

Cross-Functional Planning Team Name: [ADD HERE]

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[SPRINT 1 WEEK 2]

SECTION III: SCHEDULE REFLECTION + INTERDEPENDENCIES

<p style="text-align: center;">STEP 1 Model + Schedule Resources</p>	<p>Independently and in small groups during our Monday Morning discussion, you explored the following resources</p> <ul style="list-style-type: none"> • Scheduling Comparison to Northern VA Plans (Updated July 10, 2020) • Sample NOVA Schedules • EdWeek Article - Hybrid School Schedules: More Flexibility; Big Logistical Challenges <p>Now, as a whole CFPT or by Core Area (depending on size of group), use the following sentence stems to start discussing the different models and the impact on your CFPT. [15 minutes]</p>
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INSIGHT	WONDERING	ACTION
“An aha I have is...”	“A question I have is...”	“A next step I can take is...”
•	•	•

STEP 2

Expectations Within and Across Models

What can students, staff and/or families expect from ACPS regardless of model? In what ways does your Core Area support the Hybrid Model + Virtual Model?

Reminder: You started a [brain dump](#) of all of these items last week. If helpful, take a look back to what you added and bring forward items that are within your core area.

STEP 3

Confirm Key Decisions + Scheduling Interdependencies

Based on what you know to be true across all models, as well as how your team supports each Model, review the list of [Key Decisions](#) that your team developed during July 6 + July 8 CFPT meetings and discuss the following:

- What is the relationship between this decision and determining scheduling guidance?
- Who owns this decision?
- What information is needed to make a decision or recommendation?

Sample Questions to Ask Yourself to Understand Interdependency

- *Do we need to know the specifics of which hybrid or virtual model ACPS selects to make a decision?*
- *Would students + families need this information if deciding whether to enroll in hybrid or virtual learning model?*
- *Does our school staff need this information to know what / when / where / how to perform their job responsibilities?*

Tip: If you have more decisions for your team to make, add them in here too.

[Insert Focus Area Name Here]		
Core Area Summary <i>What can students, staff + families expect from ACPS regardless of model?</i>	<i>Recommend adding 3-5 sentences to summarize your core area and what is true across all models .</i>	
Model Summary	Model 2 - Hybrid	Model 3 - Virtual
	<i>Recommend adding 1-2 sentences to summarize your core area and how your team supports the Hybrid Model</i>	<i>Recommend adding 1-2 sentences to summarize your core area and how your team supports the Virtual Model</i>

Capital Improvement Program	DO NOW IN STEP 3				PREVIEW OF STEP 4	
	Confirm Key Decisions + Scheduling Interdependencies		Identify Who Owns this Decision	List any information needed to make a decision or recommendation.	Build Recommendations: Division Guidance + School Actions	
	<p>Interdependent - This decision will impact scheduling OR scheduling will impact this decision.</p> <p>Not Interdependent - We can make a decision without knowing the specifics of the schedule</p> <p>Not Applicable - This Decision does not apply to this Model</p>		<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Our CFPT - Principals - Dept Name / Lead - VA Health Dept 	<p><i>Example:</i></p> <ul style="list-style-type: none"> - Number of staff returning - Number of families needed technology assistance - List of students attending each day schedule day 		
DECISION (from here)	HYBRID	VIRTUAL	OWNER	INFORMATION NEEDED	Recommended Division Guidance	Recommended School Actions

SECTION I: TEAM SET-UP

Team Members	Confirm your team members here: https://drive.google.com/file/d/10Kcj0g2O7tYJhYa0MCHarMOEPd634q7w/view
DRAFT Team Norms	<ol style="list-style-type: none"> 1. Psychological Safety Team members feel safe to take risks, be vulnerable, explore different points of view, and disagree respectfully. 2. Preparedness We come to all meetings prepared to be present and participate; topics for discussion and objectives are clear 3. Dependability Team members collaborate and communicate to get things done on time and meet ACPS's high bar of excellence. 4. Timeliness We start and end meetings on time, using our time wisely. 5. Structure and Clarity Team members have clear roles, plans, and goals; we address the content of the material and stay on topic.
Team Roles and Accountabilities	<p>Sample Team Roles, update as you see fit below <i>Take 3 mins to add names below to roles for your team.</i></p> <ul style="list-style-type: none"> ● Recorder - in charge of recording the meeting and uploading into a folder for all teams to access ● Note Taker - in charge of documenting decisions in this workbook and/or other places ● Time Keeper - in charge of keeping the team moving and on time ● Communications Lead - in charge of internal teams communications, and sharing questions / updates across division teams ● Research Guru - updates team with latest and greatest in research ● [ADD MORE]

Defining Success

Regardless of reopening models, what does it mean for our team to be successful? *How can achieving our guiding principles help us reach success?*

Take 5 mins to add your team's reflections and answers below.



Getting our Juices Flowing

Using your personal knowledge and expertise, share your thoughts on the following questions:

- How might we ensure that this model works for all students, not just some?
- How might we increase equitable access to improve learning outcomes for all students?

We would expand this to all STAKEHOLDERS, not just students.

Any model will need to have established guidelines for staff. Establish set limitations and priorities for decision making.

*Education Elements will pull themes and trends across team members and across Cross-Functional Planning Teams

Model 1:
Traditional

Model 2:
Varied percentages of students in school

Model 3:
Online (Distance Learning)

Name	•	•	•
Name	•	•	•
Name	•	•	•
Name	•	•	•
Name	•	•	•
Name	•	•	•
Name	•	•	•
Name	•	•	•

SECTION II: BUILD CONTEXT AND IMPLICATIONS

Data Sources

The resources to the right include some 'quick links' for your team to reference through the reopening proces.

Continue to update this list as your team sees fit.

- [VDOE Guidance](#) - pages 26-36; 40-41
- [4.0 Reopening Planning Committee Document](#) - pages 18-20
- [AASA](#) - Guiding principles 6-8
- [Ensuring a Data Driven Approach to Reopening Schools After COVID-19](#)
- [Council of Great City Schools](#) - review various districts' return planning resources
- [Ford Motor Company: Return to Work Strategy](#) (May 1, 2020)
- [WeWork: Future of Workspaces](#) (Spring 2020)
- [Back to school? 1 in 5 teachers are unlikely to return to reopened classrooms this fall, poll says](#) (May 27, 2020)
- [Operational Issues in the Reopening of Schools during the COVID-19 Crisis](#)
- [The Socially Distanced School Day](#)
- [As America struggles to reopen schools and offices, how to clean coronavirus from the air](#) (WaPo - June 26)
- Additional Resources linked [here](#)

[Add additional resources your team can quickly reference here]

This task can be "homework" and take from 20 min to 60 mins depending on the amount of new reading

Review Question Bank of Essential Questions [\[LINKED HERE\]](#)

STEP 1: Access the Question Bank. FYI - Your tab is populated with essential questions from the [4.0 Reopening Planning Committee Document](#) and [VDOE Guidance](#).

STEP 2: For each question, answer the following:

- What is the aligned core area to this question?
- Are you already able to answer this question? [questions answered NO will be prioritized to discuss as a group]
- Is there a person / team responsible for this? [questions answered YES will be directed to those teams for input]

STEP 3: If you have additional questions to add to the list, please do at the bottom of your list

This task will take from 10 min to 30 mins depending on the amount of discussion

Initial Implication to Our Budget

With your team, discuss and document the budgetary opportunities and constraints for your team below

	<p>Opportunities:</p> <p>Constraints:</p>
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Projected Budget Decreases	Projected Budget Increases
<p><i>Across reopening models, we do not anticipate that we will need to budget for the following items that support our operations and students.</i></p>	<p><i>Across reopening models we operate under in Fall 2020, we anticipate that we will need additional funds for the following items that support our operations and students.</i></p>






<h3>Key Decision Points</h3>	<p>Based on your expertise as well as your understanding of the essential questions and additional guidance documents, start to add key decision points that you will need to make as a team in relation to your core areas and the models.</p> <ul style="list-style-type: none"> • Some decisions will be specific to a Model; others will span across more than one.
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This task will take time + reflection. We recommend coming back to it a few times over the next week, with individual time and group time

	Model 1: <i>Traditional</i>	Model 2: <i>Varied percentages of students in school</i>	Model 3: <i>Online (Distance Learning)</i>
Core Area	•	•	•
Core Area	•	•	•
Core Area	•	•	•
Core Area	•	•	•

SECTION III: STAKEHOLDERS (FUTURE WORK)

STAKEHOLDERS: Who must we consider across all models?

	 Coach: Sets the goals, expectations, requirements for the project	 Manager: Leads the project, manages the day to day work	 Referee: Sets the rules, policies for the project	 Players: People who implement the project and do the work	 Fans: People impacted and served by the work and external partners
	•	•	•	•	•
	•	•	•	•	•
	•	•		•	•
	•	•	•	•	•
	•	•	•	•	•
	•	•	•	•	•

SECTION IV: PRIORITIZE DECISIONS & COMMUNICATIONS PLANNING (FUTURE WORK)

Based on your constraints, determine your decisions

STEP 1: With your team, review the prioritization criteria. Add your team’s updated criteria in the Easy → Difficult

STEP 2: With your criteria, add in your key decisions from above to the table, below. Add in dependencies and “

STEP 3: For any questions your team comes up with, try to add state, district, or federal guidance you would give to that school or district leader in response.

Tip for working together: You may decide to do 1 or 2 rows as an entire group, then divide and conquer the remaining rows to complete.

To determine ease, we examine:

Have we done this before?

Is there an existing team in ACPS that is responsible for the decision / action we have identified?

EASE

Difficult
Easy

Feasibility

●

Does not fit current systems and infrastructure

●

Fits current systems and infrastructure

Risk

●

Untested initiative with high level of uncertainty

●

Previously tested with evidence of success

Resource Availability + Support

●

Not currently available or need to hire

●

Resources or staff available now

Cost

●

High cost over many years (hits a threshold determined by organization)

●

No cost \$0

Is our decision

Easy

Somewhat Easy

Somewhat Difficult

Difficult

What is our criteria?

Easy	Somewhat Easy	Somewhat Difficult	Difficult
Add your team’s criteria, here.	Add your team’s criteria, here.	Add your team’s criteria, here.	Add your team’s criteria, here.

DECISION	DEPENDENCY	"COMMIT BY" TIMELINE	LEVEL OF EASE
Point where we provide direction	Information needed to make a final decision and from whom.	We need to know when the decisions must be made so that we can commit to deciding during this timeline.	Have we done this before? Do we already have a team at ACPS that is responsible to do this?
EXAMPLE Administer learning diagnostic and needs assessments	Program director develops diagnostics of expected curriculum knowledge	July 2020	Somewhat easy
Add rows as needed			
Add rows as needed			
Add rows as needed			
Add rows as needed			

Add rows as needed			

COMMUNICATIONS PLANNING: Who must we 'activate' to begin acting on our decisions?					
	THOUGHT PARTNERS	SCHOOL BOARD	SCHOOLS	COMMUNITY	FAMILIES
	•	•	•	•	•
	•		•	•	•
	•	•	•	•	•
	•	•	•	•	•
	•	•	•	•	•

APPENDIX

	<p style="text-align: center;">Model 1: Traditional In school, no physical distancing</p>	<p style="text-align: center;">Model 2: Varied percentages of students in school Hybrid Model</p>	<p style="text-align: center;">Model 3: 0% of students in school, Online, Distance Learning</p>
<p>Plans for responses to suspected cases What is your plan for how you will respond to suspected COVID-19 cases within a school facility or on a school campus to include protocols for communication and quarantine?</p> <p>Have you conducted an analysis of the feasibility of conducting screenings of occupants prior to entering buildings? What are the ramifications of this approach?</p>	<ul style="list-style-type: none"> ● Have we done this before? How might we need to adjust in this model ? ● Is there an existing team in ACPS that is responsible for the decision / action we have identified? ● What does it look like to successfully address these questions across all 3 models? 		
<p>Accountability</p>	<ul style="list-style-type: none"> ● BENEFITS of this model for this Focus Area are... ● ● RISKS of this model for this Focus Area are... 	<ul style="list-style-type: none"> ● BENEFITS of this model for this Focus Area are... ● ● RISKS of this model for this Focus Area are... 	<ul style="list-style-type: none"> ● BENEFITS of this model for this Focus Area are... ● ● RISKS of this model for this Focus Area are...
<p>Professional Learning</p>	<ul style="list-style-type: none"> ● BENEFITS of this model for this Focus Area are... ● RISKS of this model for this Focus Area are... 	<ul style="list-style-type: none"> ● BENEFITS of this model for this Focus Area are... ● RISKS of this model for this Focus Area are... 	<ul style="list-style-type: none"> ● BENEFITS of this model for this Focus Area are... ● RISKS of this model for this Focus Area are...
<p>Student Support Services</p>	<ul style="list-style-type: none"> ● BENEFITS of this model for this Focus Area are... ● RISKS of this model for this Focus Area are... 	<ul style="list-style-type: none"> ● BENEFITS of this model for this Focus Area are... ● RISKS of this model for this Focus Area are... 	<ul style="list-style-type: none"> ● BENEFITS of this model for this Focus Area are... ● RISKS of this model for this Focus Area are...