

Kansans **CAN**



Cycle 1

Foundational Structures



FOUNDATIONAL STRUCTURES STATEMENT

To be accredited, systems must have structures (systemic plans, processes, programs) in place to support certain best practices and the Rose Capacities.





Definition

“Foundational Structures” means programs, structures, or practices considered to be essential and, in KESA, prerequisite to receiving an accreditation rating from the State Board. Education systems are notified of required foundational structures before the start of a new accreditation cycle.

By the end of the accreditation cycle, systems must have fully implemented systemic plans/processes/ addressing these requirements.





Questions

What policies does your system have in place to ensure that each foundational structure is addressed effectively and evaluated/updated regularly?

What does your system offer to address each foundational structure?

What evidence-based practices are embraced in your implementation of these offerings?

Are your system's offerings aligned/coordinated system-wide?

How do you know that your offerings are effective?



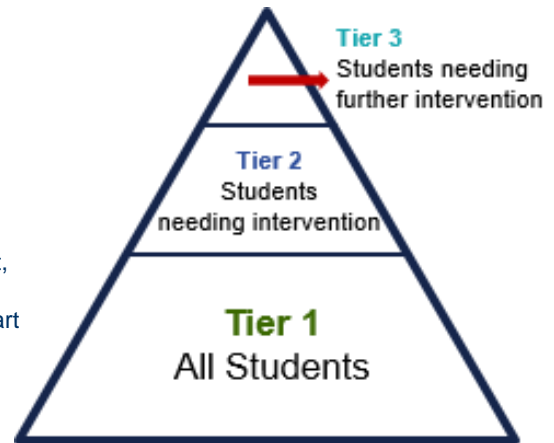


Tiered System of Supports

Tiered systems of supports are for all students. Tier 1 involves ALL STUDENTS. Tier 2 involves students needing intervention. Tier 3 involves students who need further intervention. Systems can develop their own plans/programs or work with profit and not-for-profit organizations that provide related products/services. Either way, in order to be considered a “tiered system of supports,” the program must include the “ingredients” shown below.

“Ingredients” of a Tiered System of Supports

1. All students are involved.
2. System- and school-wide behavior expectations and response/discipline policy
3. Data-based decision making framework/process
4. Research-based screeners for reading, math, behavior
5. Evidence-based curriculum (all tiers) for reading, math, behavior, social skills
6. Research-based interventions for Tiers 2 and 3
7. Fluid intervention groups
8. Buildings have master schedule providing for assessment, core, intervention, and collaborative team time
9. Family engagement (not just notification) is an inherent part of the tiered system of supports process.
10. System-wide assessment plan
11. Regular evaluation of tiered system of supports
12. Ongoing review/revision of system policies to support framework





Stakeholder Engagement

Systems must engage all stakeholders in decision making processes and in the wide spectrum of curricula/programs/services that support student learning and growth.

“All stakeholders” means students, families, employees, business/industry, and community – anyone with a vested interest in the education system.

The theme of stakeholder engagement is embedded in the KESA philosophy. The KESA process involves teams of stakeholders, and the KESA rubrics directly address stakeholder engagement in many places (see table below).

<p>Relationships Staff – “Communication with staff” is one criterion. Students – “Student Involvement and Empowerment” is one criterion. Families – This component is all about family engagement. Communities – This component is all about community engagement.</p>	<p>Relevance Curriculum – This component calls for leader, educator, family and student involvement in curriculum/resource adoptions Student Engagement – “Student Input” and “Individual Plans of Study” require family involvement and advisory councils Technology – This component calls for student involvement in decision making and for response to student, community, state, and national workforce needs.</p>
<p>Responsive Culture This entire rubric is about collaboration with stakeholders to develop and execute a vision of learning. Stakeholder engagement is key throughout the rubric.</p>	<p>Rigor Career and Technical Education – This component calls for partnerships with business/industry and communication with educators, students, families, and community. Professional Learning – This component calls for clear communication with all stakeholders regarding the link between professional learning and increased student performance; stakeholder involvement in identifying priorities; pursuing potential professional learning resources, prioritizing and evaluating use of resources.</p>





Diversity and Equity

“Diversity” means the presence of a range of differences. Types of diversity include, but are not limited to, occupation, personality type, national origin, race, ethnicity, religion, socio-economic stratum, gender identification, sexual orientation, learning abilities, family structure.

“Equity” means conditions under which every student receives equitable access to quality instruction, resources, and facilities according to his/her learning needs. *(See illustration, next page.)*

Systems must provide curricula/programs/services to support individual students’ needs for learning and growth.





Diversity and Equity

Federal discussions of equity focus on students in certain subgroups receiving access to quality educators:

Are students in the various sub-groups receiving equitable access to experienced, qualified, and effective educators at the same rate as students not belonging to the various sub-groups?

Experience: Three or more years

Qualified: Current endorsement for specific assignment

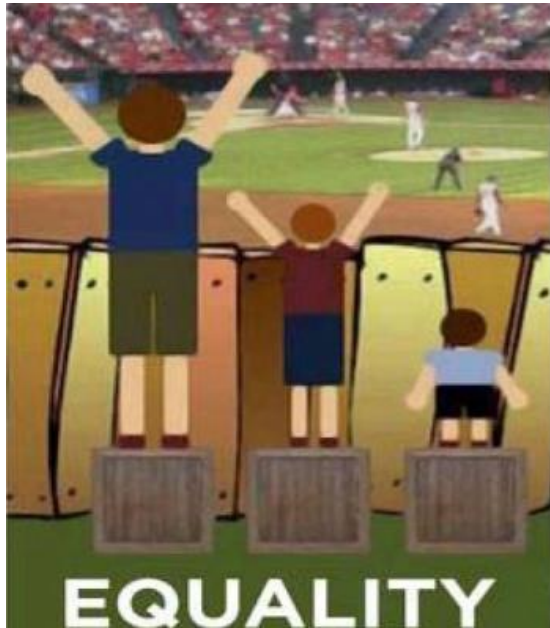
Effective: As determined through formal educator evaluation process

Subgroups: Students in poverty, students with disabilities, minorities





Diversity and Equity (continued)



Paul C. Gorski. "An Equity Literacy Workshop for Educators." Equity and Diversity Seminar. Central Comprehensive Center. October 21, 2014.





Communication and Basic Skills

Rose Capacity 1:

“Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization”

EXPLANATION:

Communication – Systems must provide curricula/programs/services to support student learning and growth, as well as application of, the following skill areas: oral (including public speaking), written, and interpersonal communication (including conflict resolution).

Basic skills – Systems must provide curricula/programs/services to support student learning and growth in, as well as application of, skill areas such as the following: independent productivity, collaboration, information literacy (including library services), technology literacy, financial/consumer literacy.





Civic and Social Engagement

Rose Capacity 2:

“Sufficient knowledge of economic, social, and political systems to enable the students to make informed choices”

Rose Capacity 3:

“Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation”

EXPLANATION:

Systems must provide curricula/programs/services to support student learning and growth in, as well as the application of, the knowledge and understanding necessary to make informed economic, social, and political choices.





Physical and Mental Health

Rose Capacity 4

“Sufficient self-knowledge and knowledge of his or her mental and physical wellness”

EXPLANATION:

Systems must provide curricula/programs/services to support student learning and growth in, as well as the application of, mental and physical wellness knowledge and understanding

- Physical education/health graduation requirement
- Child nutrition and wellness requirements
- Social-emotional wellness requirements (including counseling services)
- Physical wellness requirements (including physical education and health curricula)





Arts and Cultural Appreciation

Rose Capacity 5

“Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage”

EXPLANATION:

- Fine Arts graduation requirement is a compliance item.
- Curricula, programs, services to support student learning and growth in the fine arts (*dance, music, visual arts, theatre, media arts*)
- Curricula, programs, services to support student learning and growth in world languages





Postsecondary and Career Preparation

Rose Capacity 6:

“Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently”

Rose Capacity 7:

“Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market”





Postsecondary and Career Preparation

EXPLANATION:

Systems must provide curricula, programs, and services to support student learning and growth in preparation for academic/vocational learning and/or the work force.

- Minimum graduation requirements as outlined in KAR 91-31-35 and associated regulations
- Kansas Curricular Standards in applicable curricular areas
- State-recognized academic standards for all other core and non-core curricular areas
- Career/technical education
- Professional engagement - understand/conversant in career field issues, make informed decisions, solve problems, advocate
- Curricula that allow students to meet the Kansas Board of Regents qualified admissions requirements and the state scholarship program





Accreditation Contacts

Teacher Licensure and Accreditation (TLA)

Kelly Slaton, EPC

Accreditation/Evaluation

785-368-7356

kslaton@ksde.org

Ann Yates, EPC

Evaluation/Accreditation

785-296-5140

ayates@ksde.org

Scott Myers, Ed.D. Director

785-296-8010

smyers@ksde.org

Bill Bagshaw, Assistant Director

785-296-2198

bbagshaw@ksde.org





DISTRICT 1
Janet Waugh

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.



DISTRICT 2
Steve Roberts

Vision

Kansas leads the world in the success of each student.



DISTRICT 3
John W. Bacon

Motto

Kansans CAN.



DISTRICT 4
Ann E. Mah

Successful Kansas High School Graduate

A successful Kansas high school graduate has the

- **Academic** preparation,
- **Cognitive** preparation,
- **Technical** skills,
- **Employability** skills and
- **Civic** engagement



DISTRICT 5
Sally Cauble

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.



DISTRICT 6
Deena Horst

Outcomes for Measuring Progress

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social/emotional growth measured locally



DISTRICT 7
Kenneth Willard



DISTRICT 8
Kathy Busch,
Vice chair



Kansas State Department of Education
Landon State Office Building
900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212

(785) 296-3201

www.ksde.org



Dr. Randy Watson
Kansas Commissioner of Education



Dale M. Dennis
Deputy Commissioner
Division of Fiscal and Administrative Services



Brad Neuenswander
Deputy Commissioner
Division of Learning Services



DISTRICT 9
Jim Porter,
Chairman



DISTRICT 10
Tim McNeice

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3204