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Time Stamp	Facilitator	Topic
00:00	Linda Shay	Introduction to the COVID-19 Tool-Kit Phase III purpose and focus. Introduction of Facilitators and Content Contributors.
05:45	Allison Slade	Review of ISBE "Return-to-School Guidance" Reversible and Irreversible Decision-Making Criteria *Choosing a Pro-Active Focus* ➢ What are the differences between a Circle of *Concern* and a Circle of *Influence*? ➢ How do effective school leaders bring focus and attention to issue resolution within their *Circle of Influence*? *Resolving the Unanswerable* ➢ How do principals systematically and effectively "park" issues and topics beyond their control?
19:33	Alicia Haller	Context-Specific Planning Protocols Three Return-to-School Instructional Delivery Models Typical Decisions / Factors outside of the principal's control Managing Decision-Making within the *Circle of Concern* How to Track Factors and Decisions Beyond Site-Based Control that may Impact Re-Entry Managing Decision-Making within the *Circle of Influence* Differentiating between *Operational and Instructional Factors* ➢ What is the recommended scope of work for a building-level administrative team? ➢ What is the recommended scope of work for the Instructional Leadership Team?

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41:26	Linda Shay	The Standards-Aligned Vertical Articulation Process
		
		Standards-Aligned Vertical Articulation Activity #1 Appreciating the Inherent Design of Learning Standards
		
		Learning Standards Prioritization Process
		
		➢ What are *Priority* and *Supporting* Standards?
		
		➢ What are the "R.E.A.L" Criteria?
		   o Relevance
		   o Endurance
		   o Assessment
		   o Leverage
		
		Standards-Aligned Learning Continuity Planning Process
		➢ Step 1- Gain Consensus on Priority Standards
		➢ Step 2- Identify *Missed* Learning Standards
		➢ Step 3 - Integrate *Missed* Learning Standards within the projected Scope and Sequence for the current grade or course. Identify <u>aligned and mis-aligned standards</u>. Determine feasibility for *de-emphasizing* or *deferring* <u>mis-aligned</u> standards.
		➢ Step 4- Determine Authentic Learning / Performance Tasks and Assessments. Focus upon Assessment *for* Learning practices elevating "frequent, formative, feedback."
		➢ Step 5- Plan and deliver "responsive" engaging, standards-aligned instruction.

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1:11:58	Mark Hansen	The CASEL Social Emotional Learning Competencies and Corresponding Skills Framework and Competencies from *Collaborative for Academic, Social, and Emotional Learning (2019)* Corresponding Skills developed by *Leading Ed Partnerships (2020)* Academic and Social Emotional Learning are inter-related, but have not always been explicitly integrated in schools. The "opportunity to learn" is optimized when teachers and students possess SEL skill. Due to the prolonged stress event that the COVID-19 public health crisis has thrust upon us, there has never been a more important time for schools to focus on SEL. The SEL Competencies for Adults begin with an awareness of self. SEL enhances thinking, problem-solving and decision-making abilities. SEL Protocols can be used to initiate or re-orient the school community to the importance of social emotional competence. Part I / Part II Participants learn from generating examples and non-examples of the presence / absence of these competencies in adults as they engage in typical activities associated with teaching and learning and the "return-to-school process. Part III / Part IV Participants learn about age-appropriate activities for students as they establish /re-establish school-wide behavioral expectations and commit/re-commit to maintaining and enhancing a climate for learning. Visit CASEL to learn more about their transformative stance that SEL may help to mitigate the inter-related legacies of race and class oppression.

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Time Stamp	Facilitator	Topic
1:22:56	Alicia Haller	Communications Strategy and Planning Use communication to unite the school community around a common goal. Guiding Questions for Developing a Re-Entry Communications Plan ➤ How will we connect with others to communicate our plan efficiently, effectively and with empathy? ➤ How might the principal and ILT communicate using data and evidence to support re-entry plan and allows them to defend with confidence the actions the school will take to ensure students are well-served? • How can we consistently express that 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 and avoid redundancy of effort? Best Practices for Communication The Golden Rule of Communication begins with listening. Great communication begins with "connection." The Re-Entry Communications Planning Tool *Six Steps* for Developing a Re-Entry Communications Plan *Step 1* – Revise the list of stakeholders for your school *Step 2* – Outline what each needs to know/the key message *Step 3* – Consider their social emotional needs *Step 4* – Clearly describe any action you need them to take *Step 5* – Determine the frequency, format, and person responsible *Step 6* – Identify mechanism for receiving feedback

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Time Stamp	Facilitator	Topic
	Linda Shay	A hope-filled closing . . . Dear Teacher . . . For better or worse, children look to adults as models. What is a *welcoming* school? To plant a garden is to believe in tomorrow . . .