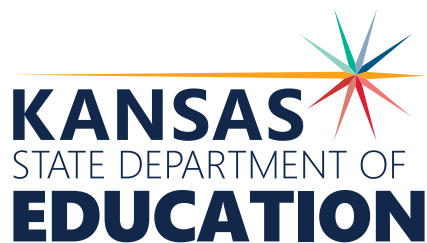


Navigating Change:

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

KANSAS STATE BOARD OF EDUCATION

CHAIRMAN
DISTRICT 8

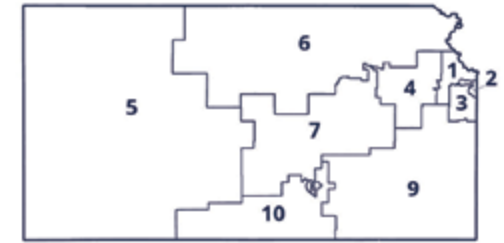


Kathy Busch
kbusch@ksde.org

VICE CHAIR
DISTRICT 1



Janet Waugh
jwaugh@ksde.org



BOARD MEMBERS

DISTRICT 2



Steve Roberts
sroberts@ksde.org

DISTRICT 3



Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
amah@ksde.org

DISTRICT 5



Jean Clifford
jclifford@ksde.org

LEGISLATIVE LIAISON
DISTRICT 6



Dr. Deena Horst
dhorst@ksde.org

DISTRICT 7



Ben Jones
bjones@ksde.org

LEGISLATIVE LIAISON
DISTRICT 9



Jim Porter
jporter@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org

KANSAS STATE DEPARTMENT OF EDUCATION

COMMISSIONER OF
EDUCATION



Dr. Randy Watson

DEPUTY COMMISSIONER
Division of Fiscal and Administrative Services



Dale M. Dennis

DEPUTY COMMISSIONER
Division of Learning Services



Dr. Brad Neuenswander

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212

(785) 296-3203

www.ksde.org



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 remotely from home. For remote learning scenarios, please see page 3 for Remote Learning Daily Log requirements.
- **Remote Learning Environment:** students would be doing all of their learning from home and not entering the school building at all. For remote learning scenarios, please see page 3 for Remote Learning Daily Log requirements.

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.

NAVIGATING CHANGE:

KANSAS' GUIDE TO LEARNING AND SCHOOL SAFETY OPERATIONS

Contents

Remote Learning _____	1	ASSESSMENT _____	63
Funding Students in the Remote Learning Environment _____	2	ELA _____	67
Fact Sheet: What's the Difference Between Remote Learning and _____		HGSS _____	79
Virtual Education - 2020-21 School Year _____	3	English Language (EL) HGSS _____	84
Remote Learning 2020-2021 Assurances _____	5	Mathematics _____	87
Frequently Asked Questions Related to Remote Learning _____	6	EL Mathematics _____	98
Remote Learning Daily Log _____	7	Science _____	101
Grade Band Pre-K-2 _____	9	EL Science _____	107
Access and Equity _____	10	Humanities _____	109
COMPETENCIES _____	14	STEAM _____	122
English Language Arts (ELA) _____	16	Specials _____	135
History, Government and Social Studies (HGSS) _____	18	Library Media _____	152
Mathematics _____	19	ESSENTIAL ELEMENTS (EE) ASSESSMENT _____	157
Science _____	22	IMPLEMENTATION _____	181
Measuring Social-Emotional Character Development _____	25	Philosophy _____	184
Social, Emotional, Character Development Standards (SECD) _____	31	Grading Considerations _____	186
Humanities _____	33	Accommodations/Modifications _____	187
Science, Technology, Engineering, Arts and Mathematics (STEAM) _____	39	Family Engagement _____	188
Specials _____	47	Instructional Examples _____	197
Special Education _____	55		
Library Media _____	60		

Grade Band 3-5	239
Access and Equity	240
COMPETENCIES	244
ELA	246
HGSS	248
Mathematics	249
Science	251
Measuring SECD	254
SECD	260
Humanities	263
STEAM	269
Specials	276
Special Education	287
Library Media	291
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
STEAM Instructional Examples	497
Specials Instructional Examples	513
Physical Education/Health	514
Music	518
Art	521
Counseling	525

Grade Band 6-8	529
Access and Equity	530
COMPETENCIES	534
ELA	536
HGSS	537
Mathematics	540
Science	542
Measuring SECD	545
SECD	551
Humanities	554
STEAM	560
Specials	568
Special Education	576
Library Media	581
ASSESSMENT	585
ELA	589
HGSS	597
EL HGSS	607
Mathematics	611
EL Mathematics	627
Science	631
EL Science	652
Humanities	655
STEAM	665
Specials	704
Library Media	724
EE ASSESSMENT	731
IMPLEMENTATION	765
Philosophy	768
Grading Considerations	770
Accommodations/Modifications	771
Family Engagement	772
Instructional Examples	781

Grade Band 9-12	823
Access and Equity	824
COMPETENCIES	828
ELA	830
HGSS	831
Mathematics	832
Science	834
Measuring SECD	835
SECD	841
Humanities	844
STEAM	845
Specials	846
Special Education	862
Library Media	867
ASSESSMENT	871
ELA	875
HGSS	884
EL HGSS	891
Mathematics	894
EL Mathematics	901
Science	904
Life Science	908
Earth and Space Science	910
EL Science	912
Humanities	915
STEAM	920
Specials	924
Career and Technical Education (CTE) Competency	943
Library Media	958
EE ASSESSMENT	967
IMPLEMENTATION	987
Philosophy	990
Grading Considerations	992
Accommodations/Modifications	993
Family Engagement	994
Instructional Examples	1003
Music/Art/World Languages/PE	1004
CTE	1013
Science and Math	1023
Humanities	1033

Operations	1045
Health	1047
Classrooms	1053
Common Spaces	1058
Transitions	1060
Extra and Cocurricular	1062
Facilities	1066
Food Service	1071
Transportation	1075
Appendix	1077
A Coronavirus vs. Cold vs. Flu vs. Allergies Infographic	1078
B Releasing Cases and Contacts From Isolation and Quarantine	1080
C Kansas COVID Workgroup for Kids	1082
D Navigating Change 2020: Family Survey	1108
E Navigating Change 2020: Staff Survey	1112
F SECD Implementation: School Counseling Considerations for Navigating Change	1115
G Masks for Kids	1138
H My Mask Schedule	1145
I Kansas COVID Workgroup for Kids Resource Links for Schools	1152
J Kansas COVID Workgroup for Kids Superintendent Webinar	1154
K Kansas Schools Gating Criteria	1165
L Kansas State Department of Education Guide to Remote, Hybrid, and In-Person Teaching and Learning	1169
USD Sample Remote Learning Plan	1174
Acknowledgements	1175

