



THE SCHOOL DISTRICT OF
PHILADELPHIA



ADVANCING SY 2020 -2021 EDUCATION SAFELY

Our Plan for a Safe and Successful School Year
July 2020

CONTRIBUTING ORGANIZATIONS:



City of
Philadelphia


accenture

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Dear School District of Philadelphia Community,

Together, we are approaching a school year that will look and feel very different than any other we have experienced before. What we know is that COVID-19 conditions will continue to evolve and that the guidance we must follow from city, state, and federal health authorities will also evolve -- *sometimes very quickly*. These unprecedented circumstances have required us to reimagine teaching and learning, and think very differently about how we can support a safe and successful school year for all members of our School District community. This plan will allow us to adjust quickly as the public health landscape continues to evolve both before and after school starts. The ***School Year 2020-2021: Advancing Education Safely Plan*** is our roadmap.

We have a fundamental responsibility to resume teaching and learning throughout the school year for all students, and we are fully committed to doing so with equity, safety, science and the many needs of our stakeholders guiding our decision making. The Plan reflects several months of working with public health experts and other leaders from across Philadelphia and the country, and listening to the ideas and feedback of our families, school leaders, teachers, staff, students, unions and other key stakeholders.

In the coming school year, all students are expected to participate in learning five days per week. Our schools will offer a mix of face-to-face and digital learning to help meet the varied needs of all of our students, families and staff. We will have enhanced cleaning protocols for our schools and buses, and extensive safety measures will be in place to promote healthy learning and work environments for everyone while in our school buildings. We must work together to mitigate risks to our students, teachers and staff. This means that everyone will be required to wear face coverings, adhere to frequent hand washing routines, practice social distancing, and follow all health and safety protocols, including staying home if you are sick, exhibiting symptoms, or have had close contact with a person diagnosed with COVID-19.

As a District, we will prioritize socially distanced face-to-face learning whenever possible, especially for students with complex needs and our youngest learners who research suggests benefit most from face-to-face instruction. We recognize that there may be families who, for many reasons, may not feel comfortable with face-to-face learning so digital learning for all or part of the school year also will be available as an option. We learned a lot this past spring about what works – and doesn't work – in a digital setting, and these lessons have helped us to strengthen our digital learning model.

In addition to this Plan, we will continue to proactively address systemic racism and inequitable practices in our schools that have been magnified due to this pandemic. 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.

We know that the upcoming school year will be a challenging one for all of us. It is highly likely that COVID-19 conditions will require the temporary closure of schools or perhaps the entire District at times. We must all plan for those realities. As I've shared before, the best way to work through a crisis is together. And by working together, we can advance education safely and help our students continue to learn and grow.

Sincerely,

A handwritten signature in black ink that reads "Bill". The signature is written in a cursive, flowing style.

William R. Hite, Jr., Ed.D.
Superintendent

Developing The Plan

As we plan for a safe and successful 2020-2021 school year in these unprecedented times, we have approached this work thoughtfully, collaboratively and with an enormous sense of responsibility for the health and well-being of our students, families and staff. We are also planning in a sea of uncertainty. The coronavirus itself and guidelines and policies from health agencies continue to evolve. That means we must be flexible in our ability to plan for and adapt to changing circumstances as smoothly and quickly as needed to support uninterrupted learning for students.

In developing this plan, there were key assumptions and input and engagement that guided our decision making.

To be clear, this current plan may change, maybe even many times before and after the new school year begins based on guidance we receive concerning the appropriate response to the virus. We will remain in daily contact with our health agency partners to stay informed of the latest updates. We will also continually receive and analyze data and feedback to make the most informed decisions, and provide routine updates to our School District community.

Guiding Principles, Approach and Working Groups

The School District of Philadelphia is working to ensure that the restart of school is safe, includes families and staff in the process, and prioritizes student achievement, high-quality instruction and the health and well-being of all. Across this work, our planning and decision process is being aided by these guiding principles:

- **Health and safety** → The District will make every effort to safeguard the health, safety, and well-being of its students, employees, and community-at-large. Planning and decision making will be guided by the Centers for Disease Control and Prevention (CDC), PA Department of Education, and Philadelphia Department of Public Health guidelines and doctors and public health experts from the Children's Hospital of Philadelphia.
- **Continuous high-quality instruction** → The District will deliver high-quality instruction seamlessly to all students across face-to-face and digital environments to support student growth and achievement.
- **Educational equity** → The District will provide all students with access to quality grade-level instruction and social-emotional support, with a focus on removing and ending racist practices.
- **Data-driven decision making** → The District will use data and expert analysis to inform decision making and build trust amongst all stakeholders. Our decisions will be informed by students, employees, and school community members.
- **Flexibility** → With the uncertainty and changing landscape, the District's plan will build in flexibility so we're prepared to adjust based on the needs of stakeholders and changes necessitated by medical circumstances and public health guidance.
- **Accurate and timely communication** → The District will ensure that students, employees, and families have the information they need to be safe, and keep all stakeholders up to date with important information throughout the school year.

We have also approached our work and considered options for the upcoming school year through three critical lenses that sharpened our focus on the health and safety of all school community members, providing the best academic experience for students, and considering the needs of families and stakeholders.



Health and Safety

Health and safety of all school community members

Student Experience

High-quality, uninterrupted teaching and learning

Stakeholder Needs

Return to work or places of employment
Required support to maintain remote learning

Our planning efforts were led by seven working groups which together explored a range of areas that are vital for a safe and successful school year during these challenging times. These working groups, and the dependencies they considered throughout their planning, are as follows:

Working Groups

Health and Safety - Protocols including social distancing, protective equipment testing and screening, tracking and reporting, and training.

Academics - Core instructional program, instructional practices, and technology integration

Employee Policies and Supports - Policies, training and support, and staffing needs for instructional models and employee wellness.

Communications - Practices to keep students, families, and staff informed and engaged

Facilities - Cleaning schedule and practices and building improvement project site protocols based on public health guidance

Transportation and Food Services - Service scenarios and cleaning practices based on instructional models

School Operations and Supports - Academic calendar, school schedules, and social-emotional support

Dependencies

- Health data
- Funding
- Workforce
- Agency guidance

Input & Engagement

Engaging families, students, staff, community members, health experts and leaders from across the city, state and country was an essential part of how we approached the development of this Plan. We received more than 35,000 responses to our District Re-Opening Survey and reviewed the more than 6,000 responses to the Philadelphia Federation of Teachers survey. We also received extensive input in other ways such as our online Feedback Form, Virtual Town Hall meetings and in meetings with other large urban schools districts from across the country. A Principal Advisory Board was also involved to ensure the voices and perspectives of our principals were heard.

Other contributors to this work include: Philadelphia Department of Public Health; PolicyLab at Children's Hospital of Philadelphia; Centers for Disease Control and Prevention; Pennsylvania Department of Education; and City of Philadelphia leaders.

We are grateful for everyone who has helped to inform our thinking and decision making. We know the importance of working collaboratively with all of our stakeholders and partners for input and discussion, and thank everyone for being involved.

Communicating with and hearing from families, students, staff and our community was an essential part of our efforts to create this Plan. Throughout the summer and school year, the District and individual schools will continue to engage our school community members to ensure that everyone is informed of the latest information and that we are consistently hearing from you about how plans are unfolding and how we can improve. Over the summer, the District will share information and updates regularly via email, robocall and texts, the Superintendent's weekly Facebook Live event and bimonthly WURD Education Pulse radio show, and in other ways. We will also conduct periodic surveys and host more Town Hall Sessions to share information, listen to feedback and answer questions. Each school will also develop a 2020-2021 School Opening Plan that will be posted on its website, and provide families with distance learning resources and specialized guidance for diverse learners.



Development Assumptions

COVID-19 Assumptions

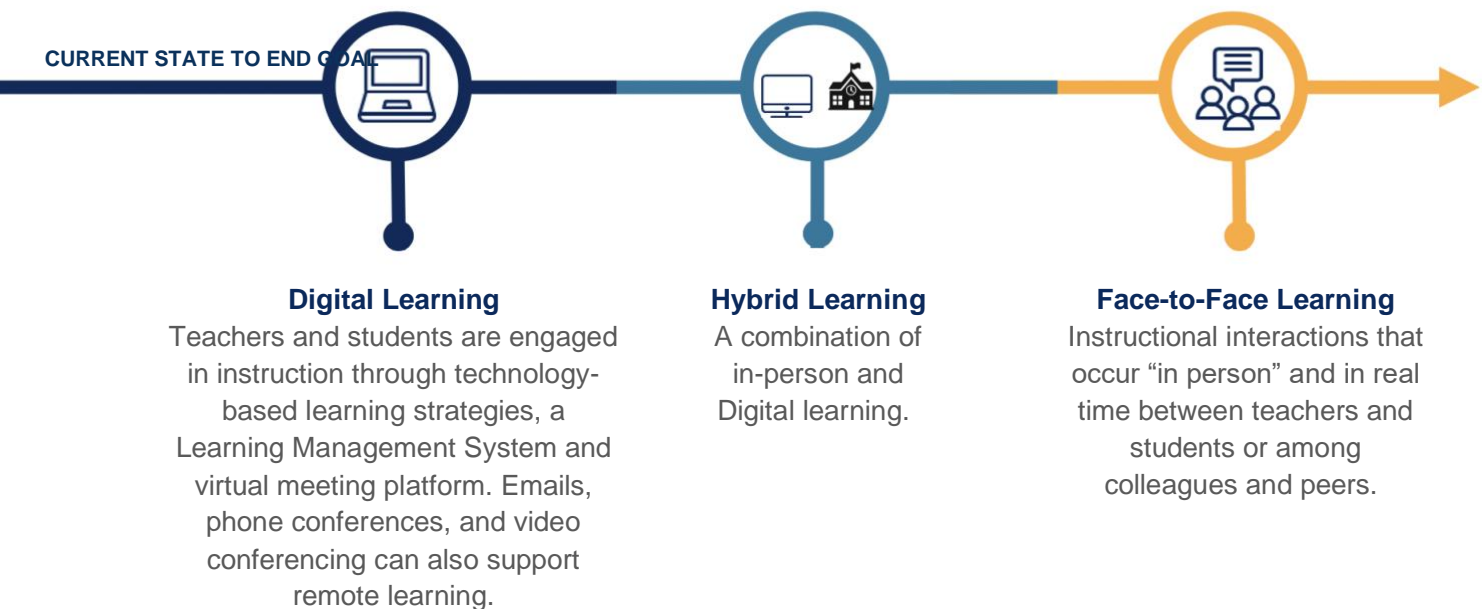
- There will still be active cases of COVID-19 in Philadelphia and the surrounding region at the start of school and throughout the 2020-2021 school year.
- No vaccine will be available by the start of the school year and possibly throughout the year.
- The virus can progress quickly and in many different ways throughout the school year, and guidance from local and state health officials may change quickly as a result.

Operational Assumptions

- The District will need continuing operational and instructional flexibility to respond to changing COVID-19 conditions and evolving guidance from local and state health officials.
- Our schools, students, families and staff will need to be prepared to shift between face-to-face and digital learning as COVID-19 risks and related public health and safety needs change.
- Changing COVID-19 conditions will likely require at least a temporary closure of one or more classrooms, schools or the entire District during the school year.
- There will be families who are eager for their children to return to school buildings for face-to-face instruction. There will also be families who will want an alternative to face-to-face instruction throughout part or all of the period when there are still COVID-19 cases in the region.
- There will be staff members who will not feel comfortable returning to school and office buildings before a vaccine is identified and widely distributed.
- There will be students and staff members who are medically vulnerable and for whom a physical return to District buildings before a vaccine is identified poses too great a risk.
- There are student populations for whom face-to-face learning must be a priority.
- Reducing the risk of transmission will require significant investments of dollars, time and supplies.

Learning Model Continuum

The uncertainty around COVID-19 will require all of us to quickly and safely shift across the three different learning models - digital learning, hybrid learning, and face-to-face learning. Training, tools and other supports will be provided by the District to ensure these shifts are successful and that uninterrupted teaching and learning is maintained across the learning model continuum.



The Plan

Our goal is to deliver high-quality instruction seamlessly to all students across face-to-face and digital learning environments, while maintaining the health and safety of everyone involved. We recognize that while most students have been engaged in digital learning, students have been away from what they once knew as “school” for an extended amount of time. So we are preparing to thoughtfully address both the social-emotional and academic needs of our students. Schools across our District will start with a hybrid model that adheres to local and state public health guidance and allows for social distancing and other safety measures to the greatest extent possible.

Plan details are as follows:

Healthy and Safe Environments...Our Top Priority

As we plan for the upcoming school year, we have been intentionally focused on ways to preserve healthy school and work environments, limit the spread of COVID-19, and implement systems to keep our communities healthy and safe. The protocols below reflect weeks of intensive conversations that our COVID-19 Health and Safety Committee and its various working groups have been engaged in with education professionals, including teachers, principals and assistant superintendents. These have occurred in collaboration with public health experts from the Philadelphia Department of Public Health (PDPH) and infectious disease physicians and pediatricians at the Children’s Hospital of Philadelphia. Our process also included a thorough review of guidelines from the Centers for Disease Control and Prevention (CDC) and the Pennsylvania Department of Education, as well as available medical and epidemiological literature on COVID-19 related to children and school settings.

There is still much we do not know about this virus. The guidance in this section is based on current conditions and the best information we have as of mid-July. It will be updated as we receive new information.

Healthy Hygiene Practices

Experts agree that routine healthy hygiene practices are a foundational measure to protect against COVID-19. Everyone in our school buildings will be required to:

- Wear a face mask that covers the mouth and nose at all times.
- Exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and when using the restroom.
- Use soap and water to wash all surfaces of their hands for at least 20 seconds.
- Use an alcohol-based hand sanitizer with at least 60% alcohol if hand washing is not feasible. Hand sanitizer will be provided in all buildings.
- Avoid touching eyes, nose or mouth.
- Practice good respiratory etiquette, including covering coughs and sneezes with a tissue or elbow.

Additionally, students and staff must stay home if they are feeling sick or have any symptom associated with COVID-19. Those who become sick at school or work will be sent home immediately. More details are outlined in the Health & Safety Protocol.

Social Distancing

The cohort model is the best approach and will be implemented when feasible. A cohort is defined as, the same group of students who stay in the same classroom throughout the day with the same teacher, and do not mix with other students to the extent feasible. Increasing the physical distance between individuals can also reduce the risk of transmission so the following requirements will be in place:

- All individuals must maintain at least six feet of social distance to the extent possible, following visual cues from signage, floor decals and colored tape indicating social distancing parameters and traffic flow through building entrances, exits and other common use areas. Mitigation efforts will be put in place when six feet is not feasible.
- Clear physical barriers will be installed in reception areas, school front offices and workspaces where face-to-face interaction with the public occurs.
- Layouts for desks, tables, chairs, and other items will be implemented to promote social distancing in classrooms and commons areas to maintain six feet of social distancing.
- No more than four people may occupy an elevator at a time, with each person standing in each corner of the elevator.
- In-person meetings are discouraged and should continue to take place in a virtual setting whenever possible.
- Employee break rooms and lunchrooms will be closed for gathering.
- The number of people permitted in a restroom will be determined by the size of space and layout of toilet partitions to ensure at least six feet of distance between individuals.
- Maximum occupancy for office spaces will be five people per 1,000 square feet
- When feasible, the maximum number of individuals, including students, teachers and staff, allowed in the same classroom is 25.
- Schools should prioritize plexiglass barriers for classrooms that have the most students or for classrooms without sufficient space for desks to be 6 feet apart.
- Schools will consider using alternative spaces like gymnasiums, auditoriums, and cafeterias to accommodate classes with larger numbers of students when class sizes cannot be reduced.
- Teachers' desks should be at least six feet from the nearest student desk, and all student desks should face forward.

Non-essential visitors and volunteers will be restricted. [Here is a link to our visitor protocol.](#)



Face Masks and Other Face Coverings

Since respiratory droplets are the primary way that COVID-19 is transmitted, masks are among the most critical components of risk reduction. Employees, students, visitors and contractors are required to wear a face mask or other approved face covering that covers their mouth and nose while on District grounds, with limited exceptions. Other requirements and provisions are as follows:

- The District will provide one complimentary cloth mask to each staff member, or staff may choose to wear their own mask. An additional allotment of masks will only be provided to specific employee groups based on their job duties and risk of exposure.
- **Students and teachers in grades Pre-K - 5 will receive face shields and masks** to better facilitate interactions between teachers and younger students who rely on visual and facial cues. The District will supply students with a maximum of two face shields and five masks per week as needed. Pre-K -5 students will wear either face shields or masks when riding on District-provided transportation.
- **Students and teachers in grade 6 - 12 will be required to wear masks.** The District will supply daily for students. Students may also choose to wear their own masks. Teachers 6-12 will not receive daily masks.
- Acceptable masks include disposable surgical masks, cloth masks purchased or made from household items, and gaiters. Clothing and household items (like scarfs, t-shirts, sweatshirts, or towels) are not acceptable in original form for use as masks on District grounds.
- Exceptions to mask requirements will be made if wearing a mask is not possible due to medical conditions, disability impact, or other health or safety factors. Face shields will be a viable alternative to masks for those with medical, behavioral or other conditions precluding them from wearing masks. Completion of the Mask Exemption Form by a licensed medical provider will be required stating that the person is exempt from wearing any form of face covering.
- Wearing face masks or shields is required for everyone on school buses.
- Students will be instructed when they may take “mask breaks” and remove their masks, such as during mealtimes, and when outdoors and more than six feet apart from other people. Mask breaks will be 15 minutes maximum.
- Here are links to our [student](#) and [employee](#) mask protocols.

Daily Health Screenings

All employees will be required to complete daily self-reporting by completing an online Pre-Entry Screening Form to verify if they are symptom-free and have not had recent exposure to someone with COVID-19.

Employees are required to report if they test positive for COVID-19, if they develop symptoms consistent therewith, or if they are self-isolating due to suspected or known exposure to COVID-19.

All families will be required to conduct a daily screening of their children at home, before their children leave for school. This will involve taking temperatures, monitoring for COVID-19 symptoms, and recent exposure to someone diagnosed with COVID-19. If any statements on the Pre-Arrival Screening checklist are true, the family must keep the student at home and contact the student’s healthcare provider. At the start of the school year, families will be required to sign the COVID-19 School Health & Safety Agreement which describes their commitment to keeping their children home when sick and to seeking appropriate medical care.

We will continue to monitor guidance from the PDPH around travel restrictions and quarantine requirements, and revise our health screening practices accordingly.

Response to A Symptomatic Student or Employee

If a person becomes symptomatic while in a District building the protocol for medical evaluation, potential isolation, follow-up and return to the District can be found [here](#).

COVID-19 Testing

Current guidance from the CDC and PDPH does not recommend testing of all students and staff prior to their initial return to school or work. Therefore, the District is not currently planning to offer or require COVID-19 testing of its students and employees prior to school opening. PDPH recommends testing in the presence of symptoms, and/or when an individual has been exposed to someone with COVID-19. The School District will not conduct any on-site COVID-19 testing for those with symptoms or exposure to COVID-19. Staff and students' families should consult with health care providers concerning further details on testing. If you do not have a healthcare provider, visit the City's map of [testing sites](#) to find a location that will not require an order from a healthcare provider at the following link:

Contact Tracing

Contact tracing is a key strategy used by health departments to prevent the further spread of infectious diseases. It involves identifying people who have the virus, determining who they have been in contact with, and notifying the contacts for further recommendations concerning potential quarantining to interrupt disease transmission. PDPH is implementing a contact tracing program to help mitigate the spread of COVID-19 in Philadelphia. When notified of a staff member, student or approved visitor with a confirmed case of COVID-19, the District, through the Office of Employee Health Services (for staff) and the Office of Student Health Services (for students), will coordinate with PDPH on COVID-19 reporting and response efforts.

Response to Positive COVID-19 Test

Consistent with PA regulations for communicable diseases, if an individual in a school or office is confirmed, suspects, or has been in contact with someone confirmed to have COVID-19, the District's point of contact will notify PDPH and receive direction on next steps that could include, and are not limited to, whether to quarantine the class or school; providing necessary information for PDPH to conduct contact tracing; and when individuals can resume school or work. Additionally, consistent with both notification requirements for other communicable diseases and legal confidentiality the school District will follow PDPS regulations for exposure to a communicable disease.

In the event that a student needs to quarantine and is asymptomatic, the student will be required to continue to attend school remotely and their attendance will be marked as though they were attending face-to-face each day.

Return to Work and School

The guidelines for return to work and school can be found [here](#)

Classroom, School or Building Closure

Guidance regarding the closure or dismissal of a classroom, school and/or other District facility due to COVID-19 will be provided by PDPH. The decision to close or dismiss students and/or staff from any District facility does not rest with the District. PDPH will work closely with the District's appointed designee(s) to make the determination that best addresses the specific circumstances. Decisions about closures will be made carefully, and with the health, safety and needs of our students and families in mind. As a situation evolves and decisions are made, communications will be sent out to all necessary stakeholders.



Cleaning and Facility Enhancements

The District will be implementing guidelines for deep cleaning, disinfecting, and improved ventilation across all District buildings in accordance with best practices from PDPH, Pennsylvania Department of Education, and the Centers for Disease Control and Prevention, and input from union partners. As we work to prepare buildings for re-opening, we will continue to monitor and implement any new best practices.

- Each school building will be equipped with EPA registered COVID-19 virucide and disinfecting equipment/supplies to support increased cleaning protocols. Custodial staff will be trained in daily cleaning practices, specialized/responsive cleaning, enhanced disinfecting techniques and how to respond to emergency situations as they arise.
- All schools will be equipped with electrostatic backpack sprayers to support custodial staff in increased disinfection of spaces after students and staff leave the building each day.
- Hand Sanitizer Stations with at least a 60% alcohol-based sanitizer will be mounted and maintained outside of entrances/exits, entryways of cafeterias and bathrooms, at the ends of hallways and inside of Health Suites. Classrooms will also be provided with hand sanitizer and cleaning supplies.
- Identified 'high touch points' will be disinfected at a higher frequency of at least every four hours.
- Signage will be posted throughout each building identifying high touch areas and cleaning frequency.
- A cleaning/sanitizing checklist will be created and completed by the custodial staff responsible for the cleaning.
- Custodial staff will ensure that all handwashing sinks are operational and have clean running water, soap and paper towels. If a sink becomes inoperable, immediate steps will be taken to repair it or a hand sanitizer will be provided in its place until the repair occurs.
- To increase ventilation, we will be replacing air filters, ensuring windows are operable and secure to allow for increased outdoor air flow, and increasing circulation of air as much as possible by adding portable fans.

The First Day of School

The District is seeking to change the date for the first day of school for students to Wednesday, September 2, 2020. If approved by the Board in late July, this would allow for an additional week of professional development for our educators as they prepare for face-to-face and digital learning in this new environment. Any changes to COVID-19 conditions could further impact first-day timing.

Meeting the Mental Health, Trauma and Social-Emotional Needs of Students and Staff

Since school doors were last open, our students and staff have experienced isolation; separation from friends, teachers, and colleagues; illness or loss of loved ones; and disruption of the familiar routines that made them feel cared for and safe. We have also experienced the pain and division caused by racial injustice and its harms to our nation and community. For all of these reasons and more, this is not a normal school year.

We will launch a Healing Together initiative that is designed to address the needs of our students, staff, and families in the wake of this sustained trauma. Healing Together encompasses an intensive focus in four areas: 1) mental health and trauma; 2) social-emotional learning; 3) relationships and community; and 4) adult wellness.

Through Healing Together, we will work in collaboration with trusted local partners and national experts to provide support, professional development and training, and resources throughout August and September to address students' and staff members' needs in each of these four areas. The goal is to prepare school leaders and staff in August for an intensive focus in these four areas in the first two weeks of school, and to build on this foundation with ongoing training and resources throughout the year. Specific supports will include:

Mental Health and Trauma:

- Co-located mental health providers in every school
- Live and virtual counseling and a mental health helpline for students and families
- Training for principals on meeting mental health needs of students, families, and staff
- Training for counselors and other support positions on newly available mental health resources
- Training for teachers on identifying and assisting students who need extra supports
- Trauma-informed mental health activities that can be completed in-person or virtually.

Social-emotional learning:

- Training for all school staff on the social-emotional developmental trajectory
- Resources to help school leaders support social-emotional learning in their schools
- Professional development on integrating social-emotional and academic learning
- Mindfulness training and resources
- Grade-specific social-emotional learning activities that can be implemented live or virtually

Relationships and Community:

- Training for principals on practices that foster strong, supportive relationships in schools
- Training for leaders and staff on community-building through restorative circles and restorative disciplinary approaches
- Grade-specific relationship- and community-building activities that can be implemented live or virtually

Adult Wellness:

- Facilitated support sessions for school leaders and staff throughout August.
- Training for principals on best practices in supporting adult wellness in schools
- Professional development for teachers on integrating mindfulness practices into their day
- Planning guides to assist school leadership teams in creating systems and structures to support adult wellness and mental health

For additional information on the Healing Together initiative, [please follow this link](#)

Continuous Learning Throughout the School Year

District schools will transition through the learning model continuum -- shifting from digital learning to face-to-face learning to a hybrid model -- as needed based on how the pandemic continues to evolve. It is highly likely that COVID-19 conditions will require that classrooms, larger sections of schools, individual schools and perhaps the entire District temporarily or permanently shut down at the recommendation of the PDPH and shift to all digital learning. We must all plan for these realities.

As this plan is implemented, we will support our students, staff, and families with the training, tools, and resources needed to ensure shifts across the continuum are successful and that we maintain consistent, high-quality education across each learning model. The school calendar will be updated as needed as decisions to move across the continuum are made.

Learning Models & Implementation

The Hybrid Model and Schedules Considered

Based on current COVID-19 circumstances, we are planning for all schools to start the school year with a hybrid learning model that adheres to local and state public health guidance and allows for social distancing to the greatest extent possible. We considered three hybrid schedules that balance the health and safety of all school community members, strive to provide the best academic experience for students, and consider the needs of families and stakeholders. All of them were all based on an A/B schedule to decrease the length of time that students were away from school between face-to-face instruction. We decided on the model that is within our current staffing and budget and includes an A/B schedule for K-12 students with face-to-face instruction for Special Education students with complex needs and Pre-K students.

The District has made significant efforts to cut costs, redirect costs and seek additional funding to support the many increased expenses due to COVID-19. While money should never be the deciding factor when it comes to the best interest of our school community, we must realistically plan within our financial and staffing means and available space in our facilities. We will continue to passionately advocate for more money across all of our funding partners, especially at the federal and state level. We invite everyone to join us and visit philasd.org/fundourschools for more information.

Under all of the schedules considered below, Pre-K and Special Education students with complex needs will receive face-to-face instruction Monday through Thursday.

Schedule 1:

Face-to-face learning for students with complex needs, English Language Learners and K-5, with A/B schedule for grades 6-12

This was our most preferred schedule and the one we hoped to implement because it prioritized face-to-face learning and minimized the need for child care for young students. The most vulnerable students, Special Education students with complex needs, English Language Learners at Level 1-2, and all K-5 students, would receive face-to-face instruction Monday through Thursday of each week. Students in grades 6-12 would be assigned to two days face-to-face learning on Monday/Wednesday or Tuesday/Thursday and Fridays would be digital learning. This option was our preferred model because it provided the most face-to-face instruction and in-school experience for K-5 students. It assumes an additional investment of \$120 million (over Schedule 3) to hire up to 1,000 more teachers and other staff and would require the relocation of K-5 classes to school buildings with additional space, like neighborhood high schools. **Unfortunately, for these many reasons, it is not a feasible model.**

Schedule 2:

Face-to-face learning for students with complex needs, English Language Learners and K-3, with A/B schedule for grades 4-12

As an alternative and slightly less costly schedule, we considered a schedule that provided face-to-face instruction Monday through Thursday for Special Education students with complex needs, English Learners at Level 1-2, and K-3 students. Students in grades 4-12 would be assigned to two days of face-to-face learning on Monday/Wednesday or Tuesday/Thursday. Fridays would be digital learning. This option assumes an additional investment of \$100 million (over Schedule 3). **Therefore, this model is also not feasible.**

Schedule 3:

Face-to-face learning for students with complex needs and A/B Schedule for all other K-12 students

In this model, schools will use their regular schedule as the foundation and K-12 students will be assigned to two days of face-to-face learning on Monday/Wednesday or Tuesday/Thursday. Students will receive face to face instruction during face-to-face learning and participate in digital learning on days when they are not physically in school. Friday will be digital learning for Pre-K - 12 students. **This model is feasible within our current budget and is the model currently selected to start the school year.**

Table demonstrating the day-to-day split across groups between Digital and Face-to-Face Learning:

Groups	Monday	Tuesday	Wednesday	Thursday	Friday
Mon/Wed FtF	FtF	Digital	FtF	Digital	Digital
Tue/Thur FtF	Digital	FtF	Digital	FtF	Digital
FtF for Complex Needs Students	FtF	FtF	FtF	FtF	Digital
FtF for Pre-K	FtF	FtF	FtF	FtF	Digital

Assigning Schedules to Students

Schools will assign students participating in the A/B schedule to one of four groups and make every effort to ensure siblings in a household are on the same schedule. These four groups include:

1. Mon/Wed Face-to Face
2. Tue/Thur Face-to-Face
3. Mon - Thur Face-to-Face for Special Education students with complex needs
4. Mon - Thur Face-to-Face for Pre-K

Families with students attending Monday/Wednesday face-to-face and Tuesday/Thursday face-to-face will need to identify childcare opportunities three days a week on digital learning days.

Opting-In to All Digital Learning

We want to reiterate that the health and safety of our staff and students are our top priority and that we are committed to doing everything we can to support safe and healthy school environments.

We also understand that families will need to consider many factors as they determine if and when to send their child to school in person. Families and students will have the opportunity to opt in to a Digital Academy that will be a fully virtual instructional model. We are planning for the registration process to begin at the end of this month. Students registering for the Digital Academy must remain in that model throughout the first quarter and will only be able to transition out of the Academy at the start of a new quarter. The programmatic description for this model is included in the *Academic section* of this plan.

Table demonstrating the day-to-day Digital Learning Environment for Digital Academy:

	Monday	Tuesday	Wednesday	Thursday	Friday
Digital Academy	Digital	Digital	Digital	Digital	Digital

Content Areas

While English Language Arts, Mathematics, Science, Art/Music, and Physical Education will be taught across all learning models, within the hybrid schedule, they will be prioritized for face-to-face instruction, as research suggests they are taught most effectively face-to-face. We also recognize that Career and Technical Education programming is better provided face-to-face so students can demonstrate application of learning and earn industry certifications. We are working to prioritize these programs to be in person.

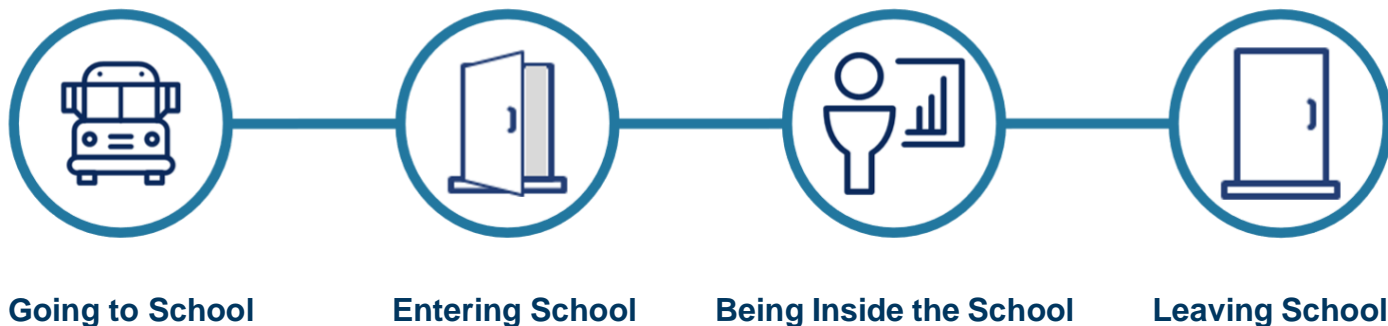
Enabling Digital Learning

Access to devices and internet is critical for high-quality teaching and learning to be successful within the Digital Academy and hybrid schedule models. To date, all students who have requested a ChromeBook have received one. We remain committed to ensuring all students who need access to a device will receive one, as well as access to the internet. The Chromebook Support Centers and hotlines will continue to operate and provide needed supports.



School Operations

The District has thought through school operations comprehensively across four areas -- going to school, entering school, being in school, and leaving school -- and has developed the below guidance and protocols for schools. Each school will develop its own specific plan across these four areas and include specific systems, processes and procedures so that school leaders can provide conditions for students' academic success while adhering to the District's rules based on federal, state and local guidelines.



Going to School

We know that students arrive at school in multiple ways: walking, using District-provided transportation, by public transportation, or arriving in a personal vehicle. Regardless of how anyone gets to and from school, students, staff, and family members are required to adhere to the District's health and safety measures to do their part in protecting our community.

Students who are provided transportation through the District's Department of Transportation Services will be following specific rules as follows:

- Families conduct a daily screening of their children at home, before their children leave for school
- Masks are required to be worn while riding a school bus, van or sedan/cab
- Hand sanitizer will be applied to children's hands before boarding the vehicle
- There will be assigned seats, and social distancing will be implemented
- Revised procedures for loading and unloading will be implemented
- Enhanced cleaning protocols will be followed

For example, all children are required to wear an approved face covering while riding a school bus, van or sedan/cab. On August 21, 2020, families of students receiving transportation services will receive a Parent Notification Letter that includes route information and additional supplemental procedures.

Parents will also receive their bell schedule with arrival and dismissal times from their school in advance of the start of the school year. Bell schedules will be informed by transportation times and state guidelines for instructional hours, and will be staggered to adhere to public health guidance.



We realize that students and families have questions about social distancing and other safety measures on SEPTA. In accordance with the state public health guidance, everyone riding SEPTA is required to wear a face mask or covering. Social distancing should continue to be practiced when waiting to board a vehicle, in a SEPTA Station, and when traveling on a SEPTA route. The School District is working with the City of Philadelphia and SEPTA to identify opportunities to further support student safety on public transportation.

Entering School



Though each school's approach may look different, on arrival at school, there will be predetermined drop off points for school vehicles and personal car transports. Schools will prepare for an increased number of cars dropping off students.

Arrival of students will be staggered to promote social distancing and safe management of walkers and school and personal vehicles. Procedures will be in place for students to line up by a specific cohort while maintaining social distancing as they arrive, with pre-assigned doors and pathways to follow within school buildings and between buildings and transportation. Contingency plans are also being developed in case of inclement weather. Staff will be assigned to ensure students enter and exit the school adhering to safety guidelines. As students enter school, there will be processes and procedures in place to ensure hands are cleaned prior to reporting directly to their classrooms. This will include students going to handwashing stations or the use of hand sanitizer at the entrance ways.

Being Inside the School



Students and staff will follow visual cues including signage, floor and wall decals, and colored tape indicating social distancing parameters and directing traffic flow through building entrances, exits and other common areas. In addition, various health and safety protocols for classrooms, lunchrooms and common areas will provide guidance to students and staff.

Movement In and Use of Common Areas

- Signage, floor and wall decals and colored tape will be installed in school buildings to remind students and staff of the requirement to maintain six feet of social distancing, with cues for traffic flow through building entrances, exits, and other common areas.
- Students and staff who require the use of an elevator will adhere to capacity rules, with a maximum of four people. Stairs should be used wherever possible.
- Staggered times should be in place for hallway use.
- Timing of use of restrooms and other facilities will be monitored to minimize the number of students or staff in restrooms and hallways at any given time.
- Larger spaces for instruction, such as auditoriums, libraries, conference rooms or other communal spaces, will be used to help maintain social distancing and minimize the number of students in a classroom.



Classroom Design and Safety Measures

- Each classroom will be provided with hand sanitizer and cleaning supplies.
- Schools will use a combination of some or all of the following measures to maximize distance between students and staff during face-to-face instruction:
 - Assigning seats
 - Spacing desks six (6) feet apart
 - Removing desks where possible; or placing an “X” visibly on desks where needed
 - Using visual aids on floors and walls to illustrate movement and spacing within classrooms
 - Arranging all desks to face in the same direction
 - Using large tables with children assigned seats at the ends
- To limit students from sharing materials, strategies include:
 - Keeping each student’s belongings separate from other students (on buses and in the building)
 - Labelling belongings (with cooperation of families), cubbies, lockers, or other areas where students leave items
 - Cleaning and disinfecting items on a daily basis
 - Ensuring adequate supplies to minimize sharing of high-touch materials to the maximum extent possible or limiting to one group of students at a time with cleaning between uses
 - Limiting use and types of lab equipment, musical instruments, art supplies, physical education supplies
- Staff should avoid using other employees’ cell phones, desks, offices, or other work tools and equipment.
- The District is removing or minimizing the use of soft surfaces in classrooms, such as rugs, curtains and other fabric materials due to disinfecting challenges.
- Staff and students should minimize clutter in the classroom and on desktops to allow facilities the ability to achieve maximum cleaning and disinfecting.
- If outside temperature permits, windows should be opened to increase air circulation and maximize airflow.
- Specialist teachers will rotate to individual classrooms instead of students’ traveling to specialist teachers’ classrooms for instruction. Physical education and other classes should be held outside of the school building when possible while practicing social distancing. This will also allow schools to use the specialist classrooms (Music, Art, Physical Education) as additional space for instruction.



Schoolyards and Use of Outdoor Spaces

School leaders and teachers will:

- Delineate distance parameters and flow paths in outdoor spaces that could be used by students.
- Create a recess schedule that provides for social distancing in the outdoor space and ensures students remain with their classroom (homeroom/cohort) of students.
- Implement games and activities which promote physical exercise and do not use shared equipment while social distancing.





Food Service and Cafeteria

Continuing to provide all students with access to healthy meals remains a high priority for the District. We are making adjustments to how and where meals will be served throughout the school year across all learning models.

Breakfast: All students will be offered a grab-and-go breakfast as they enter the school building and enjoy breakfast in their classroom.

Lunch: Students will either 1) maintain six feet of social distancing while traveling through serving lines and sit at assigned seats in the cafeteria and/or return to the classroom to enjoy their meal or 2) come to a designated food station in the hallway and return to the classroom to enjoy their meal.

- Students will be required to clean their hands with soap and water or an alcohol-based hand sanitizer prior to and immediately after eating.
- Cafeteria use will be staggered during lunch. Signage and floor decals will be placed near the entrance of and inside the cafeteria to promote social distancing.
- If eating in a cafeteria, students will have assigned seats distanced 6 feet apart, eat with a cohort of students and not share food. During the hybrid schedule, students will receive breakfast and lunch meals for the days they will be learning from home. Students will be able to pick up these meals as they are leaving the school building at the end of each day when they are attending school in person.

If enrolled in the Digital Academy, students will receive a box of five (5) breakfast and five (5) frozen lunch meals, to be picked up at a location closest to their homes.

Water: Students should bring their own water bottles that are clearly labeled with their name. Touchless hydration stations will be used for replenishing water.



Restroom Protocol

The number of people permitted in a restroom will be determined by the size of space and layout of restroom partitions to ensure at least six feet of distance between individuals.

Restroom toilet partitions provide appropriate separation for individuals. In cases where partitions are not currently in place, and do not extend above the individual's head, signage will indicate the use of every other toilet stall, i.e. every other urinal in the men's/boy's restrooms will be closed off to keep individuals six feet apart. The same approach will be applied to restroom sinks that don't allow for appropriate distancing.



Leaving School





Similar to arrival, there will be predetermined pick up points for school vehicles and personal car transports. Schools will prepare for an increased number of cars picking up students. Dismissal of students will be staggered to promote social distancing and safe management of walkers and school and personal vehicles.

An Example: A Student's Day When Learning in School

Here is an example journey of a 5th grade English Learner named Jenaira. Please note, this is only exemplary and each student may have a different journey depending on their school.

Jenaira's School Journey During Face-to-Face Learning Days - 5th Grade Student; English Learner



Key:  Going to School  Entering the School  Being Inside School  Leaving School

Academics

We know that the shift to virtual teaching and learning in the spring due to school building closures was challenging for many of our students, teachers, families and leaders. Learnings from survey data and collaboration with stakeholders required us to think differently about: student engagement; support for teachers expectations for instruction, differentiation, accommodations, and modifications to meet the instructional needs of our students; and how to ensure consistency throughout our district. The instructional design for the 2020-2021 school year will maximize flexibility in planning and instruction for students and teachers, and minimize disruption to the academic program as changes occur due to COVID-19.

The expectations for instructional design are as follows:

- Facilitation of standards-aligned instruction to ensure students demonstrate mastery of grade-level outcomes;
- Intentional focus on priority Common Core standards while connecting prior learning and current learning;
- Provide differentiated support, accommodations, and modifications where appropriate to support students with diverse learning needs;
- Engage students to apply key learning concepts to reach a deeper understanding of content; and
- Regularly monitor student progress to offer targeted intervention tailored to students' needs.

Other elements of our instructional design will include:

- Teachers providing direct instruction in grade-level content with outcomes, tasks, and strategies that will meet the needs of students.
- Consistent observation and progress monitoring of student's learning and processing of information.
- An approach to individualized instruction, with environments for students to apply learned skills and maximize instructional time with the teacher. This approach enables teachers to assess the whole class, individuals, or groups of students, and incorporate concept development strategies to ensure students reach grade-level expectations.
- An environment that enables independent and group work, with flexibility in timelines and assessments of learning.

Key Design Elements

Teachers will provide grade-level instruction, with the appropriate accommodations and/or modifications provided to students with diverse learning needs as necessary, in ways that will engage students in learning in the hybrid learning model. Grade-level instruction may include lectures, modeling, approved videos and presentations, and other forms of teaching, aligned to the grade-level content and student supports identified via individualized education plans, ESOL supports, and response to intervention. Through this, students will be provided with background knowledge and current grade-level context.

The Academic Calendar

The Academic Calendar will include four quarters for the year, and teachers will receive both Year-At-A-Glance and Quarter-At-A-Glance documents identifying standards, skills, project-based learning, scoring guides, competencies, lesson exemplars, and student work exemplars. The focus is grade-level and previous-grade priority standards. Teachers will use a combination of digital and print resources, from their SDP adopted curriculum, to address the adequate coverage of standards. The Office of Academic Supports will provide approved and recommended resources to support English Language Arts (ELA), Mathematics (Math), Science, Social Studies, Career & Technical Education, Post-Secondary Readiness, AP Courses, and some elective courses.

Assessments

We understand that our students have experienced a learning loss and that we need to get our students back on track and learning grade-level content. Data analysis of student achievement and rate of improved progress demonstrates a need to focus our instructional expectations and identify key assessments that will enable a response to intervention as quickly as possible to decrease gaps in learning.

At the start of the new school year, our educators will use District-assigned assessments in ELA and Mathematics and use school-based assessment options to assess students in content areas. The purpose of the assessments are to determine the class, group, and individual trends in skill/concept mastery, or lack thereof, as it aligns to grade-level standards for learning. The data will inform small group instruction, activation and connection to prior learning. A key component of this instructional design is observing and monitoring students' learning, and making adjustments as needed. Students have the opportunity to reflect on their learning and teachers provide prompt class and small group feedback, and use formative assessments to inform instruction. The Office of Academic Supports will provide Pillars for Instruction that will include expectations and strategies for planning, assessment of students' learning, classroom environment, and student engagement.

Attendance

All students are expected to attend school five days per week, whether face-to-face or digital, in alignment with state and School District regulations and requirements. During both face-to-face and digital learning, teachers will mark student attendance. School-based and central office staff will actively identify students who are not regularly attending class and assist with addressing the barriers preventing each student's attendance.

Grading

Students will be graded in the 2020-2021 school year, and both students and staff will follow the official grading and promotion policy which was temporarily suspended during the spring school closure. The marking guidelines are updated each year by the Office of Academic Supports in advance of the upcoming school year.

Digital Learning Academy Model K-12

As previously mentioned, the District will offer K-12 students the option of 100% Digital Learning. If selected, students would have to remain with that learning model for an entire quarter of instruction before being able to transition back to the school-level hybrid model.

We will centrally hire/assign School Leader Teachers for the instructional programming and Family Liaisons to support in coordinating services with schools and families. Participating students will remain connected to their assigned school and may engage in other school-related programming, such as digital extra-curricular clubs, digital assemblies, counseling, social/emotional supports, and special school-based initiatives and events.

Instructional expectations and experiences will be monitored closely to ensure that students in the Digital Academy are receiving comparable quality instruction as offered in the hybrid model. Teachers will use the same instructional resources. The Digital Academy will include teachers of ELA, Math, Science, Social Studies, and certain elective courses required for graduation. Individual schools may offer specific world languages, honors courses and electives. The elective and language courses will be determined based on the registered and accepted students in the program.

High school students who must take credit recovery courses due to failing a course will be able to do so in Digital Academy after the regular instructional day. High school students who were accepted in Advanced Placement courses and Dual Enrollment, may also participate in the Digital Academy.

Additional information for enrollment in this option will be shared at the end of July.

Please click on the term for more details on the [definition of key terms](#), and [the special education addendum](#).

Athletics and Extracurricular Activities

Sports and extracurricular activities are an important part of our students' physical, social and emotional development and well-being. The benefits are plentiful, but many logistical, structural, and public health challenges still exist, and the District's first priority is the safety of our students, staff and community-at-large.

Extracurricular Activities

Extracurricular activities will occur in alignment with the A/B schedule and all health and safety protocols. Extracurriculars that involve students from different classrooms can continue only if social distancing and masking can be maintained during those activities. For PreK and elementary school, PDPH guidance recommends that extracurriculars only take place within cohorts. PDPH guidance recommends canceling all school events that combine cohorts. No gathering events, field trips or school assemblies can occur. Exception is extracurriculars for middle school and high school across cohorts when social distancing is possible.

Within the Digital Academy, students will be offered remote involvement in these activities by the staff at the students' home school. Opportunities to participate in face-to-face extracurricular activities as well as virtual activities will be available for students. Some examples of extracurricular activities may include art club, book clubs, student government, math club, chess club, etc.

We value the support that our after-school programs and activities provide students. Where possible, we will find ways to continue these valued partnerships while also adhering to public health and safety guidance.

Athletics

The District is employing a Return to Play (RTP) plan that includes a phased-in approach to resuming scholastic athletic programming. Across the phases, there are mentions of high-, medium- and low-risk sports, which are categories the NFSH has developed. These categories are as follows:

- **High Risk***: Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants. Examples: football, wrestling, cheerleading (stunts), dance.
- **Moderate Risk***: Sports that involve close sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports that use equipment that can't be cleaned between participants. Examples: basketball, volleyball, baseball, softball, soccer, tennis, pole vault, high jump, long jump, 7 on 7 touch football.
- **Low Risk**: Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between uses by competitors. Examples: running events, cross country, throwing events, swimming, golf, weightlifting, sideline cheer.

**High/Moderate Risk Sports may move to a Low Risk category with non-contact modifications. Team Activities should be limited to individual skill development drills that maintain social distancing.*

Family Supports

The current COVID-19 pandemic has affected the families and communities the District serves in myriad ways - from widespread unemployment and food insecurity to the illness and deaths of loved ones. When it comes to education during these challenging circumstances, families need access to information and learning ideas, ways to understand the information, and ways to take action on it to support their children. During this time of uncertainty and change, the Office of Family Engagement will provide the following key resources to help families:

- **Virtual Trainings for Families:** The Office of Family and Community Engagement is revamping their website to include videos and live-trainings for families about how to use technology, mental health supports, and supporting academic learning at home. The office is also making a series of short videos and resources for families on health and safety.
- **Family Support Group:** Families will continue to be invited to participate in virtual support groups to join together one night a week to swap stories and parenting strategies, ask questions and express frustrations and concerns as part of an open forum webinar, and feel safe within a community of people.
- **Personalized Phone Calls Home:** The District's family engagement liaisons will make personalized phone calls home to check-in and see what supports families may need.
- **Family Engagement Liaisons and Bilingual Counseling Assistants:** Virtual and teleconference family engagement strategies will be launched this school year to support families on a regular basis through personal phone calls, texts, videos, webinars, virtual chats and office hours. Specific examples include:
 - Making personal phone calls to listen and respond to needs with appropriate resources.
 - Informing both families and communities about where meals are provided.
 - Calling to encourage families whose students aren't 'logging in' or engaging in on-line platforms.
 - Launching Virtual Coffee Chats, SAC meetings, Open family virtual office hours.
 - Helping families sift through all the information and helping families prioritize.
 - Advocating for and supporting families who speak languages other than English.
 - Communicating through social media and accessing multiple communication platforms including Zoom and Google meetups, Twitter, Facebook, Facebook Live, SeeSaw, What's App, School websites, ParentPortal, and printed and handwritten messages.
 - Helping families navigate remote learning including logging on to Google classroom, and helping to troubleshoot technology, internet and device issues.
 - Supporting teachers with outreach to students and families that have 'disconnected'.
 - Helping families feel connected to their school community through family support groups.
- **Bilingual Help Line:** Multilingual families will continue to receive support, updated information and resources from our language access coordinators in the nine most frequently spoken home languages.
- **District Hotline, Email and FACE newsletter:** Families will continue to receive support, updated information and resources to access instruction, student meals, learning devices and supports, mental health supports, and domestic abuse, to name a few.

Preparing School Staff for a Successful School Year

All District staff will participate in various training and professional development sessions to support a safe and student-centered school opening. These sessions will ensure all school staff members have the knowledge to follow and promote safety guidelines, as well as support students socially, emotionally and academically.

Content will be delivered via a mixture of asynchronous (screencasts, documents, self-paced online learning) and synchronous (live virtual) sessions. Materials and recordings from professional learning will be accessible from the District's website so that they can be used as an ongoing resource for staff.

- **Health and Safety** - A series of role-specific training will be developed for administrators, teachers, and staff to ensure all have the necessary knowledge and skills to implement the District's health and safety plan, aligned with Occupational Health and Safety Administration (OHSA) and Center for Control Disease (CDC) requirements. Topics will be organized into three key areas: facilities cleaning, sanitizing, disinfecting and ventilation; social distancing and other safety protocols; and monitoring student and staff health.
- **Student Supports** - School leaders, teachers, and staff will participate in a series of facilitated development sessions to gain skills, review resources, and prepare for an intensive focus on social emotional development, community & relationships, mental health and trauma at the start of school. School leaders will also receive training on systems and practices that support staff wellness.
- **Academic Support** - Teachers and school leaders will participate in professional learning aligned to the instructional frameworks, strategies to support implementation of instructional expectations for both face-to-face and digital learning environments. This content will support teachers and leaders in ensuring equity and access to quality grade-level instruction for all students.

Leaders from the Office of Schools, Academic Support Office, and the Office of Student Support Services will serve on a cross-functional professional development planning team to coordinate the planning and delivery of the above training and professional development sessions. The team will support efforts throughout the 2020-2021 school year to ensure responsive, timely, and aligned professional learning for all groups.

Workforce Safety, Supports & Enhancements

The foundation of success for this plan and for the work the District does every day in service of students is based on having staff that is present, supported and valued. We know that our staff are facing important decisions themselves about returning to work in this new environment. We are working diligently to ensure that our employees have the information they need to feel that our safety protocols are clear and our buildings are safe. Our overall plan includes consistent and clear communication to our workforce focused on all updated policies and procedures in addition to staff well-being.

Staff Safety and Well-Being

As outlined in the Maintaining a Healthy and Safe School Environment section, the District has established Health and Safety Protocols based on federal, state, and local public health guidelines and with the input of expert medical staff. Our staff will receive clear guidance around these protocols so that all staff are consistently implementing the safety measures that lead to a safer work environment. As outlined in the Preparing School Staff for a Successful School Year section, all staff will also receive online training that summarizes the health and safety measures. Additionally, a functional feedback mechanism, such as a hotline, a reporting form, or other such method, will be in place before reopening so that staff can indicate where health protocols are not being followed.

Another important aspect of supporting our workforce is to ensure that our staff have access to resources that support their physical and mental well-being. Individuals have faced many difficulties in the past few months, confronting issues with food insecurity, trauma, post-traumatic stress, illness and loss of loved ones and more. It is essential that we have multiple options, opportunities, and offerings for employees to feel supported, access needed resources, and address their mental health needs. Simply put, we cannot be our best for the students we serve if we are not taking care of ourselves. The Healing Together campaign (detailed above) includes a focus on adult wellness and multiple supports for staff districtwide.

Ensuring Adequate Staff Coverage

The District is working to ensure we are appropriately staffed to execute on this Plan. In June, we proactively asked all employees about their potential plans on returning to work when we return to physical buildings. We received almost 9,000 responses (or 44% of our employees) and learned that 84% of those who responded indicated they planned on returning, with 9% of respondents indicating they were unsure, and 6% of respondents indicating that they would possibly seek to work remotely. We have also seen a much lower rate of resignations than in previous years, with more of our staff staying from one year to the next. However, we must plan for multiple scenarios and address the need for additional staff required by this Plan -- including, for example, additional teachers and cleaning staff.

To ensure students receive the best possible care and instruction in a time of uncertainty, the District's staffing plan for the 2020-2021 school year is grounded in three core tenets:

- **Focus on Retention of Current Employees** The District's goals are best achieved through the active retention of current employees as well as proactive and efficient onboarding of current employees to their "new" positions.
- **Developing Contingency Plans** Our students will be best served by a consistent group of adults. However, even with our best efforts to retain our staff, we recognize that some employees, for medical reasons or personal circumstances, may not be able to return during the pandemic and therefore have plans for a series of contingencies. The District must also have staff contingency plans to support across the organization when consistent staffing is not readily available.
- **Using Data, Continuously Assess and Adapt** Understanding that this is a unique situation which is difficult to predict, we are actively leveraging data to forecast and adapt to adjustments in staffing for ensuring the best possible supports are in place for students next year, including plans for a potential increased absenteeism rate during the year.

With these tenets, the District has developed a staff coverage plan to address the various potential scenarios we may need to adapt to in the 2020-2021 school year. We will continue to monitor staffing levels closely and respond proactively as needed.



What's Next

We would like to thank everyone who played a role in informing and developing this Plan. Implementation will occur throughout July and August, and into the 2020-2021 school year.

It will take all of us working together to support a safe and successful 2020-2021 school year for every member of our School District community. For the latest updates and information about the Plan, please visit philasd.org/schoolstart2020.

Appendix: Processes & Protocols

Student Registration - [Online Enrollment Process](#)

Health & Safety

- [Presumptive-Confirmed Positive COVID-19 Case Protocol](#)
- [Health Monitoring Protocol](#)
- [Social Distancing Protocol](#)
- [Student Mask Protocol](#)
- [Cleaning and Ventilation Protocol](#)
- [General Health and Hygiene Protocol](#)
- [Employee Mask Protocol](#)
- [Student Mask Protocol](#)
- [ELECT Service Delivery Health and Safety Protocol](#)

Operations

Going to School

- [SY20-21 Transportation Communication to Families](#)

Being Inside the School

- [Visitor Protocol](#)
- [Food Service Cleaning Protocol](#)
- [Approved School Partners Providing Virtual Support Guidance](#)

Academics

- [Healing Together Initiative](#)
- [Instructional Design](#)
- [Instructional Design Key Terms](#)
- [Special Ed Instructional Design for 2020-2021 School Year](#)
- [Pre-K Guidance](#)
- [Athletics Health and Safety Plan](#)
- [Approved School Partners Providing Virtual Support Guidance](#)

Proposed 2020-2021 School Year *(pending Board approval)*

[Link to Academic Calendar](#) *(pending Board approval and subject to change)*