Call to order

• Roll Call
Approval of Agenda and Minutes

Agenda: March 2, 2022
Minutes: January 5, 2022

Poll questions will allow the votes to be public information but will not reveal how individuals vote.
Public Comment

• Guidelines for Testimony
  • Prior to start of the School Mental Health Advisory Council meeting, be sure to email Kayla Love, klove@ksde.org expressing desire to speak during public comment.
  • All comments will be taken under advisement by the council.
  • Any response from the Council to public comments will come at a later date.

• Verbal Public Comment
  • Verbal comments are limited to three minutes.
  • Cue will be given one minute before time expires.

• Written Testimony
  • Written input must include the name, address and county of residence of the person submitting comment.
  • Written comments can be submitted via email to Kayla Love, klove@ksde.org
SEL Legislative Testimony

Kent Reed
Kansas leads the world in the success of each student.
State Board Goals

- Social Emotional Growth
- Kindergarten Readiness
- Individual Plan of Study
- High School Graduation Rates
- Post Secondary Completion
STATE BOARD SOCIAL-EMOTIONAL GROWTH GOAL

Each student develops the social, emotional, and character competencies that promote learning and success in life.
From the first set of focus group responses, what characteristics of success were most frequently cited?

- Academic skills: 23%
- Non-academic skills: 70%
- Health, mental and physical: 3%
- Credentials (certificates, degrees): 2%
- Employed: 2%

*Kansas leads the world in the success of each student.*
The business and industry focal groups cited non-academic skills with greater frequency than the community groups:

- 81% non-academic skills
- 15% academic skills
- 1% employed
- 1% health, mental and physical
- 1% credentials (certificates, degrees)
A new study reveals that students who participate in school-based programs focused on social and emotional learning benefit in multiple ways as compared to students who do not experience programming in social and emotional learning. Check out these incredible findings!

- 9% improvement in prosocial behavior
- 9% improvement in attitudes about self, others, and school
- 9% reduction in problem behaviors
- 10% reduction in emotional distress
- 11% increase in standardized achievement test scores
- 23% increase in social and emotional skills

WHY FOCUS ON SOCIAL-EMOTIONAL GROWTH

Every $1 invested in Social Skills instruction = $11 in economic returns for the community.

Source: Teachers College, Columbia University (2015)
PURPOSE OF KANSAS STANDARDS

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

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

Social Development
- Social Awareness
- Interpersonal Skills

Personal Development
- Self-Awareness
- Self-Management
SECD STANDARDS

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

The standards were adopted in 2012.

2018 Revisions
- Prevention statutes
- Employability
- School mental health
- Civic engagement
- Mandated reporting
Kansans Can Competencies
Kansans Can Competency Sequence Pre-K through 12

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

By the end of each grade cluster, each student:

<table>
<thead>
<tr>
<th>Self-Regulation</th>
<th>Self-Efficacy</th>
<th>Self-Awareness</th>
<th>Assertiveness</th>
<th>Conflict Management</th>
<th>Empathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>Demonstrates the ability to create a simple plan and immediately reflect on the implemented plan.</td>
<td>Demonstrates an understanding that making mistakes is normal.</td>
<td>Recognizes and identifies feeling words linked to various situations.</td>
<td>Demonstrates how to ask for help.</td>
<td>Understands conflict is normal and natural and that we are each unique.</td>
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<tr>
<td></td>
<td>Describes and chooses simple strategies for self-calming.</td>
<td>Continues work on a challenging task by trying different ways to solve a problem.</td>
<td>Communicates personal likes and dislikes.</td>
<td>Expresses basic feelings and preferences.</td>
<td>Describes and demonstrates simple conflict management techniques (asks for help, takes turns, finds a different toy to play with).</td>
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<td></td>
<td>Plans and practices ignoring some distractions during a task, resulting in increased focus.</td>
<td>Makes choices based on personal preferences.</td>
<td>Demonstrates refusal skills and the ability to say, “No.”</td>
<td>Identifies and labels his/her own basic feelings and emotions.</td>
<td>Interprets emotions in the facial expressions or behaviors of other people.</td>
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</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>K-2</td>
<td>Demonstrates the ability to create a plan to accomplish a task or set of tasks.</td>
<td>Demonstrates approaching a challenging task with recognition that ability grows with effort.</td>
<td>Describes personal strengths and preferences.</td>
<td>Communicates a need or want to peers and adults in a respectful manner.</td>
<td>Identifies natural reasons for conflict and understands that conflict is normal.</td>
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<td></td>
<td>Follows multi-step teacher-created plans.</td>
<td>Describes mistakes as normal and opportunities to learn.</td>
<td>Identifies words that describe basic personal emotions.</td>
<td>Asks for help from an adult for a challenging situation.</td>
<td>Demonstrates the ability to listen to others' ideas and realizes other people may view situations differently.</td>
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<tr>
<td></td>
<td>Identifies ways to get back on track when distracted.</td>
<td>Provides examples of growth mindset self-talk statements.</td>
<td>Demonstrates mindfulness for short periods.</td>
<td>Demonstrates respectful refusal skills.</td>
<td>Identifies the problem in a conflict situation and states feelings and behaviors related to the problem.</td>
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<td></td>
<td>Develops a plan (with teacher guidance) to self-regulate for common challenging situations and emotional reactions.</td>
<td>Describes some basic structures of the brain and understands that a brain can “grow” and change with practice.</td>
<td>Uses self-knowledge of preferences to inform decisions when opportunities arise.</td>
<td>Makes assertive statements paired with body language and tone of voice that match the statement.</td>
<td>Uses words and other positive strategies to resolve social conflicts and nurture relationships.</td>
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<td>Predicts how various actions/decisions would affect outcomes.</td>
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### Examples of Workforce Development Efforts

<table>
<thead>
<tr>
<th>Preschool and Elementary School</th>
<th>Middle School</th>
<th>High School</th>
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</thead>
<tbody>
<tr>
<td><strong>Exposure and Awareness</strong></td>
<td><strong>Exploration and Engagement</strong></td>
<td><strong>Immersion, Participation, and Preparation</strong></td>
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<tr>
<td>Career days</td>
<td>Project-based learning</td>
<td>CTE and career development courses (e.g., identifying general SEL skills that are transferable across specific careers and jobs), leading to dual degrees postsecondary credits and certifications</td>
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<tr>
<td>Guest classroom speakers</td>
<td>Community service and service-learning</td>
<td>Work-based learning</td>
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<td>Field trips</td>
<td>Job shadowing</td>
<td>Internships</td>
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<tr>
<td>Exposure through literature</td>
<td>Mock interviews</td>
<td>Externships</td>
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<td></td>
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<td>Simulated work-based experiences</td>
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<td>Apprenticeships</td>
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<td></td>
<td>Career mentoring</td>
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Measuring Social-Emotional Factors Locally

- Perception Data (i.e. surveys)
- Process Data (i.e. numbers served)
- Outcome Data (i.e. what did you prove?)
- Multiple Measures
- School Climate Data
- Tiered Approach
- Utilize Evidenced Based Curriculum
Social-Emotional Data Collected by KSDE

- Attendance
- Program completers
- Bullying incident data
- Suspensions
- Expulsions
- Emergency safety interventions
THANK YOU FOR YOUR LEADERSHIP AND SUPPORT

Kent Reed
School Counseling/School Climate and Culture Consultant
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785-296-8109
Legislative Updates

Craig Neuenswander
Dale Brungardt
BREAK
Legislative Process

Mark Tallman (KASB)
Lunch Break
Previous Bills Passed by Legislature

Kent Reed

Kansas leads the world in the success of each student.
U.S. Department of Ed New Work

Shanna Bigler

Kansas leads the world in the success of each student.
Anticipatory Grief

Samantha Brown (USD 383)

Kansas leads the world in the success of each student.
Mental Health Website
Holly Yager (USD 259)
Member/ Agency Updates
Wrap Up Comments
Adjourn
Kathy Busch