Navigating Next

KANSAS
STATE DEPARTMENT OF
EDUCATION
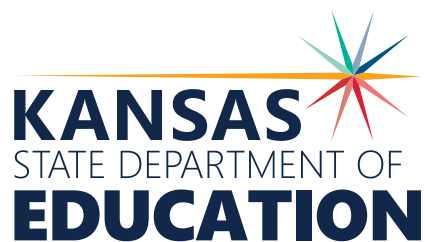
Kansas leads the world in the success of each student.

KANSAS STATE BOARD OF EDUCATION

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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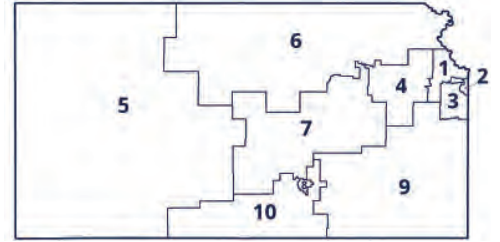Topeka, Kansas 66612-1212

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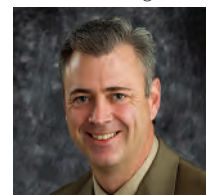
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JAN. 2021

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Introduction

Purpose

The goal of Navigating Next is to support school systems by providing concise, prioritized guidance for effectively and successfully completing the 2020-2021 school year while simultaneously planning and preparing for the start of the 2021-2022 school year. Additionally, Navigating Next will support districts in determining options for the use of federal Elementary and Secondary School Emergency Relief (ESSER) funds, scheduled to be expended by September 2023. Navigating Next builds on previous guidance, Navigating Change: Kansas' Guide to Learning and School Safety Operations (2020)[1], a key resource for school systems as they implement instructional and operational practices.

This guidance document provides concise and actionable guidance to school districts, including considerations for addressing urgent issues that schools should prioritize between now and the end of May 2021. The Kansas Teaching and Leading Project[2] website provides schools with access to relevant and timely on-demand video resources as well as grab-and-go materials.

Guiding Principles For Decision-making

As Kansans consider the path forward, Spring 2021 presents an opportunity to recommit to our Kansans Can vision: *Kansas leads the world in the success of each student.* Schools should incorporate an **educational equity** lens into all aspects of planning because we serve students with diverse needs and aspirations. Educational equity[3] means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income, including socioeconomic status. Different communities, families and students experience the effects of the pandemic in different ways, requiring schools to in turn differentiate responses based on need. The Access and Equity information included within each Grade Band section of Navigating Change[4], including legal requirements and recommended action steps, remain particularly relevant as we navigate to what is next.

Schools should also **continue to innovate** while seeking to achieve our state's vision for student success. The pandemic underscores the need to implement creative strategies to improve student outcomes. A key component of continuous improvement is reflection. When leading with an instructional focus[5], leaders take a balcony view of the current state of student learning in their system and promote conversation that assists teams to collaboratively make decisions about adaptive solutions, based upon data, and especially for groups defined by gender, race/ethnicity, language, disability and socio-economic status.

Federal Elementary and Secondary School Emergency Relief (ESSER) grants provide school districts with emergency relief funds to address the impact COVID-19 has had on elementary and secondary schools. Guidance on the ESSER funds, including application, allowable uses and other requirements will continue to be posted to the KSDE website[6]. In all cases expenditures must be necessary due to the COVID-19 pandemic. The "Fiscal and Operational Management" section of this guidance includes considerations for school leaders as they plan to spend these funds.

How to Begin

For the past 11 months, schools' response to the pandemic has relied on strong collaboration with partners. This should continue as schools conclude the 2020-21 school year and continue planning for the summer. School leaders should engage a collaborative team that may include current district or building leadership teams, families, teachers, staff and health professionals to work through each of the sections outlined below.

Schools can visit the Kansas Teaching and Leading Project[2] website to access relevant and timely on-demand video resources and frameworks as well as grab-and-go materials. If you would like to receive a weekly newsletter that highlights new resources and supports for Navigating Next and The Kansas Teaching and Leading Project, please sign up HERE[7].

The following six sections are not presented in priority order. District leaders should delegate as needed to ensure all six sections are addressed.

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.

KANSAS EDUCATION ACTION PLAN FOR

February 9 – May 31, 2021

FISCAL AND OPERATIONAL MANAGEMENT

Vaccinate Your Staff.

Coordinate with your local health authorities to secure vaccinations for every school employee choosing to receive it.

Plan to Spend Funds Strategically to Support Local Plans.

Districts must have a clear, strategic plan for using these additional funds to directly support student, family and staff needs created by the pandemic. The money provided by the federal government should be used to create and execute your plan through the summer of 2023.

COMMUNICATION AND ENGAGEMENT WITH FAMILIES

Remain Engaged with your Students.

Account for every student enrolled in your district during the 2019-2020 and 2020-2021 school years, and reconnect with students who have disengaged from instruction or who left the district for any reason this year.

ASSESSING STUDENT LEARNING

Conduct Learning Needs Analysis

Develop plans for assessing and analyzing the academic and social-emotional needs of each student.

R NAVIGATING NEXT

ACADEMIC DELIVERY AND SUPPORT

Prepare the Class of 2021 for Graduation and Postsecondary Success.

Conduct a thorough review to ensure all graduation requirements have been met and plan to support each student in their postsecondary planning.

Design Extended Summer Learning Opportunities.

Identify immediate opportunities for additional learning and plan summer school, tutoring and other programs for extended learning. Identify those teachers, staff and partners willing and able to provide these opportunities. These activities should model the guidance given in **Navigating Change**.

SOCIAL-EMOTIONAL LEARNING (SEL) DELIVERY AND SUPPORT

Address Student and Staff Social-Emotional Needs.

Create and provide academic enrichment and supervised activities that go beyond the traditional school year and daily schedule. Identify and promote child and adult well-being.

LEARNING ENVIRONMENT CONSIDERATIONS

Plan Master Schedule for 2021-22 School Year.

The extent of learning loss and social-emotional issues Kansas students have experienced as a result of the pandemic will be felt for years to come. Districts will need to create innovative practices and environments to address this course correction, including extending the school year for the next two years. These activities should model the guidance given in **Navigating Change**.

Fiscal and Operational Management

Each year, schools use local, state, and federal funds to meet the academic and mental health needs of students. ESSER funds are specifically intended to meet the additional needs created by the pandemic. Districts need to be transparent in the use of these funds. Guidance on the ESSER funds, including application, allowable uses and other requirements, will continue to be posted to the KSDE website[8]. In all cases, expenditures must be necessary due to the COVID-19 pandemic.

Schools should prioritize the following between now and May 2021:

Vaccinate Your Staff.

Coordinate with your local health authorities to secure vaccinations for every school employee choosing to receive it.

- School districts will need to actively and intentionally coordinate with key county and/or local health department officials to ensure that school staff have an opportunity to receive the COVID-19 vaccination series. The website www.kansasvaccine.gov[9] includes the Kansas phased approach[10] and additional information about the vaccine process.

- School districts should plan to prioritize interest and can use the following template form to organize this information. You may view this sample form[11] and then make a force copy[12] and modify it to meet your needs and local circumstances, including the addition of your school building names. Taking this initiative may create beneficial efficiencies and facilitate a faster response with coordinating agencies should limited vaccine supplies need to be distributed, scheduled, and/or administered quickly.

- School districts will need to communicate frequently with staff and school families about updates to the vaccination process and protocols. You may view this sample letter[13] and then make a force copy and modify[14] the language to meet your needs and local circumstances.

- School districts should plan to make reasonable adjustments, modifications or cancellations to the existing school calendar to enable school staff to conveniently participate in the vaccination series, including time to rest after each inoculation. For example, school districts may want to consider coordinating this type of mass-vaccination effort on a Friday so that staff have the weekend to rest.

Plan to Spend Funds Strategically to Support Local Plans.

- Have we used this guidance to identify what mental health and academic services need to be planned for staff and students?

- Have we used this guidance to plan extended learning opportunities?

- Do we have a plan in place for the remainder of our ESSER1 and ESSER1-SPED funds?

- Are we familiar with allowable uses of COVID-19 ESSER funds[15]?

- Have we started a plan on the use of ESSER2 funds for the next 12-18 months?

- Have we prioritized spending ESSER funds on academic and social-emotional needs first, and then considered the facility needs to address health and safety?

- Have we continued to first utilize existing state, local and federal funds to meet student needs?

- Have we submitted our first request to KSDE for our plan to draw down ESSER2 funds?

- Do any changes need to be made to our policies and procedures for the remainder of the year, summer and coming back to school in Summer/Fall of 2021?

For more resources to support implementation in the area of Fiscal and Operational Management, please visit the Kansas Teaching and Leading Project[2] website and refer to the existing CARES ESSER use of funds fact sheet[15].

Communication and Engagement with Families

Partnerships between schools and families are essential to student success. Challenges created by the pandemic underscore the importance of communicating and engaging with families. Building trusting relationships and providing timely, positive, two-way communication with families will help support student learning and social-emotional growth, particularly during transitions. The frequency, modality and amount of communication should vary to meet the needs of all families while considering diverse languages and cultural backgrounds. Family-school partnerships should be founded on a strengths-based approach.

Schools should prioritize the following between now and May 2021:

Remain Engaged with your Students.

- **How will we remain connected or reconnect with all students and their families?** Schools should seek to account for each student who was enrolled during the 2019-20 and 2020-21 school years and reconnect with students who have disengaged from instruction during the pandemic. Problem-solving approaches that address students' unmet needs are preferred as opposed to punitive responses to poor attendance (see strategies shared by Attendance Works[16] and SchoolHouse Connection[17] for ideas). Schools should consider engaging social workers, counselors, McKinney-Vento liaisons, Migrant Education Program liaisons and community partners to engage with families and connect them to resources that can support their basic and/or unique needs.

- **What is our district communication plan?** Schools should provide timely, clear, consistent communication accounting for all home languages represented throughout the district. A comprehensive communication plan enables schools to promote the district to families and the community, connect with current students and successfully engage staff members. The district communication plan should be designed to establish and present a clear process for effective communication with all stakeholders. The plan should share details about communication frequency, modality, and an evaluation for effectiveness. Considerations for the district website, social media, crisis notifications, time-sensitive matters and the district calendar

should be a part of the comprehensive communication plan. Unifying channels of communication such as mobile apps, emails, social media, newsletters, blogs and videos serve to create less confusion for all stakeholders.

- **How will we collect input from families regarding their child's 2020-21 school year experience and use this input as evidence to monitor and adjust?** While clear communication and engagement is valuable, it is not enough. Feedback should be collected from families regarding all facets of their children's educational experiences. This feedback will help set priorities moving forward. Feedback may be collected through a variety of means, such as email, social media, paper surveys, interviews, parent-teacher conferences, principal chats and focus groups.

- **How will we engage with families and other stakeholders to assess needs due to the COVID-19 pandemic?** Family and stakeholder feedback can inform strategies and investments to effectively address identified needs. Consider using site councils, focus groups and other advisory groups in which families participate. Schools should seek to understand students' and families' unique needs, and may consider using ESSER funds to support outreach and engagement of families.

- **How will we engage with families to support student learning?**

  - **What are our plans for Spring Parent-Teacher Conferences?** These are opportunities to partner with families to set mutual goals and focus on student learning and social-emotional growth. Schools should attempt to reach every student and/or family through any and all means of communication. Conferences may be conducted by telephone or virtually, if needed. Questions may be sent home or emailed to family members before the conference for discussion during the conference. Student-led conferences offer the opportunity for students to assume ownership and showcase their learning. Translators should be available for each conference as needed.

  - **What are our plans for additional academic support?** This information should be made available to all students and families as early as possible.

For more resources to support implementation in the area of Communication and Engagement with Families, visit the [Kansas Teaching and Leading Project](#)[2] website.

Assessing Student Learning
(Academic and Social)

Schools should assess the academic and social-emotional needs of each student to determine the effects of disruptions to learning caused by the pandemic. Schools should analyze the acquired data to develop an action plan that meets the needs of each student. Specifically, schools should consider the strategies described in the "Academic Delivery and Support[18]" section of this guidance.

Schools should prioritize the following between now and May 2021:

Conduct Learning Needs Analysis

- **Develop plans for assessing and analyzing the academic and social-emotional needs of each student**
  (For example, interim assessments, local assessments, universal screening data, teacher input and feedback, etc.).

  ○ Do we have an assessment for each student in academics and social-emotional learning?
    - KSDE Assessments Home Page[19]
    - Measuring Social-Emotional Growth (SEG) Locally Toolkit[20]

  ○ What is our State Assessment plan for the Spring of 2021? Refer to the following timeline:
    - Last Interim Predictive: March 8–March 19, 2021
    - General Assessments: ELA/Math/Science: April 1–May 18, 2021
    - KELPA (English Language Proficiency): Feb. 15-March 31, 2021
    - DLM (alternate assessment): Feb. 1–May 7, 2021
    - cPass Agriculture: March 15–April 30, 2021

○ What is our plan for assessing students with an exceptionality and an Individualized Education Program (IEP)? If a student with an exceptionality and an IEP is not making progress, the student's IEP Team must:

■ Meet and consider whether additional supports are needed.

■ Assess the lack of progress.

■ Determine whether the student's IEP needs to be amended or whether compensatory services are needed. Services should enable the student to make appropriate progress toward IEP goals in light of the student's circumstances and to make progress in the general curriculum. This cannot wait until some specified date in the future (for example, next school year, the end of the pandemic, etc.). It must occur as soon as the district is aware that a student with an exceptionality and an IEP is not making progress. For support on determining whether a student needs compensatory services, IEP Teams may use the COVID-19 Compensatory Services Tree[21].

● **Analyze the data produced by the assessments in order to create appropriate instructional settings that meet the needs of each student.**

○ How will we determine the type of assessment (summative, interim, or formative) to identify the current needs of each student?

○ How will we determine the purpose of the data (plans for meeting the needs of each student, tiered Interventions, professional development, extended learning opportunities, etc.)?

○ What is our action plan for analyzing the data to make immediate and informed decisions?

○ What data sources will we use? (for example, interim assessments, local assessments, universal screening data, teacher input and feedback, etc.) Refer to the following resources:

■ KSDE Data Central[22]

■ Kansas Building Report Card[23]

For more resources to support implementation in the area of Assessing Student Learning (Academic and Social), visit the Kansas Teaching and Leading Project[2] website.

Academic Delivery and Support

Using the "Assessing Student Learning" section of this guidance, schools should clearly identify the academic and social-emotional learning needs of students to help inform the next steps necessary to address the challenges created by the pandemic. Once these learning needs are determined, schools should use data to deliver extended student learning opportunities. Providing academic enrichment and supervised activities that go beyond the traditional school year and daily schedule can help mitigate poor academic performance.

Schools should prioritize the following between now and May 2021:

Prepare the Class of 2021 for Graduation and Postsecondary Success. The pandemic may create challenges for graduating seniors as they make postsecondary decisions and successfully follow through on those decisions. Schools should check in with seniors and their families early in the school year to review their Individual Plan of Study and determine what support might be needed. Then, schools can increase support provided to graduating students and their families (for example, counseling, mentoring, resume and interview practice, scholarship and college admission practice, support completing enrollment paperwork, etc.). Resources include:

- IPS Two- Four-Year Postsecondary Checklist[24]
- Steps for hosting a successful Free Application for Federal Student Aid (FAFSA) event[25] (Kansas Board of Regents)
- The Kansas Postsecondary Exploration Guide[26]
- The Kansas Degree Stats[27] Search Engine (Degree Stats Lesson[28])
- Qualified Admissions[29] (Kansas Board of Regents)

- **Support students with disabilities preparing for a postsecondary transition.** School districts are required to provide a student with a disability with transition services the year the student turns 14. Students with a disability often require additional assistance from their school and/or from community partners as they transition from high school to adulthood. Transition in the IEP: What Parents and Students Need to Know[30] is a document that should be provided to parents and students as district staff assist students in navigating transition planning for life after graduation or school completion.

- **Support incoming preschool, kindergarten and first grade students who will be enrolling in school for the first time during the 2021-22 school year.** The pandemic disrupted early childhood care and education opportunities. This increases the importance of supporting students, families and educators during an initial transition into school. Schools might partner with organizations serving young children and their families to connect with the families they serve (for example, community preschools and child care providers, faith-based organizations, health care providers, etc.). Schools can also partner with families as early as possible to use tools like the Ages & Stages Questionnaires (ASQ)[31] to provide a snapshot of a child's development. Schools can offer families learning activities that they can do at home to support their child's development. Schools should note that Kansas statute outlines that the only criteria used to determine eligibility for kindergarten and elementary (first grade) enrollment in Kansas is a child's age on August 31 (unless a child has moved from another state). Extended learning opportunities can help better prepare both the student(s) and family for the upcoming school year.

- **Design Extended Learning Opportunities.** Schools should identify immediate opportunities for additional learning and plan summer learning opportunities, tutoring and other programs for extended learning. Identify those teachers, staff and partners are willing and able to provide these opportunities. These activities should model the guidance given in Navigating Change[4], including competency-based learning, project-based learning, use of teams of teachers and multi-age groupings of students.

  - Schools should avoid retention as a broad-based strategy and instead respond to the immediate learning needs of students.
  - Have we identified who is willing and able to deliver additional learning opportunities?
  - What content have we identified as priority to deliver in an extended learning opportunity?
  - What opportunities can we implement immediately, perhaps by extending the learning day?
  - How might we implement competency-based learning strategies embedded in the Navigating Change[4] as we develop extended learning opportunities?
  - How can we support the Class of 2021 even after the graduation date? Might we engage them in planning this year's activities?
  - When considering summer programs, are IEP Teams determining which students with disabilities need Extended School Year services[32] and, for students with

disabilities who do not, considering other extended learning opportunities and any needed support?

- Have we reached out to our special education department, cooperative or interlocal to plan for support when including students with IEPs in extended learning opportunities?

- For English Learners, are staff focused on critical additional considerations when [assessing, instructing or providing intervention](#)[33] that account for the nature of English acquisition?

- What does our [State Board-required](#)[34], building-level, school-wide general education intervention system look like in the remote and hybrid setting? In all learning settings are we intervening early for any child who is presenting academic or behavioral concerns? Are special education and general education staff collaborating on this important process?

- Are pre-COVID procedures for [identifying, locating and evaluating all children](#)[35] suspected of having an exceptionality still in operation? What new procedures are in place for identifying, locating and evaluating all children suspected of having an exceptionality? How is our team applying exclusionary criteria in special education initial evaluations? Is the team considering school closure and/or changes in the setting of school (for example, remote, hybrid) as possible exclusionary criteria?

- Can we partner with community-based early childhood care and education programs to provide professional learning opportunities, materials to support remote learning, or increased access to developmental and social-emotional screenings?

For more resources to support implementation in the area of Assessing Student Learning (Academic and Social), visit the [Kansas Teaching and Leading Project](#)[2] website.

Social-Emotional Learning Delivery and Support

Students and educators have faced unprecedented challenges and transitions during this academic year. Using the "Assessing Student Learning" and "Social-Emotional Learning (SEL) Delivery and Support" sections of this guidance, schools should clearly identify the academic and social-emotional learning needs of students to help inform the next steps necessary to address the challenges created by the pandemic. The extended learning opportunities outlined in this guidance can help mitigate student engagement in high-risk behaviors.

Teacher and student social-emotional wellness are linked, as teacher well-being is associated with both educator effectiveness and positive student academic and behavioral outcomes. When implementing strategies to deliver and support SEL, model the conditions that create a positive school and classroom environment. Respect educators as professionals, provide opportunities for teachers and students to express their voices, build relationships with caregivers and the community, and set realistic goals.

Schools should prioritize the following between now and May 2021:

Address Student and Staff Social-Emotional Needs.

- **Assist each building team in their schoolwide data analysis, using the district data gathered from measuring social and emotional growth locally.** Focus on SEL data collection to set priorities. This can include data on school climate and culture, the Kansas Communities That Care Survey and data from a universal behavior screener. Explicit teaching of skills is critical. However, the appropriate climate, and classroom and building culture, allow students to practice the skills they have learned.

- **As unmet needs begin to emerge, take note of and inventory existing supports and resources, including services in the area offered by community health agencies.** Ensure the focus is not solely on responding to concerns, but also is proactive in providing professional learning and training to students, staff, and families. Adult SEL is critically important here in modeling expected behaviors. Consider use of the following evidence-based materials:
  - School Mental Health: A Resource for Kansas School Communities[36]
  - Trauma-Responsive School Community eLearning Modules: A Resource for Professional Development and Implementation[37]
  - Measuring SEG Locally Toolkit[21]
  - Ethical Record Keeping in School Mental Health, Part 1[38] and Part 2[39]
  - Leading for and with Wellbeing, Resilience, and Health in the Workplace[40]
  - Supporting Children, Staff, and School at Times of Crisis and Loss[41]
  - The Cutting Edge: Understanding Non-Suicidal Self-Injury in Community Youth Populations[42]

- **How will we remain connected or reconnect with all students and their families?** Refer to the strategies described in the "Communication and Engagement with Families" section of this guidance.

- **How will we incorporate trauma-responsive practices for populations that may experience difficulty returning to on-site instruction?** This may include, but is not limited to: children who have previously been victims of bullying, LGBTQ students, children who have significant difficulty with transitioning, have anxiety, have experienced loss, domestic violence and/or endured family separations. School teams, professional learning communities (PLCs) and/or service centers can access Trauma-Responsive School Community eLearning Modules: A Resource for Professional Development and Implementation by visiting the Technical Assistance System Network (TASN) School Mental Health Initiative website.

- **How will we continue to use progress data to provide tiered supports and teaching and refine instructional approaches?** Ensure data is collected on strength-based SEL measures and universal screeners to identify needs for interventions. Assist building teams with identifying and prioritizing gaps in student competencies across grade levels and subgroups of the student population. Consider the Kansans Can Competency Framework[43] menu of training options and the supports provided by Kansas Multi-Tier System of Supports and Alignment[44].

- **As we prepare for the 2021-2022 school year, how will we internally and externally communicate overall student well-being, areas of need and district improvement plans to provide support?**

- **How will we promote how each of us has a role in supporting social-emotional well-being of students and each other, not just school mental health staff?** Clarify roles and responsibilities for SEL integration for administrators, educators, counselors, social workers, school psychologists and other staff. Social-emotional learning occurs throughout the school day, not during a set time period. Schools should embed the [Social-Emotional Character Development (SECD) Standards](#)[45] across the curriculum and throughout the school day.

- **How will we identify and promote the importance of adult well-being?** Schools should assess adult SEL to determine what adult needs are and where to prioritize. Develop a clear understanding that staff SEL well-being is essential to student SEL development, specifically as it relates to relationships, co-regulation and self-regulation. This ties to the Kansans Can Integrated Learning Process and is integral to the [Kansans Can Competency Framework](#)[9]. Resources include:
  - [Trauma, Toxic Stress and Caregiver Well-Being](#)[46]
  - [Trauma Responsive School Community eLearning Modules](#)[47]

- **How will we share resources with staff and families?** See the:
  - [Mental Health Resources](#)[48] listed on the Kansas Department of Health and Environment COVID-19 site.
  - [Kansas Multi-Tier System of Supports and Alignment](#)[10]
  - [TASN School Mental Health Initiative](#)[49]
  - [The Collaborative for Academic, Social, and Emotional Learning (CASEL)](#)[50]

- **How can we partner with** [Community Mental Health Centers (CMHCs)](#)[51] **to offer meaningful services for families?** Establish a process and assessment on when it is appropriate to refer concerns to outside mental health specialists, such as CMHCs. A process and assessment forms are available in [The Kansas Suicide Prevention, Response and Postvention Toolkit](#)[52].
  - [Association of CMHCs of Kansas, Inc.](#)[52]

For more resources to support implementation in the area of Social-Emotional Learning, visit the [Kansas Teaching and Leading Project](#)[2] website.

Learning Environment Considerations

Schools delivered instruction through various learning environments during the 2020-2021 school year as they adapted to challenges created by the pandemic. Successes and challenges throughout these experiences provide opportunities for feedback and reflection with all stakeholders, including students, teachers, support staff members, administrators and families.

Schools should consider the following between now and May 2021:

- Schools should refer to Navigating Change[4] for guidance and responsibilities to support students in three learning environments for the 2020-2021 school year: on-site, hybrid and remote. Remote learning will not be an option for students who do not wish to attend an on-site learning environment for the 2021-2022 school year. Students may enroll to attend on-site or in an approved virtual program. Additional consideration will be given to options for funding hybrid learning environments as the state continues to adapt to conditions caused by the pandemic.

- Has our school community's stakeholders fully reflected upon the successes and challenges of in-person, hybrid, and/or remote experiences? What practices, options or opportunities should continue during 2021-2022?

- Are there any existing or continuing barriers to technology access and use among students and families? Factors to consider include, but are not limited to, Internet connectivity and device availability.

- Have we considered developing and offering an approved virtual school program for K-12 students during the 2021-2022 school year?

Schools should consider the following in planning and preparing for the 2021-2022 school year:

- Using any new, existing or additional reflections and survey information from students, staff and families, have we fully considered learning environment options for students? For example:
  - In addition to in-person learning, is it possible to effectively provide hybrid and/or work-based learning[53] environments for students soon or in subsequent school years?
  - Have we considered how daily and weekly school schedules could operate differently resulting in similar or improved student success?
- What types of professional learning should we provide to all or targeted staff to help them teach successfully in new or modified learning environments?
- How will we engage and educate families about the role of different learning styles, options, and environments in their child's success?
- What extended learning opportunities (including beginning-of-school-year orientation activities and experiences) will we provide to new and returning students that focus on readiness and engagement with the learning environment?
- How will we use the Navigating Change[4] guidance and the Kansas Teaching and Leading Project[2] resources as part of our professional development plans moving forward?

For more resources to support implementation in the area of Learning Environment Considerations, visit the Kansas Teaching and Leading Project[2] website.

Conclusion

Kansas schools, students and families have persisted through the most serious health crisis our nation has faced in 100 years. This pandemic has left many Kansans exhausted mentally and physically. While far from perfect, Kansans' response to the educational needs of its students during this time was nothing short of heroic.

As we move forward into what we hope to soon be a post-pandemic era, focus must begin in earnest to address our students' social-emotional and academic needs created by this extraordinary event. Schools must take what they've learned about their capacity for providing non-traditional classroom settings and instructional models, and mobilize that into an innovative plan for recovery. Assessing and addressing the loss of student success skills won't happen overnight, but our efforts must start immediately. This document provides guidance for how to begin that work today.

For additional supports, schools can visit the [Kansas Teaching and Leading Project](#)[2] website to access relevant and timely on-demand video resources and frameworks as well as grab-and-go materials. If you would like to receive a weekly newsletter that highlights new resources and supports for Navigating Next and The Kansas Teaching and Leading Project, please sign up [HERE](#)[7].

NAVIGATING NEXT
Resource Links

1. Navigating Change: Kansas' Guide to Learning and School Safety: https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations

2. Kansas Teaching and Learning website: https://kansasteachingandleadingproject.org/

3. Kansas Learning Network webpage: https://www.ksdetasn.org/kln

4. Navigating Change: Kansas' Guide to Learning and Safety webpage: https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations

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