LEAD Projects Special Session
Response to COVID 19 Illinois School Closure Order
Phase 1 Triage: Re-Orienting to the Crisis Period

Leading Ed Partnerships
What can we do NOW to support principals during the COVID 19 School Closure period?
Learning Objectives

Participants will . . .

- Broadly understand the neuro-typical responses to crisis by adults and children and the impact crisis has on one’s ability to process information;

- Detail a simple process and tools that principals and ILTs can use to re-orient their work in light of the COVID-19 Crisis;

- Briefly explore an outline of additional resources and tools that will be developed by the LEAD Projects to assist school leaders in navigating through and beyond the mandated school closure period.
Facilitator Introductions

Alicia Haller, Ph.D.
Co-Executive Director
Leading Ed Partnerships
ahaller@dupageroe.org

Abby Lyons
Social-Emotional Learning
Instructional Coach
ROE #17
lyonsa@roe17.org

Linda Shay
Professional Learning Designer
Leading Ed Partnerships
lashay@ilstu.edu
What’s different about the stress experience in a COVID 19 environment?
We can better understand the cumulative effects of stress by becoming familiar with three particular “stress states.”

“Threat”

Unstable

Stable

Adapted by *Leading Ed Partnerships from* Bruce D. Perry, M.D., Ph.D., Neuro-Sequential Network for Education
The “stress pattern” in a COVID 19 environment can be indefinite, unpredictable and acute.

Adapted by *Leading Ed Partnerships from* Bruce D. Perry, M.D., Ph.D., Neuro-Sequential Network for Education
Individuals suffering from **acute stress** will struggle mightily and suffer monumentally during the COVID 19 crisis period.

Acute stress can . . .

- become intolerable when it is indefinite, and unpredictable.
- produce anxiety levels that limit comprehension and decision-making.
- constrict an individual’s ability to think and plan beyond the “immediacy of “now.”
- make it necessary to communicate in clear, concise, concrete, and “choice limiting” terms.

Adapted by *Leading Ed Partnerships from* Bruce D. Perry, M.D., Ph.D., Neuro-Sequential Network for Education
What are the 6 R’s?

- **Relevant** - Know the state, match the stage.
- **Respectful** - Human first: child, family, culture
- **Rhythmic** - Think give and take, tone of voice, affect
- **Repetitive** - patterned, consistent, predictable
- **Rewarding** - pleasurable, fun, light hearted touch points that garner small wins

Bruce D. Perry, M.D., Ph.D., Neuro-sequential Network for Education
Emotions are “contagious.”

“When the principal sneezes . . . the whole school catches a cold.”

Understanding the world we live in during the COVID 19 Pandemic

- EACH of us has been affected in unique ways during this unprecedented public health event.

- Stress patterns affect our ability to cope with crisis events in productive ways.

- Attention to self-care and emotional regulation is key for leaders in periods of great uncertainty.

- Practicing the “Six Rs” can help leaders communicate important information in effective ways with less-well regulated audiences.
What can principals do during the COVID 19 Crisis?
Strategic Planning in Response to Crisis Events

Offered by Leading Ed Partnerships

incorporating the U.S. ED grant-funded intervention Cycles of Inquiry, CASEL Social Emotional Competency Clusters and Equity Principles.
What can Principals do during the COVID 19 Crisis?

- Recognize and acknowledge that we are experiencing an unprecedented world-wide health event and period of great uncertainty.
- Be realistic about what you can accomplish during the crisis period.
- Re-engage the Instructional Leadership Team and teacher teams to re-orient to the core work and values of the school.
- Attend to the social-emotional needs of self, others, students and families.
- Leverage a “Culture of Instructional Inquiry” as an attribute of school culture to explore immediate and short-term needs and identify data and information that will be useful for long-term post crisis planning.
# Re-orienting to the Crisis Period

<table>
<thead>
<tr>
<th>STEP</th>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. RE-GROUND.</td>
<td>What is our purpose and what does this mean for how we respond in this moment?</td>
</tr>
<tr>
<td>2. RE-PRIORITIZE.</td>
<td>If we only get a few things right over the next few days, weeks, and months, what should they be?</td>
</tr>
<tr>
<td>3. PLAN FOR CRISIS PERIOD.</td>
<td>How will we organize ourselves to ensure we deliver on our priorities?</td>
</tr>
<tr>
<td>4. CONNECT/COMMUNICATE.</td>
<td>How will we connect with others to communicate our plan efficiently, effectively, and with empathy?</td>
</tr>
</tbody>
</table>
# Re-orienting to the Crisis Period

**Step 1 – Re-Grounding**

<table>
<thead>
<tr>
<th>Step</th>
<th>Essential Question</th>
<th>Why It Matters</th>
<th>Connections to Cycles of Inquiry</th>
<th>Social/Emotional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. RE-GROUND</td>
<td>What is our purpose and what does this mean for how we respond in this moment?</td>
<td>Your mission, vision, and core values can serve as your “North Star” and a lens through which you make tough decisions.</td>
<td>What data/information can we explore to understand the problem we are attempting to address?</td>
<td>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).</td>
</tr>
</tbody>
</table>

*Adapted by Leading Ed Partnerships from Bellwether Education Partners, 2020*
COVID-19 Strategic Planning Tool Kit for School Leaders
Step 1: Reground in Your “Why”

Task 1: On the T-Chart below, have the group generate a list of things that the school is doing well and things that have been a challenge during the school closure.

<table>
<thead>
<tr>
<th>Going Well</th>
<th>Current Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting with parents so they understand the expectations for remote learning</td>
<td>Addressing the needs of English Language Learner and Special Education students</td>
</tr>
<tr>
<td>Distributing food to eligible families</td>
<td>Maintaining access to social workers and counselors</td>
</tr>
</tbody>
</table>

Task 2: It is natural for a leadership team to start thinking about strategies and the long-term solutions. But this is not a time for that. Ask the team to consider the pieces of information or data they will need to inform the decision making during the long-term planning phase and have them generate a list.

<table>
<thead>
<tr>
<th>Information Needed for Long-Term Planning</th>
<th>Data Needed for Long-Term Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services provided to Special Education and English Language Learners during the remote learning period</td>
<td>Increase in the number of families qualifying for free and reduced lunch</td>
</tr>
</tbody>
</table>

This document has been adapted by Leading Ed Partnerships with permission from Bellwether Education Partners, 2020.
## Re-orienting to the Crisis Period

### Step 2 – Re-Prioritizing

<table>
<thead>
<tr>
<th>Step</th>
<th>Essential Question</th>
<th>Why It Matters</th>
<th>Connections to Cycles of Inquiry</th>
<th>Social/Emotional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Re Prioritize.</td>
<td>If we only get a few things right over the next few days, weeks, and months, what should they be?</td>
<td>Certain things matter more than others, particularly during a crisis. Decide what is absolutely essential to get right and focus there.</td>
<td>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?</td>
<td>What health or economic hardships might teachers, families, or students be facing and what do we know about their resilience capacity?</td>
</tr>
</tbody>
</table>

Adapted by Leading Ed Partnerships from Bellwether Education Partners, 2020
COVID-19 Strategic Planning Tool Kit for School Leaders

Step 2: Re-Prioritizing

Task 1: From the lists you generated in Step 1, have the group identify their top 3-5 priorities and explore consensus among the group. Ask the group to consider the rank order in light of:

- The extent to which they understand the health or economic hardships being faced by their students and by the school staff/teachers
- What population might benefit most or be disproportionately burdened if you were to focus your attention on the top 3-5 priorities.
- What consequences there would be if the items that were not highly rated were given less attention during this closure period.

From these discussions you should be able to identify your most pressing priorities that will be your primary focus for the crisis period.

Task 2: With your guiding principles in mind, describe what success looks like and use that to identify NO MORE than four key priorities that your team MUST get right to achieve this success. This is intended to focus your resources. You can’t do it all, so think about the handful of the most important priorities.

Note: The longer-term portions of this table (Definition of Success) will serve as a “parking lot” for capturing work that will inform detailed work planning in later weeks. For example, for next school year to be successful, your school might need to consider hiring in a virtual climate. While important to capture/consider, this longer-term priority may not be necessary to move forward at this moment.

<table>
<thead>
<tr>
<th>Time Horizon</th>
<th>Definition of Success</th>
<th>Key Priorities</th>
</tr>
</thead>
</table>
| Next Few Days     | We need to make sure all our students are safe and healthy, and have access to basic necessities. We also need to set up the infrastructure to share what is happening with remote learning. We also want to make sure we are clearly communicating expectations to staff for this time to ensure they are bought in and clear on the direction we are going. | 1. Revise Food Distribution Program  
2. Ensure All Students Have Packets/Devices/Internet  
3. Organize Virtual Teacher Team Meetings Focused on Capturing Data on Remote Learning  
4. N/A |
| Next Few Weeks    | 1                      | 1. Revise Food Distribution Program                                           |
|                   | 2                      | 2. Ensure All Students Have Packets/Devices/Internet                          |
|                   | 3                      | 3. Organize Virtual Teacher Team Meetings Focused on Capturing Data on Remote Learning |
|                   | 4                      | 4. N/A                                                                        |
| By School Year-End| 1                      | 1. Revise Food Distribution Program                                           |
|                   | 2                      | 2. Ensure All Students Have Packets/Devices/Internet                          |
|                   | 3                      | 3. Organize Virtual Teacher Team Meetings Focused on Capturing Data on Remote Learning |
|                   | 4                      | 4. N/A                                                                        |

This document has been adapted by Leading Ed Partnerships with permission from Bellwether Education Partners, 2020.
# Re-orienting during the Crisis Period: Step 3 – Plan

<table>
<thead>
<tr>
<th>Step</th>
<th>Essential Question</th>
<th>Why It Matters</th>
<th>Connections to <em>Cycles of Inquiry</em></th>
<th>Social/Emotional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. PLAN FOR THE CRISIS PERIOD</td>
<td>How will we organize ourselves to ensure we deliver on our priorities?</td>
<td>Develop simple and actionable plans focused on a few, significant priorities. Remain flexible.</td>
<td>What is the relationship between the principal, ILT, teacher teams, and remote learning and how can they be structured to best respond to our priorities?</td>
<td>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?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short Term Priorities</th>
<th>Owner</th>
<th>Data/Information Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Revise Food Distribution Program</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>2. Ensure All Students Have Packets/Devices</td>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>3. Organize Virtual Teacher Team Meetings Focused on Capturing Data on Remote Learning</td>
<td>School</td>
<td></td>
</tr>
</tbody>
</table>

**Task 1:** Create a detailed work plan around the short-term priorities your team defined in Step 2. Begin by assigning a clear owner who is responsible for ensuring each happens successfully and identify any data or information that can be collected to inform long-term planning.

**Task 2:** Each priority owner should think about the work that needs to happen to achieve their priority. For each priority, list the concrete action steps (3-5), resources, owners, and deadlines needed (including data/information that needs to be collected in the short-term). Review and refine as a group.

---

This document has been adapted by Leading Ed Partnerships with permission from Bellwether Education Partners, 2020
## Re-orienting during the Crisis Period: 
### Step 4 – Connect/Communicate

<table>
<thead>
<tr>
<th>Step</th>
<th>Essential Question</th>
<th>Why It Matters</th>
<th>Connections to Cycles of Inquiry</th>
<th>Social/Emotional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. CONNECT/COMMUNICATE</td>
<td>How will we connect with others to communicate our plan efficiently, effectively, and with empathy?</td>
<td>Connection is key during moments of challenge. Provide clear, frequent, and empathetic communication and opportunities for community-building.</td>
<td>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.”</td>
<td>We are a community no matter our role and we are accountable for the safety and welfare of EACH member.</td>
</tr>
</tbody>
</table>

*Adapted by Leading Ed Partnerships from Bellwether Education Partners, 2020*
# COVID-19 Strategic Planning Tool Kit for School Leaders

**Step 4: Connect**

Task 1: Revise the list of stakeholders provided in Column B to reflect the most important stakeholders for your school community.

Task 2: Consider your short-term priorities from the previous worksheets. What does each stakeholder group need to know related to these key priorities? (Column C). Then, with a focus on their social/emotional needs, reflect on how you want each stakeholder group to know and feel at the end of their communication. Record in Column D.

Task 3: Combine the information in Column C with the intended impact in Column D to draft key messages for each stakeholder group.

Task 4: Determine the frequency, format, and owner for each of these key messages. Explore how communications can be streamlined and simplified for easier consumption.

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>What Do They Need to Know</th>
<th>How Do We Want Them To Feel?</th>
<th>Key Messages</th>
<th>Frequency</th>
<th>Format</th>
<th>Owner</th>
</tr>
</thead>
</table>
| Teachers           | Indicate any revisions to the plan for learning, purpose of revisions, justification for the revisions, their roles, and expectations, including any data, information, or artifacts you would like them to be collecting | Supported, cared for personally, clear on details, rallied behind our mission, empowered to develop, innovate and execute plans | Write out your specific language:  
  — Acknowledge moment.  
  — Connect one to two values/mission and what they mean to the organization in this moment.  
  — Share supports for team during this time.  
  — Share logistics for e-learning with clear expectations for what success looks like in the first week. | Weekly - every Wednesday afternoon | Virtual team meetings and/or email | School leader |
| Staff              |                           |                              |                                                                                                                                                                                                           |                 |              |               |
| Families           |                           |                              |                                                                                                                                                                                                           |                 |              |               |
| Students           |                           |                              |                                                                                                                                                                                                           |                 |              |               |
| Community Partners |                           |                              |                                                                                                                                                                                                           |                 |              |               |
| District Administration (e.g. Supt, district administrators, school board, etc.) |                         |                              |                                                                                                                                                                                                           |                 |              |               |

This document has been adapted by Leading Ed Partnerships with permission from Bellwether Education Partners, 2020
<table>
<thead>
<tr>
<th>Step</th>
<th>Essential Question</th>
<th>Why It Matters</th>
<th>Connections to Cycles of Inquiry</th>
<th>Social/Emotional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. RE-GROUND</td>
<td>What is our purpose and what does this mean for how we respond in this moment?</td>
<td>Your mission, vision, and core values can serve as your “North Star” and a lens through which you make tough decisions.</td>
<td>What data/information can we explore to understand the problem we are attempting to address?</td>
<td>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).</td>
</tr>
<tr>
<td>2. RE-PRIORITIZE</td>
<td>If we only get a few things right over the next few days, weeks, and months, what should they be?</td>
<td>Certain things matter more than others, particularly during a crisis. Decide what is absolutely essential to get right and focus there.</td>
<td>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?</td>
<td>What health or economic hardships might teachers, families, or students be facing and what do we know about their resilience capacity?</td>
</tr>
<tr>
<td>3. PLAN FOR CRISIS PERIOD</td>
<td>How will we organize ourselves to ensure we deliver on our priorities?</td>
<td>Moving to action during such uncertainty is a challenge. Develop simple and actionable plans focused on main priorities, but remain flexible.</td>
<td>What is the relationship between the principal, ILT, teacher teams, and remote learning and how can they be structured to best respond to our priorities?</td>
<td>The health emergency is a call to arms for everyone involved in the school community. To what extent is every adult connect with resources to maintain physical and emotional health, safety and well-being in their own and their students' lives as needed?</td>
</tr>
<tr>
<td>4. CONNECT/COMMUNICATE</td>
<td>How will we connect with others to communicate our plan efficiently, effectively, and with empathy?</td>
<td>Connection is key during moments of challenge. Provide clear, frequent, and empathetic communication and opportunities for community-building.</td>
<td>How might the principal and ILT communicate with “clarity” about immediate priorities and defend with confidence what they are saying yes or no to in terms of immediate action steps?</td>
<td>We are a community no matter our role and we are accountable for the safety and welfare of EACH member.</td>
</tr>
</tbody>
</table>

Adapted by Leading Ed Partnerships from Bellwether Education Partners, 2020
Re-orienting to the Crisis Period

Leading Ed Partnerships Curated Resource Library

Located below the link to this webinar, please find the following resources:

- Slides from this presentation - PDF
- COVID Toolkit (with planning templates for each Step) – Excel
- Tool for teachers to capture information and data about the remote learning period - Word
Applying *Cycles of Inquiry* to Address Challenges from the School Closures

- **Phase 1** – Re-Orienting to the Crisis
- **Phase 2** – Exploring the Impact of Remote Learning
- **Phase 3** – Fall Re-Entry Planning
- **Phase 4** – Implementing Strategies to Address Learning Loss
For additional information, please contact:

Alicia Haller, Ph.D.
Co-Executive Director
Leading Ed Partnerships
ahaller@dupageroe.org

Abby Lyons
Social-Emotional Learning
Instructional Coach
ROE #17
lyonsa@roe17.org

Linda Shay
Professional Learning Designer
Leading Ed Partnerships
lashay@ilstu.edu
“Stay physically separate, but emotionally close.”

Bruce D. Perry, M.D., Ph.D. Neuro-Sequential Network for Education

https://www.neurosequential.com/
Thank You