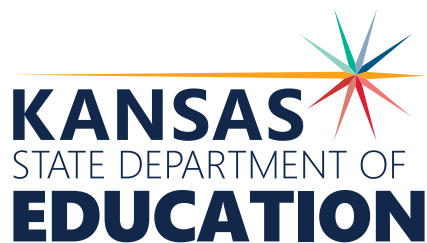


# Navigating Change:

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

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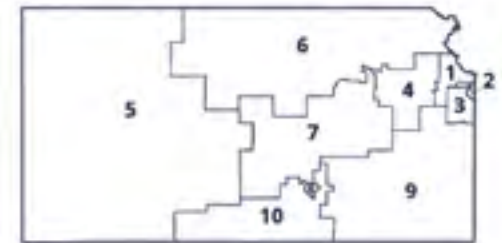


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## NAVIGATING CHANGE:

### 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

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