Navigating Change:
KANSAS’ GUIDE TO LEARNING AND SCHOOL SAFETY OPERATIONS

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

VISION
Kansas leads the world in the success of each student.

MOTTO
Kansans Can

SUCCESS DEFINED
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.

OUTCOMES
- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

The Kansas State Board 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 any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.
NAVIGATING CHANGE: 
KANSAS’ GUIDE TO LEARNING AND SCHOOL SAFETY OPERATIONS

Since the Kansas State Board of Education adopted its new vision for Kansas education - Kansans Can - nearly five years ago, Kansas schools have been on a journey to change the way we approach school to ensure that each student is successful when entering young adulthood.

Now, because of the COVID-19 pandemic, we find ourselves thrust into a period of rapid change, uncertainty, and heightened stress and anxiety for educators, parents and students for the coming school year.

Will there be school? What if the pandemic forces another school closure? How do we keep students, teachers and staff safe and healthy?

These are the questions on everyone’s minds. And these are the questions this Navigating Change guidance document is intended to address.

More than 700 teachers, administrators, parents, school board members, service center employees, members of the medical community and Kansas State Department of Education (KSDE) employees collaborated to develop this guidance document. We are indebted to them for the work and passion they committed to developing this document.

The only certainty this pandemic has brought to our K-12 education community is that school will look, and should look, different in every district. Learning environments must be tailored to the specific needs of each family and school community. Regardless of how those environments are tailored, the State Board of Education stresses that rigor and accountability must be maintained throughout the year.

Some districts will be able to bring all students back into the classroom. Some districts may need to implement a remote learning environment, while others may need to implement a hybrid learning environment. We anticipate that these environments will be everchanging over the course of this school year.

This guidance provides multiple options in order to help facilitate district-level discussions as contingency plans are developed. Districts will only be successful if they have the flexibility to design learning environments that meet their unique needs created by the pandemic.

Yes, these are uncharted waters, but as Kansans have done for more than 150 years, we will work together to get through this and to ensure Kansas students continue to receive the world class education they deserve.

Sincerely,

Dr. Randy Watson
Kansas Commissioner of Education
NAVIGATING CHANGE:
KANSAS’ GUIDE TO LEARNING AND SCHOOL SAFETY OPERATIONS

Introduction

This guidance document, “Navigating Change: Kansas’ Guide to Learning and School Safety Operations,” was created to help support schools as they begin to formulate their plans for re-entry into the 2020-2021 school year.

Nearly 1,000 Kansans, including policymakers, health officials, educators and stakeholders, worked on this document, including identifying the professional development needs of educators.

The purpose of this document is not to prescribe what schools should do, but rather what considerations and discussions should happen in schools as they plan to support their students and communities as they navigate the uncharted waters of providing a quality education during the COVID-19 pandemic. The guidelines are written in a manner that can be useful across the district, but adaptable to a district’s specific circumstances. While medical professionals contributed to the creation of the document, it is understood that as new information about the transmission of COVID-19 becomes available, the guidance may further adjust.

The guidelines were created with two overarching questions in mind:

1. How do we keep students, educators, and community members as safe as possible? (Operations)

2. How do we ensure each student is learning and being supported regardless of the learning environment? (Instruction)

This document provides guidance, recommendations and examples. However, it is understood that each district’s needs can only be addressed through its own individual contingency planning. It is advised that districts create a task force to review and create their contingency plans. The task force may include various stakeholders, such as students, students’ families, medical professionals, teachers, building leaders, district leaders and board members. It is recommended that ongoing and regular communication between the school district and county health officials be established as the plans are being developed and implemented.

Throughout this document there will be three learning environments that are referenced:

- **On-site Learning Environment:** students and teachers will be in school with or without social distancing practices put into place.

- **Hybrid Learning Environment:** students would be spending part of their time in the classroom and part of their time learning virtually from home.

- **Remote Learning Environment:** students would be doing all of their learning from home and not entering the school building at all.
Questions that may need to be answered in the development of the district’s contingency plan include:

- What restrictions or regulations (i.e. masks, group size, etc.) are currently in place in your county or statewide?
- As a result of the implementation of Continuous Learning this past spring, what improvements need to be made for learning that occurs outside of schools?
- What changes in roles and responsibilities will be needed to ensure high levels of student learning in a safe manner?
- What supports can be established to support students’ health (mental and physical)?
- What supports can be established to support students’ individual needs (i.e., students with disabilities, students learning the English language, at-risk students, etc.)?
- How will student learning be assessed and reported?
- What technology is needed to ensure equal access?
- What physical modifications need to be made to ensure safety?
- How will equity and equal access be achieved?
- What protocols will need to be established regarding confirmed cases of Covid-19 on district grounds or community outbreaks?
- Are there other locations in the community that could be used to spread out populations/decrease group size?
- What contingency or redundancies need to be established to ensure smooth operations of a district in the event of an interruption?
- What supportive partnerships could be formed between districts?
- What training will need to be provided to staff members in advance of the school year?
- What models of instruction will be offered in your district?
- What is the communication plan for your district?
- What adjustments may be needed on the calendar to accommodate planning and professional development for staff members?
- What materials and resources will be needed initially and throughout the year to maintain student, staff and visitor safety?
- What partnerships could be formed to assist families, students and community members?

As Kansas continues to navigate these times of uncertainty, it’s important to remember that we’re all in this together. Take a moment to review the list of contributors at the end of this document. This guidance document was created by the same professionals we’ve tasked with educating and ensuring the well-being of each Kansas student.

Kansans Can.

The information provided in this document does not constitute legal advice. This document is intended to provide support and guidance. Districts are encouraged to contact attorneys for specific legal advice regarding the handling of this pandemic.
# Contents

**Remote Learning**
- Funding Students in the Remote Learning Environment
- Fact Sheet: What's the Difference Between Remote Learning and Virtual Education - 2020-21 School Year
- Remote Learning 2020-2021 Assurances
- Frequently Asked Questions Related to Remote Learning
- Remote Learning Daily Log

**Grade Band Pre-K-2**
- Access and Equity

**COMPETENCIES**
- English Language Arts (ELA)
- History, Government and Social Studies (HGSS)
- Mathematics
- Science
- Measuring Social-Emotional Character Development
- Social, Emotional, Character Development Standards (SECD)
- Humanities
- Science, Technology, Engineering, Arts and Mathematics (STEAM)
- Specials
- Special Education
- Library Media

**ASSESSMENT**
- ELA
- HGSS

**English Language (EL) HGSS**

**Mathematics**

**EL Mathematics**

**Science**

**EL Science**

**Humanities**

**STEAM**

**Specials**

**Library Media**

**IMPLEMENTATION**
- Philosophy
- Grading Considerations
- Accommodations/Modifications
- Family Engagement
- Instructional Examples
- Blended/Flipped Learning
- Co-Teaching
- Inquiry Learning/PBL
- Nature-Based Outdoor Classroom
- Personalized Learning
- Play-Based Learning
- Small-Group Instruction
- Blended Learning
Grade Band 3-5

Access and Equity ____________________________ 240
COMPETENCIES ______________________________ 244
   ELA ______________________________________ 246
   HGSS ____________________________________ 248
   Mathematics ________________________________ 249
   Science ____________________________________ 251
   Measuring Social-Emotional Character Development __________ 254
SECD ________________________________________ 260
Humanities __________________________________ 263
STEAM ______________________________________ 269
Specials _____________________________________ 276
Special Education ______________________________ 287
Library Media ________________________________ 292

ASSESSMENT ____________________________________ 295
   ELA ________________________________________ 299
   HGSS ____________________________________ 319
   EL HGSS __________________________________ 329
   Mathematics ________________________________ 332
   EL Mathematics ______________________________ 338
   Science ____________________________________ 343
   EL Science __________________________________ 360
   Humanities __________________________________ 363
   STEAM _____________________________________ 393
   Specials _____________________________________ 410
   Library Media ________________________________ 429

EE ASSESSMENT ________________________________ 433

IMPLEMENTATION ______________________________ 465
   Philosophy _________________________________ 468
   Grading Considerations ________________________ 470
   Accommodations/Modifications _________________ 471
   Family Engagement ___________________________ 472
   Instructional Examples _________________________ 481
      Personalized Learning or Small Group, Cooperative ____________ 482
      Inquiry Learning/Project Based Learning ____________ 484
      Flipped/Blended Learning ________________________ 492
   Personalized Learning _________________________ 494
   STEAM Instructional Examples ________________ 497
   Specials Instructional Examples ________________ 513
      Physical Education/Health _____________________ 514
      Music ______________________________________ 518
      Art _________________________________________ 521
      Counseling _________________________________ 525

Grade Band 6-8

Access and Equity ____________________________ 530
COMPETENCIES ______________________________ 534
   ELA ________________________________________ 536
   HGSS ____________________________________ 537
   Mathematics ________________________________ 540
   Science ____________________________________ 542
   Measuring Social-Emotional Character Development __________ 545
SECD ________________________________________ 551
Humanities __________________________________ 554
STEAM ______________________________________ 559
Specials _____________________________________ 567
Special Education ______________________________ 575
Library Media ________________________________ 580

ASSESSMENT ____________________________________ 583
   ELA ________________________________________ 587
   HGSS ____________________________________ 595
   EL HGSS __________________________________ 605
   Mathematics ________________________________ 609
   EL Mathematics ______________________________ 625
   Science ____________________________________ 629
   EL Science _________________________________ 650
   Humanities __________________________________ 653
   STEAM _____________________________________ 663
   Specials _____________________________________ 702
   Library Media ________________________________ 722

EE ASSESSMENT ________________________________ 729

IMPLEMENTATION ______________________________ 763