The counselor applies knowledge of professional preparation standards for obtaining credentialing.</td>
</tr>
<tr>
<td>1.2.3.CK The counselor identifies resources and professional organizations relevant to school counselors and their professional development.</td>
<td>1.2.7.PS The counselor engages in relevant professional development activities and implements new skills in counseling and counselor program.</td>
</tr>
<tr>
<td>1.2.4.CK The counselor understands the importance of lifelong professional development, staying current in research and best practice.</td>
<td>1.2.8.PS The counselor demonstrates current data-driven approaches and techniques for effective counseling with current needs, issues and trends.</td>
</tr>
</tbody>
</table>
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?
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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Admissions</th>
<th>Financial Aid</th>
<th>New Student Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emporia State University</td>
<td>Emporia</td>
<td>Undergraduate Admissions</td>
<td><a href="#">Financial Aid, Scholarships, &amp; Veterans Support Services</a></td>
<td>How2ESU Programs</td>
</tr>
<tr>
<td>Fort Hays State University</td>
<td>Hays</td>
<td>Admissions Office</td>
<td><a href="#">Financial Assistance Office</a></td>
<td>First Year Experience</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>Manhattan</td>
<td>Admissions</td>
<td><a href="#">Office of Student Financial Assistance</a></td>
<td>K-State First</td>
</tr>
<tr>
<td>Pittsburg State University</td>
<td>Pittsburg</td>
<td>Admission Office</td>
<td><a href="#">Student Financial Assistance</a></td>
<td>Information for New Students</td>
</tr>
<tr>
<td>The University of Kansas</td>
<td>Lawrence</td>
<td>Admissions</td>
<td><a href="#">Financial Aid &amp; Scholarships</a></td>
<td>First Year Experience</td>
</tr>
<tr>
<td>Washburn University</td>
<td>Topeka</td>
<td>Admissions</td>
<td><a href="#">Financial Aid Office</a></td>
<td>First Year Experience</td>
</tr>
<tr>
<td>Wichita State University</td>
<td>Wichita</td>
<td>Admissions</td>
<td><a href="#">Office of Financial Aid</a></td>
<td><a href="#">Office of First Year Programs</a></td>
</tr>
</tbody>
</table>
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.

ACREDITED HIGH SCHOOL

Freshmen applicants, ages 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:

<table>
<thead>
<tr>
<th>ESU, PSU, FHSU, WSU</th>
<th>K-STATE</th>
<th>KU</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 21+ (SAT 1060) or GPA 3.25+</td>
<td>ACT 21+ (SAT 1060) or GPA 3.25+</td>
<td>ACT 21+ (SAT 1060) and GPA 3.25+</td>
</tr>
<tr>
<td>Cumulative GPA 2.0+ for college credit earned in high school.</td>
<td>Cumulative GPA 2.0+ for college credit earned in high school.</td>
<td>Cumulative GPA 2.0+</td>
</tr>
</tbody>
</table>

HOMESCHOOL and UNACREDITED HIGH SCHOOL

Freshman applicants, ages 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 detailed 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

- KSBOR Qualified Admissions webpage™
- Qualified Admissions Webinar™

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
  - 1 unit of each:
    - Algebra I
    - Geometry
    - Algebra II
  - 1 unit:
    - Advanced Math
    - *See Kansas Scholars page for Math course list*

- **Math**
  - 4 units
  - 1 unit:
    - U.S History
    - .5 unit:
      - U.S. Government
    - 1 unit:
      - World History
    - 1 unit:
      - Social Science course
      - *See Kansas Scholars page for Social Science course list*

- **Social Science**
  - 3 units
  - 1 unit:
    - U.S History
    - .5 unit:
      - U.S. Government
    - 1 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.
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 advisors/advocates, CTE teachers, and other support staff members. They are exposed to and master the Kansans 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
Employability Skills
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”
The School Counselor’s Role

Social-Emotional Character Development (SECD)

Why SECD?
- Aligns with school counseling standards.
- Aligns with Kansas Education Systems Accreditation.
- Is one of the five State Board Outcomes.
- Research (Duckworth, Dweck, Durlak) confirms that SECD increases student achievement.
Kansas Social, Emotional, and Character Education Standards

Character Development
- Core Principles
- Responsible Decision Making and Problem Solving

Social Skills Development
- Social Awareness
- Interpersonal Skills

Self-Awareness
- Self-Awareness
- Self-Management

Personal Skills Development
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.

SECD + SEL = 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.
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