

## RE-ORIENTING SCHOOL PRIORITIES IN LIGHT OF THE COVID-19 SCHOOL CLOSURES

| STEPS                                | Essential Question  | Why It Matters   | Connection to <i>Cycles of Inquiry</i>   | Social/Emotional Considerations   |
|--------------------------------------|---|--|--|---|
| <b>1. RE-GROUND</b>                  | What is our purpose and what does this mean for how we respond in this moment?                      | Your mission, vision, and core values can serve as your “North Star” and a lens through which you make tough decisions.                        | What data/information can we explore to understand the problem we are attempting to address?   | What is essential, reasonable, and possible, given that many adults and children are stressed by uncertainty in potentially multiple areas (e.g., healthcare, home, and food insecurity).   |
| <b>2. RE-PRIORITIZE</b>              | If we only get a few things right over the next few days, weeks, and months, what should they be?   | Certain things matter more than others, particularly during a crisis. Decide what is absolutely essential to get right and focus there.        | In order to determine the most important things for our school right now, what do we know about our teachers' and students' access to the resources they need?       | What health or economic hardships might teachers, families, or students be facing and what do we know about their resilience capacity?  |
| <b>3. PLAN FOR THE CRISIS PERIOD</b> | How will we organize ourselves to ensure we deliver on our priorities?                              | Moving to action during such uncertainty is a challenge. Develop simple and actionable plans focused on main priorities but remain flexible.   | What is the relationship between the principal, ILT, teacher teams, and remote learning and how can they be structured to best support our priorities?               | The crisis is a call to arms for everyone involved in the school community. To what extent is every adult connected with resources to maintain physical and emotional health, safety and well-being in their own and their students' lives? |
| <b>4. CONNECT/<br/>COMMUNICATE</b>   | How will we connect with others to communicate our plan efficiently, effectively, and with empathy? | Connection is key during moments of challenge. Provide clear, frequent, and empathetic communication and opportunities for community-building. | How might the principal and ILT communicate with “clarity” about immediate priorities and defend with confidence the actions to which they are saying “yes” or “no.” | We are a community no matter our role and we are accountable for the safety and welfare of EACH member. How do we communicate AND cooperate in ways that reduce fragmentation or redundancy of effort?                                      |

*Adapted by Leading Ed Partnerships from Bellwether Education Partners, Ahead of the Heard 2020*