

Philly School Reopening Plan Questions

On July 15, 2020, the School District of Philadelphia released its [“School Year 2020-2021: Advancing Education Safely” plan](#) for reopening schools.

For many students, families, and educators, this plan has raised as many or more questions than the answers it has provided. This document is an attempt to compile a list of questions that may otherwise remain where they are not easily accessible to the public, or that might be fragmented by various stakeholder groups.

Note: This is a crowd-sourced project by teachers and parents, and it is NOT affiliated with the school district. It is a community-based effort to understand the questions and concerns folks have about this plan. Please consider also [giving your feedback directly to the district](#) or to the Board of Education via email (schoolboard@philasd.org)

This document is inspired by [the work](#) of Sarah Mulhern Gross, NBCT, ([@thereadingzone](#)), in NJ, which was in turn inspired by [David M. Aderhold and the Garden State Coalition of Schools’ “283 Questions about School Reopening.”](#)

Submit a Question/Contact Us

- We are no longer updating this version of the document. You can view the new version here: <https://tinyurl.com/2021PhillyReopeningQuestions>
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General Health Protocols

1. Temp checks are required at nail salons. How not school?
 - a. What is the rationale behind not taking staff and students temperatures at the beginning and end of the day?
 - b. Why are temperature checks not being done at arrivals? Parents send their kids to school sick all the time
2. What data are you using to inform your decision to decide if it's safe to conduct learning in school and when education needs to be remote?
3. Data is no longer being sent directly to the CDC. Will this affect data accuracy in our city/ state/ country and make betting in school more dangerous?
4. At what point will the District decide to close schools again? The second wave of the pandemic hasn't hit yet, and school is a superspreader event every single day. Is there a specific number of staff and students that have to sacrificially get sick before that happens?
 - a. How many students need to be sick before you shut down a school?
 - b. What is the fatality rate of students and teachers prior to switching to complete virtual learning?
 - c. What are acceptable infection levels for reopening?
 - d. Given new research that indicates higher rates of infection in children, especially children in the 10-18 age range (but also younger children), does the district continue to feel that in person learning is still the safest for our students and their caregivers?
 - e. Summer camps around the country are closing due to increased transmission of COVID to students and staff 2 weeks into their sessions. If students and staff start to become ill as schools open, what is the district's plan for possible closure or is that on the table?
5. What is the plan for eventual full reopening if the partial goes well?
6. How can teachers and students possibly remain 6ft away from each other?
 - a. How will I be able to appropriately engage my Kindergarten students, meeting their social, emotional, cognitive and physical needs at a distance of 6 feet?
7. How will fire drills take place from 6 ft social distancing?
 - a. How will lockdown drills or actual lockdowns work with social distancing?
 - b. How will fire drills be conducted? Both exiting the building and returning?
8. Will the students' teacher(s) be notified if a parent reports a fever?
 - a. Will I [a parent] be notified if one of my child's classmates has symptoms?
9. If the same adult is A-day students and B-day students and it takes 2-14 for the virus to start showing symptoms... couldn't that one adult contaminate both groups of students?
10. The wording in the reopening plan states "when feasible" classes will be 25 students max. What determines feasibility?
11. How can 25 kids fit into a classroom with appropriate social distancing? is that realistic?
 - a. Are classrooms actually big enough for students and staff to social distance?
 - b. With space in some classrooms, how will 6 feet social distance be done?

- c. There is no way that 25 kids in a class helps maintain social distancing. This is the most that should be in a class under normal circumstances. How will the district address this?
 - d. In larger high schools with 1000+ students, how is it safe for students to return, even with smaller numbers within individual classrooms and a rotating cohort?
 - e. High school aged students seem to be at higher risk of transmission/infection - how is this size of a class safe given that data?
 - f. How will capping classes at 25 keep kids 6' apart? Even on the rotating schedule none of the classrooms are large enough to keep 13 kids+ my observing principal+my mentor teacher+ the paras 6' feet apart from each other. Where will the 3-5 kids+extra adults go?
 - g. Why didn't the school administration show an "example" typical classroom that meets all of the requirements set forth to give families confidence of what it will look like? Has the administration tried implementing distance requirements in any school classrooms or buildings? Has the administration been preparing classrooms during the summer?
12. "When feasible" needs to be defined. Operational definition. (It is used in multiple places in the plan.)
 13. What is the allowable amount of student and adult bodies in one classroom? Are private vendors such as wrap around services going to strictly adhere to the SDP plan? Who will be monitoring them within our buildings?
 14. Our school shares classrooms every period. How are we supposed to avoid touching other teachers' desks, especially for floating teachers?
 - a. How will teachers who do not have their own classroom, and their students, be accommodated if everyone is supposed to remain in one room all day?
 - b. How do we ensure the safety of high school teachers who float from class to class? Should they stay in one classroom?
 15. My office is less than 1,000 square feet, in fact most offices in schools are. Does that mean that only one person is allowed in the office at a time? I have tech students and I need to be able to tell my roster office whether or not I can have students.
 16. Why are rules for entry into a school less stringent than a nail salon, a bar or restaurant, or even a government building?
 - a. If it's not safe for bars and gyms to open why do you feel it's safe for kids to pack into schools?
 - b. Why are schools opening if Governor Wolf is closing things?
 - c. Mayor Kenny has canceled mass gatherings until 2021, school is also a mass gathering. What is the difference between school gatherings and social gatherings?
 - d. If the city of Philadelphia has deemed it unsafe to dine indoors, why is the school district entertaining the idea of in person learning when schools have thousands of students, not even including staff (Northeast 3,900 students, Central 2,000 students, not including staff!)?
 17. Are principals required to inform parents before a certain date about details such as whether there will be plexiglass desk dividers, how much kids will have to switch classrooms during the day, whether fans are being installed in every classroom, and other protocols they are taking? If not, then how are we supposed to decide whether we feel safe sending our kids back to school without knowing exactly the protocols being implemented?

18. Why can't the district arrange to test all students and staff for COVID-19 initially before allowing them to go back to the classroom? We already have to get doctor's forms. Seems like this would at least go further toward guaranteeing a healthy start to the school year.
19. I want to know why children and staff members do not need to return to school with a clean bill of health if they get the virus?
20. Why are you going against the cdc requirement of masks for all 2 and above when the face shield is not acceptable by itself?
21. What is the plan for asymptomatic carriers?
22. Are there any protocols for cleaning or disinfecting student/staff belongings that are going back and forth (e.g. bookbags, coats in the winter)?
23. Given that there are specific daily laundry protocols advised in the student/teacher mask protocol documents, will the District provide laundering services for the one cloth mask provided to staff for the year? How will the district ensure that students are following proper laundry protocol if they opt to wear cloth masks?
24. Based on data regarding covid infection and survival rates, how many staff members and students does the district project will die of covid during the school year?
25. Why doesn't the district have its own criteria and guidelines for determining if a school building needs to dismiss students and/or staff from a District facility? What if PDPH is over capacity and cannot respond in a timely manner, will we really be waiting around in a dangerous situation just because we have not gotten the go-ahead from that department?

Health Protocols for Students

26. What if families don't have a thermometer at home and can't afford to purchase one or cannot find one available for purchase?
27. What if a student develops symptoms at school but the school is unable to get in contact with a family member?
28. What if a student who rides a bus develops symptoms at school but the school is unable to get in contact with a family member, and the school day ends?
29. What if a student develops symptoms at school but there is no allowable adult who is able to come and pick them up from school?
30. What if there are multiple students who develop symptoms at school on the same day, such that there are multiple that need supervision while waiting to be picked up?
 - a. When students showing symptoms are sent into a classroom, together, to be monitored separately from their class, who is responsible for monitoring that classroom?
31. What will happen to students who do not comply with mask and social distancing rules?
 - a. Will students be disciplined if they refuse to wear a mask in school? What is the protocol for this type of situation? What are the steps that will be taken?
 - b. As teachers and parents all know, children do not always follow the rules or directions. What will be the recourse for a student who leaves the classroom to go into other rooms in the building? Students who get into physical altercations? Students who intentionally cough/sneeze on others?
 - c. Who is responsible for enforcing mask protocols?
 - d. If a student is unable to wear a mask, will they be denied an education?

- e. What happens if my children start attending in person and adhere to all safety measures, but observe others in classroom or elsewhere in school not adhering? How would this be rectified?
 - f. How can teachers be expected to teach and make sure safety protocols are being followed at all times in their classrooms?
- 32. What is the protocol for parents who refuse to have their children wear masks despite not having proof of medical exception?
- 33. How do we handle students who elope and are noncompliant while maintaining staff safety and social distancing?
- 34. Students will be heavily policed to wear masks, remain in one spot, not touch anything, etc. How does this square with the need for antiracist school policies?
 - a. How can we establish an environment in our classrooms that are not authoritarian/ policing when we have to be constantly ensuring that students stay 6 feet apart and keep masks on?
- 35. Can the school nurse send home a child who exhibits any type of sick symptom including common cold, cough, etc. to help prevent the spread of germs?
- 36. How does the District feel justified in simply trusting parents to check temperatures at home (some parents will feel pressure to send students in order to go to work or may not even realize their child has a fever)? Dr. Hite claimed it would take too long yet almost every high school requires students go through metal detector searches in the name of safety which is extremely time-consuming.
 - a. How will you ensure that NO child will come to school sick - aside from the parent's word?
 - b. How will schools know if families have completed the daily health screening before their child arrives to school?
 - c. What about parents who feel forced to send their kids to school when sick due to work?
 - d. How much accountability will there be if false information is provided by the parents?
 - e. How long will it take for notification that a child or staff member tested positive for Covid go out? Will this be an official protocol and how can parents hold the administration accountable to provide that information?
- 37. Many of our students get themselves up and out to school on their own because parents are working. How can we expect them to be responsible for self-screening and/or screening younger siblings?
- 38. Students with Autism often have secondary health concerns, e.g. asthma. How are we to handle that especially in classrooms with poor ventilation and without AC?
 - a. How will you ensure that all classrooms are at an acceptable temperature so students do not feel as though they are smothering with masks on?
- 39. What if children come to school without a mask?
 - a. What if a student forgets her mask repeatedly?
- 40. What if a student loses a mask mid day?
- 41. When will the full "Health and Safety Agreement" be made available for parents/guardians to review?
- 42. Will the "Health and Safety Agreement" be available in multiple languages?
- 43. What happens if a family refuses to sign the Health and Safety Agreement? Will they be denied entry into the school? Will they be forced into the all digital academy?

44. How are multilingual families and families with limited access to healthcare being supported in complying with the COVID-19 School Healthy & Safety Agreement and Pre-screening/Symptom Monitoring/Mandatory Reporting protocols?
45. How will long lines to enter schools (especially with metal detectors) be handled to maintain safety? What about in inclement weather?
46. How will metal detector areas be kept clean and safe given the high volume of students that come through them in a short period of time?
47. What protocols will be in place when a student arrives late to school?
48. How in the world do you expect students to social distance 24/7? This is going to be a disaster... as a former student.
49. Who is supervising the isolation room in the school?
50. If a student gets covid, what happens? Why are they not expected to provide a negative test result before returning to school?
51. How will it work to send students to the restrooms outside the classroom such that distancing and safety protocols are maintained? How will we know how many students are out waiting for a restroom/ in the restroom? Who will monitor this and supervise students waiting in the hallway? Who will ensure the restrooms are clean enough if students are constantly using them 1 by 1 or a couple at a time?
52. How, specifically, will hallway and class transitions work? If they are staggered, kids are still waiting in groups. If they aren't, how will kids be able to stay far enough away given the size of the hallways and the numbers of kids transitioning, even if classes are at half size?
53. If a student arrives at school with symptoms, will staff be allowed to take their temperature?
54. How is allowing students to take off their masks once seated and working a safe protocol? This was suggested by PA DOE.

School Nurses

55. Who will be monitoring the Covid illness room in the buildings while nurses attend to other aspects of their job such as screenings, dispense medication, check on students with other health needs? Will you be hiring more nurses?
56. Will nurses be able to continue regular screenings? If so, how will they do so while maintaining distancing and other protocols?
 - a. Are there any screenings or medication administration that will specifically NOT be provided in schools due to the risks?
57. Are there enough substitute nurses in the district?
58. Will there be at least 1 full time nurse in every building every day, and more in larger buildings to meet any nurse:student ratios suggested by professional organizations?
59. What will nurses be expected to do if we have to go fully online?
60. Will/ how will the school nurse be utilized for Digital Academy students?
61. Is there a different standard for exposure/quarantine for school nurses given that they will be constantly dealing with students showing symptoms?
62. Are surgical masks and face shields (1 of each) really sufficient PPE for school nurses?
63. Are there remote work options for school nurses who meet the criteria for behind high risk?

Health Protocols for Staff

64. Will new hires still have a waiting period until into the school year before health insurance kicks in?
65. How does the district think one cloth mask per staff member is sufficient for the year? It's their job to provide adequate PPE to all staff.
 - a. Why do teachers only get one mask for an entire year when other professionals in the building get one disposable mask per day? Aren't the teachers at the highest risk? It seems like they should be getting the most PPE.
 - b. In what way is it either ethical or moral to not provide teachers with masks? This needs to be written into the budget.
 - c. Why will you only provide one mask for all Paraprofessionals?
 - d. How are we only getting one mask for the year if we are supposed to have an extra one on us just in case? (The doc says staff should have a second on hand.)
 - e. Will a school be closed when it has zero stock of PPE?
66. Will classroom staff be provided with additional compensation for PPE beyond the one (1) cloth face mask the district is providing?
 - a. Will the teachers have to pay for their own masks and safety equipment? (One cloth mask is obviously not enough.)
67. Will classroom assistants in Special Education classes be provided with additional PPE for close contact duties including helping with restroom and other personal care needs?
68. If we have multiple occurrences due to covid illness, quarantine as well as flu or other illnesses that happen, will teachers be written up for excessive absences?
 - a. Will the system of occurrences for staff absences still be in place?
69. How are you going to keep teachers safe? If a teacher is exposed, will they be paid for the 2 weeks they need to quarantine?
70. At least one other district is partnering with a testing company to test their teachers every couple weeks. Can the district find a partner to conduct testing so that schools can be closed down, cleaned and the community can be tested and quarantined?
 - a. How will teachers be protected? Will they be tested daily or weekly?
71. What "counts" to qualify teachers for going fully remote?
 - a. What about teachers who take care of their parents?
 - b. How can you ETHICALLY justify and decide who is more at-risk, therefore permitting them to work remotely, when healthy people are still being infected and dying?
 - c. How is reopening school buildings fair for teachers and staff members? Can we opt in to digital learning like students and parents can?
 - d. What accommodations and/or (hopefully paid) leave options is the district going to provide to people who are at increased risk, specifically pregnant women?
 - e. Does pregnancy fall under the category of being vulnerable and therefore justify teaching remotely full-time?
 - f. How do I go about applying for full remote if I already have a 504?
 - g. Are disabilities related to Covid different than a regular accommodation request? Who sets the standards?

- h. People over 60 have been named as high risk in regards to Covid. Is age alone enough to request an accommodation ?
- 72. We know that infection between adults is of high concern in schools, what about TSS and Paraprofessionals in the classroom? This could be a true health risk for all involved, not to mention the children! So what happens?
 - a. Are support staff from outside agencies (TSS's/ BSC) able to come into buildings? Is that safe?
- 73. It says in their proposed plan that staff are required to check their own temperatures and fill out a questionnaire asserting that they are healthy every day they report to work. What if we don't own or are unable to purchase our own thermometer to check our temperatures? Will there be a way to check our temps once we get to the building?
 - a. Is staff going to be given compensation time for the time needed to fill out the health survey each morning? I understand the need for it but I have a long commute and the thought of adding another task to my morning stresses me out.
- 74. How often are people allowed to take covid 19 test and does insurance cover it?

Quarantines/Contact Tracing

- 75. What happens if a student (or teacher) contracts COVID? Will the teacher/entire class be required to quarantine? Will the entire building community be quarantined?
- 76. If a high school student tests positive do all of their teachers need to self-quarantine? If that is the case, does the district anticipate needing to move schools to full digital learning at multiple points during the school year as staff absences mount?
- 77. How will contact tracing be feasible when students from the same school are in a variety of care programs on virtual learning days?
 - a. WHAT ABOUT TEACHERS THAT ARE PARENTS! How does the exposure trail end?
 - b. Will schools still reopen in the absence of adequate access to testing and lack of contact tracing?
- 78. How will contact tracing/quarantining work for students or educators who have family members who are essential workers if someone from the family member's work gets sick and they have had contact, or if there is contact at school? Will the student or educator have to quarantine? Will others in the class be notified?
- 79. If a child with siblings (either in the same school or a different school) shows symptoms of COVID-19 and is sent home from school, will their siblings also be sent home from school the same day? Will all members of that household be required to quarantine from attending school?
- 80. Will students/families have to report if they/members of their household have traveled to COVID hotspots?
- 81. How will the School District be informing community members when particular schools have outbreaks?
- 82. As an OT, PT, SLP we jump from classroom to classroom throughout the day. Then often switch schools within the same day to a different zip code or geographic area of the city. How will the district keep students and staff safe with our current schedules and assignments?

83. If someone has sniffles and a cough because of allergies, what do we do, send them home because they are showing similar symptoms to covid 19? Do they have to quarantine for a set amount of time?
84. Is the quarantine protocol or the way the time is recorded different if the quarantine is due to a family member being exposed or ill vs if the person themselves (student or staff member) is ill?
85. If staff members only have 10 sick days what happens if we are in direct contact and need time off? What if it happens multiple times?
 - a. If a teacher contracts COVID—are they required to use their own sick days while recovering? If a student in your class contracts COVID, and the teacher must quarantine for 14 days, is the teacher required to use their own sick days?
 - b. Will teachers/staff be paid for time spent quarantined if they are exposed? What about when they are exposed more than one time?
 - c. There are extra sick days on our pay stub. Is this to cover days if we need to quarantine because of Covid exposure?
 - d. What are the various options/ leaves should a teacher get sick? If I want to get wage continuation now am I able to do so? I was told only during open enrollment (May) is the only option. That should be changed based on our situation and the pandemic.
 - e. If teacher displays covid symptoms, such as a cough or sore throat, will they be able to enter buildings if they are covid negative? How often will we be responsible for getting tested while symptoms are present?
 - f. If a teacher or other school staff gets the virus and is unable to work for longer than their sick leave allows will they still get paid?
86. If a staff member who has secondary employment that does not interfere contractually with employment in school has to quarantine due to exposure at school, would the district reimburse that employee for loss of income from secondary job?
87. What accountability is there for families or staff who refuse to cooperate with contact tracing or provide information about symptoms/test results?
88. What are the assumed risks for students in a classroom? If a student breaks masking, social distancing, hand washing, no sharing guidelines, what is the obligation or expectation for reporting those occurrences to parents of other students in the class?
89. Without sufficient contact tracing, how would we be able to accurately answer the question about whether or not we have been in close physical contact with someone who has tested positive for COVID-19 in the previous 14 days? What if we were in close physical contact with someone who had tested positive but they didn't disclose that information?

Attendance

90. Am I [teacher] responsible for daily attendance of in person and virtual students daily?
91. If my child needs to quarantine for 14 days, how will that impact their attendance record?
92. Does the District intend to end policies (perfect attendance incentives for students and the 3/5/7 discipline policy for staff) that actively counter the message of "if you are sick, stay home"?

Mental Health/Counseling

93. What happens if there is not enough room in a school to provide space for mental health providers?
94. What support will be provided to students, families, and staff, when students/staff get very sick or die?
 - a. How will the school district address or help families that lose parents or students when they die?
 - b. What measures will be taken when a student dies? [From a student]
95. I am worried that our students will come back to an avalanche of cobbled lessons on covid and BLM. How are schools making this a focus but not re-triggering and traumatizing students? How are schools soliciting input from students on what they want to learn about?
96. What is being done to address the trauma of the staff- the end of 19/20 the summer of doom, zero communication, during 20/21? How is the mental health of staff being prioritized?
97. Anxiety and mental health issues are true barriers to life for some. How can the district better support faculty, students and staff? (This comment refers to Hite comment about how teachers can't opt out just because of fear, this is wrong.)
98. How do you protect and support school counselors, who are often in close proximity to students during a crisis or deescalation?
 - a. How do students maintain social distance in smaller rooms like the counselor?
 - b. What will it look like for students who need emotional and behavioral support whose primary means of de-escalation is the flexibility to leave the classroom and with a trusted staff member?
99. What if a student is in a crisis situation, but the parent is unavailable to accompany their student to the crisis center? Who will be designated to go? Crisis Center is often crowded and takes a very long time for the process to support a student in need - counselors will be putting themselves at risk by going to the Crisis Center.
100. What measures are being taken re: online security and bullying?
101. Will mental health support be provided to parents/caregivers who are struggling to support the virtual learning/manage all of these changes and stressors with their students at home?
102. When a student engages in self harm behaviors how are teachers supposed to support the student? Safety care defeats the purpose of social distancing. [SPED concern as well]
 - a. Some of my emotional support students have a past history of engaging in self-injurious behaviors. How do I intervene while having to remain 6ft away?
103. What protections are being provided to Asian students for bullying and "Corona blaming".
104. Why is the mental health plan falling under the administrative branch of special education (OSS)? Will this be overseen by people with mental health credentials and experience?
105. Is the start of the year for assessments? Or for the Healing Together social emotional learning and mental health initiatives? Which will take priority in what will likely be a very chaotic time?
106. Who are the mental health providers that will be in every school? How frequently will they be there? Will mental health providers also be available to support families in the "Digital Academy"?

Instructional Plans

107. Who will provide support to students on remote learning days, and what will that support include/ look like? Who will be teaching them?
 - a. How will the virtual teaching be provided for students who are in the hybrid model? Assuming it can't be the same teacher providing in school instruction....
 - b. Are in-person teachers paired with an online teacher? 1-1 so that the materials on non FtF days match and further learning.
 - c. What measures is the district taking to make sure learning is equal and equitable for both in person and virtual learning?
108. I keep seeing -"one class, one teacher" being advertised, what about middle school and high school? Those teachers can't teach everything.
109. Will teachers be responsible for creating both IN PERSON and REMOTE LEARNING materials?
 - a. Is the district creating the online curriculum or using an outside provider, or will teachers have to create it?
110. How will teachers teach students online and in their classrooms at the same time?
 - a. It's not exactly my domain, but I'd like to hear the logistics about how the teachers are going to manage in-person and remote teaching (and all that those things both entail, from lesson planning to grading) five days a week. I'm super curious about how they are going to handle what seems like an immense workload. Or will there be dedicated online teachers? I suppose I'm concerned about the teachers' mental loads and capacity to teach and manage all of this (as well as what it might do to the quality of instruction, particularly online). Who's got a few scenarios gamed out as to what this might look like?
 - b. How am I teaching the B kids virtually while I am teaching the A kids in person and vice versa? And will both A and B be virtually together on Fridays? They will not know each other!
 - c. If online learning teachers are not the teachers who are regularly assigned to the student's school, how will they be incorporated into the school community and ethos?
 - d. Will classroom teachers be required to host weekly full classroom meetings with students to help keep moral and maintain class spirit.?
111. For the hybrid plan, please explain in greater detail what children are getting during the 3 days they are in virtual learning? Is there any live instruction? Supervision and check in? Help completing assignments? Homework? Staffed by children's own school or a district-wide pool?
 - a. What will school look like on virtual days for K and 2nd grades: will they "zoom" or something into the class, or be given work to complete on their own?
 - b. Will it include real-time remote instruction by my child's teacher? Will it be only independent work on programs through the school portal? A combination of both?
 - c. What does the online learning option look like? How many hours would a 1st grader (or any grade) be expected to do computer vs. paper/pencil work?
112. Will the internet be provided to families? I had at least a dozen families finish the year STILL without internet access at home.
 - a. What is the district doing to ensure everyone has access to quality wifi?

- b. What is the plan for households who do not have access to WiFi internet to participate (3 days a week) in the online only portion of school.
 - c. Will there be an internet stipend for families that decide to stay home and participate with the online curriculum. What is Comcast's official stance on serving families in the Philadelphia School District?
- 113. How are we going to prepare for the days when staff are sick (even with allergies, common cold, flu) while COVID testing turnaround time is approximately 10 days (and climbing) with the recent uptick in cases? How do we account for the people who will also be infected during this turnaround time?
 - a. What will schools that typically do NOT get subs do when teachers need to be out for sick days, etc.- other teachers should not be forced to expose themselves to more students by covering classes or having those students join a class for the day?
 - b. Many schools have a large staff and do not get enough substitute teachers. In these cases teachers are sent to cover another class during their prep. For example, in the SY 2018-2019, I covered 78 times during the school year. Every teacher in the building covered a similar amount. Please explain how this system will be changed, starting on the first day, in order to limit our exposure (both staff and students).
 - c. What is the coverage plan for teachers who must self quarantine due to COVID 19 exposure or positive test? How do you plan to continue continuity of care for the students?
 - d. Where will all of the substitute teachers come from? Let alone cleaners, support staff and substitute administrators? Hope for the best plan for the worst!
 - e. Sometimes, last minute subs cannot be found and classes are combined together. This is obviously not possible during covid-19. How will a situation like this be handled?
 - f. What are the SDP plans for dealing with Covid-19 during Flu Season? How will this affect school openings and closings?
- 114. Will substitute teachers be assigned to one or a small group of schools to try to keep transmission potential down?
- 115. Who will be responsible for plans for substitutes in the case of quarantines that last 10 days or longer absences due to illness?
- 116. Sound in classrooms- How will students hear? (A cloth mask behind a face shield that is 6ft away and barriers at desks WITH fans.)
- 117. Will classes be split in half, or will half of the classes be in school at once? E.g. does a teacher have two sets of 15 kids, or do they teach one group of 30 kids?
- 118. Will reading specialists see kids with virtual small groups, or in-person?
- 119. How can small groups within a class meet together while maintaining distancing?
 - a. Am I expected to have small group instruction if it makes me uncomfortable?
 - b. How will anybody in a socially distanced small group be able to hear without disrupting the other students in the same room?
 - c. How as a teacher can I properly support students from six feet away? How can I zip coats, tie shoes, correct grips, check work, etc?
- 120. Will the district still be partnering with Book Trust? This would be a great way to encourage independent reading since students have had and will contribute to have less book access at school?

121. Without shared books, materials, and supplies, what kinds of instructional activities can students participate in at school? Will they just be doing work on individual Chromebooks to reduce contamination?
- Will the SDP purchase more materials? This is in response to not sharing instruments, gym equipment, etc.
 - How are we affording individual supplies for students?
 - How do we handle paper? Am I able to collect papers from students?
 - Can we elect to have students in our classrooms complete all work digitally to eliminate use and touching of paper between people?
 - How do we handle books? Can students read books that other students have touched? If I want students to read a whole class text, do I need a copy for all 100 or however many students I have? Can books be disinfected?
 - How will classroom libraries work? How will children access independent reading materials?
122. Since we gave all of our Chromebooks out to students in March. Chromebooks that we wrote a grant for. What happens when they are not returned and we start in person teaching and want to show them something digitally? If we return to school I want to see them working on Chromebooks in my classroom. Are we getting new chromebooks?
123. If my child needs to quarantine for 14 days, but the rest of the class is still there in person, what does education for my child look like during that quarantine period?
- Who is responsible for providing instructional material [for students who are quarantined]? Do teachers need to make a separate folder of work titled, "symptomatic COVID students back-up work"?
124. If a school is ordered to shut down, what happens to kids who were doing the hybrid model? Do they continue to be taught (online) by their regular teacher, or do they have to join the SDP's online academy, which might not have the same curriculum they were learning from their teacher?
- What backup plans exist if schools do close? We can't repeat March.
 - Why aren't we focused on virtual instruction? Waste if time to pretend that in-person instruction is a viable option. The district will likely lose tons of students to cyber schools if they don't focus on high quality virtual options.
125. Is SDP prepared to go fully online on Day One of the school year and stay online, potentially for the entire school year, if there is a surge in cases in Philly, and, if so, would that mean that people who opted for hybrid would be taught by their regular school teachers and people who opted for online would be taught through the SDP online academy?
126. How will the district accommodate students who are spending the three days off in childcare and won't have the supervision needed to be able to complete the online work? Will they be penalized? Is that equitable for working families?
127. Will students be staying in the same classroom all day? Will they take all their classes with the same cohort?
128. I assume a number of teachers will be opting out of in-person classes due to medical reasons. When will we find out if we have a different teacher or not than the one we were assigned?
129. If the curriculum that the online-only teachers use is different than the one being taught at school in the hybrid model, then (A) how can a student switch from one to another at the end

- of a quarter and (B) how can a student be prepared for the next grade at their own school if they haven't learned the same material as their classmates who opted for the hybrid?
130. If the number of families choosing remote learning pushes down the number of students in a cohort for the hybrid model to 12-15 student range, will the school district reassign teachers so they can cram a full 25 kids in each day?
 131. How will digital learning look like for the youngest? My child will be in first grade. How many hours per day will she be in "live" classes without a break? Will the technology be easy enough for her to handle herself? (We did NOT find that in the Spring. The technology was confusing even for the parents.)
 132. What is the district's plan for training teachers for online learning?
 133. When will the curricular materials, pacing guides, and other resources be available for teachers who wish to start reviewing and planning?
 134. Will there be online textbooks available for all subjects and grade levels?
 135. If not, will the central office be creating materials for use online or will teachers have to create lessons and materials themselves?
 136. If materials will be created centrally, will teachers be paid to support the creation rather than being asked to volunteer as happened in the spring?
 137. Online learning can be awkward for many students, particularly shy and younger ones. What sort of training for teachers or opportunities for students are going to be available to help such students be comfortable with participating and potentially look forward to school rather than dreading being on Zoom? Will there be small group instruction (like 3-4 students at a time) at all as part of the online learning experience?
 138. How can we incorporate more outside time/limited indoor time? I would feel better if students spent most of the time outdoors.
 139. How can we relieve 'some' pressure on the teachers? While more funding is obvious, can we also ensure that any testing being done, is not standardized. No additional stress for teachers/students/parents to be judged on text-book learning right now. A teachers job needs to be to help students process this year, and focus on their own type of learning/teaching.
Question: can we eliminate all standardized tests and teacher academic expectations?
 - a. Due to Covid-19 PSSA testing being dissolved for the 2019-2020 school year, will the School District of Philadelphia be dissolving those tests for the 2020-2021 school year and can you please tell us where the money that was saved by not issuing standardized testing went to?
 - b. How will applications for special admit/magnet schools happen this fall, given that students did not take the PSSA tests in the spring? When will the process be shared with families, particularly of incoming 4th, 5th, and 7th graders who would normally be applying to schools in the fall.
 140. Will there be enough computers/iPads,etc for students to use at home and at school?
 141. If students take their assigned devices back and forth, will there be additional charging stations available at school? Some of the devices don't hold a charge for very long.
 142. Will the district provide any of the paid apps that offer features that allow us to teach virtually in a high quality manner such as: PearDeck, Padlet, NearPod etc. Will there be any training available to help us maximize our virtual instruction?
 143. Will students still have recess outside?
 - a. Will students get recess and if so will the SDP mandate that taking away recess can not be used as a way to punish students?

144. Will the Year-at-a-glance and Quarter-at-a-glance documents identify standards, skills, project-based learning, scoring guides, competencies, lesson exemplars, and student work exemplars for dual language programs as well?
145. How will Dual Language students and teachers be supported in this model? As a program which builds off the linguistic strengths of students and families, we could be a model for partnering with multilingual families in hybrid or remote instruction during these challenging times... but we need time and resources to make this possible. Instead we are often scrambling to do double-or-more work in planning to simply get by, because we are consistently left out of district-wide curriculum and planning initiatives (eg, no appropriate lessons for dual language classes in the centrally-created content for remote learning in Spring of 2020).
146. What will rosters look like? Will students get all the credits they need with each of these schedules?

Specials (Gym/Art/Music/Technology/etc.)

147. How will specialist teachers fit into the new schedule?
 - a. What about specials teachers? How can we possibly ask them to see multiple groups of kids? If they do, they could potentially contaminate the whole school, let alone themselves.
 - b. How will special teachers (Art, PE, music) at the HS level work?
 - c. Will specialists have to travel instead of having students in their own space? Specialists see over 600 students per week. This will allow for super spreading of the virus if the teacher contracts it and continues to teach until they receive a positive test. How do you plan to implement specialist teachers in order to keep them as well as students safe?
 - d. Will there be a different schedule set up for each quarter or semester so specialists don't have to go to every classroom and increase their chances of getting ill ?
 - e. For art teachers who see K-8th grade and can have 3-4 classes for each grade level is there a way to see grades weekly? For example one week is dedicated to Kindergarten the next week will be all of the first grade classes and the next week all the 2nd grade classes etc. It can help keep things consistent with distributing art supplies and contact. Especially if specialist teachers are being asked to see everyone in person.
148. How do we do specials handoffs, since we know two adults shouldn't be in the same room? Why are we not offering specials online for the days kids are not in school?
149. Where will gym classes go, if conditions outside are not feasible for outside learning?
 - a. In addition to Physical education, Music and Art classes will be held outside as per the document?
150. Will additional supplies be provided so that students have individual supplies? The arts budget certainly can't take that strain, and neither can most of our families.
 - a. For PE are students going to be allowed to bring their own equipment? Will the district provide fitness equipment for students to use at school and at home? Will PE staff be given the task of sanitizing doors and equipment when ever anything is touched on our way in and out of the building?
151. What supplies will parents be expected to buy?

152. We [specialists] should not see the whole school each week - if there are 30 classrooms could there only be 5-6 classrooms a marking period instead?
153. There is some preliminary research that the virus is spread by singing...but also, yelling, loud talking, heavy breathing, etc. (The full study comes out on 7/22 so this is not definitive.) How will music class be taught? What about gym? Who will ensure that young children never yell or sing or talk loudly?
154. The reopening plan only mentions that masks will not have to be worn during PE/gym class when weather permits it to be held outside. It says nothing of indoor PE/gym class. Are children, many of whom have asthma and other respiratory illnesses, expected to wear masks while running around in a hot gymnasium?

PreK/Kindergarten

155. How am I supposed to do small group instruction with kindergarten and keep six feet distance? Sometimes little ones need their hand guided for small motor control.
156. Will the city offer any regulations for preschools participating in the PHLPreK program?
157. For virtual learning: how feasible is small group learning project learning for Kindergarten when they do not have any computer skills?
158. Can you clarify the face mask/face shield policy for PreK and younger elementary age students? I have concerns about speech development for my PreK student and would like to know how this concern will be handled. Clear face shields or masks with clear plastic portions may enable small children to be able to read lips and see visual/facial cues.
159. How much screen time will be required of kindergarten students in the Virtual Academy?
 - a. How long are virtual instruction days going to be for kindergarten?
160. Is there any fully virtual/remote/home option for pre-K?
161. When will Kindergarteners find out their teacher assignments, especially if things are changing with who is teaching in-person vs online?
162. Will kindergarten interviews be in person?
 - a. Will there be a kindergarten conference with the child and parent to meet the new teacher, whether the parent decides on all virtual or not?
163. Will kindergarten classes be supplied with desks to allow for proper social distancing? Most have tables for student groups, however they are only about 4 ft wide and do not allow for social distancing.
164. If parents of k students choose all virtual, can they decide to go to the classroom teaching midyear?
165. How will specialized equipment that gets touched/ used daily in PreK classrooms be sanitized? Who is responsible for that?
166. How will naps in prek work as far as keeping the cots clean, use of any fabrics (I read they aren't supposed to have fabric/ rugs in rooms) and taking a nap with face coverings?
167. How are kindergarten teachers expected to conduct the mandated interviews with kindergarten families AND attend professional development (both are scheduled for Wednesday, August 26th-Monday, August 31st)?
168. Will chromebooks be available for kindergarten students during interviews in August so teachers can show families how to log in to the portal?

169. How do you [as a teacher/ staff member] comfort an upset kindergartner, tie their shoes, help with handwriting???
170. Who will be helping young students (without masks on at meal times) open their breakfast/lunch and clean up spills??
171. How can I safely identify caregivers and/or check IDs at kindergarten dismissal when everyone is wearing a mask??
172. How are kindergarten parents getting their chrome books? Who will train them? Most children at this age have only used touchscreen devices?
173. What efforts are being made to provide lessons on paper for the youngest grades of children, especially those who cannot yet read?
174. How will lunch be managed safely for 20 PreK students between 2 teachers? Even with individualized pre-packaged lunches, children will have to be sitting in close proximity with a teacher and each other , unmasked.

Scheduling

175. What if a student comes to school on the wrong day, a day they should be online?
 - a. What happens when students are sent to school on a day that is not theirs according to the A/B schedule and no one comes back to pick them up?
176. How will families with children at 2 (or more) different schools be put on the same schedule? Who will coordinate that?
 - a. How is it possible to coordinate schedules for children in different neighborhood schools, special admit schools, and charter schools? Will high school students end up regularly kept home to monitor siblings?
177. Will there be any flexibility in choosing days in school?
178. Can 3-4 families request to be scheduled in the same A or B group in their children's classrooms so that those children can "pod" together on the days the kids aren't in school and the parents can share childcare?
 - a. Can preference for assignment groupings be made not just for siblings, but also by neighborhood?
179. If we opt for the hybrid model, can we get a list of other students/parents in our child's cohort in an effort to potentially pod together on digital days?
180. Why continue to waste time entertaining on-site learning? Put all efforts into perfecting online learning. Save time and eradicate the virus so we can go back to fully normal.
 - a. Why don't we just do remote for Q1 and then re-assess for Q2 or by Christmas time?
 - b. If everything is cancelled [events in the city] until February 2021, then, why don't we just stay virtual until then and see what happens, if the counts go down? The students and staff should need to be safe. And not have to risk their lives.
 - c. How come the SDP can't start the school off virtually? At least Sept to winter break. It's not safe and it's putting our kids, families, and teachers at great risk. Do y'all care?
 - d. With so many unknowns for fall 2020 and such little time for teachers and families to prepare adequately, why are we not starting with 100% remote/virtual learning for student & staff safety, with teachers from the school where the student is currently enrolled?

- e. If everybody was 100% remote, the district and the city could work together to select safest school buildings (those with adequate space & ventilation) being possibly opened for students who cannot do remote learning in their own homes (essential worker parents, those who require stable internet, additional nutritional or medical support, etc). Adults would obviously be necessary to supervise children participating in remote learning in these buildings, but they would not need to be trained teaching staff (since those teachers and their unique skills need to be focused on teaching), so the model would be similar to the childcare settings available to essential workers throughout the pandemic.
181. Why is the schedule not A Monday Tuesday, deep clean Wednesday, B Thursday Friday, deep clean Saturday? This seems much safer.
- a. Why wouldn't a hybrid schedule have students in A group attend M/T, have a cleaning day W and group B Th/F? This would reduce cross contamination, help staff with digital responsibilities and potentially streamline child care considerations for families.
 - b. Why are the days not consecutive? Aren't consecutive days better for consistency? Doesn't it make more sense for cleaning as well?
182. The cohort model has students staying in the same room all day long. That's not possible at the high school level, so how are high schools moving from place to place? Will there be staggered times to leave classrooms?
- a. Many students 6th grade and up change classes throughout the day. Avoiding this as much as possible seems wise. Will there be guidance from the SDP?
183. Schools may have different start times this year. When will we know? Are school leadership teams meeting about this? I am in leadership and haven't heard about these conversations.
- a. Why are we hearing about different school start and dismissal times through social media?
 - b. Are you thinking about travel and daycare opening times so staff can get to school?
 - c. Why is there such an early start time for bus students? Couldn't the school day be 9:30 to 2:00 for everyone with a grab and go late breakfast and a grab and go lunch? 7:30 means young children will be up and out by 6:30 way too early!!!! Not fair for their already tired minds!!!
 - d. Are the school day hours going to change from what they currently have been for the past 20 years?
 - e. How can we have staggered openings and expect staff to come in earlier when we have our own children to drop off at daycares that do not open until a specific time.
184. Are they dismissing classes in a staggered schedule at the high school level at the end of the school day?
185. Can you please assign in person days for kids ASAP so working parents can negotiate days off and also find childcare for those days?
186. When would we expect to get a schedule of the hours that our child will have to be online in synchronous class (this pertains to both hybrid and all online models)? Parents need to be able to schedule work around helping their children, particularly the younger grades. We cannot be told the week of what the schedule is.
187. If fewer children opt for in person instruction, will classes shift to 4 days per week of in person learning?

188. For high schools already on an A/B block schedule, students will presumably only get 90 minutes of FtF instruction for each class per week. At that amount, why even bother taking the risk of going in person (including riding SEPTA, for many students)?
189. How will rostering work with high schools on block schedules?
190. If we are offering safe reopening for two days, why are we not a full five days, or at least 4 with Friday as a cleaning day?
191. What will instruction and scheduling look like for students at the Juvenile Justice Center given that they aren't allowed computers?
192. What options and resources will be in place for students returning from placements or from incarceration?
193. What will our weeks look like, when we are off one day in a particular week [due to a holiday or other scheduled day off]? What if we miss a Cohort A day and jump right into a Cohort B day? This happens on the 4th day of school. It happens twice in September, where we are off on Mondays both days. Teaching schedules will be off.

Digital Learning Academy (full time online option)

Please note that some of these questions may be answered to varying degrees in the [information about the Digital Learning Academy released on 7/22/2020](#).

194. How will new teachers who end up in the digital learning academy be supported?
 - a. Will my son still have his teacher from his school if he is virtual? If not and he gets a new hire, how will you ensure his education is on par with him in school ?
195. What curriculum will they be taught?
 - a. Are the "online academy" teachers going to follow magnet schools' curricula?
 - b. Will the Digital Academy curriculum for magnet school students be aligned to their school? My daughter's school has a more rigorous curriculum and I don't want her to be behind her classmates who opt for FtF learning.
 - c. How much autonomy will each school have in the "digital academy" choice? If a child attends a social admit school will the digital academy teachers also be teachers in the special admit school?
 - d. If I choose the digital academy for my kindergartener will there be a lot of hands on work and projects? I don't actually want her to spend the day on the computer and I am home to help teach her.
 - e. How will students at special enrollment schools (such as Masterman) be supported through the Virtual Academy? Will teachers from such schools be involved in the Virtual Academy? Will there be opportunities to connect with teachers and students at those schools?
 - f. Schools across the city have vastly different curriculums and approaches (e.g. not all schools teach Singapore math). Some schools have curriculums that are more challenging. Some schools focus on PSSA's much more than others. Some schools have a lot of kids below grade level, while others have a lot of kids above grade level. Given that reality, how will the SDP be able to teach students from different schools a single curriculum? Won't it be too easy for some kids (leaving them unprepared to rejoin their classmates) and too difficult for others (leaving them struggling to learn)?

- g. Why is the digital academy a separate curriculum all together? Why can't the homeroom teacher stream the lecture or pre recording all 5 days from the classroom?
 - h. Will the curriculum be based on the students individualized learning capabilities or will all students follow the same syllabus for each grade? How will this affect students who need AP classes, 504's, IEP etc.
 - i. How is online instruction (particularly for early elementary) being improved over the assortment of cheese YouTube cartoons and google slide worksheets provided in the spring? Will we see actual SDP teachers (from any school) recording lessons? Will we see better skill differentiation (beyond leveled e-readers)? How about small group check-ins (particularly for all online kids)?
196. Who is providing the virtual instruction for the families that opt for 100% virtual?
- a. What company or organization is providing the 100% virtual teaching?
 - b. Will remote learning be connected to our district school or will it be a separate entity?
 - c. If we opt-out of face-to-face learning, will my children's teachers be from our school community (assigned school) or some random that they'll never meet in person?
 - d. If they are not the teachers from the student's regular school, how will they be incorporated into the school community?
197. For the 100% virtual option, will kids from the same school be grouped together for online classes?
- a. If we chose the digital option, how will we stay connected to our school community? Will our child be in a classroom with other kids from their school who also chose digital learning or will it be a mixture of kids from throughout the city?
 - b. Will efforts be made to create Digital Academy cohorts of kids from the same school? Keeping the connection to their real-life friends and classmates was an important part of virtual learning in the spring.
 - c. It seems inadvisable to fully separate the online-only students from their classmates who are in the hybrid model- it will leave them feeling even more socially isolated. This is especially difficult for middle schoolers (5-8). Why not assign all students from a given school to the same set of teachers from Digital Academy so they can be taught together- online or hybrid? Won't this make it easier when the pivot to online only for everyone inevitably happens?
 - d. How can my children do 100% virtual but still have their regular teachers? Can they do 100% virtual as that is what is safest for personal and community health, but be part of their regular school community with the teachers they know and expected to get in the coming year, and have been waiting 6 years for? Those who are doing F2F 2 days a week with their teachers and 3 days a week online with their teachers - my kids want those 3 days a week with their teachers and supplemental materials as needed to replace the 2 days a week they are not going F2F. They and I do not want a Digital Academy with no knowledge about teachers or curricula or school community.
 - e. Why do children who choose the Digital Academy option need to be separated from their peers and teachers? Can't the teachers in the classroom have the online students login during the two days of in-person time when instruction occurs? Or, if not, can't the Digital Academy be housed within each child's respective school so that kids who are 100% online still feel connected to their peers, teachers etc.? Kids already feel isolated, and having them now be further isolated by disconnecting them from their schools and peers feels highly problematic and makes the digital option hard to choose, even though I feel strongly it is the safest bet.

198. If we choose Digital Academy, will my student be allowed to join in on specials classes, like art and music, with his original assigned catchment class? [\[answer seems to be no as of 7/22\]](#)
199. Can students opt out of in-class instruction and fulltime digital at any point? [\[answer seems to be no, only at midyear point, as of 7/22/2020\]](#)
- a. If you go from 100% virtual to in person after the first quarter, are you pulled into existing classrooms?
 - b. When are parents expected to decide between in person or remote learning?
 - c. If my children do Online Academy, will they lose their spots at their schools [they attend schools out of catchment through school selection]?
 - d. Will my child who is enrolled in a special admit middle school get to (eventually) return to her currently enrolled school after choosing 100% virtual learning?
 - e. My child is enrolled at Masterman. If I pull her out to homeschool or do digital learning for one year will she be able to return the following year?
 - f. If a student is planning to opt into the Virtual Academy, should the student also enroll in his/her neighborhood school to indicate a willingness to return if it becomes safe to return?
 - g. If my kids start in-person, but we change our mind or are not satisfied with safety measures within their school, can we change their status to all-virtual?
200. Please clarify the virtual learning option. Will it be synchronous or asynchronous? How many hours a day? Will it be user-friendly for younger children. I would like a clear plan in place and an idea of what a daily schedule/homework would look like.
- a. Will the digital academy school day be flexible? Will there be realistic + sustainable curriculum requirements? (I have a 1st grader who is not going to sit in front of a computer screen for longer than 30 minutes.)
 - b. People have been asking, how will the school day look for the Digital Learning Academy?
 - c. Will parents and students have more information about this option with sufficient time before the deadline to make a decision?
201. Can the schools/district make an effort to connect parents + families into smaller cohorts/pods to cooperatively assist in digital learning?
202. Online-only students will need support in the form of a designated “coach” to check in with them, offer Office Hours etc. This will also help parents struggling to manage it all. Can you use teacher candidates from Temple to do this?
203. Will students signed up for the virtual academy get free internet and tech support in their neighborhood?
204. What happens if you sign up your child for the digital learning academy (or if you’re a teacher) and then the district has to go 100% remote due to covid after the start of school. Does your child’s normal school teacher(s) return to instructing your child? Do you as a teacher return to instructing your students? [\[as of 7/22, you stay in the digital academy\]](#)
205. How will you account for different levels in reading or math if a child is ahead of grade level? Will they be grouped with other students on their level like they would in class?
206. Will choosing the digital academy pull funds and resources from our brick and mortar school?
207. Will you be collecting data on students who choose digital academy? Are you using this data to determine resourcing brick and mortar schools and the people who work in these sites?

208. Will teachers in the Digital Academy receive training prior to the start of the school year to ensure that they are using this platform effectively and learning the best ways to engage students of all levels and abilities virtually?
209. Will feedback from parents/caregivers who opt into the Digital Academy be solicited at regular intervals to assess the program and help make tweaks to make it as effective as possible?
210. What will be the student to teacher ratio for each grade level/ grade band in the Digital Academy?
211. How will IEP services be provided under the full remote model?
212. If a student has a push-in learning support teacher, how will that be implemented for a family that chooses online learning?
213. Will the Digital Academy still be provided as an option if full in person learning resumes before there is a treatment/ vaccine?
 - a. 希望继续上网课, 为了孩子们的健康, 我们不想冒险。 (*Google Translated to: "I hope to continue the online classes. For the sake of children's health, we don't want to take risks."*)
214. The documentation says that the Digital Academy all-online option doesn't include all courses and students may have to complete non-included courses during Summer 2021, so does that mean seniors who take that option might not graduate on time?
215. If virtual classes will be available M-F (because half of the students will be attending online classes on any given day, and 100% on Fridays) why do students who prefer virtual classes 5 days/week have to register for a "digital academy" and be taught by unfamiliar teachers? Can't they just attend the virtual classes that are being conducted by the teachers at their home schools? My daughter was looking forward to being taught by her favorite teachers this coming year, but she will not be going in person in the fall because it is not safe. Can't every class be recorded live, and also be available online?
216. What supplies will students need for science (will PSD provide these)?
217. What communication strategies or tools will be used for families of Digital Academy students?
218. Will teachers be provided adequate and strong internet connectivity so that class time is not disrupted?
219. Will neighborhood schools lose any or all funding for each student who registers for the Digital Academy?
 - a. Does a catchment school (where the child was registered) still get the per pupil funding allocation if a family opts to do the fully online model?

Special Education

220. Can students in special education classes/ their parents opt out of FTF and get full distance teaching & learning? Will those students be taken off the school's caseload and roll?
221. Who will be providing case management, writing IEPs, providing grades, etc., for special education students who opt into full time distance learning?
222. How will kids placed in low inc classrooms requiring hand over hand instruction be able to receive the supports with social distancing?

223. Will progress monitoring be required if teachers are not able to provide the specially designed instruction on the IEP?
224. Why are we planning to expose special education students 4x weekly in person when other students are going to be exposed 2x weekly? Many of these students cannot and will not social distance, need close proximity, have sensory issues/will not/cannot wear masks, have underlying health issues, and have related services that require multiple providers or pull out from classrooms. What is the plan for all of this?
- a. I am a teacher: How can I ensure 6-feet of social distancing when I have 3 students who have 1:1's and require hand over hand assistance and toileting assistance and elope from the classroom. I will have 4 adults and 9 students in one class.
 - b. If 1:1s do feel safe is it okay to opt out of returning to the school building and do virtual learning for the 4/days instead?
225. I teach students with complex needs. I am being moved to a new classroom located on the 3rd floor and can get 10-15 degrees hotter than the outside temperature....so it can get to 95 degrees on a given day. I have no air conditioner and I have a student on oxygen and another student with severe asthma. How can I ensure everyone's safety? These students will not wear a face mask or shield....we will not be able to breathe all day with a mask in those hot temperatures. No AC unit can be installed in my classroom because of electrical issues in the school. How can we stay in the classroom all day in these conditions?
- a. How will teachers be able to safely work with students whose needs include being wiped after toileting, diaper changes, biting or other aggression, feeding, etc.?
226. How will the schools provide accommodations for students with 504 plans/ieps?
- a. If you have a student with an IEP and opt for 100% online how will services be provided?
227. For students or staff who are hard of hearing, the plan lists an accommodation that those speaking to them can wear a face shield instead of a mask, but does this put everybody in that class at greater risk? How will the PPE supplies be adjusted for classes in this situation? How will other families be notified while maintaining appropriate privacy/confidentiality?
- a. Being that your child has to wear hearing aids and relies on lip reading how do they fully understand what's being said?
228. Do we have a plan for children who do NOT have complex special needs, but have IEPs that specify the amount of educational support needed and required?
- a. For example, my son not only requires a certain number of hours for Wilson instruction, but also support with math and other topics that require reading. If school were in session full-time, there would be an additional teacher in class so that kids like him who need help would be pulled into small groups for modified instruction. I am hoping it doesn't look like last semester where he was only basically given Wilson for a few weeks and one or two math classes. He cannot independently do schoolwork, and I am hoping that the three days of virtual school will not be assignments that the students are expected to do by themselves. I can help with homework assignments-if they are of that scale, but I cannot do three full days of work!
229. Why aren't special education teachers being provided with masks and face shields when they are the ones who have to be closer to their students to teach?
230. Can a parent request in a student's IEP or 504 plan that the adults and students that child interacts with have a more protective type of PPE, for example in the case of a medically fragile child? If so, does the district provide that more protective PPE?

231. Those with intellectual disabilities have a higher rate of death from COVID-19, how is it possible to social distance in a life skills classroom with 20 students plus additional adults?
232. If my child does online or even in class learning, how does the IEP and TSS workers fit in at home or in class?
233. When will IEP teams meet to help decide which model/placement is the best for each special education student?
234. How and when does the District plan to provide compensatory services for students who did not, in spring 2020, receive the services listed in their IEPs?
235. How will the District communicate to parents about their special needs child's right to compensatory services if the child is not receiving services listed in their IEPs in the upcoming school year?
236. What is the role of the SPED paraprofessional going to be?
- a. If SPED students opt for virtual learning, how does that affect their assigned paraprofessional?
 - b. I have read that SPED students may have their IEPs invalidated if they choose to stay home. Will this cause layoffs in the paraprofessional group?
 - c. What is going to happen to 1:1 positions?
237. What, specifically, will transition services and job readiness programs include/look like?
238. How will expectations of students for online learning be modified to meet individual needs/ IEPs/ learning differences/ disabilities, and how will teachers be informed of/ trained on the expectations for this?
239. My child is autistic but his IEP states that he is supposed to be in the regular kindergarten class for most of the day. How is this supposed to work in the hybrid model— does he go 2 days or 4? What about the 1 period a day he is supposed to go to the AS classroom? How can I make sure my son's needs are met in the least restrictive environment without increasing exposure for other kids?
240. If the district proposes an on-site only NOREP and a parent refuses, how will the pendant IEP be implemented pending mediation/due process?
241. How will push-in special education work?
242. How will pull out work for learning support students that need extra support?
- a. How will pull out ELA AND Math sessions be conducted?
243. How will teachers be supported for students that spit and bite staff members?
244. What if my child has an IEP and can technically attend 4 days a week in person but also has sensory processing differences and also intellectual disabilities that lead to my child not being able to wear a mask or social distance from others. How will the school district address this in person?
- a. As an OT serving many schools, I have students who have sensory differences and can not wear or keep on masks for the duration of the day. How will the school district handle this?
 - b. As an OT, I have students who spit and rub their own saliva over surfaces for sensory input. They will not be able to keep a mask or face shield in place. Some students are non verbal and their actions can not be curbed. What are the district's protocols for students with these differences?
245. Research is showing higher rates of students tested randomly test positive for COVID than previously believed. With SPED students attending in person 4 days per week AND being a

high risk population, how will the district provide specialized safety precautions for these students and staff?

246. How will IEP evaluations be conducted?

Related Services (Speech/PT/OT/School Psychologists)

247. My son has an IEP for speech. Which schedule will he have?

248. Will speech therapists and other related service providers be given time or extra support to make up for incomplete early intervention and other evaluations due to school closures? If not, how will therapists be able to complete these evaluations while providing services?

249. Speech therapists have large (average 66 based on an internal survey) caseload- the only way this is possible is by seeing kids in small groups, pulled from several classrooms in what is usually a tiny, often unventilated office. How will the district keep students and staff safe under these circumstances?

a. Will there be additional time to account for sanitizing and cleaning between sessions?

250. I'm an OT and serve 12 schools. How will the district guarantee that I will not be a super carrier between schools (especially given that there won't be any testing)?

251. OTs don't have office space in our schools. We will use staff lounges and an "office." If staff lounges are closed where do we go to write up evaluations and various other required documentation?

252. What is protocol for OTs to carry out our sessions? Usually we have items that we use in our sessions with various kids. If we can't share equipment or items who is supplying our materials so they are not shared?

253. What efforts is the school district making to fill existing vacancies for related service providers? Is there a robust recruitment effort? Are all candidates being interviewed? Historically the district has been slow to schedule interviews for related service providers.

254. How will the school district safely meet requirements for OT/PT and speech if vacancies are not filled?

255. Related service providers are usually at many different schools and in many different classrooms. Will I be expected to self-quarantine each time one of my schools or a student in one of my classrooms has an exposure? Will this count as an "occurrence" which potentially goes on my record? Will this come out of my sick time?

256. Will the district be investing in a higher quality teletherapy platform for related services for virtual Speech and OT/PT services? Google classroom was very difficult. For ESY the district has purchased a product from EBS, but many therapists have found it difficult to use.

257. What is the plan for school psychologists, who have close contact with individual students and many of whom service more than one school?

a. As a psychologist I am assigned to 4 schools and have an office in just one of them, which is tiny and is in the nurses's suite. In addition, I am required to travel to multiple schools to complete early intervention evaluations and observe students in classrooms. Given the lack of facilities, danger in traveling across many classrooms and schools, and lack of N95 masks, why has there been no planning in setting psychologists up to work remotely?

258. Why were school psychologists completely left out of the healing trauma and mental health plan?

259. Why is the district choosing to spend millions on a hodge podge of contracted mental health personnel through an array of agencies instead of hiring more full time district psychologists and hiring full time district social workers who are better equipped to work within school systems and fully integrate into the fabric of each school community? Isn't this privatization and unsustainable?
260. Why is there no plan to purchase remote assessment materials for psychologists and provide training in utilizing these assessments so that we can safely address the enormous back log of evaluations given that it is not possible to evaluate a child while socially distancing?
261. Given that psychologists can not assess children while socially distancing and must remain face to face in an enclosed room for several hours and share materials, will we be provided with N95 masks and alcohol wipes each time we need to work face to face with a child?

English Language Learners

262. How will ESOL services be provided without causing further contacts/ too many people in a room/ possible contamination and spread?
263. Will there be rapid turnaround translation services available for communicating continually changing guidance and information to families?
264. Will the curriculum be available in different languages for English Language learners and their families?
265. How will the needs of Level 1 (Newcomer) ESOL students be met through the hybrid model? These students struggled during online learning in the spring - some never even got internet service. They are a specific group of students with high needs - why are they not part of the group of students being brought back 4 days a week?
266. High school ESL teachers are the teacher of record - they teach students in ELD courses including electives and sheltered English courses. They are not "push-in" teachers. The District's plan appears to not recognize the role of a high school - and many middle school - ESL teachers. (Middle Schools with large EL populations are also the teacher of record - they work with groups of students.) Why is this not included in the District's plan?
267. Will AS/ES/ELL students whose parents have concerns about FtF have the option to do the 100% digital academy and, if so, what accommodations will the district be able to provide for those learners?
268. What is an example of providing differentiated support to first grade English Learners at a 6-foot distance? Can we get some specifics?

Meals/Food Distribution

269. If lunches are happening in the classroom, will rooms be fully sanitized afterwards?
 - a. Are teachers responsible for monitoring and clean up of lunch in the classroom?
270. Who is responsible for watching the students in the rooms during lunch?
 - a. In their proposed plan it says that students will be eating their lunches in the classroom or in the hallways. Who will be watching students during their lunches? Teachers need their lunches and prep periods to prepare for the rest of their school day.
 - b. In response to having cafeteria tables in the hallways (I assume at the high school level): Who is monitoring this?

271. I heard breakfast is grab-and-go. Where will they be eating the breakfast? If in their homeroom/advisory, will the rooms be sanitized afterwards because eating is done without masks?
272. In response to students picking up breakfast and lunch for their virtual day. Does this mean that the SDP is making the cafeteria worker's hours longer or hiring more workers, etc.? Otherwise, who will be monitoring this?
 - a. How will the Tuesday/Thursday cohort get a breakfast and lunch for Monday? Will it be given out on Thursday? Or will kids come Monday to get it?
273. Will students receive SNAP cards for the year?
274. A class of maskless students eating breakfast, lunch or on "mask breaks" inside has the potential of being a super spreader event. How is this safe?
 - a. What are the safety protocols for teachers when kids are eating breakfast in the classroom, all with their masks off?

Facilities/Cleaning

275. Will all of the faucets be working properly so that students & staff do not have to use one hand to keep the water running by holding the knobs while washing hands?
276. Will all sinks have hot water? (And conversely, will the hot water be managed so that it is not scalding as it sometimes is in some buildings?)
 - a. Will we have hot water to wash our hands?
277. What, specifically, will be the provisions for hand washing in buildings (like most of the older buildings) that don't have enough available sinks?
278. Will students & teachers be provided clear dividers for their personal desk area as an extra prevention?
 - a. The plan mentions clear dividers in classrooms where distancing isn't possible - will those be provided by the district centrally or will each school have to provide those? Who will pay for it?
279. Protocol for classrooms with tables instead of desks? Plexiglass seems unlikely.
 - a. How do you plan to install plexiglass shields in classrooms without desks or tables?
280. What kind of plexiglass shields will be used in classrooms without desks?
281. Is the plan for building modifications and daily cleaning feasible now in terms of money and time it takes? Will the schools be actually ready on September 2nd?
 - a. It's become clear, recently, that lead paint and asbestos dangers still exist in our classrooms and school buildings. In addition to this, the building facility teams are often short staffed and short on supplies. If one member of the team is out, it's not uncommon for trash to sit in classrooms overnight. When students "make a mess" in the bathroom, it must be locked down for a significant time until someone is available to clean it - sending all students to other bathrooms on another floor. With this being the reality of a "normal" day in school, please explain, in detail, how the extra deep cleaning will be feasible every single day.
282. Many of our school buildings already have safety concerns, rodent infestations, air quality issues and heating problems. How will you address these existing issues along with this epidemic?

- a. What is being done about the asbestos problems in schools that was identified before COVID? Does asbestos take a back seat (forgotten) and students are returning to these buildings without removal of this carcinogen?
 - b. Because we know that remediation for lead and asbestos must happen, will the SDP be conducting removal of asbestos and lead during the 2020-2021 school year? If so, what does that look like for school communities and when will notifications to families go out?
 - c. How will air quality be tested throughout the building after all these sanitizing products are pumped into the air in old, poorly ventilated school buildings?
283. When will specific criteria that makes a classroom/building suitable or not be released, along with which rooms/buildings have been designated as not suitable and why?
- a. Our building lacks Cleanliness- bathrooms not properly cleaned, not always stocked with soap, paper towels, TP. Most classrooms do not have sinks. Lack of tissues and hand sanitizers. Some floors like ours do not have bathrooms. No AC. Windows difficult to open/ some don't open in rooms. Condition of building not sanitary. Poor ventilation/ mold/ asbestos. To what degree will these building be checked for all this other stuff?
284. If someone does not agree with the decision as to the suitability of a classroom, who can they contact to get an explanation of the decision?
285. Who's going to be making barriers and moving desks to meet social distancing guidelines?
286. The cleaning guidelines state that any room someone who becomes ill has been in must be closed off for at least 24 hours before being cleaned - where will those classes go during that time frame (if they are not also quarantined)? What if a school doesn't have additional available space as backup for one or multiple closed rooms?
287. Why aren't we using large buildings such as the Convention Center and the Armory to divide schools to allow for more space? Many 6-8th grade classes could be moved out of their current locations to allow elementary grades more room.
288. Very few schools have libraries, but for those that do, will the libraries be closed for the school year?
289. Will other shared spaces such as computer labs, CTE facilities, etc, still be used for classes? If so, what is the protocol and who is responsible for cleaning/disinfecting the specialized equipment?
290. Will the District provide reusable water bottles and waterproof name-labeling for students? Or are K-2 teachers expected to sharpie their students' names on their plastic water bottles every morning and tell thirsty students that forgot or couldn't bring a water bottle "too bad"?

Cleaning Concerns

291. Who will be responsible for sanitizing face shields?
292. How many additional custodial staff will be hired to do the necessary cleaning?
293. Our schools weren't clean when there was mold and asbestos, how can we trust the district to do any different now?
- a. Cleaning staff rarely mopped or swept my classroom or removed the garbage, how can I expect them to do their jobs properly now?
294. Who do we contact if cleaning is not done, and how quickly will the issue be resolved? What happens while we're waiting for it to be resolved?

- a. How do we report lack of sanitizer or notify that a classroom has not been cleaned from the day before?
 - b. What happens on a Tuesday night if the school is not clean enough for the next day?
 - c. If one group of students is coming in on Monday/Tuesday and the other group is coming Wednesday/Thursday, how is adequate cleaning going to be done to sanitize after the first group?
295. Will there be a point person -- or people -- in the district directly overseeing the cleaning, hygiene and ventilation situations at every single school? What's the plan to make sure that plans are enacted on a regular basis, and who is going to own that?
- a. What option to work will you give to staff when the daily cleaning routines aren't occurring? This will put our lives at risk.
296. Who will provide lysol etc? How much, exactly, per classroom? I [a teacher] cannot afford to spend another \$150 out of my paycheck.
- a. Who is responsible for making sure each classroom has sufficient amounts of Sanitizer - the kind that has been proven to kill the Covid-19 virus?
 - b. Will I be reimbursed for supplies like sanitizer, masks, and cleaning supplies?
 - c. Will disinfectant supplies be available for teachers to disinfect classroom equipment like laptops and desks?
 - d. How are expected to properly sanitize when most disinfectants have been sold out or unavailable for months?
297. Define "cleaning supplies". Does this mean disinfecting wipes? Etc.
298. For high schools, when will cleaning of shared desks take place?
- a. I share a classroom with another classroom teacher. When will the room be empty so that they can clean it throughout the day?
299. When students use the bathroom, does it need to be cleaned/sanitized after each student is done? As teachers cannot monitor students inside the bathroom, who is to know what they are touching/doing in there- taking masks off, playing, etc.? (Question geared toward elementary aged students)
300. Will rooms for related service providers be explicitly included in the cleaning schedule? Currently these rooms are almost never cleaned.
301. The district guidelines say that teachers and students should be/ will have to disinfect their spaces but the state guidance says students should not be disinfecting - which is authoritative?
302. In the press conference it sounded like cleaning staff would be doing the cleaning every 4 hours but in the district cleaning information it says that employees and students have to clean their areas every 4 hours - which is correct?
- a. Why can't high touch areas be cleaned more than once every four hours? You do realize that is only one time during the day?
303. Are we checking for Legionnaires Disease? legionellosis is an atypical pneumonia and can be found in our water since the buildings have been closed down.....would be the kiss of death with covid too.

Ventilation/Air Quality Concerns

304. Will schools be permitted to run their air conditioners?

305. Ventilation- if educators are BYO-ing fans how do we know that we are moving air in the right direction? Who is advising? Will that change with the weather?
306. I'm extremely concerned about ventilation. In my daughters' school, many of the classrooms are windowless, or have windows that do not open. In fact, almost the entire 6th grade area - lockers, classrooms, bathrooms - is below grade. How will this provide adequate ventilation to keep my children safe?
 - a. What about classrooms/schools with no windows?
307. How have the ventilation systems been improved in schools and classrooms? Our windows only open 6 inches and there is no thermal control. It is very hot.
 - a. What are you going to do about the declining conditions of the school buildings, most importantly the ventilation systems?
 - b. What if it's really hot in the classroom and we don't have AC?
 - c. With so many of Philadelphia schools lacking proper cooling in classrooms, and Covid-19 determinations that spending extended time indoors with others without proper ventilation (ie: windows open, fans, 8 to 10 people max.) provides a huge risk, how are we protecting professionals and students in schools with a start date when it is still likely to be very hot?
308. Physical distancing doesn't mean much when children and educators are in a room with recirculated air. Will ventilation improvement plans for each individual school be made available?
 - a. Will all schools' ventilation and air circulation systems be upgraded to prevent spread of Covid-19 virus? How? When? With what funds?
309. Does "operable" windows mean open above 6 to 8 inches?
310. What happens in the winter when windows can't be opened because of the cold? If there is no airflow doesn't that increase the risk?

Transportation

311. How are kids going to be safe on SEPTA with no supervision? They will not social distance and trains and buses will be much more crowded, also placing essential workers at risk.
 - a. SEPTA is a huge problem. Will they have dedicated buses for just students, especially for students, who take multiple buses? What about the EI? Can they have a dedicated section of the train just for students, monitored by SEPTA police?
 - b. How does SEPTA monitor mask wearing they say they require?
 - c. What is the plan for getting children to school safely if they take SEPTA? Before and after school on SEPTA is full of crowded buses and subways....how will social distancing and masks be enforced for PSD students that doesn't have them waiting for a social distant bus getting home after 8pm?
312. SEPTA is running a weekend reduced schedule through the fall. Many students utilize public transportation to get to/from school. How are students to get to school on time or safely?
313. Transportation for students using the district school buses has always been an issue. This includes buses being late everyday and/or not showing up at all. What is the SDP Transportation Plan for these students?
314. Three of my children take Septa to school and one takes the school bus. Please explain how mask wearing and social distancing will be enforced in these situations.

- 315. My kid rides the school bus in her wheelchair. How will there be social distancing on special needs buses when there don't seem to be enough of them to begin with?
- 316. How will a child be cared for during transporting if they require seatbelts or 1:1 assistance on the vehicle? How will social distancing and proper ventilation be administered?
- 317. Have the buses and seats been measured to determine the spacing between children and how many children can actually fit on the bus with appropriate distancing? It seems like the various numbers and descriptions I've seen don't actually lead to 6 feet of distancing.
- 318. Do the distancing plans and capacity designations for buses take into account aides and assistants/ 1-1 staff?
- 319. How will kids get home if they get sick at school, usually take the bus but aren't allowed to, and their whole family relies on public transportation?
- 320. When is the plan for SEPTA "due"?
 - a. When will SEPTA be able to produce a plan for efficient transportation?
- 321. How will the various bus companies be held accountable for cleaning/sanitizing procedures?
- 322. Will the school district still provide students with transpasses for those who take SEPTA?
- 323. Will the timing of transpasses be adjusted based on different school hours?

Remote Work

- 324. Do digital learning teachers work from home?
- 325. Are teachers and school-based staff allowed (or required) to work from home on Fridays?
- 326. If teachers will be expected to work remotely on Fridays, will a stipend be provided for their personal cell phone and internet use?
- 327. Will the staff at the central office be working on their offices M—Th since that is what teachers and students are expected to do?
- 328. Will Board of Education and between members of district leadership also resume in-person beginning August 24th when school based staff are expected to begin meeting in person at their schools?

Other

Student/Family Questions

- 329. Will uniforms be required for 2 days of week?
 - a. Do students have to come with uniform or can they wear their own clothes?
 - b. Will schools and the district be willing to forego enforcement of uniform policies? Besides them being racist, classist, and sexist, it seems there will be more important things for families to spend on and for teachers to check this year.
- 330. Who exactly is holding schools + the district accountable for all the protocols set forth in the plan? How will accountability efforts be shared in a transparent way with families?
- 331. When will my child's school provide parents, teachers, and staff a detailed plan regarding how the District's guidelines will be implemented specifically at their location?

332. How much time will parents have between when their individual schools publish a plan for the guideline implementation in their school and when a decision has to be made between the hybrid model and full remote school?
333. What are the technical requirements for a home computer? Are iPads sufficient?
334. Are Chromebooks going to be distributed for students who did not get one in March/April?
335. Will there be additional opportunities to connect with teachers for reinforcement/support?
336. What school supplies will parents be expected to buy based on each of the different models and the possibility of changing models?
337. How does the district expect parents to provide school supplies such as disinfectant wipes, soap, paper towels, and hand sanitizer when those items are scarce for regular purchase?
338. Will communications come through the principal and teachers via Remind?
 - a. Does the SDP have a response team set in place that will respond to parents "emergency questions" no later than 24 hours.
339. When will the children know who their teachers are for online learning since half of the students will be remote and the others in school? What about students going to new schools? Shouldn't they be allowed to go to school first to see their new building and to meet the teacher first before online learning? They need to build that trust first. Also how would parents know the teachers?
340. Home schooling had me SO STRESSED OUT I'm not a school teacher, in this case what am I to do?
341. Would you consider an alternate plan where you open school buildings for meals, counseling and social services but keep it closed for instruction? This would help students' physical and emotional needs without overcrowding into unventilated classrooms for 6.5 hours.
342. Would you, Dr. Hite and members of the school board be willing to sit in an unventilated classroom for 6.5 hrs wearing a mask to prove to us all it is absolutely acceptable for our children?
343. Is it possible to alternate weeks? One week -2 days digital learning, 3 days in school and alternate the next week. I completely understand that we have to be careful but, we must find some way back to normalcy and be safe.
344. Will there be resources for the children of essential workers who need daily childcare ?
 - a. Can we name / deal with the real problem here? Our city has a childcare crisis to address, more so than an education crisis. Why can't we plan to be 100% Virtual - which is most likely going to be ordered by the Governor anyway with the recent COVID spikes - and then develop a plan for the families that need childcare. Childcare centers could easily be hosted in the cafeterias of our schools. Students would bring their chromebooks and participate there if they have not other childcare options. Meals could be provided as needed. As a teacher, I would happily develop independent activities for my students to do once a week so that I could be available to monitor a site like this one time a week.
345. Will there be an emphasis on getting kids outside as much as possible? For instance encouraging teachers to use playgrounds, parking lots, and other outdoor spaces as makeshift classrooms?
 - a. Is there a way for schools to have classes outside if their space permits? Restaurants have figured out a way to do this. Can we do it with kids? I know the technology and the tools that teachers use will need to change and that it certainly won't be feasible when it gets colder. Just thinking out loud here...

346. How is the SDP going to assist parents that may have a disability that could prevent them from helping their child using a Chromebook? For example, a visually impaired parent.

Staff Questions

347. Is there a possibility that teachers will be force transferred from their schools during leveling based on the number of families that opt for fully online learning?
348. Will there be a process in place to deal with possible influxes of students returning from the digital academy after the first or second quarters (especially if there is leveling done, but either way this will be a problem)?
349. Has the district considered NOT leveling, given how disruptive and demoralizing it is in a normal year, let alone during COVID chaos?
350. Is there a plan for teachers who need to look after their own young kids? How will the district accommodate staff members who also have children at home either 3 days a week (if in Philadelphia) or every day (depending on plans in neighboring districts) that they may need to be home with?
- a. How are you planning to assist SDP parents who are also SDP teachers and staff. I have a 7 year old child that will be home alone 2 days a week. Our only family in the area is a 91 year old grandfather, so that is not an option. If I put my son into a daycare situation, I am doubling his exposure AND he's increasing the exposure of his classmates when he is in school. Many of our teachers and staff are in similar situations.
 - b. How will you accommodate staff that have students that go to the same school they work at when the parent has to work the four days and the children will only be going to school for two? There is no daycare they can go to and have no one to watch what will happen?
 - c. What options do employees have in regards to childcare? My own kid's district has the option to keep him home which is safest but not sure how I can do that and be in the building 4 days a week.
 - d. I am a single parent. If my young children only go to school part of the week, how can I work at all? I was told by an official at 440 that childcare leave under the CARES Act cannot be taken intermittently and must be used at least a week at a time. Even if I took full weeks, it will run out quickly. What then?
351. According to the plan, staff rooms and break rooms will be closed. Where are teachers and other school staff supposed to eat (especially if they don't have their own room, and/or if students are eating in the room)?
- a. Since teacher break rooms and lunchrooms will be closed, in an overcrowded high school, where every room is shared every period, where are teachers supposed to go?
 - b. Where are teachers eating their lunch if students are eating in the classroom and staff lounges are being closed? Where do I go during prep when I have specials in my room?
352. What is the plan for field-based central office staff who travel to multiple schools per day?
- a. How will the school district ensure that Staff Services staff will not become 'super carriers' seeing that one therapist can have 12-17 schools assigned to them.
 - b. What is the plan for SDP staff that have to travel between schools, especially staff that do not have private office space at some of those schools?

- c. I am an itinerant teacher who will be going to 10+ schools. Will I be 100% virtual because I am considered a visitor?
 - d. What is the specific plan for central office staff members that do not 'reside' at 440 - visiting multiple schools per day to support teacher training is not wise or safe for anyone and accommodation should be considered. Forcing teams to return to 440 when it is unnecessarily risky and work can be done by home is ridiculous. Per PA guidelines, if work can be completed remotely it must - SDP needs to address this with more than staggered 440 schedules. Additional space at 440 could be utilized for at risk student needs rather than forced staff meetings that can continue remotely.
353. Will your staff at 440 be reporting to the office daily or will they be gifted the safety of working from home?
354. As a secretary, how am I supposed to feel safe in an office that has staff mailboxes, the teacher copier and students who enter freely throughout the school day?
355. Teachers need their own designated bathrooms. Will there be bathrooms set aside for private vendors? They should not share teacher bathrooms!
- a. There is one staff bathroom in our entire building that is also the only bathroom available to visitors to our building, will this bathroom be closed to all outside visitors if we are back in the building?
356. What will happen to classrooms with contracted teachers (non SDP employees) if their companies do not want to incur the risk of requiring staff to show up in person? Many of them are not certified teachers, and they already have gaps in substitute provisions. Our most vulnerable students deserve better [clarifying note: this is more common in SPED classrooms].
357. It would be a real shame for the District to lose wonderful, experienced teachers by forcing them back to the classroom even though they and/or their households are high risk. What steps are being taken to ensure their talents are used so that a shortage of highly qualified teachers does not occur?
358. How will internships/student teaching work? Based on my current academic schedule, I should start an internship in January.
- a. (Similar question from a college student scheduled to start in November.)
359. If teachers choose to resign over Covid 19 safety concerns, will they have the opportunity to reinstate at a safer time? Will they lose seniority? Building seniority? Will the resignation deadline be extended again to allow feedback from PFT and/or School Board?
360. If you are approved to teach remotely due to a medical condition, whether at your own school or a district-wide digital academy, are you guaranteed to return to your same school with same building seniority at the end of remote teaching?
361. If staff members decide not to return, and then the state mandates that all schools commit to virtual learning, can that request be rescinded and what is the time frame that staff will have?
362. Will teachers who resign due to Covid concerns have a chance to retrieve their personal belongings from classrooms?
363. Will all Professional Development sessions, PLC meetings, and Grade Group Meetings be virtual and from home?
- a. How will professional development take place as a school? What about common planning times?
364. What if all of my students opt for online learning? Will I still need to go into the building?
365. Do you plan to provide excellent life insurance policies to school staff?

366. Will I be able to return to my school next year if I am granted the opportunity to teach virtually?
- If you take leave or teach virtually through the Digital Learning Academy, will your regular position at your school be secure when we return in Fall 2021?
 - Will teachers get the opportunity to opt to come back to the school community at the end of the semester (or the start if the new semester) like students are able to choose to come back?
367. Will teachers receive hazard pay?
368. If I die after contracting covid from exposure in the classroom, will the district be compensating my family? What responsibilities will the district assume in raising my children? What if my high risk husband dies after I am exposed at school and bring it home to him? What if one of my children is permanently disabled after I am exposed and bring it home to them? What compensation will the district be giving families who lose their providers, children or other loved ones due to exposure that happened at school?
369. Will fully released teachers be taking on groups of students?
370. Is there a plan for teachers that live with high risk family members? As of now teachers are being told this does not qualify them for virtual instruction.
371. Why are meetings about reopening only happening virtually?
372. Can I regularly teach my class outside or in a park ?
373. Our school has a track that the public uses all day, everyday. Since COVID it is busier than ever. If I and my 2 colleagues bring our FtF classes outside and the track is full of the public (I've seen 30+ people on it) then who is going to manage the social distancing?
374. Based on our experience in the beginning of the Covid-19 pandemic , what continuous plan will the SDP have to address teacher shortage who may not be able to attend school due to them living in other counties?
375. If the digital clock in/out system won't be ready until November, how will people sign in and out until then? It seems unsafe to physically sign a TPER or a binder that is handled by many people in a single location.
376. Are there accommodations available to staff who have disabilities that make online teaching challenging to support them in successfully implementing hybrid or fully-online instruction?
377. Will accommodations be made for staff who don't have AC in their work areas who many now require AC due to chronic medical conditions combined with wearing a mask all day?
378. How will teacher observations and evaluations be handled?
379. Will professional development be provided via Zoom/ remote options?
380. Will all teachers who are expected to teach online be given hardware beyond a just laptop to ensure high quality instruction (e.g. second monitor, external mouse, stylus & tablet or document cameras)?
381. If we are working 4 days at school and one day from home, will the SDP take out city wage tax for just the 4 days a week, or all 5 days from people who work in the suburbs? If they take it out, are we then responsible for finding the documents we need to get that money back on our taxes or will it automatically be supplied by the SDP?
382. My question is as a person who works with the school district as a SSA and has a student. My question is will I be able to work the same scheduled days as my child?

383. If I opt to teach from home due to my health condition, and I also coach a varsity sport, would I be able to come back to school when it is safe and continue to coach the same sport at my same school?

Misc. Questions

384. Will school budgets for 2021-22 be based on 20-21 student numbers? They should not be because we know enrollment will be down this year. Budgets and teacher allotment should at least remain the same for the next 2 years.
- a. Allotments should not stay the same for related service providers who were already chronically understaffed and now face the daunting tasks of making up for lost time in terms of evaluations, possible comp ed, a likely onslaught of time consuming legal cases, and the challenges of configuring already near impossible schedules to meet social distancing guidelines. We are desperate for new (increased) allotments.
 - b. Will staying on virtual learning affect school closings?
385. What does “permanently shut down” mean (p. 13)? Does that mean that after the coronavirus is under control (with a vaccine etc), the building would remain closed? How do we ensure that as we make plans for our current crisis, we are also planning for a post-pandemic future with fully funded, operational, healthy public school buildings?
386. Has school safety been addressed? How do you know who’s who and if they’re in the right class? How do you identify who’s involved in school fights with everyone wearing a mask?
387. What guidance does the city have for after school type programs for meeting the needs of parents who are working and helping to fill the gap?
388. Where are the funds from the soda tax being used? Can we relocate these funds to reopening schools safely?
389. If the school district is already underfunded, that’s why many schools lack basic resources and are barely clean, why open the schools and expect them to be covid-19 preventable clean?
390. How will the District compete with charter schools that can offer families virtual education that seems better (even if it isn’t)?
391. How can parents and communities and businesses situated in school zones help?
392. How can the district leverage community business Comcast to help for the duration?
393. How can parents and community amplify needs the district has (Comcast, cares act-writing reps, etc)?
394. Why let our kids be Guinea pigs?
395. Can we sue when and if our students get Covid from the negligence that y’all are showing?
- a. Will I have to waive a right to sue if my child contracts Covid-19 and suffers serious complications or death from it?
396. How will sports and extracurriculars survive and flourish for students amidst covid?
397. How will standardized tests be delivered if at all?
- a. I expect with such uncertainty and inequitable experiences between students throughout the district, and the state, that standardized testing will be canceled this year as well?
398. Can we please be logical & open our school?

399. Why would the SDP open schools now when the virus is worse now than what it was when the schools closed in March?
400. Is an HSA Officer considered an Essential Volunteer, if so will they be operating as the Ombudsman once did and/or how would the SDP want them to operate in order to still support families while being safe?
401. Has the SDP partnered with CCIS to ensure that students under the age of 12 are in safe environments? (I.e allowing students to have summer camp hours instead of before and after care hours)?
402. What role does DHS play in all of this? Many parents across the district have been victimized or are scared to deal with this organization. How will DHS be prevented from filing cases of truancy on parents during Covid-19 all while ensuring the safety of children?
403. (From the report) "We will also provide a series of resources to support schools and families in preparing for the 2020-2021 school year. This additional guidance will include a school operations toolkit, distance learning resources and specialized guidance for diverse learners." Can you give a timeline on these?
404. How will the district ensure equality for all students across the district?
405. Does the school district really believe they will execute the plan they rolled out or is it merely actions on paper that will not come to fruition?