

Kansas Education Systems Accreditation Foundational Structures

<p>Tiered Framework of Support</p>	<p>Each student has needs that are to be addressed through a three-tiered framework of support.</p> <p>The selected framework must include comprehensive interventions to promote student growth in the areas of academics, social-emotional and behavior.</p> <p>Systems develop a plan around the selected framework to include data to inform decision-making and continuous monitoring of student progress. The plan utilizes evidence-based practices to meet students where they are.</p>
<p>Families, Community and Business Partnerships</p>	<p>Stakeholders are individuals and groups who reflect the demographics of the district and whose interests align with the district goals. This may include, but is not limited to: students, families, certified and classified staff, community members and leaders, post-secondary, business and industry partners, and local/county/state agencies and leaders.</p> <p>Systems demonstrate value and respect for community stakeholders by providing transparency and two-way communication. Community voice is encouraged, and the district considers all recommendations from stakeholder groups.</p>
<p>Diversity, Equity, and Inclusion</p>	<p>The goal of diversity, equity, and Inclusion is two-fold.</p> <p>One, to establish culturally responsive environments resulting in safe schools and classrooms. This involves an informed staff in collaboration with stakeholders, who develop a culture and climate that is inviting to each student, and where each student is provided equitable opportunity through access to quality instruction, evidence-based resources and facilities.</p> <p>Two, the system embraces the richness of diverse and inclusive environments. This recognizes, but is not limited to: students with disabilities, racial/ethnic diversity, religious beliefs, gender, socioeconomic status, English learners, sexual identity, homeless, youth in foster care, single-families and active duty military families."</p>
<p>Communication and Basic Skills</p>	<p>Systems must provide PreK through 12 curricula/programs/services to support student learning and growth in reading, writing, speaking, listening, math, and STEM (science, technology, engineering, and math).</p> <p>Students will develop the skills to solve real world problems. The skills will be used to identify, comprehend and interpret information in, but not limited to reports, technical manuals, graphs and flowcharts using computer literacy and communication skills.</p>

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<p>Civic and Social Engagement</p>	<p>Systems must provide PreK through 12 curricula/programs/services to develop and/or enhance the skills of responsible decision making and social awareness.</p> <p>In order to enhance the understanding of governmental processes at the local, state and national levels, students will apply knowledge (included but not limited to) of the U.S. Constitution, Bill of Rights, Declaration of Independence and Kansas history in making informed economic, social and political choices.</p>
<p>Physical and Mental Health</p>	<p>Systems must provide PreK through 12 curricula/programs/services to identify, understand and manage personal health (i.e. social, emotional, mental, and physical).</p> <p>This also includes knowing resources to obtain assistance with solving health related issues (e.g. counseling services, school lunch programs, mental health services, school nurse, wellness centers).</p>
<p>Art and Cultural Appreciation</p>	<p>Systems must provide PreK through 12 curricula/programs/services to support students gaining an appreciation for the fine arts.</p> <p>This also ensures students have opportunities (formal and informal) to gain an awareness of and appreciation for the culture and heritage of diverse groups through their art, music, dance, theatre, forensics, world languages, etc.</p>
<p>Postsecondary and Career Preparation</p>	<p>Systems must provide PreK through 12 curricula/programs/services to engage students in a process leading to a postsecondary plan.</p> <p>Systems must provide a continuum of experiences offering students varied levels of exposure to career awareness, exploration and specific preparation activities. Increasing individualization as students connect interests, skills and goals with career possibilities.</p> <p>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.</p>