Return to School Buildings and Return to Work Questions
November 18, 2020

1. **Question:** To continue on the theme of ensuring that constituents are ‘in the loop’ how do we ensure that constituents are aware of changing health metrics outside of the website? Please explain to the public the health metrics being used to determine when we will move from in-person to virtual? (I understand I have asked a similar question before to clarify people are looking for a concrete numerical answer that they can watch for.) (Jackson)

   **Answer:** The PWCS website is the best repository and reference for all current COVID-19 information (e.g., FAQs, Superintendent’s Updates, School Board Q&A, reported cases by location). As has been explained previously, there is no single metric to determine in-person learning; it is a combination of multiple indicators, which are also posted to the web.

2. **Question:** Can we evaluate whether or not we can increase the temporary TA’s for the rest of this quarter for Kindergarten and Pre-K? (Jackson)

   **Answer:** Principals are and will be assessing and implementing Kindergarten and Pre-K supports as needed and is practicable. It is also important to note that currently there are no central funds available.

3. **Question:** Regarding student mental health and accessibility - what changes were made since the last meeting (this is being emailed 11/13) to address mental health concerns? Additionally, what changes were made to address student and parent concern (outside the week “off”) of workload? (Jackson)

   **Answer:** PWCS continues to follow the path noted in responses to this question (with differing “since” dates) on October 21 and November 4. Again, the October 21 response outlines both the ongoing measures that guide the provision of mental health assistance to our students and the training designed to equip staff to better detect and assist students in need. Of course, resulting actions are taken case-by-case. Regarding workload, the last Q&A response noted that the High School Principals’ group continues to address the issue of workload, particularly in terms of homework or classwork assigned and not completed. They understand and will continue to reinforce with teachers the need to focus on "critical standards" and promote “reasonableness” in homework assignments.

4. **Question:** What steps are we taking to ensure equity in instruction throughout the county? Is PWCS Administration monitoring grades, absences, discipline referrals in a virtual setting? (Jackson)

   **Answer:** As before the pandemic, expectations are the same for schools across the Division, and Principals and Level Associate Superintendents do ongoing monitoring to ensure that those expectations are met. All schools and students have equal access to technology (e.g., laptops, internet). Specific efforts regarding grades, absences, etc. were also noted in the last Q&A, which stated: “As detailed in the Board communication of October 23, the Office of Accountability will be analyzing student performance in terms of grades and how it relates to attendance at the quarter level.
Official first-quarter grades were submitted last week and the analysis is now underway. A report is anticipated for the School Board after Thanksgiving. Follow-up reports will follow each quarter and at year-end.

5. **Question:** Regarding site-based budgets. While principals are reviewing their budgets from PWCS are there any central themes of concerns? (Jackson)

   **Answer:** The largest concern is the enrollment reduction of more than 3,000 students. Budget holders will be receiving their revised budgets this week.