Return to Learn and Return to Work Questions from the August 26, 2020 School Board Meeting

1. **Question:** Where are we on our guidance for attendance, and how will this be communicated to students and parents? (Wall)

**Answer:** The notice for attendance procedures was finalized by the Superintendent’s Staff on August 26 and provided to the Board on August 28. For reference, please see information from Notice N724-1-19 and associated information below:

"Attendance and Excuses (Emergency Changes Due to COVID-19 Return to Learning Plan)"

Contact: Rebekah Schlatter

This notice provides information regarding the new procedures for taking attendance in a virtual or hybrid environment for the 2020-21 school year.

- Hub trainings were for both elementary and secondary schools. Training sessions were recorded and are available to support staff.
- School administration received the Notice on August 26 through the “Admin Instant.”
- School teams were trained on the attendance procedures on August 31.
- Schools were provided with an implementation guide that includes links to training videos, links to Hub information, and implementation tips.
- The following template was provided to school teams to use in communicating attendance expectations to parents. The template has been translated for ease of understanding for families whose first language is not English.

As Prince William County Public Schools students return to school, we understand that many families may have questions regarding how attendance will be recorded for in-person, virtual, and hybrid learning. We want to assure every parent and student that safety and well-being is our top concern. At the same time, it is the expectation that students participate in real-time learning experiences whenever offered in order to create the best virtual experience for learning. We also understand that
there will be occasions when a student may be ill and not able to participate in virtual learning. If at any time, a parent/guardian feels that their student is not well enough to participate in virtual learning, please contact your school office to excuse the absence.

As we begin the school year, most students will be participating in virtual learning. Teachers will provide synchronous (live) lessons throughout the week and may have check-ins through Canvas and/or Zoom. We expect all students to participate in the live lessons when they are conducted, and in many cases, student attendance will be taken at that time.

While the expectation is that students attend the live session, we understand that circumstances beyond your control may not allow for this. If this is the case, please reach out to your teacher to discuss other options for class attendance. Depending on your situation, you can be marked as present for a class period by participating in what we call “Asynchronous Attendance” activities. This may mean that your student may complete an assignment or take a quiz in order to show the teacher that your child understood the content that was taught. Teachers will provide additional information about assignments and attendance during the first week of school. Whenever possible, we ask that any alternative assignments, projects, or quizzes be submitted during the same week in which your student was not able to participate in a live lesson.

See below for a summary of different ways your student can be considered in attendance at school:

- Participation in synchronous online lesson.
- Viewing asynchronous online lessons or pre-recorded synchronous sessions.
- Engagement on an online discussion board.
- Submission of a daily task, assignment, or quiz.
- Communication to instructor regarding inability to access online resources and completion of alternate assignment.

When students participate in in-person learning, attendance will be taken using normal methods.

As with previous school years, daily automated calls and emails will be sent to parents and/or guardians when a student is marked absent for
synchronous sessions or if they were not able to engage in an
asynchronous activity within the same school day. All students are held to
compulsory attendance laws and will be required to attend school by one of
the above methods. If a student will be absent, contact your school to alert
them of the reason. Please note that truancy guidelines will be followed if a
student accrues an excessive number of absences, as defined by
Notice 724-1-19 – Attendance and Excuses – which can be found on the
Prince William County Public Schools’ website.

We look forward to working with your family this school year.

2. **Question:** What are we doing to assess and track the emotional and mental
health of our employees, and what supports are available to them at this
time? Also, can we conduct an anonymous survey to gather more precise
data on our teacher community and their feelings about returning to school,
whether virtual or in-person? (Wall)

**Answer:** The Division gathered relevant data regarding employees’ feelings
about returning to school from the “Return to Work Employee Form”
administered to all employees the week of July 15, 2020.

We asked several questions related to how employees felt about returning to
school including:

- If public health officials have determined it is safe to allow staff to return
to work with the appropriate safety protocols in place, will you feel safe
to return to your worksite when required?

- Knowing that PWCS is going to take precautions to lower health risk to
employees, which one of the options below would make you feel the
most-safe about returning to your worksite? Options included:
  - Readily available Personal Protective Equipment (PPE)
  - Maintaining recommended social distancing
  - Required face coverings
  - Limiting contact with the general public
  - No options increase feelings of safety
  - Other - Write In

- PWCS is determining the best approach to ensuring staff safety while
continuing to provide high quality instruction and services. Please rank
the following telework options in terms of the most effective way your job can be performed during the current Phase III environment, with 1 being the most effective and 5 being the least effective. Options included:

- Complete telework
- Primarily telework (on-site 1-2 days per week)
- Primarily telework, but work on-site occasionally
- 50/50 split between telework and on-site work
- Primarily work on-site but telework occasionally
- Complete on-site work.

We used this data to inform our Return to Work plans and to shape the benefits and resources offered to support our staff in every way possible as they transition back to work. Benefits and supports address both physical and emotional needs, and ensure our schools and buildings are as safe as possible through implementation of many mitigation measures.

The Division could develop a new employee survey relative to staff experiences returning to school (virtually and/or in-person) in order to determine what additional supports staff members’ need.

3. **Question:** Is it necessary for librarians and guidance counselors to be in the buildings during Q1, or can we allow principals to assign these employees to provide services virtually? Is the return of counselors and librarians a site-based decision, or is it centrally-determined? Can we allow principals to assign librarians during Q1 to a virtual schedule, if the librarian requests due to childcare or other needs? (Wall)

**Answer:** Staffing for librarians and guidance counselors at the elementary level was revisited last week. Please see the following (from information provided to the School Board on August 31):

In order to provide additional flexibility to elementary schools who may have a small number of students returning during the first quarter of the 2020-21 school year, the decision has been made to allow elementary school principals to take into account the unique circumstances of their school when requiring librarians and professional school counselors to report in-person. The expectation will be for building administrators, in consultation with their Associate Superintendent, to work closely with both their librarians and professional school counselors to meet the needs of their
students both virtually and in-person. They will only report in-person on a limited basis when needed to meet student needs.

4. **Question:** What are our plans for ensuring that special education and ELL students who will be returning in-person will receive all of the information they need before they arrive to their schools on September 8, and that their teachers will be able to teach them on September 8? What is the timeline for communicating this information? (Wall)

**Answer:** As part of PWCS' plan to ensure that EL teachers are prepared for students on September 8, the Office of English Learners Programs and Services has hosted several virtual sessions, focused on providing guidance and support for teachers as part of our school re-opening procedures. Communication around these tools has been shared with school leaders virtually and via PWCS “Admin Instant.” As part of our Return to Learning Plan, the EL office has met with teachers of ELs virtually to go over the following:

- Service delivery plans for English Learners.
- Best practices to support English Learners in a virtual environment.
- Training on Canvas resources created by curriculum teams this summer to support newcomers and English Language Development sections.
- Professional learning sessions addressing co-teaching in a virtual setting and how to thrive as a teacher in a virtual setting.

The Office of Student Services has collaborated with the Office of Information Technology and the Office of Communications to put together information for parents. Parents will receive an electronic version of the Return to Learn start of the year packet midday on September 2. All information in the Return to Learn packet has been translated for ease of understanding for families.

Case managers for our students with disabilities have been connecting with families and schools have been meeting with parents as Individualized Education Plans have been completed to ensure that our students with disabilities needs are met. Transportation will be in touch as soon as possible, including over the holiday weekend, as they continue to adjust routes to accommodate new student information.
5. **Question:** What is our timeline for teachers to expect to be able to access teaching and learning materials? How are we communicating this clearly to our teachers? (Wall)

**Answer:** Teachers received their courses starting last week. The arrival of courses was dependent on school scheduling completion status so arrival times varied as a result. There are a limited number of teachers that we encountered problems with receiving their courses. We have been troubleshooting and resolving those as they come to us. Each day those numbers are reduced as we implement fixes. Teachers needing fixes communicate those needs to their principals, ITCs, help desk, and Live Chat support available 24/7 from the Canvas implementation team. Central Office staff in IT and Student Learning are addressing the more significant issues brought to our attention (such as a course not making it out to teachers in all schools).

6. **Question:** Who should parents contact if they are experiencing technology issues with their devices? I am hearing that there has been difficulty with technology that has been handed out—devices that weren’t properly wiped from previous users, on devices, devices that won’t connect, troubleshooting issues, etc. Who should parents contact if they are experiencing technology issues with their devices? (Wall)

**Answer:** They should start with their school or visit www.pwcs.edu/helpdesk for more information.

7. **Question:** What is the guidance for communication from our levels (HS, MS, ES) to help parents know specifically how and where to turn with all of their questions about Canvas and devices? What are we doing to proactively head off the need for multiple families to reach out to our specialists with the same kinds of questions? (besides our FAQs). (Wall)

**Answer:** PWCS has been providing Canvas training for parents, “Parent Pointers,” both synchronously and asynchronously. The link is on the PWCS main home page. Schools have also been providing their parents with links to the training. A number of schools are going over Canvas as part of their Meet and Greet process with parents and students. School staff are available to assist individual parents as needed as the parents work with Canvas.
Parents also continue to receive updates regarding the status of device distribution from schools. Staff are available for any questions they may have. Here are some examples of what some schools are doing:

- The ITC held a parent night to walk parents through Canvas, Zoom, Clever and answered questions. The ITC recorded it and put it out to the community for those who could not attend live. She is having Q & A sessions multiple times this week in which parents can ask specific questions regarding the programs. Emails have been sent out with screenshots to walk parents step-by-step through setting up Canvas and Zoom.

- My ITC has held two Canvas Parent Support Groups via Zoom. I recorded a 30 min Q & A video to answer all of their questions. I then sent the video to all parents in our community and posted on our Facebook page.

- Our front office team and ITC have a shared communication plan to coordinate and collaborate to answer questions in Spanish and in English to prevent repeat, as well as disseminate the same information.

- Teachers called each family and set up a small Canvas/Zoom session with small groups of families prior to the start of school. This is currently in progress (started last Thursday). Many of these families do not read or write in any language. Those families have an appointment to come to school. We help them with the technology from behind the plexiglass following safety protocols and ensure that they can log into everything before they leave. We have helped 3 different families so far today.

- All teachers will be hosting meet and greets this week and walking parents through how to get into Canvas and set up ParentVue. In addition to information provided in the school newsletters, our ITC has parent office hours to further assist families.

- The principal created a Virtual Instruction and Distance Learning Handbook that we have shared.

- Our technology team has created a brochure regarding virtual office hours on Zoom. We are also specifically showing parents how to log-in to Canvas and ParentVue at our parent nights! We want parents and students to specifically know how to log in to these programs before the start of school. We are also launching simulations to practice this before the start of the school year. We are also creating student tool kits for students to navigate distance learning.
successfully. The homeroom teacher will be pivotal in this process and have office hours dedicated to helping parents with questions regarding schedules, technology, and digital platforms.

8. **Question:** How are we involving our parent liaisons in the transmitting of information to the communities? How can we better utilize these important individuals who often know their school communities’ needs better than anyone? (Wall)

**Answer:** Parent liaisons continue to provide a critical service to our families. They are consistently available to parents and staff as parents register students, access technology, work with curriculum, and partner with teachers.

Here are a few examples of how the parent liaison is adding value to launching the school year:

- Our parent liaison is heavily involved calling parents daily. Currently, she has called every parent at least two times to check on attendance for the upcoming school year, support applying for free and reduced lunch, and double-checking and correct the Return to Learn Survey information. She is translating teacher welcome letters, emails, school communication on the website, FB and Twitter. During distribution she is meeting with parents to support getting supplies, devices and internet needs. To prepare for the Virtual Open House she is sending a specific school messenger to each class with Zoom and log-in information to attend the Virtual Open House in English and Spanish. She is supporting the special education process by interpreting and helping to schedule meetings, help parents stay informed of the special education process, including paperwork and signatures. She is also working with our ESOL and Admin teams for PEP meetings.
- Our parent liaison has been facilitating IEP meetings for the past few weeks. When she is not in meetings, she is calling parents and assisting them with ParentVue, email accounts, changing passwords, and Canvas. She is in the office two days a week to answer phone calls. We need to have bilingual staff here each day. Many of our families cannot fill out any of the online forms. She helps them with registration and free and reduced lunch applications. She has called hundreds of parents over the last few weeks about survey data and needs for computers/internet access.
- We don’t have a parent liaison, but I have a rock star team. Our bilingual office assistant does an amazing job communicating directly with our
Spanish-speaking families. The rest of us make frequent use of the Transperfect language resource. Just last Wednesday, I had 5 hours of Zooms and personally used interpreters for Spanish, Arabic, Nepali, Hindi, and Bengali.

9. **Question:** I am concerned that we are not reaching a substantial part of our non-English speaking communities with critical information. Where are we in translating key information and communicating this information out in ways that is accessible and known? (Wall)

**Answer:** All Division-wide messages such as messages from the Superintendent are sent in home languages in multiple formats. Additionally, individual schools have been conducting personal phone outreach in multiple languages. Ms. Colón has been on both Telemundo and Univision (Spanish speaking news channels), sharing information about PWCS Return to Learning Plans with viewers. Our Global Welcome Centers (Woodbridge and Manassas) are open 5 days a week supporting families in different languages, connecting them with resources at their schools.

10. **Question:** Do we have plans to assist with SAT fees for students taking the test? Where are we in our efforts to secure more testing dates and locations for SAT testing? A number of our seniors have not taken the test due to Covid-19 closures, and they are now competing with the rising junior class for limited spots. (Wall)

**Answer:** Fee waivers are managed by the College Board, not individual schools. A student must qualify for a fee waiver and each school has a process to determine who qualifies and provide fee waivers to those students. A student and parent/guardian must request the fee waiver as a first step. To do this, they can contact their school counselor. See below for SAT School Day which will provide relief in this area as well.

Where are we in our efforts to secure more testing dates and locations for SAT testing? A number of our seniors have not taken the test due to COVID-19 closures, and they are now competing with the rising junior class for limited spots.

We have more schools adding ACT test dates for the fall and winter.

September SAT – We are looking at adding one high school (WSHS) in addition to what we already have offered.
SAT School Day - October – We are looking to add this at three high schools (eastern, central, western). This would be only for seniors and it is free of charge and we are looking at providing transportation. We hope to catch ALL 12th grade students who still need to take the SAT on this date.

11. **Question:** Dr. Walts indicated there was no difference in the teaching assignments of Special Ed. Teachers and regular ed. I would like a presentation on the direct teaching assignments of both. (Jessie)

**Answer:** The following answers were part of the Board presentation at the August 26 School Board meeting.

This is the High School Schedule for the first quarter. Let’s take 3 different teachers---one being an EL teacher, one being a self-contained program teacher, and one being a General Education Teacher (Chemistry), who is teaching virtually from home or in his/her classroom. All three of these teachers have two planning periods---3rd period and 6th period. They all have an unencumbered lunch and all three teachers would not be required to have a duty.

Monday, all three teachers would have essentially the same day. On Tuesdays/Thursdays, in-person students would arrive at approximately 8:30 am. Teacher assistants and security and administration would assist with students coming into the building. The self-contained program teacher would, similar to the EL and chemistry teacher, be available for FLEX and virtual learning from 8:30-8:50 a.m. Self-contained program and EL students would be supervised by teacher assistants. From 8:50 until 10:00, the EL teacher would provide instruction to students similar to the chemistry teacher who would be instructing virtually students who missed a learning target or needed further explanation. At 10:00, students would be attending their regular schedules.

On Wednesdays/Fridays, students would again be dropped off at approximately 8:30 a.m. Teacher assistants and security and administrative personnel would assist with students coming into the building. Teacher assistants and other personnel would assist the students in accessing CANVAS until 8:50 or reviewing goals. At 8:50, students would begin their instructional day.
Middle Level Schools

Teachers of general education students, teachers of students with learning disabilities, and teachers instructing English Learners all teach the same number of instructional periods and have the same number of planning periods and same amount of time for lunch. While a general education teacher will focus on their five periods, a special educator might push in or out of multiple classrooms during the same period depending upon student IEP needs. Again, the special educator might, depending on IEP needs, stay with a class for the entire period. The special educator's assignment while limited to the five periods of instruction will be variable dependent on how best to support the students at individual schools. Principals are supporting special educators with teacher assistants and other staff members as needed.
Elementary Sample Schedule Talking Points

• Elementary Schedules have been collaboratively created to best meet the foundational requirements in the Return to Learning plan.
• Schedules were created to replicate a traditional school day to the best extent possible.
• School instructional staff have been trained in the use of Canvas and Zoom to best meet the virtual learning needs of students.
• The following sample schedule represents a typical week of learning that will take place in our elementary schools.
• Monday times are aligned Division-wide to allow collaborative planning with teachers, preparation of asynchronous learning opportunities, professional development, student and family check-ins and teacher preparation.
• Tuesday-Friday morning times would allow flexibility in students and staff to prepare for their day and arrive for learning, mirroring a traditional arrival time for students.
• Language Arts instruction will provide students direct access to standards, be exposed to balanced literacy frameworks including guided reading and writer’s workshop frameworks.
• Mathematics instruction will provide students direct access to standards as well as provide math workshop structures and differentiated instruction in both whole group, small group and individualized for students.
• Social Studies and Science standards will continue to be emphasized during the day and strategically integrated in both Language Arts and Math blocks.
• Students will receive live instruction of at least 60 minutes Pre-Kindergarten, 90 minutes Kindergarten – Grade 2, and 120 minutes Grades 3–5, plus additional teacher interactions as needed including Monday virtual-support days.
## ELEMENTARY SAMPLE DAILY/WEEKLY VIRTUAL/IN-PERSON SCHEDULE

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<th>TIME</th>
<th>MON</th>
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<tr>
<td>8:50-9:30</td>
<td>Virtual day* Students-recorded/asynchronous learning in Canvas</td>
<td>Beginning of School Day</td>
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<td>9:30-10:10</td>
<td>Teachers-planning, professional development, office hours, individual support, team/development collaboration</td>
<td>Lang. Arts /Social Studies Live Instruction or Math/Science Live Instruction Via ZOOM</td>
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<td>10:15-11:10</td>
<td>Live Zoom Small Group/Differentiated Instruction and/or Canvas Assigned Work</td>
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<td>11:15-11:55</td>
<td>Lang. Arts/Social Studies Live Instruction or Math/Science Live Instruction Via ZOOM</td>
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<td>12:00-1:00</td>
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<td>1:00-1:45</td>
<td>ENCORE Art, Music, P.E., and/or Library and Guidance</td>
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<td>1:50-3:35</td>
<td>Live Zoom Small Group/Differentiated Instruction and/or Canvas Assigned Work</td>
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12. **Question:** There are reports of COVID cases in our schools can we address the status of that and how we are going to follow up and be notified in closed session. There has to be a Communication Protocol on this. We have voted to put them in possible harms way so we have to monitor their safety. (Jessie)

**Answer:** In short, the PWCS team will work with the Prince William Health District (PWHD) to provide guidance on quarantine. Each week the Health Leadership Team meets with the PWHD to review changes in the dashboard that is used by the PWHD to monitor the COVID transmission in our community. Additionally, the Board is provided with weekly updates by the Office of Student Services in collaboration with the Office of Accountability.

*For specific protocols for staff and students, see below-from pages 3 and 4 of our Phase 3 Health Plan.*

**Students:**

School nurses will submit real time surveillance data to the Student Health Services Leadership Team. The analysis of this data will allow the Division to track health data and correlate with school absenteeism provided by the Office of Accountability and the Office of Information Technology. When a school staff member completes the surveillance form the following will immediately occur:

1. An email will be generated to the Student Health Services Leadership Team and the Director of Student Services.
2. A copy of the responses will be copied into an encrypted, secure, Excel file for data dissemination and tracking.
3. Student attendance will be tracked in accordance with PWCS N724-1-19 and guidelines set forth by the Virginia Department of Education.

The notice for attendance procedures was finalized by the Superintendent’s Staff on August 26 and provided to the School Board on August 28. See below:

N724-1-19
"Attendance and Excuses (Emergency Changes Due to COVID-19 Return to Learning Plan)"

Contact: Rebekah Schlatter
This notice provides information regarding the new procedures for
taking attendance in a virtual or hybrid environment for the 2020-21 school year.

**Staff:**

The Office of Benefits and Retirement Services will collect real-time surveillance data from supervisors and school leaders. The analysis of this data will allow the Division to track health data for employee absences. When a supervisor completes the surveillance form, the following will immediately occur:
1. An email will be generated to the Office of Benefits and Retirement Services Team.
2. A copy of the responses will be copied into an encrypted, secure, Excel file for data dissemination and tracking.

The Return to Work and Health Plans have detailed instructions for the proper protocol for notifications to those individuals who have had close contact with an infected individual.

From page 13 of our Phase 3 Health Plan:

The Pandemic Team will closely monitor surveillance and school attendance data and measure such against set benchmarks to determine when there must be a complete school closure. The final recommendation of the Pandemic Team will be shared with the Superintendent of Schools who will keep the Board informed and notify them of his final decision to close individual schools or the need to close the Division.

Information will be provided to the School Board in either a Confidential Board Update or Embargoed Update as appropriate.

The VDH and the PWHD will be notified as needed. Such conditions may include:
- Moderate outbreaks within the local school community;
- Clustered outbreaks involving both staff and students in one school;
- Significant increase of cases in the locality; and
- Increase in hospitalizations and ICU bed use.

At what point should schools close for in-person learning?

The decision to close schools for in-person learning should be made together by local officials – including school administrators and public health officials — in a manner that is transparent for students, staff, parents, caregivers and guardians, and all community members.

The decision to close schools for in-person learning should take into account a number of factors, such as:

- the importance of in-person education to the social, emotional, and academic growth and well-being of students;
- the level of community transmission;
- whether cases have been identified among students and staff;
- other indicators that local public health officials are using to assess the status of COVID-19 in their area; and
- whether student and staff cohorts have been implemented within the school, which would allow for the quarantining of affected cohorts rather than full school closure.

The School Health Response Team and the OSE will be working to ensure that all schools have a monitoring system for staff and visitors that helps us provide information to the Health Department for the purposes of Contact Tracing. Mrs. Huebner and the team in OSE are working to finalize protocols for our specialists who work in more than one classroom based on input from staff members.

Our specialists will be provided with proper PPE, to include a personal clear barrier as needed to allow them to safely perform their duties.

13. **Question:** I would like to have a report on Classified Personnel who will be on the front lines to include how they were involved in the process. This would include the plan for custodians, cafeteria workers, bus drivers, maintenance, secretarial staff, etc. Include how we provide sick leave for them. (Jessie)

**Answer:**
The Return to Work (RTW) Logistics Task Force, which began meeting twice weekly in June, is comprised of 45 employees and includes
membership from teachers, principals, coordinators, secretaries, parent liaison, bus dispatcher, ITC, payroll supervisor, bookkeeper, teaching assistants, PWEA representatives, and supervisors from KLC departments. The RTW Logistics Task Force purpose was to make recommendations regarding logistics for employees’ gradual return to work, in accordance with all relevant government agencies’ standards, and guidelines including protocols and guidance on staffing, schedules, telework, PPE, mitigation strategies, signage requirements, visitors, COVID-19 notification requirements, and communication templates.

In addition to planning involvement in the RTW Logistics Task Force, classified personnel were involved in return to work planning as follows:

Support Services:
- Reviewed OSHA and CDC safety recommendations to ensure our employees were in alignment.
- Made “empathy” a focus when working with all classified employees whose job require them to physically report on-site for work.
- Participated in the PWEA Town Hall for ESP (Educational Support Professionals) to answer member questions and hear concerns.
- Transportation, School Nutrition, and Facility employees participated in PPE determination for positions.

Facilities:
- Involved employees in a Return to Work focus group with nearly 45 facilities employees which allowed employees to collaborate on strategies for safe return and ask questions.
- Facilities department employees have worked on-site continually on rotating schedules since the March 13 closure of schools due to the operational and critical nature of the job roles.
- Provided numerous trainings with school-based custodians on how to clean and disinfect safely.
- Met with school custodians (over Zoom) to answer any employee concerns/questions.
**Transportation:**
- Involved employees in a Return to Work focus group with over 100 transportation employees. Employees collaborated on strategies for safe return and asked questions.
- Collaborated with PWEA support employee representative to answer members’ questions.
- Each transportation zone has held Zoom “Town Halls” with drivers/attendants to answer any questions and to provide direction on the start of school.
- Ensured that all bus drivers/attendants have a N95 mask available and have ensured that all are trained with its use.
- Worked with bus drivers/attendants to create department FAQs.
- Created protocols for drivers to get questions immediately answered.
- Provided training to employees on best practices with coping/managing COVID-19 while operating a school bus.

**School Nutrition:**
- Employee task force with over 70 school nutrition employees (focus on employee concerns, safety and processes). Employees collaborated on strategies for safe return and asked questions.
- Provided training to all employees and provided opportunities for questions/concerns.
- Worked with employees on developing models for food delivery.
- Nearly 50 food service employees have submitted paperwork for use of the Extended Family Medical Leave Act leave due to schools/childcare closures due to the COVID-19 Pandemic.

The administration understands the vulnerability that some of our workforce faces as we prepare for in-person learning which requires even more of our classified employees to return to work onsite including but not limited to custodians, cafeteria workers, bus drivers, maintenance, teaching assistants, and secretarial staff. These employees along with all benefit eligible employees have various leave options related to COVID-19.

**Employees have the following PWCS leave accrual benefits:**
• **Personal Leave**
  
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• **Sick Leave**
  
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• **Annual**
  
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**Donated Sick Leave**

• An employee may donate sick leave days to another employee who has exhausted all available leave, and still has a legitimate and continuing need for sick leave. Other conditions per regulation must be met prior to donated leave being applied to employee.

**Sick Bank**

• Employees hired prior to January 1, 2014, and who are participants in the Virginia Retirement System (VRS) Plan 1 or Plan 2, and part-time employees who work more than twenty (20) hours a week, are enrolled in the Sick Leave Bank.

**Short-Term Disability**

• Full-time employees enrolled in the Virginia Retirement System (VRS) Hybrid Plan are automatically enrolled in the required VRS employer sponsored short-term disability plan. Our third-party administrator The Standard will assess a leave claim for benefits.

**Federally Mandated Leave under the Families First Corona-virus Response Act (FFCRA)**

Most employees will be eligible under the Emergency Paid Sick Leave Act (EPSL) which provides paid sick leave when an employee is unable to work for a qualifying reason related to COVID-19. Paid leave under EPSL is for a maximum of two weeks and the payment amount is based on the employee’s scheduled work hours and reason for utilizing the leave. This leave is in addition to any leave provided by PWCS.

Employees that may have childcare issues may be eligible for an additional 12 weeks of leave under the Emergency Family Medical Leave Act (EFMLA). The first two weeks of EFMLA are unpaid job protected leave however; an employee may request to use any accrued annual leave, personal leave, and/or unpaid
vacation days to supplement this unpaid time with leave accruals. The remaining weeks (10 weeks maximum) of EFMLA benefits must be paid at 2/3 of the employee's regular rate of pay (up to a maximum of $200 per day) for the number of hours that the employee would otherwise be normally scheduled to work. Employees may supplement EFMLA benefits leave accruals. EFMLA benefits may not be supplemented with accrued sick leave.

PWCS Administrative COVID-19 Leave - PACL, was a PWCS additional paid leave created for employees if they experienced a COVID-related medical event and had exhausted all other federally mandated and PWCS leave benefits. PACL would provide the employee pay for no more than a two-week period (10 working days) at 2/3 of the employee’s daily rate, not to exceed $200 a day or a two-week total of $2,000. This benefit will not be extended beyond December 31, 2020. Additional information on leave available during the pandemic can be found on the Return to Work Employee FAQs webpage.