SECOND STEP

August 4, 2025
Wichita Public Schools
Board of Education Meeting

SECOND STEP K-8 PROGRAMS: EMPOWERING KIDS WITH SKILLS FOR LIFE



- Provides a consistent, research-based experience.
- Builds essential life skills to use in the classroom and life.
- Promotes positive classroom and school climates.

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Second Step Elementary (K-5)

- *20 weekly 15–30-minute lessons:*
  - *brain builder activities,*
  - *engaging handouts,*
  - *extension activities,*
  - *songs and videos.*

Second Step Middle School (6-8)

- *26 weekly 25-minute lessons:*
  - *real voice videos*
  - *200 advisory activities.*

INCREASE

- Academic perseverance
- Prosocial behavior
- Positive relationships
- Positive school climate

DECREASE

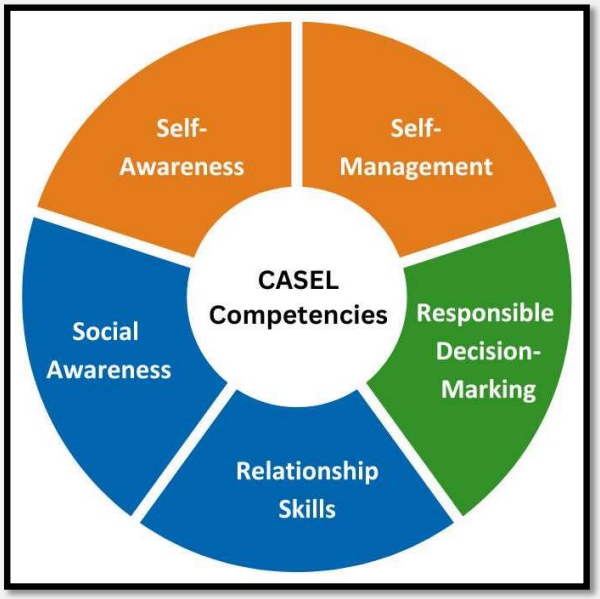
- Classroom management issues
- Peer conflicts
- Peer rejection
- Emotional distress

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Elementary Unit Topics	Middle School Unit Topics
1. Growth Mindset & Goal Setting 2. Emotion Management 3. Empathy & Kindness 4. Problem-Solving	1. Mindsets & Goals 2. Developing a Positive Sense of Self 3. Thoughts, Emotions & Decisions 4. Managing Relationships & Social Conflict

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Proficiency Scale
Character Development 3-5

4.0	The student could assist peers in decision and problem solving skills in a variety of settings throughout the school comm
3.5	In addition to score 3.0 performanc
3.0	The student will: **T1: Core Principles:** Demonstr settings, such as honesty, kinc **T2: Decision Making Skills:** De making skills in a variety of set **T3: Problem Solving Skills:** De variety of settings
2.5	No major errors or omissions regardi
2.0	**F1:** Vocabulary: character tra harassment, relationships, em • Recognize and develo perseverance, empath • Demonstrate effective • Practice empathetic s • Demonstrate respect f • Understand the variou possible impact (bully, • Appropriately use cha while using technolog **F2:** Vocabulary: consequenc • Compare and contras • Identify choices made • Complete tasks in a tin • Identify how, when, ar • Identify and organize r • Recognize and partici **F3:** Vocabulary: problem, sol • Identify problem solvin • Pick the best solution fr *process, explicitly teac* • Use the problem solvin *process use that proce*
1.5	Partial success at score 2.0 content,
1.0	With help, partial success at s
0.5	With help, partial success at score 2
0.0	Even with help, no success

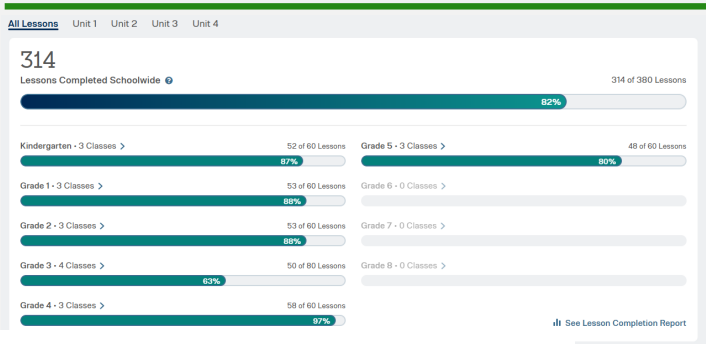
June 20, 2019

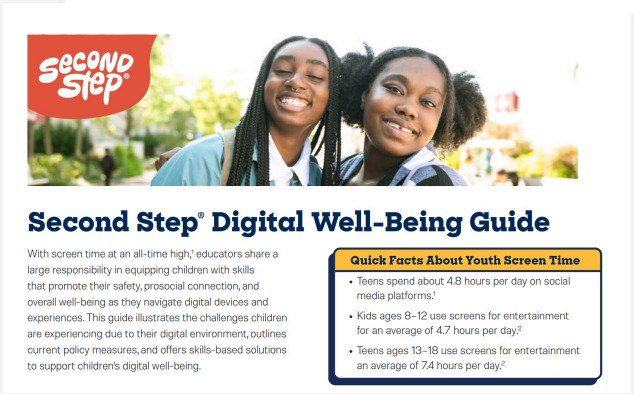
Proficiency Scale
Employability Skills-Social Development 6-8

4.0	The student could establish and maintain positive relationships in spite of varying perspectives being represented in that relationship and allow for communication with others in various settings and situations.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **T1: Social Awareness:** Demonstrate awareness of others' thoughts, feelings, and differences, and react appropriately to others in a variety of situations that demonstrate a respect for human dignity and differences **T2: Interpersonal Skills:** Demonstrate communication and social skills to interact effectively within relationships
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**F1:** Vocabulary: trigger, respect, stereotyping, discrimination, prejudice, empathy • Identify possible triggers that impact emotion to predict possible responses • Recognize non-verbal cues in the behavior of others • Recognize examples of stereotyping, discrimination, and prejudice and understand their impact on others • Use "I-statements" as a sign of respect to let others know that you have heard them • Practice "perspective taking" as a strategy to increase acceptance of others **F2:** Vocabulary: refusal skills, peer pressure, advocate • Respond appropriately (with empathy, respect and compassion) in social situations • Describe and self-monitor contributing factors that can impact relationships (voice tone, word choice, facial expressions, and body language) • Understand how self-regulation and responding in healthy ways impacts relationships in your life (e.g. responding positively to constructive feedback) • Apply strategies (Stay calm, listen to all sides, being open to different solutions) to be proactive, advocate and resolve conflicts in both personal and social situations to impact change • Identify the impact social media has in relationships
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

January 29, 2020

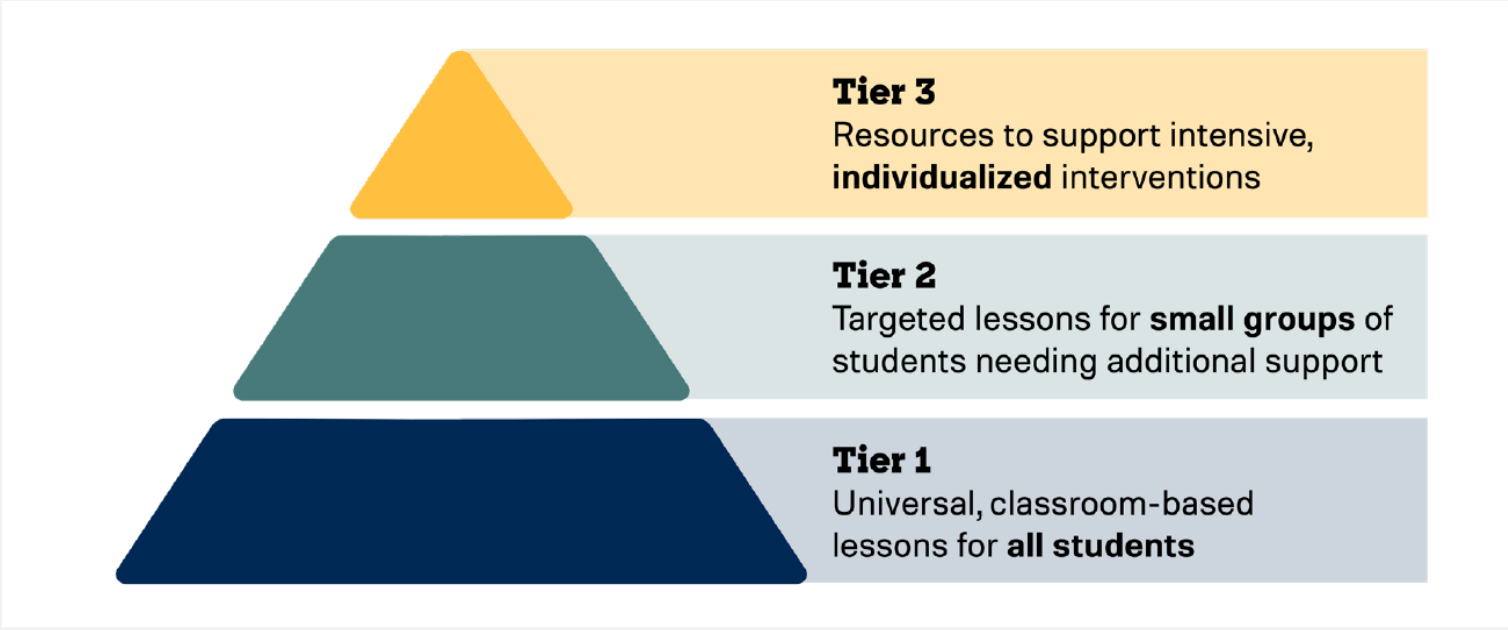
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- Digital access: lessons & completion rates
- Additional supports such as virtual workshops and family communications
- WPS developed Guide for educators, coaches and administrators

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QUESTIONS?

Holly Ingram
Assistant Superintendent Learning Services

Amanda Sharshel
Executive Director Elementary Curriculum & Instruction

Justin Kasel
Executive Director Secondary Curriculum & Instruction