



## **Frequently Asked Questions (FAQ) for Our Community**

*This document seeks to provide clarity and detailed information about our school reopening plans. As new information becomes available or as new decisions are made, this document will be updated.*

*Because circumstances continue to change, some of the questions shown below do not yet have answers. We will be working on plans and adding answers, as more information emerges.*

*We want you to know that each of these questions is important, and like you, we are thinking deeply about addressing the underlying challenges in ways that align with safety recommendations and promote learning. If you have any additional questions, please direct them to your school's principal.*

### **Reopening Under Fully-Virtual Instruction**

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# Reopening Under Fully-Virtual Instruction

## Big Picture Questions

### **1. When is the first day of instruction for the 2020-2021 school year?**

The first day of school will be Tuesday, September 8th. Originally, the first day of school was scheduled for Monday, August 31st. We believed that an additional week of preparation would benefit our teachers and leaders before resuming instruction. Students will not lose instructional time as a result of this delayed start. We are making small changes to school calendars, making use of "inclement weather days," to ensure students can experience the same minimum number of school days as if we had started on August 31st.

### **2. How will instruction be structured?**

For at least the first month of the school year, we are offering exclusively remote/virtual instruction. Some lesson activities will take place in real-time (or "live") with teachers, while others can be completed independently. Daily schedules will largely reflect a typical school day, attendance will be taken, and our approach to instruction will reflect our commitment to high-quality learning experiences. Schedules will vary by grade (and will reflect differences by subject-area). Your school will communicate with you about your student's schedule in greater detail.

Students are not expected to participate in lessons outside of normal school hours. Each day, instruction will include a literacy block, a mathematics block, and religious instruction. The day will begin with a homeroom period or morning meeting and, weekly, students will continue to receive instruction in "specials" (such as music, art, PE/health, etc.). There will be regular opportunities for screen breaks and independent work, as we do not expect students to be watching a video camera the entire school day.

### **3. Will there be Pre-K instruction?**

Yes, we are offering daily, virtual, remote learning for Pre-Kindergarten students. This instruction will be age-appropriate, aligned with our curriculum programs, and will offer significant opportunities for independent work and breaks away from the screen.

### **4. Will my child continue to be considered a student at my current IMS school?**

Yes. We value the relationships that our staff and faculty have with our students and know that these relationships are important to many of our families, as well.

### **5. Has the school year calendar changed?**

Yes, slightly. We will be starting the school year a bit later than originally planned, to accommodate additional preparation time for teachers and leaders. Instead of beginning on Monday, August 31st, the first day of school will be Tuesday, September 8th. We do not plan to extend the school year, though. The last day of school is still scheduled for Friday, June 11, 2021. We were able to make these adjustments, because we always build 3 "inclement weather" days

into our calendar. This year, virtual instruction will be offered on days of “inclement weather,” so instructional time will not be lost.

**6. Will there be fewer holidays and breaks because of the late start to the year?**

We were able to delay the start of the school year to prepare for virtual instruction this fall. The way that we achieved this was by eliminating three days dedicated to “inclement weather” closures. If we experience such weather, instruction will be delivered remotely - even if we have returned to classrooms. We also converted a faculty retreat day into a half day, and a floating school holiday was converted into two half days to ensure that we have the same amount of instructional time. We will not be taking any time away from school breaks and holidays.

**7. How can I find the calendar for our school?**

If you have not received it already from your school’s principal, you should contact the school to request it.

**8. How are you thinking about the transition back to in-person instruction?**

We believe that our instruction is most effective when we can gather in person with our students. That is not something that we can safely manage under the present circumstances. It remains our goal to return to in-person instruction once we are confident, as a community, that we can do so effectively and safely. For now, we have decided on a fully virtual model for at least the month of September. We will be monitoring public-health guidance, as well as the experiences of other schools locally and nationally. We will also be actively monitoring important public-health data, which includes these considerations:

When reviewing public health data, it is critical to review the daily positive case counts, the cumulative cases over 7 and 14 days (i.e. trend data), as well as the characteristics (i.e., age) of the population that may be showing an increase in cases. Other data points are also evaluated, including hospitalizations and deaths.

With the urging of county superintendents, metrics that provide some guardrails for decision-making around reopening have been developed. It is important to note that, as guardrails, these are not strict “line-in-the-sand” requirements. Although there is some variation among different public health agencies including the CDC and medical organizations, at this time, most officials adhere to the Children’s Hospital of Philadelphia’s recommendations:

- >9% and evidence of an increasing 14-day trend of case incidence: Revert to online schooling only.
- Between 5-9%, evaluate trend data and characteristics of cases with the ongoing collaboration of medical experts and CCHD recommendations regarding in-person instruction.
- <5% and evidence of stable or declining case incidence: Schools may reopen for in-class instruction that has previously been online.

**9. Will students have the option of learning from home for the entire school year?**

Yes. It is clear that many families feel strongly that this is the safest option for their children, so we are committed to offering it for the entire school year.

## Teaching and Learning

\*In addition to the questions and answers below, we have set up a [dedicated Parent-Caregiver Distance Learning Portal](#) with information about academics as well as support.

### **10. What will IMS's remote instruction look like and will it be different from what was offered in spring 2020?**

Because of the need to make rapid adjustments in the spring, responding to the crisis, we learned a great deal about virtual instruction from you, our students, our teachers, and our leaders. One of the most common requests we received was that virtual instruction “look more like regular school.” Therefore, we are creating a daily schedule that will look, largely, like what students would experience in buildings. We are also adding technology that, we believe, will streamline and enhance the interactive experience for students--another commonly received request.

### **11. What will IMS's plan for remote instruction look like? How will it be different?**

We are investing in a unique combination of high-quality technology tools--chosen through listening to the needs of our teachers during the Spring of 2020 and via regular consultation with known experts. We are also investing in a significant amount of additional professional development for teachers, to help them utilize this technology to its greatest extent.

Our distance-learning program emphasizes a consistent schedule with regular, live interaction between teachers and students. These interactions will include whole-group instruction, small group support, and opportunities for individual think-time and one-on-one consultation. Further, we use--and train teachers on using--curricular programs that are known as exemplary programs.

Our independence allows us the flexibility to adjust our approaches to teaching and learning, quickly, and to make the most use of well-researched programs and tools. Our leaders regularly consult with those of other schools and networks from around the country, and the strategies we have originated are being recommended locally and elsewhere. Our approach was also praised by Philadelphia School Partnership in the Spring of 2020 for embracing a nimble and thoughtful pivot to distance-learning.

### **12. How much instructional time will students receive in the virtual model?**

Instructional time will vary by the grade-level of the student and the subject area. Detailed grade-specific schedules can be found by following [this link to our Parent-Caregiver Portal](#).

The virtual school day should look as closely as possible like an in-person school day. It begins at about 8:00am and ends at about 3:00pm. Fridays will be reserved, mainly, for live instruction in ELA / literacy and asynchronous work in other subjects (with some variation by school).

**13. Will students need to stay “on camera” all day?**

No. We do not expect that students will be watching a video camera for the entire school day. Just as with in-person schooling, we expect students will have structured opportunities for whole-class, small-group, and independent work. Small-group and independent work may involve time with and without video cameras. Breaks for movement, snacks/meals, etc. should also be built into the school day.

**14. Will live instruction be recorded so that I can review it with my student later?**

If a student requires a recording, please submit this request and the reason why to your school's principal. Note that there are privacy concerns for all involved, so we need to take this into careful consideration.

**15. Will online instruction be led by IMS teachers or will it be independent study?**

Just as in the classroom, learning activities will both consist of live instruction and opportunities for independent thinking and small-group work. Live instruction will be led by IMS teachers and any opportunities for independent or small-group work will be directed by IMS teachers with the aim of promoting students' thinking and gathering data on their understanding. This will be done in accordance with our expectations for using high-quality curriculum programs. Some of this independent work will involve recordings and reflections, and some of this independent work will involve time “away from the screen.” We do not want students sitting in front of a computer for the duration of the day, nor do we think this is healthy for them. As with in-person instruction, our goal is to personalize each student's learning, to foster their growth, and to build strong communities of learners. All of our activities will be guided by the use of rich and rigorous curriculum programs and the prevailing research on how students learn.

**16. Will students be receiving books and learning materials at home?**

Yes. Students will receive math and literacy materials, and schools will be coordinating distribution days / times. All pick-ups must follow Philadelphia and Pennsylvania [guidelines](#) for proper social distancing.

**17. What will be the expectations of students in the virtual learning environment?**

We are including a morning meeting period in each school day to help students connect with peers and their teacher and to help to establish expectations. We will also be using parent orientation to ensure that everyone is clear on what is expected.

Attendance will be trickier because there will be several different and separate learning spaces. We are still working on how we will go about tracking attendance across those different settings.

**18. Will students be expected to wear uniforms during online instruction?**

Please contact your school's principal with questions about uniforms. Nevertheless, all attire during online instruction must be appropriate for learning.

**19. Will students be assigned to a homeroom class and teacher?**

Yes. It is our goal to provide a homeroom assignment and teacher to each student. In other words, students will have a homeroom teacher and consistent set of homeroom classmates (in addition to any subject-specific teachers they may also have).

**20. Will virtual learning include "Specials" classes (Art, Health/PE, Languages, Music, Technology, etc.)?**

Yes. We intend for "specials" instruction to be offered just as it would be under in-person schooling. It is important to note, however, that the nature of many of these classes may dictate a different form of delivery under a virtual-learning model. Our daily learning schedules will emphasize the core instructional areas first--specifically, reading/literacy and mathematics--and significant time for engaging in additional content areas will be built around these primary blocks.

**21. Will students continue to receive additional, specialized supports (e.g. reading intervention, counseling, speech therapy, etc.)?**

Yes. We are coordinating with all of our service providers to ensure that we continue to provide the support that students need to succeed. These services, like instruction, will be provided virtually. Depending upon the space available in our buildings (ensuring appropriate distancing for the safety of our staff), some providers may be working in our schools.

**22. Will remote instruction include religion or Catholic instruction?**

Yes, religion or Catholic instruction will continue to be a part of our overall curriculum on a daily basis.

**23. How will school masses be conducted under a remote or virtual model?**

We are exploring ways to "livestream" masses. We have also been in contact with priests who can support schools who do not have established regular access to a priest.

**24. Will IMS offer an on-site space for students who do not have an environment at home that supports focus and learning?**

We recognize that many students and families would benefit tremendously from having a place for students to go during the day. We are truly sympathetic to these challenges. At this point in time, we are not offering an in-person location for students during the school day. This is not a final decision for the year, however. We are aware that the School District of Philadelphia intends to offer limited space for students who need supervision, and we will share that information with our families as it becomes available.

We are actively investigating potential, future ways students could come to a learning space in our buildings. We will only offer this opportunity when we are confident that we can do so in a safe and responsible manner. We are also aware of how many families are affected by the virtual learning solution. If we offer an in-person option and more families request it than the available space allows, we are also contemplating the most appropriate and fair way(s) to admit students. We will share more information on this planning, as it becomes available.

We do recognize that it is extremely difficult, particularly for our youngest learners, to be involved in online learning while their family members have professional obligations as well. We are doing what we can to reduce that responsibility as much as possible. This includes investing in technologies that allow our teachers to engage as deeply as possible with students. This includes screen sharing so that teachers can help students who aren't sure what to do, or where to click, learn how to navigate these platforms. We encourage families to continue to communicate with us and share feedback on how students are faring with the schoolwork they are receiving. Communication is the key to doing the best that we can in this environment!

**25. Who will be evaluating or assessing students' learning?**

Students' teacher(s) will continue to evaluate or assess students' learning progress just as with in-person schooling.

**26. How will grading work?**

Generally, because we want our remote instruction to look as similar to in-person instruction as possible, we will utilize our regular grading approach (e.g., from 2018-2019). We recognize that students may face extenuating circumstances with devices, internet access, or other concerns that may prevent them from participating as fully as they would like in learning activities. Please communicate with your school's principal, to explain the circumstances and collaborate on any necessary accommodations. Students will not be penalized for not having access to devices or the internet to complete their work.

**27. How will classwork and homework be submitted? And how will feedback be provided to students?**

Students will login to the educational technology platform used at IMS through a single sign-on or password-management system known as [Clever](#). For more information, please follow [this link to the Parent-Caregiver Portal](#).

Once inside Clever, students in Pre-Kindergarten to Grade 2 will use Seesaw to engage in classwork and receive and submit assignments. Students in Grades 3 to 8 will use Google Classroom to engage in classwork and receive and submit assignments. (Click on [this link to the Parent-Caregiver Portal](#) for more information.) Submitting assignments over email is strongly discouraged, because of the additional work of managing files required and the additional security and gradebook features available in Seesaw and Google Classroom.

**28. Will families have access to TADS Educate to monitor grades and attendance?**

Yes. We know that parents/caregivers want and need access to the TADS Educate portal. That way, students' work and attendance can be reviewed on an ongoing basis. In addition, gradebook and guardian views are available in Seesaw and Google Classroom. For more information click on [this link to the Parent-Caregiver Portal](#).

**29. Will attendance be recorded?**

Yes. Attendance will be taken each day and by teachers of each class, just as with in-person schooling.

**30. How will teachers offer instruction in mathematics that requires use of manipulative tools?**

Mathematics manipulatives can be found anywhere! We recommend that teachers and students use common household items (dry beans, paperclips, buttons, pieces of pasta, etc.) as perfectly-acceptable substitutes for many manipulative tools. We have also shared a virtual [Bitmoji bookshelf](#) of virtual manipulatives with our teachers for using in their lessons (with our Deputy Chief of Curriculum & Instruction's, Dr. Taton's, Bitmoji character).

**31. Will after-school programming be available?**

We will not be able to facilitate after-school programming in the month of September. Our ability to provide safe after school programming will be evaluated as the school year progresses.

**32. Will standardized tests be administered? If so, how?**

At this point, we plan to administer certain types of tests across the year, particularly those affiliated with our curriculum programs (although we do not consider these "standardized" tests, even though they are common assessment opportunities). We are exploring the possibility of administering the MAP assessment, according to our usual schedule (October, January/February, and May). We will not know about the feasibility of administering the TerraNva until winter or even later.

**33. Will there still be 8th-grade graduation?**

It is too soon to know what 8th-grade graduation will look like, but we are committed to honoring the class of 2021 as their middle school experience comes to an end.

**34. Will there be confirmation in October?**

Confirmation is planned and led by the parish, not the school.

**[Tuition, Technology, Meals, and Transportation](#)**

\*In addition to the questions and answers below, we have set up a [dedicated Parent-Caregiver Distance Learning Portal](#) with information about academics as well as support.

**35. Will meals be available for students at schools during the virtual period?**

Yes. Nutritional Development Services (NDS) normally provides our meals, and their staff will be making boxed lunches available at each school site. Meals will be boxed for takeaway. A week's worth of meals, including breakfast and lunch, at one time will be packaged, so that families will only need to retrieve them once per week. Your school will communicate with you directly about the windows of time that pickup will be available.

**36. Has tuition gone up at IMS schools?**

As planned in budgets created last winter, prior to the pandemic, the *stated* tuition at IMS has increased, to more accurately reflect the costs incurred in educating our students. This increase is immediately reduced and offset by a credit however, and therefore *the increase does not impact the amount of your expected family payment*. This is a change for accounting and compliance purposes only. If your expected family payment increased, please see the next question.

**37. Why did my portion of tuition, my expected family payment, increase on my most recent bill?**

As stated above, your portion of tuition is not expected to change due to our change in the way we state tuition. However, on the most recent bill, you may have seen an increase to your expected payment for a couple of reasons.

First, your contribution is calculated on the basis of your tax returns from 2019. Given the economic impact of the pandemic, we understand that the income shown on your 2019 tax return might not reflect your ability to pay today. If you believe this is the case, please reach out to your school's Enrollment and Tuition Manager. Our team is committed to working with you to make sure that you are not asked to pay more than you can afford.

Second, currently, many families have not completed their financial aid forms. If we do not have the information needed, we cannot calculate the appropriate amount to charge. If you need any help completing this paperwork, please reach out to your school's Enrollment and Tuition Manager.

**38. I need more time and/or I cannot afford what I have paid before. What should I do?**

First, we have extended the deadline for the August tuition payment to Friday, August 28th. We will also be waiving any late fees that were charged before we extended this deadline. If you have late fees, please contact your school's Enrollment and Tuition Manager and they will help you to address this issue. We are committed to working with you to ensure that the current

situation does not prevent you from sending your child to our schools. If you are having financial difficulties, please reach out to us and we will work with you to figure out how we can further support you.

**39. What technology will my student need to participate in remote instruction?**

First, no student will be penalized for not having access to a device or the internet. We recommend a laptop or Chromebook and broadband internet access. We are offering loaned devices and are participating in the PHLConnectEd program. For more information, please follow [this link to our Parent-Caregiver Portal](#).

**40. What if I do not have a computer that my student can use every day for school?**

We have been working this summer to acquire enough Chromebook laptop computers to ensure that every student has access to a dedicated computer for school. Some families have informed us via our recent survey that they already have a computer for their child at home. That is great. While it is our intent to provide a Chromebook to every student, we will begin distribution for any child who currently does not have a device. We will be distributing Chromebooks around the beginning of the school year. You will receive notice of this distribution time from your school. If your child(ren) are in need of a device, please fill out this form:

[IMS & PHLConnectED Internet Services](#)

**41. What if I do not have a reliable internet connection at home, or where my student will be during school hours?**

An internet connection will be critical to the teaching and learning process. We are working with the City of Philadelphia, which has developed a program to ensure that all families with school-age children have access, at no cost, to families. We recently collected information about who does not have existing internet access via our family survey. We will work with those families and the City to ensure a connection is made. If you do not have access today, or if you are aware of another IMS family that does not, please fill out this form:

[IMS & PHLConnectED Internet Services](#). We will help anyone who does not currently have internet access get connected.

**42. How will families stay up-to-date about the tools and technologies used in remote learning at IMS?**

First, stay in close contact with the teacher and school principal. Second, you may visit this page at any time, which we will keep updated with the latest information on instruction, curriculum programs, and educational technology.

**43. I heard SDP was giving families a stipend if they opted out of taking the bus?**

SDP launched a pilot to provide a \$150 monthly payment (up to \$1,500 total) per household for the 2020-21 school year to parents who choose to opt out of bus, van or cab assignment for their child to be transported to and from school. This will begin when we (IMS) open for some form of in-person learning. This is not applicable when we are 100% virtual for the month of

September. Unfortunately, the Parent Transportation Flat Rate Program is no longer accepting applications.

## **For Staff**

### **44. Will I be required to report to my school building?**

Teachers are expected to be available as needed by their school leaders. All professional development will be offered virtually. There may be a need to report to your facility for meetings and/or to support the organization and distribution of school materials during the week of August 31st. At this point in time, being present at your school building is considered to be an essential function of your job for all staff at IMS.

Anyone who is sick must stay home. If you begin to feel sick during the school day, you should go home. If you notice that a peer is not feeling well, you should encourage them to talk to a school leader and go home. If you have to leave during a workday, sick time can be used by the hour, so it does not necessarily have to eat up a full day of the time available to you.

We understand that some people will not be able to work from the school building. If you require this type of accommodation, you must establish an understanding with your school leader in advance. If you set up such an arrangement, you will still have the same expectations with respect to working hours. You will also need to have reliable internet access. If you need support with setting that up, we will work with you to do so. If this does not work for you, you can seek FMLA. If this is a need you have, please contact the Human Resources department.

### **45. What expectations are there for the first time that I report to my school building?**

The first time that you report to your building, you will be expected to self-certify that you have taken your temperature and that it is not above 100.4 degrees, that you have not experienced any COVID-19 symptoms in the past 24 hours, have not had any close contact with someone who has tested positive for COVID-19, have not been asked by a healthcare professional to quarantine, and have not traveled internationally or to any of the states that the [Pennsylvania Department of Health](#) indicates should initiate a 14-day quarantine period. You will be expected to submit this self-certification between 7am and 12pm the day before you report. If you submit this too early, you will be asked to do it again. You will not need to self-certify every day. You will be expected to submit this certification any time you come to the building and have not been there for more than a week.

### **46. What will working hours/expectations be?**

Staff are expected to follow a normal schedule, working similar hours as they would if we were in a regular, in-person environment. The school leaders set the start and end time for teachers

and staff, but teachers are typically required to work from 7:30 am to 3:30 pm or 8 am to 4 pm. Your school leader will provide the start and end times for your building, specific to your role.

It is essential that we provide as normal a school day as possible for our students, because of the trust their families have placed in us. In addition, if you have need for an accommodation for these working-hour expectations, we cannot guarantee that it will be honored, but you should speak with your school leader about any unique and extenuating circumstances.

While at work, there should be no congregating in any areas of the school building. When in the building, you should be wearing a mask that covers your nose and mouth at all times. You should be washing your hands frequently for at least 20 seconds. You should be maintaining social distancing.

Regarding communication with students and families, you are not expected to make yourself available to students and families outside of the school day. It is important to establish these boundaries in order to achieve important work-life balance. Please work with your school leader to help ensure that these expectations are met. We strongly discourage you from communicating directly with students outside of the Learning Management System or email. Any other direct communication with students, including via text message, may only take place with written permission from the family in advance.

**47. Will teachers be expected to prep and teach all subjects?**

The answer(s) to this question will be determined by school leaders. One of the strengths of our network at IMS is that the network offers structure and scalability, but school leaders also have autonomy to develop structures that meet their needs.

**48. What is going to be offered in the way of professional development to prepare for the beginning of the school year?**

The pre-service period will begin as previously scheduled on Monday, August 17th. The work done on that day will be school-based. In addition to the school-based preparations, IMS will offer more network-wide professional development opportunities than we have in the past over the course of the two-week period. We'll be supplementing our usual curriculum-based PD with virtual instruction PD. These will be offered via Zoom.

Trainings will be offered for the following digital tools/platforms:

- Zoom Pro
- Seesaw (LMS) for those who teach grades PreK-2
- Google Suite for those who teach grades 3-8
- Nearpod for those two teach grades K-8
- Edpuzzle for those who teach grades 3-8 ELA, Social Studies, and Religion
- Screencastify for those who teach grades 3-8 ELA, Social Studies, and Religion

Training and development around delivering quality virtual instruction will not end when the school year begins. In addition to the training that will take place in August, we are adding a Digital Learning Specialist to our team who will support our instructional staff throughout the school year. This person will help to develop frameworks, develop tools, and ensure access for families. They will also provide ongoing professional development, largely on Friday afternoons when we have established time specifically for this purpose.

**49. Will we be using a uniform Learning Management System (LMS)?**

Yes. We want to provide a more consistent experience across IMS schools for students and families, so we will be using Seesaw across our network this year for PreK through 2nd grade. We will use the Google Suite for grades 3 through 8. Everyone who teaches in these grade bands will receive training on these platforms. If you teach in both grade bands, you will receive training on both platforms.

**50. Will teachers in grades PreK-2 be able to create class websites that connect to Seesaw?**

This is a really interesting possibility. We are discussing this with the IT team to determine whether this will work and if so, what it can and should look like.

**51. What intervention licenses will be available?**

After a lot of consideration and research, the following three licenses will be made available:

- Happy Numbers for PreK and K
- Dreambox Math starting in 1st grade
- Raz-Kids for grades K through 2

**52. What are my opportunities for work during virtual instruction if I am not a teacher?**

For non-instructional staff, we are committed to keeping everyone on our payroll at their scheduled level of hours through September. During that time, some of the important work that people do at our school buildings will not be possible and/or necessary. We do, however, anticipate that there will be unique projects that people can support with. You will likely be asked to support with some projects that are outside of your typical job description. We will not ask anyone to do work that is unsafe or that people are not qualified to do.

**53. What will the role of classroom assistants be during virtual learning?**

Right now, our vision is that when students are engaged in individual work and small-group work, classroom assistants will support them in that critical part of our learning model. If you are an instructional aide, you will be included in professional development related to the grade bands and content that you will support.

**54. How are the expectations different for school secretaries during virtual learning?**

The expectations of the role are largely the same as any other time. You can and should consult with your school leader to talk about any school-specific modifications and priorities.

**55. Can teachers teach from and/or access their classrooms during the fully virtual period?**

We intend to offer opportunities for teachers to visit their classrooms, particularly to gather resources during the professional development period. We are also planning on opening classrooms for teachers to use on a regular basis for teaching. We need to do so safely and in accordance with local regulations, so this planning is still ongoing. We will update all staff regarding access to facilities and related expectations, as these plans emerge.

**56. If a staff member tests positive for COVID-19, how will the time away from work be treated?**

There are federally-established guidelines that outline how these situations will be handled with regard to time away due to the pandemic. That guidance can be found [here](#).

**57. What are the expectations around personal travel and work?**

Unless you consult with the Human Resources department and come up with a specific accommodation, international travel and travel to certain states within the United States comes with an expectation of 14 days of quarantine upon your return to Pennsylvania. If you choose to travel, you must conform with these expectations, and you will need to use PTO for that time. For the current guidance on which states will prompt a quarantine period, please consult the [Pennsylvania Department of Health's website](#).

**58. When the time comes for students to return to classrooms, how much time will we have to prepare those spaces for their arrival?**

We will give a minimum of two weeks' notice before we transition from our fully virtual model into the physical classroom setting.

**59. When we are setting up our classrooms, will we be permitted to bring another person to help us?**

Unfortunately, no. We are strictly limiting visitors to staff and parents in an effort to control our environments and keep everyone safe.

**60. When instruction returns to the classroom environment, if we don't feel safe or comfortable returning, what should we do?**

When we reopen our school buildings, we will do so because we are confident that we can do so safely. If, at that time, you have concerns, we encourage staff to reach out to Human Resources to discuss those concerns. Because the available information has changed so frequently, it is hard to comment on exactly what the circumstances will be, but we will address those concerns directly within the context of that situation.

**61. Will we be using the EL Education flex recommendations?**

Yes. We are planning on following the EL Flex Curriculum, which is a modified version of our curriculum specifically designed for remote and hybrid instruction. In particular, the authors recognize that it is unlikely in this environment that schools can maintain the same pacing as in a full in-person setting and make adjustments accordingly.

**62. Is ClassDojo still an option?**

This platform can still be an option for monitoring student engagement as it has been for a long time at IMS. We got feedback from families that at times it was difficult for students to access. We are pivoting to Seesaw because we feel that it offers a Learning Management System (LMS) that better addresses our needs as a network. So we will be using Seesaw as our LMS, but ClassDojo could still be used for other purposes.