



# PHILADELPHIA *FEDERATION of TEACHERS*

## **Second Survey Regarding Reopening Schools June 29, 2020**

**From June 15<sup>th</sup>-23<sup>rd</sup>, PFT members were surveyed for a second time regarding their insight into a variety of reopening models.**

### **5,914 PFT members participated.**

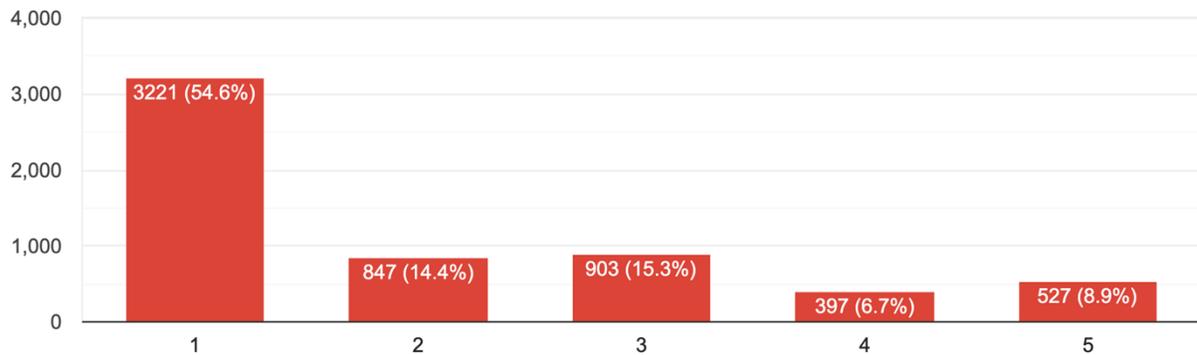
- **In Part 1**, members were presented 3 separate scenarios regarding reopening [remaining fully virtual; opening without modifications; opening in a hybrid fashion] and asked to give their input.
- **In Part 2**, members were presented with an [analysis of three different hybrid models](#) and asked to weigh in. Members were able to provide open feedback on the models as well.
- **In Part 3**, members shared overall feedback and concerns regarding reopening. A representative sampling of that feedback is included in this report.
- **In Part 4**, we share our Conclusions/Overall Findings: Given the percentages of support for this model compared to the other scenarios, and given the overall preference for a hybrid model of returning to schools, we believe that some form of the staggered weeks model is likely best suited for the School District of Philadelphia.

## Part 1: Overall look at reopening scenarios (remote, fully reopen, hybrid)

Question posed: Considering recent updates and developments, gauge your assessment of the following statements on a 1-5 scale (1=I fully disagree with this statement; 5=this statement has my full support)

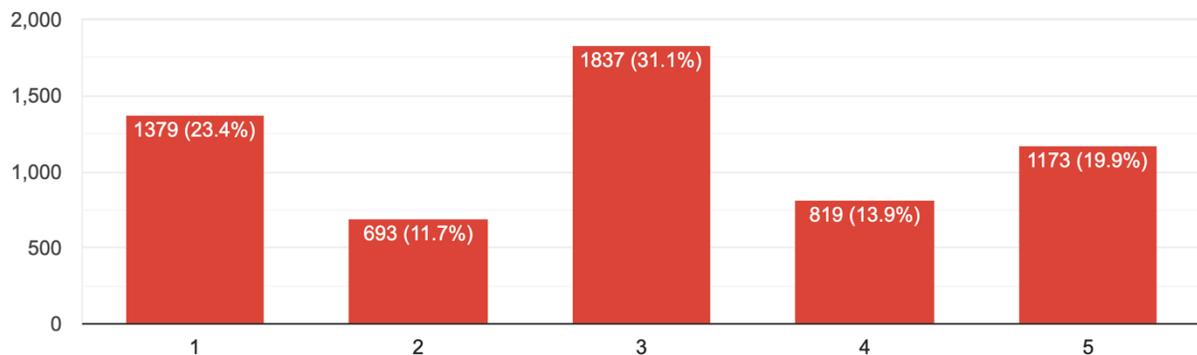
Schools should open fully with no schedule modifications; in school social distancing should take place

5,895 responses



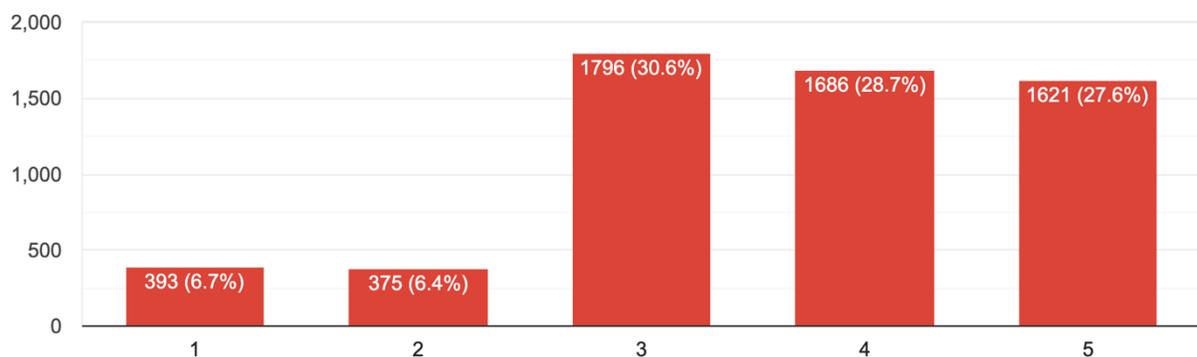
Schools should remain fully online for the foreseeable future

5,901 responses



Schools should implement a hybrid model for reopening (closer look at those models in the next section)

5,871 responses



**Analysis:**

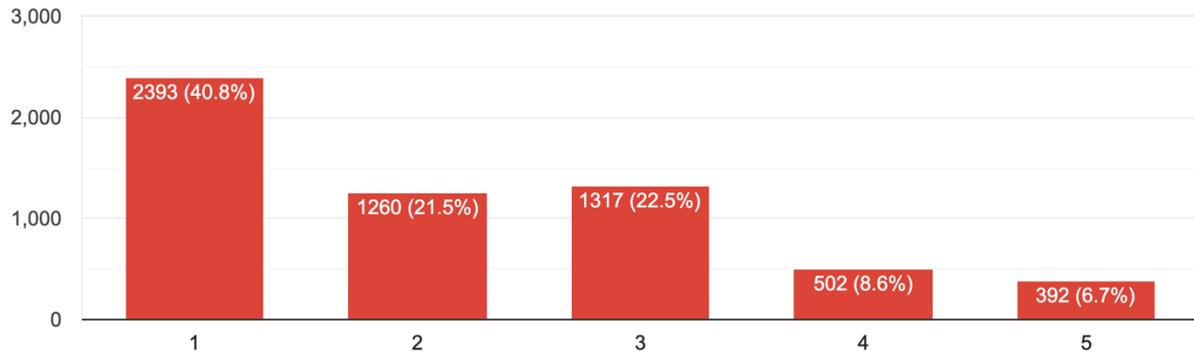
- There is little belief that schools should reopen fully without precautions and modifications (such as physical distancing, scheduling changes, use of PPE) taken. Less than 16% of members agree (score 4) or fully agree (score 5) with this model.
- A significant number of members, nearly 34%, agree (4) or fully agree (5) that schools should remain fully online. A similarly large number, over 35% disagree (2) or fully disagree (1) that schools should remain fully online.
- The most unanimity surrounded the general hybrid model. More than 56% of members agree (4) or fully agree (5) that a hybrid model is the best option for reopening. Just over 13% disagree (2) or fully disagree (1).
  - An analysis of which hybrid model is most favored follows in Part 2.

## Part 2: Analysis of Hybrid Models

### Part 2a: Analysis of morning/afternoon staggered model

Do you support the use of an AM/PM staggered model? Rating scale 1=do not support this model at all; 5=this model has my full support

5,864 responses



#### Analysis:

This is the least favored of all hybrid models. More than 62% disagree (2) or fully disagree (1) with its implementation. Member feedback on the model is below.

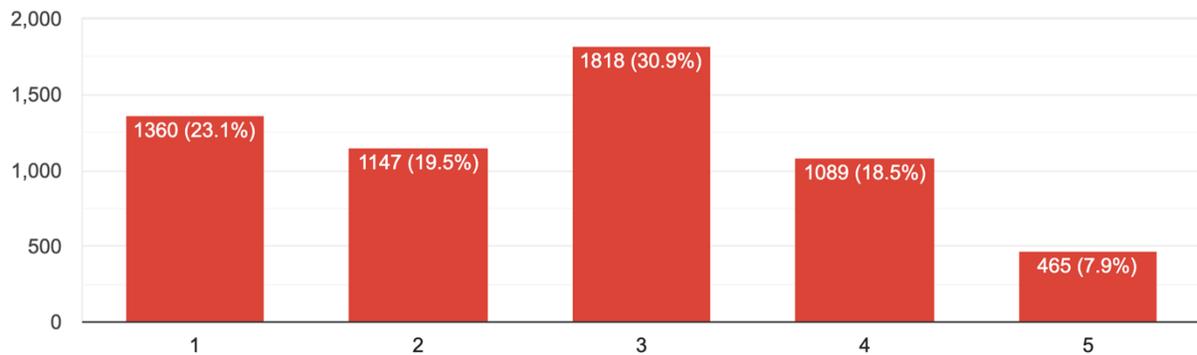
#### Comments regarding AM/PM staggered model:

Kindergarten has its own unique challenges. I feel that Kindergarten could be successful in an AM / PM model.
AM & PM classes would work for middle school nicely
AM and PM sessions will not allow for proper cleaning and disinfection required to keep kids safe
AM/PM schedule makes no sense. Students will waste half their "virtual learning time" traveling to and from school
Extremely limited instructional time when taking admission/dismissal with cleaning between into consideration.
Knowing that cleaning the schools is already a major challenge, I do not think Model 1 could be implemented in a way that is safe and effective. Additionally, I think consistency will have a large impact on student attendance and engagement.

**Part 2b: Analysis of staggered days model**

Do you support the use of a staggered days model? Rating scale 1=do not support this model at all; 5=this model has my full support

5,879 responses



**Analysis:**

There was less unanimity of opinion regarding the implementation of this model. Nearly 31% of respondents rated the use of a staggered days model as a 3 (neither agree nor disagree). While over 26% of respondents agree (4) or fully agree (5) that it would be a good option, over 42% disagree (2) or fully disagree (1) with its implementation. Feedback on the staggered days model is below.

*Feedback Regarding Staggered Days Model:*

I am very concerned about this model. I teach Autistic Support and I could see the transitions from home to school increasing behaviors and decreasing the amount of learning and adjustment throughout the year. It would break down the amount of success in my students learning and would not be beneficial. Also, I could see this being a problem for many of my students that receive Speech, OT and other related services. It would make it difficult for them to receive the number of minutes in their IEP.
As a CTE instructor, this model poses problems with hours required in class/shop.
As a kindergarten teacher, I think the more frequently I am with my students, the better for their academic achievement. However, I am concerned about classrooms being thoroughly cleaned each day and confusion that the schedule may cause.
Hard for transitioning for special education students.
This model is appealing to me for the only reason that I teach special education students. These students need consistency and to be in front of a real person especially as a new school year starts. They struggled with virtual learning and them not having access to a certified special education teacher in person is a huge disservice and quite frankly against the law. While you say this is the most inconsistent schedule- it does put the highest needs population in the building. I teach middle school and feel that children could manage this schedule as they typically do during the school year. Potential issues could revolve around scheduling school district transportation.
Anything that presents a risk of spreading Covid-19 is of utmost concern to me. The fact that the cons of this model include a decrease in the availability of cleaning time, as well as including the sharing of desks, chairs and supplies/equipment within 18

hours. I am also concerned about the sanitizing of materials such as pencils, books, crayons, scissors, etc. will become my responsibility.

As an itinerant instrumental music teacher at 7 schools, scheduling lessons would be incredibly difficult with this model.

As my school is an overcrowded high school, this model seems to make the most sense if we go back to the building.

Careful consideration of making sure that the two "groups" are equally diverse in terms of race, ability, gender, etc. will be paramount towards maintaining equity.

Feels like teachers would have twice the workload. Planning and teaching for online and in class learning would be difficult for teachers.

For high school students, this would be the model that would allow for the best of in-class and at-home learning, with the greatest continuity of instruction.

I like this model if the days of the week are kept as consistent as possible. Ex: A group goes Monday/Wednesday; B group goes Tuesday/Thursday, with alternating weeks in school on Fridays. OR A group goes Monday-Tuesday, B group goes Thursday-Friday, with alternating Wednesdays.

I think that this might be the most logistically possible model in terms of teachers serving kids. I think that anything hybrid will be challenging, but maybe necessary due to health risks.

I think this allows for the most consistency in terms of teacher planning and implementation, as well as student learning.

I think this could be really confusing and inconvenient for families.

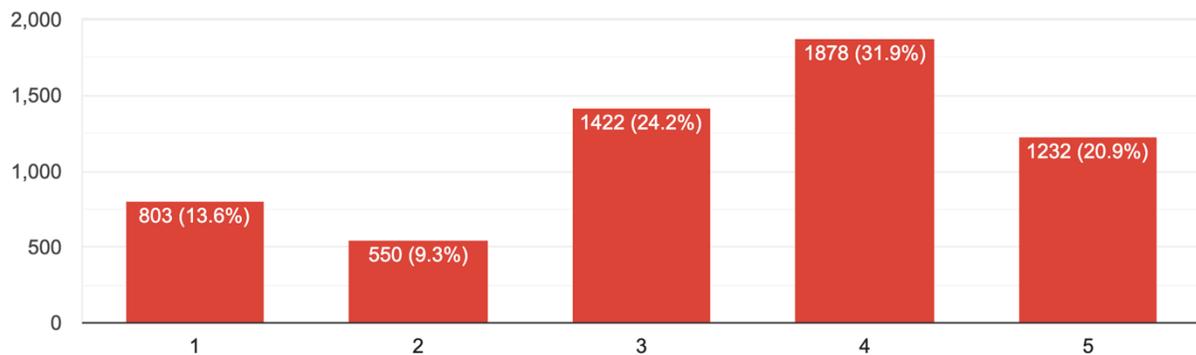
Just wondering if this mode might work better in some grades than others (i.e. would kindergarten and 1st grade be better off being seen each day).

**Part 2c: Analysis of staggered weeks model**

**Example: One week on, one week virtual, with groups of students alternating.**

Do you support the use of a staggered weeks model? Rating scale 1=do not support this model at all; 5=this model has my full support

5,885 responses



**Analysis:**

The staggered weeks model has the most support among the hybrid models. Nearly 53% of respondents agree (4) or fully agree (5) with its implementation. However, a significant number of respondents, nearly 30% disagree (2) or fully disagree (1) with its implementation. It will be critical to consider that no version of a hybrid model has universal support, and that more analysis of how any individual model could work is needed.

**Feedback Regarding Staggered Weeks Model:**

A weekly alternation of learning is less confusing. The compact material done in a week online would give both students and teacher a clearer image of the information grasped vs. the information that needs an in-person discussion.
The one week in school, one week remote seems utterly not beneficial for HS, unless you are cutting class sizes in half — am I teaching half my students one week and the other half the next week? That doesn't seem to be what the explanation calls for. And how does having 33 students x6 (5 classes plus an advisory) every day in my room help keep me or the student safe? And what does giving us a week off from each other do to help us — if we're the same group in school and at home?
Although I fully support this model, I still have concerns with regard to shortages in textbooks and other educational materials to avoid sharing among students.
Easier for planning purposes
I agree that this model maintains the highest level of health safety. I also believe it would be the easiest in terms of logistics at the parent and school staff level. I also think it would allow specialists to see all students in person, eliminating the equity issues of other models. I still have other concerns about specialists teaching in person, namely the health risks associated with having multiple students transition in and out of their classrooms and teachers being exposed to multiple students. Even if specialists go to each classroom to teach their lessons, they are still going to be exposed to more risk than teachers who remain in a single classroom for the day. I am also not keen on the idea of forcing all specialists to become "cart teachers" as well as creating a scenario

where classroom teachers aren't able to be in their own room during their preparation periods.

I feel that if this model was the one that is decided on, then there should be educators in charge of the online learning component besides the homeroom teacher. It will be difficult for the teacher to be doing both in-school teaching as well as online-teaching at the same time and it will be extremely stressful/time-consuming/draining for the teacher to be working in school during regular hours and then be expected to prepare online work or even assist students/families during virtual learning after school hours.

Not appropriate for Level 1 - 2 ELL nor any students with an IEP

This is the first I've heard of this model. I can see grouping and staffing challenges here, but it's intriguing.

This is the most effective in terms of virus mitigation. However - a large caveat would be that teachers MUST NOT be expected to teach two groups of students in two places at one time (i.e. be full time in person at the school building and be teaching and providing feedback for a 2nd group of students who are distance learning during the same week. Teachers' schedules should mirror their students' schedules, split between in person and online learning, with responsibility for only one group of students.

This model seems to be the most effective and efficient in terms of providing consistency and managing health concerns for our students, families, and staff.

This model seems to me the most productive option. In the absence of perfection, consistency is key.

This model sounds more conducive, especially for teachers with compromised medical conditions.

This model still allows the virus to spread. Those with already compromised systems would still be at risk.

This model will bring consistency to the students' learning and allow the majority of the CDC guidelines to be followed.

This model works best for high school. This would not work as well in an elementary setting where students have different needs than high school students.

I am seeing that some districts are doing a two week split. Group A would be on site for two weeks while group B is remote and vice versa. I like this model because students would be essentially quarantined for two weeks to ensure they are not showing new symptoms.

**Part 2d: Overall Feedback Regarding Hybrid Models**

Any kind of staggering is still going to spread this deadly virus

Could lead to a lot of children being left home alone; even those who are not able to take care of themselves because parents have to work.

For me, school was a place for collaboration and active learning, play, togetherness, community. If we practice physical distancing at school the right way, that collaboration, all the makes, active learning - that's not happening face to face anyway. I would rather go fully digital so we CAN collaborate using shared tech tools, we can still play together, etc.

How are these models affecting the schedule when students attend specialist classes? Specialists teach the entire school for the most part. We need to work on lowering class sizes in order to maintain social distancing.

I am a single mother. I would have to find a daycare that is not a school during the day and pay additional money while not being eligible for subsidized childcare for my children to be baby sat in another building while I'm teaching other people's children! I am financially unable to support that kind of monetary obligation and I'm sure other educators are in the same boat.

How are teachers going to handle the extra duties in each of the scenarios? My day was LONGER during online learning, since individual assignments must be returned with feedback.

I think it is best to have students back in school. I like the 50-50 approach, but I do not think it is feasible to parents. Childcare is so expensive, and I think it would be exceptionally hard for parents. School should be open to all students at the same time, and measures need to be put in place to keep students and staff safe. Constant monitoring needs to occur.

Having AS students, none of the scenarios will work. I currently have 9 students on roll. So, my class size is small and is already self-contained. They need to be in school every day. On-line does not work for them. But as a teacher I am concerned for my students and myself as well as the other adults that work in my room with my students. My concern is that unless they come to school they are losing valuable instructional time.

Could alternate 4 days a week and have Wednesday be all online (for cleaning -- could be a different day). That way the schedule doesn't change week to week, certain students can always be M/Th and others can always be T/F.

Could we do Mon=A, Tues=B, Wed=A, Thurs=B and Fri=Staff only in the building? My workload doubles with online learning so having extra time built in would be helpful.

### Part 3: Overall general feedback

#### Part 3a: Overall Concerns: Cleaning

Cleaning is an issue. When people are together indoors, the virus will spread. In schools with windows that are nailed shut, it is recirculated viral air!

Concerned about sharing desks and materials, concerned about the cleaning of the buildings.

Currently cleaning products are still unavailable to people. I do not foresee the district having the means to get the products nor the staff for cleaning. Childcare is my biggest worry. Students sharing and consistency are also my concerns.

How will we be ensured schools are cleaned to specific protocols with FIDELITY?

I just don't believe ANYTHING will get cleaned properly.

What improvements will be made to building conditions over the summer that will help ensure the following: thoroughly cleaned buildings, consistent supply of hand washing materials and clean (lead tested) water, clean-up of asbestos, installation of AC units in nurses offices to support students with asthma, repairs to all windows which do not open (at all, or with ease), fans to keep temperatures cool assuming we return in August/September? When and how will principals and building staff be notified about the repairs slated to be made, and their completion?

At 440 we need to make sure it is environmentally safe. The air ducts in the building have not been cleaned out since the building opened in 2005. Most of us get sick from other people in the building simply through the air ducts. People with allergies have them increased from being in the building.

I am concerned with the district actually coming through with the cleaning supplies, soap, and hand sanitizer. Will they actually do this or just say so? Also, I don't see any way to social distance with students other than some form of the students coming in shifts. There just isn't room in the building. I am nervous but will return with faithful protective procedures in place.

#### Part 3b: Overall Concern: Enforcement

1. To me any plan hinges on the ability of the district to appropriately supply (through June) all necessary sanitation and PPE equipment, sufficient custodial staff that has been trained by infection prevention experts, and community buy-in on social distancing and infection mitigation measures. Having been in three buildings with known asbestos problems (including while pregnant with my 4 children) and having 4 high risk immediate family members, I'd like a written agreement between PFT and SDP of these terms before coming back.

We need principals and staff to follow protocols put in place. Someone needs to be responsible that people are following the model with fidelity.

I don't have any faith in SDP being able to fulfill the CDC mandates regarding social distancing, hand washing requirements, temp checks, cleaning requirements or providing services to enforce social distancing mandates.

**Part 3c: Overall Concerns: Health**

I am terrified that I will contract the virus and spread it to my disabled, immunocompromised 8 year old son. The school I work in has never been clean. There are too few custodial staff... I do not believe that the district will be able to live up to what they are proposing, and that we will all pay dearly for our inability to coordinate an effective and safe reopening. Nothing short of a vaccine will satisfy me. I do not want my innocent child, nor anyone else to be sacrificed due to an inability to live up to statements made by the SDP. They have proven to me, at the beginning of this pandemic, that they are incapable of keeping us safe. Statements made were never lived up to, including providing hand sanitizer, working sinks, soap and daily cleanings of all surfaces. In my school, nothing, and I mean nothing was cleaned, sanitized or even looked at. Sinks in bathrooms don't work, there is no soap and there are not nearly enough staff to coordinate the full cleaning of a massive building on an hourly/daily basis. Further, those staff that are responsible for the clean-up do not make enough money to put their lives at risk.

I'd like to do the most effective model that protects students and staff with chronic illness. I also want to ensure that there is no reusing of masks and there is proper PPE for all involved. It concerns me to have proper PPE as I am immunosuppressed covering 2 buildings that with increased acuity and the building are not connected.

Following the guidelines from the state and CDC are of the utmost importance but with that said, any safe opportunities to be in the building come fall should be taken advantage of for as long as possible. I would like to see the district develop a plan that involves phases like what the state has created: maybe phase 1 is all virtual, phase 2 is only certain populations (ex: SpEd, Esol, K-2/11-12) using a hybrid model mentioned, phase 3 is all kids using a hybrid model mentioned, phase 4 is normal functioning. If we have our own phases we have multiple options to move through as things change...

Concerned about children who are ill, sent to school, and where they can be isolated until they are picked up by their parents. Also, will we be monitoring students' temperatures and how will this be done. Who will supply PPE to the staff?

I am concerned for my own health, my family's health, and the health of our students. I think Model 3 uses public health information to best guide our teaching practices. I'm wondering if teachers would cycle into school or if certain teachers would be at school continuously while others solely teach the online groups? I'm concerned that teachers may need to do twice the work of teaching, if teaching both online and in person.

I have concerns for those of us who are immunosuppressed like me. I would like to know the special options for those of us who would be risking our lives daily.

I just want to be safe at work. I want my students to be safe and healthy.

I know that this is difficult. Safety should be the #1 concern. Lives are at stake. What about staff who are immunocompromised? I have autoimmune disease and the return to school is scary.

**Part 3d: Overall Concerns: Students with Special Needs**

At Widener- our students can't keep masks on- either it will impact their health/breathing, or, if they are able they will constantly take the mask off. We have aides who have to change diapers and feed students- mine are 18-21 so that's 2 people lifting them from their wheelchairs to the changing tables.

It is difficult to answer these questions. I am a teacher of students with autism, who have difficulty adhering to the normal school rules. They are not aware of covering coughs and sneezes on a normal basis, so I am to expect them to keep a mask on?? I truly have no clue what will happen in the fall!! What I do know is I am fearful...

How will staff who are required to be within close proximity of different students, such as school psychologists, speech therapists, etc. be able to practice social distancing? Most support staff don't have offices and are forced to share an office with another staff member or to find any available space. How will frequent sanitation or social distancing be ensured in these often small and crowded airtight spaces? What are the plans for those who come into contact with small children or children with disabilities who may have difficulties keeping or putting on masks?

I am concerned with how related services will be provided as I am an SLP assigned to 3 elementary schools with a caseload of approximately 65 students. I service some of my students in individual sessions and others in a small group based on their needs and goals. I often work in small, crowded spaces that do not offer adequate space for my students and myself during sessions as it is. I also provide push-in services in the regular education classroom. I do not believe it will be possible to adhere to social distancing guidelines due to the nature of speech therapy. I do not feel that myself or my students would be safe to return to in-person schooling come September.

Need different options for schools based on enrollment (e.g. density), students needing specialized services, level 1-2 English Learners and grade bands.

I am a special education classroom assistant. I work one to one with assigned students. I am not sure how I can support them, while maintaining social distancing.

I have concerns about the low inc. special education population. I think they will need extra precautions and equipment to be safe as well as more adult support in the classrooms to assist the students in adhering to the social distancing/safety protocols that will be in place.

Difficult for occupational/physical/speech therapists to service all students.

I am concerned about special ed students and thinking that they should have priority for being in the building all day. I'm thinking particularly about emotional support students, who struggle tremendously with transition.

My students are all special needs and medically fragile. I don't know how these models will work for my students. Our students receive transportation services and need a consistent schedule.

I'm thinking as an SLP (or other related service provider) we will need to think differently about how we deliver service- if students are only going to be in person for two weeks each month. Will we be expected to provide services in person and virtually in the same week? Students may receive more therapy the weeks they are at school in person, with activities families can do at home the next week.

### **Part 3d: Overall Concerns: Specialists**

How will these scenarios affect special classes like music, art, and PE? How will Special Ed, ESOL, speech, and other pull out programs be handled?

As an itinerant instrumental music teacher at 5 schools, I want to make sure I can consistently have access to my students for instruction every week, whether in-person or virtually. The weeks of alternating in-person and virtual instruction would work best for me.

**Part 3e: Overall Concerns: Paraprofessionals**

As an SSA I'm concerned with how I would be able to best help the students in the educational experience?

In all scenarios regarding online instruction, consideration needs to be given to vital support staff who might not be able to afford technology such as a laptop or internet connectivity. We work in a district where members of certain VITAL, IMPORTANT groups, such as classroom assistants, are grossly underpaid. Also, if having technology and internet connectivity becomes a part of the job, shouldn't that be paid for by the district in some way? At the very least, shouldn't laptops be provided for these staff members along with access to the digital versions of materials and programs that we would normally be using in our classrooms? We play as large of a role in educating students as the teachers that we work with and should be respected as much instead of consistently overlooked by 440.

**Part 3f: Overall Concerns: Childcare**

As a parent of school-aged children and a teacher, I have found it extremely difficult to manage my online classroom, and the homeschool environment for my own children. Oftentimes, my children needed help with work, and I wasn't able to help them until I was "done for the day." This made for really long days for the entire family and unhappy kids and adults. I also think the district needs to put in place more accountability measures for the students (i.e., a student's work needs to count -- whether positively or negatively) and inform the students that this work is important, it is required, and it will be graded.

My worry is for teachers who have children and their schools adopt different models. It will create a shortage in teachers with lack of childcare. Also, parents who work will possibly scramble for childcare on days their children are not in school. I fully believe it has to be fully in or fully online. I work at a very large K-8 school. I foresee in the beginning things being closely followed, but as we are more comfortable things may start to lax.

Daycare is going to be a huge challenge for working parents whose kids have opposite schedules as them.

What is this model going to look like especially for those teachers who are parents as well and their children will participate from different models? Are there going to be reasonable accommodations in school/work shifts for those teachers?

I believe that several of these plans are creative but do not consider the challenges families may have in coordinating childcare at home when their child(ren) are not in school.

As a parent of school-aged children and a teacher, I have found it extremely difficult to manage my online classroom, and the homeschool environment for my own children.

**Part 3g: Overall Concerns: Transportation**

I am concerned about the use of public transportation since most older students in various schools will still be taking buses with no extra cleaning supports or social distancing.

**Part 3h: Overall Concerns: Remote Learning**

Bringing teachers and students into schools before there is a vaccine is dangerous and will have disastrous results.

I think we should stay with remote learning until we feel it's completely safe to return. I don't understand the difference between coming back all together and the exposure we are going to get with a 2 Day schedule. The virus can be transmitted either way. We can go back based on daycare needs, it risks the spread again of a serious virus that has taken two of my family members personally. Plus, we have to know if it will spike again come fall.

Remote learning period. Looking at other places, the numbers will spike, meaning more illness, and possible death.

My biggest concern is the health of students' families. Especially grandparents and older parents who are primary caregivers. If a student is exposed to COVID, we must be able to let them stay home and STILL ATTEND virtually.

As of this moment, I think fully online in the fall makes the most sense for the safety of students, families, and school communities.

I believe it's better/safer to remain remote and go back when we are sure that the fall is not going to bring another spike. Exposure is exposure whether two days or half days.

I believe that until an effective vaccine becomes available, then students AND staff should not be required to come to school. And, if possible, it would be safest if staff have an option to work SOLELY remotely if they do not feel comfortable returning to in-person instruction since there is STILL a pandemic occurring around us.

I DO NOT LIKE VIRTUAL LEARNING. However, I will only feel safe when there is a vaccine. I am 65 y.o. I am worried about how the virus affects older people. I also have other health issues. I really prefer in-school learning, but not enough to risk my life.

**Part 3i: General Comments**

I think we are too far out and don't have enough information from the CDC to make decisions about in-person school in the fall at this moment.

Is PA going to discontinue the PSSAs? I don't support any model that cuts my instructional time in half (or worse) and still holds me to the same standard. Similarly, online instruction is not effective instruction no matter who does it, at least not at the K-12 level.

My concern is that teachers will have double the work, no added support, admin still breathing down our necks. I am also very concerned about having to wear a mask all day. I've recently started leaving my house to grocery shop, etc. and the mask is really giving me a lot of anxiety, and makes me feel claustrophobic.

Smaller class size will improve learning outcomes.

Again, careful consideration of making sure that the two "groups" are equally diverse in terms of race, ability, gender, etc. will be paramount towards maintaining equity for all. Teachers will also need extensive training -- specifically, project-based learning may be the most sustainably effective model. Re-evaluation of the PA learning standards and expectations of both students and teachers will be needed as well. Teachers will need training on accountability measures (besides numeric grades) that do not punish students for performing below-expectation due to a temporary crisis that is completely out of students' control. Accountability for both district and charter schools must be re-examined as well -- if educators don't feel safe to experiment,

adjust, innovate, and re-imagine how we teach, we will go nowhere but backwards. We need concrete policies in place from both the city AND the state that metrics have been readjusted due to the pandemic AND protests against police brutality. \*\*\*To sum it up: We are ALL affected by the pandemic and police brutality. ALL leadership organizations need to collaborate and take action towards re-imagining public schools that help build not just a trauma-informed school district, but a trauma-informed SOCIETY.\*\*\*

I still love teaching and am not ready to retire. I have just completed my 36th year with the district. But I will be 63 years old in November. I do not feel safe returning to an environment which will not be healthy or will properly implement the guidelines of COVID 19 reopening. I have been a Building Rep for 10 years. Receiving information from the SD is often a game of whisper down the lane. Employees are never given accurate and timely information. Thank GOD for the union.

I strongly believe there should be a school district COVID task force that gives daily updates. This team should consist of the superintendent, additional 440 leadership, leadership from the PA department of health, school health leadership, additional school nurses (with extra pay), school administrator representative, and environmental staff. This team should give updates daily on the number of school district cases as well as cases school by school to better prepare school staff. This team will allow communication of any challenges with reopening and address those matters promptly. The school nurses should have access to information about positive infection cases in their schools to further assist with contact tracing.

The district provided a 'most important to least important' survey about safety precautions. However, we need to ensure that all of the 9 safety measures on the portal survey and the 11 safety measures on the district website survey are taken

Bottom Line: None of these models is really safe but the kids must be in school. Ideally we would just do on-line teaching/learning to serve everyone's best interest from a health standpoint. However, the kids' mental health and socialization is also crucial, so the third option provides a reprieve from the isolation and then the work at home time gives students to learn at their own pace.

I'm concerned about what accommodations can reasonably be made for teachers and staff members in high-risk health groups. If the solution will be to have them use the extra time given for pandemic-related matters and not come in, the likelihood of having enough substitutes is extremely low, and then we will be looking at extremely short-staffed schools at a time when we must decrease the teacher to student ratio for health reasons.

The schedules cannot be universal. What works for a small K-5 school will not necessarily work for a large comprehensive high school. Several scenarios not considered in this survey may be options.

What's best for instruction and what's best for health/safety are clearly at odds, and health/safety for students and community members must take priority.

What are we doing for teachers and students who are not willing to be around that many people at the same time?

## Part 4: Conclusion/Overall Findings

Given the percentages of support for a staggered weeks model compared to the others, and given the overall preference for a hybrid model of returning to schools, we believe that some form of the staggered weeks model is likely best suited for the School District of Philadelphia.

There will be a number of critical steps that will need to be taken in order to utilize this model, including analyzing to whom and how it applies. We know that a one size fits all model will not work, but we also know that district-wide decisions and protocol will be necessary.

Further, with the feedback in our [initial reopening survey \(pft.org/reopening\)](https://pft.org/reopening), as well as the results of this survey, particularly within the open comments section, we know that a number of particular considerations will be needed. We know that online learning can be particularly challenging for students with special needs, English Language Learners, as well as very young students (PreK-2). As such, special attention needs to be made to bring vulnerable students back into buildings in a safe way to ensure that they are able to receive the services they need.

We are encouraged by the guidance provided by the [Department of Education's Mathematica Report](#), and we believe it should be utilized in conjunction with our previous survey, this report, and the AFT report on reopening.

Overall, for a number of reasons, including the support and feedback from our membership, the science behind the staggered weeks model as [outlined in our research](#), as well as in PDE's Mathematica Report, this is our recommended model at this time. The development of the virus over the summer or the presentation of new research could lead us to a different conclusion.

*Our recommendation here is not all encompassing of the steps that will need to be taken in order to ensure the safe reopening of schools. It is merely a preferred model for doing so. Cleaning protocol and other key elements must be established. For further information regarding our recommended cleaning procedures, please reference [this document](#). We also recognize that this model is unlikely to work in every scenario, and in some instances, alternatives will need to be developed.*