1. **Question:** Is there a higher number of students in middle and high school failing? What has been the progress of these groups from beginning of school through end of this last grading period? (Williams)

**Answer:** An initial analysis of 2nd quarter grades at the middle and high school level shows a higher proportion of students failing two or more classes than in the 1st quarter. This pattern is similar to what was seen from the 1st quarter to the 2nd quarter in 2019-20. For example, in high school, there was close to a 5% increase in the percent of students failing two or more classes from the 1st quarter to the 2nd quarter. While the overall percentages of students failing two or more classes at high school are higher in 2020-21 than in 2019-20, the increase from 1st to 2nd quarter was no worse than in a “typical” year.

At middle school, the percent of students failing two or more classes in 2019-20 was low overall (3.9% in the 1st quarter and 5.1% in the 2nd quarter). In 2020-21, the percent of students failing two or more classes was 13.9% in the 1st quarter and 17.9% in the 2nd quarter. The increases from 1st to 2nd quarter were proportional to the increases in 2019-20.

The chart below shows this in graphical format.

![Percent of Student Failing 2 or More Classes](chart.png)

A Board Update will be prepared in the near future that will include data tables showing course mark distributions for middle and high schools (by subject and school) as well as the percentages of students failing 0 -1 and 2 or more classes (by student group and grade level at the Division level and overall). These tables will parallel the ones developed at the end of the 1st quarter.
All schools are working to support students who are struggling or underperforming. The High School Office reports observations at that level suggest that students who have previously struggled are having greater difficulties this year, while above-average students seem to have adapted better to the challenges of virtual learning. However, it will be difficult to truly compare student grade performance to date with corresponding information from last year due to the transition to rolling gradebooks at the high school level. This approach allows grades to be changed as students demonstrate proficiency, encouraging students to focus less on timetables and more on successfully achieving educational outcomes. Additionally, the School Board will be updated on the additional academic, mental health, and organizational supports that have been put into place over the past several months at the February 17 School Board meeting.

2. **Question:** Logistical and any practical concerns having four grade levels return on a Thursday and Friday? (Wilk)

   **Answer:** The schedule is essential to meeting the School Board directed timetable. Issues have been addressed to the best of our ability as required and are being reassessed as per the new CDC guidance.

3. **Question:** Any principal concerns with the current scenario above?

   **Answer:** Dr. Walts is expected to include time for principals to dialog with the School Board as part of his February 17 Pandemic Update.

4. **Question:** Logistical and practical concerns having the rest of the other students return on the following Monday – Tuesday (Wilk)

   **Answer:** Please see answer 2 above.

5. **Question:** Any secondary school items to consider with the above scenario? (Wilk)

   **Answer:** The weekdays on which the return takes place are not the primary concern about middle and high schools. Please see the answer to question 10 below.

6. **Question:** Will all Tier I secondary teachers (who want the vaccine) have received at least their second shot by the first week of March? (Wilk)

   **Answer:** Yes, all Tier 1 staff were given the opportunity to receive their first vaccine dose by late January; with the first doses administered on January 17. Second dose appointments have been offered to Tier 1 staff who participated in the January 23 and 24 clinics, as shown below.

<table>
<thead>
<tr>
<th>Vaccine Type</th>
<th>First dose</th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODERNA – PWCS (TIER 1)</td>
<td>1/23/2021</td>
<td>2/19/2021</td>
</tr>
<tr>
<td>MODERNA – PWCS (TIER 1)</td>
<td>1/24/2021</td>
<td>2/19/2021</td>
</tr>
<tr>
<td>MODERNA – PWCS</td>
<td>1/30/2021</td>
<td>2/24/2021</td>
</tr>
<tr>
<td>MODERNA - PWCS</td>
<td>1/31/2021</td>
<td>2/25/2021</td>
</tr>
</tbody>
</table>

These dates assume that there are no delays due to vaccine availability (which PWCS does not control) or weather-related issues. Reminder, staff vaccines are not required by PWCS policy and are only tracked with respect to numbers and categories involving the vaccination appointments that have been offered, and
participation in PWCS/partner-run vaccination events. Please see the response to question 8 for more information about the starting dates for vaccine efficacy among Tier I and other staff.

7. **Question:** On average, how many subs does a high school have available should a staff member become sick? (Wilk)

**Answer:** As always, high schools have access to individuals via the PWCS Substitute System. On average, high schools have approximately 430 substitutes interested in working at their school. The High School Office asked each school to have at least four permanent subs available for their daily use. These individuals often require CANVAS training and, in some cases, specialized course-related skills to properly assist students with their learning needs. Some high schools have struggled to find qualified substitutes due to the high demand from other schools.

8. **Question:** Approximately (if known), when did FCPS and Loudon Schools start their teacher vaccination process? (Wilk)

**Answer:** Virginia first made educators eligible for vaccines after the Governor announced on January 6 that they would be included as “essential workers” as part of Phase 1b distribution. VDH clarified eligibility on January 14. County Health Districts and some major health providers had previously focused on providing the first available doses to health care workers and long-term care facility residents (Phase 1a), in keeping with CDC recommendations. PWCS Tier 1 employees working in-person received their first vaccines on January 17 (100 appointments). Another 760 PWCS Tier 1 employees were vaccinated on January 23 and 24. To the best of our knowledge, the first Fairfax County Public Schools (FCPS) employees received vaccinations on January 16, through INOVA, as made available by the Fairfax County Health District. However, many scheduled FCPS appointments were canceled as of January 26 due to supply shortages. Per its website, Fairfax surveyed its employees from January 31-February 3 to facilitate production of employee lists to be used to schedule further vaccinations through February. The first large-scale PWCS vaccination clinics were held the weekend of January 23 and are continuing in February. Details of the Loudoun timeline were not readily available.

We believe all PWCS employees who wanted to schedule a vaccination were able to do so by February 14. The following information (previously included in the February 12 Update) reflects the timing/scheduling of available vaccinations and efficacy dates for vaccines given through the UVA Novant/PWCS clinics.

<table>
<thead>
<tr>
<th>Vaccine Type</th>
<th>First Dose</th>
<th>Clinic Date of Second Dose</th>
<th>Number per Dose</th>
<th>Efficacy Begin Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODERNA - PWCS</td>
<td>1/23/2021</td>
<td>2/19/2021</td>
<td>379</td>
<td>3/5/2021</td>
</tr>
<tr>
<td>MODERNA - PWCS</td>
<td>1/24/2021</td>
<td>2/19/2021</td>
<td>381</td>
<td>3/5/2021</td>
</tr>
<tr>
<td>MODERNA - PWCS</td>
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<td>2/24/2021</td>
<td>1266</td>
<td>3/10/2021</td>
</tr>
<tr>
<td>MODERNA - PWCS</td>
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<td>2/25/2021</td>
<td>1247</td>
<td>3/11/2021</td>
</tr>
<tr>
<td>PFIZER – PWCS</td>
<td>2/14/2021</td>
<td>3/7/2021</td>
<td>1700</td>
<td>3/14/2021</td>
</tr>
<tr>
<td>PFIZER – PWCS</td>
<td>2/20/2021</td>
<td>3/13/2021</td>
<td>1700</td>
<td>3/20/2021</td>
</tr>
</tbody>
</table>

*The efficacy begin date is the starting date used by the manufacturer for measuring the efficacy in test populations as in the FDA Emergency Use Authorization. For Pfizer, this is seven days after the second dose and for Moderna, it is 14 days after second dose.
9. **Question:** Any advantages to transportation for phasing in the secondary grade levels versus an all at once (currently proposed)? (Wilk)

**Answer:** Transportation Services is ready to implement the current Return to In-Person Plan. There would be an advantage to a more gradual phase-in for secondary grade levels because it would allow Transportation Services to address any overcrowding issues incrementally, instead of all at once.

10. **Question:** Any other item of concern regarding the current timeline for returning to learn? (Wilk)

**Answer:** As Dr. Walts has consistently emphasized, serious concerns remain about the ability to cohort secondary students, to ensure adequate physical distancing during class changes and other non-classroom interactions, and to do contact tracing involving such interactions as needed. Each of these mitigation measures is essential under CDC and Virginia guidelines for assessing the ability to safely return to in-person learning. Additionally, Dr. Fauci recently told NBC’s Meet the Press that several studies have indicated that students above the eighth-grade level can transmit the COVID-19 virus as easily as adults, while younger children do not. This is another reason that many reopening recommendations have emphasized K-8.

11. **Question:** How many new staff will be returning to the building because of returning the 4th and 5th graders? Out of the total, how many are Tier I employees? For those Tier I employees, are they all being provided virtual accommodations until fully vaccinated? (Wilk)

**Answer:** Divisionwide, PWCS has 555 fourth- and fifth-grade teachers, 253 of whom will return to their buildings. Of these, 19 are Tier 1 teachers whose schools could not offer them a fully virtual assignment as an accommodation; another 22 Tier 1 fourth- and fifth-grade teachers did receive a virtual assignment. All Tier 1 instructional employees scheduled to return to buildings under the phased-in Return to In-Person Plan were offered the opportunity to remain virtual until at least March 9, in accordance with the vaccine efficacy date that corresponds with the early vaccine administration offered to our Tier 1 employees. Building principals are working to find in-person substitute coverage for Tier 1 teachers that requested the virtual arrangement until March 9.

12. **Question:** If Tier 1 employees received their vaccine on the first available date, they will not be fully vaccinated until March 9th. Staff who are not Tier 1 may not be fully vaccinated until March 23rd. Many don't have their first dose yet, including those in the grades slated to go back first. If the point of the vaccine is to offer protection to staff, why are we sending staff back before the vaccine is fully in their system? (Jackson)

**Answer:** The Return to In-Person Learning timeline in the Superintendent’s January 6 Pandemic Update was based on CDC and VDOE/VDH recommendations and did take into account anticipated vaccination availability along with VDOE/VDH recommendations for in-person learning in school divisions with moderate to high-risk community statistics. Dr. Walts’ January 6 plan to hold off on returning grades 4-12 until the fourth quarter was developed with vaccination in mind and would have provided adequate time for all staff members to be vaccinated with additional time to maximize their immune response. As currently planned 4th-12th-grade students and associated staff will return before many staff members have reached full vaccine efficacy and, in some cases, staff members will have only received their second vaccine doses. The administration is moving forward with plans to bring students back, with safety in mind and mitigations in place, as directed to do so in the vote taken by the School Board at the January 12 Board meeting.

**Note:** questions 13-19 were taken from a transcript of Ms. Williams’ inquiries made during the February 3 School Board meeting.
13. **Question:** What services will we no longer be able to provide to our virtual students and what [new] services will we be putting in place as we upend our entire system for the minority of our population? (Williams)

**Answer:** Our goal through concurrent teaching is to provide a consistent level of service to both hybrid and fully virtual students, without depriving any. While this has proved challenging in some schools where students have returned, we continue to provide professional development in both concurrent and virtual teaching techniques. We strive to share and help others emulate the successes of PWCS teachers and administrators (as well as other divisions), as well as to foster innovation that delivers on our teaching and learning goals. Virtual only and students on their off-site instructional days in the hybrid/simultaneous learning format will have activities to engage in asynchronously to support their learning when they are not interacting directly with their teacher or classmates. A number of elementary school staff have been in conversations and planning with secondary staff to share ideas and give advice, based on the experience with concurrent teaching. Schools will retain the supports available on Mondays and add supports as needed for students requiring additional assistance. Teachers have been very creative with supports they offer to students ranging from offering evening support sessions, additional resources, and opportunities for reassessment. English Learners will continue to receive sheltered and English language development instruction. Their required service minutes will be provided whether through in-person and/or via synchronous and asynchronous instruction and learning time. As part of his February 17 Pandemic Update, the Superintendent is expected to share further information on our efforts to provide students with additional academic, mental health, and organizational supports.

14. **Question:** What supports we are putting in place to help our staff cope because this will be…the third or fourth layer of additional duties…we’re asking our teachers, support staff, custodial staff to undertake when we have more students returning into a building? (Williams)

**Answer:** A wide variety of professional learning continues to be offered by the Department of Student and Professional Learning in support of our diverse student groups as well as both the hybrid and virtual models. Input from schools is being gathered and student data analyzed to ensure that we continuously adapt our professional learning options to the current needs of teachers and students. For example, content supervisors are collaborating with virtual learning expert Dr. Catlin Tucker to provide level-specific training that focuses on specific applications to the different content areas and offers differentiated support to best meet the needs of educators. Instructional coaches and support staff have developed a series of how-to and best practice exemplar videos to further assist teachers at every level. The English Learner instructional support team continues to provide virtual and in-person support to include “voices from the field” whereby exemplar educators demonstrate best practices in simultaneous instruction, proper use of mitigation for English language development and oral assessments, supporting English Learner students in the virtual environment, as well as ongoing formative assessment practices that support differentiated instruction. To reduce the time our teachers spend on planning for instruction, the Offices of Student Learning and English Learner Programs and Services continue to develop various content units that are available on Canvas and can be imported by teachers. Additionally, when a unit is released, instructional support team members host Q&As sessions to support implementation with the full range of learners. To support our novice professional educators, our lead mentor and mentor induction team, are visiting teacher CLT meetings with principals and new teachers to assist teachers in planning and modeling instruction to best meet the needs of students in both the virtual and simultaneous models. Our new Supervisor of Integrated Professional Learning is working to provide support to each school in which the principal has indicated their teachers need additional assistance and/or training with the implementation of MasteryConnect and the use of common assessments. As teachers participate in professional learning and indicate a need for
implementation support, our instructional coaches are providing this individual and group support in addition to supporting their assigned schools. We are also providing ongoing custodial training tailored to COVID-19 through custodial manager meetings. Quality Assurance Specialists from the Office of Facilities Services will be visiting schools to receive feedback and provide staff support regarding best practices.

15. **Question:** What are we going to do as a School Division to put in place additional resources for those 60 percent of the students who will be remaining virtual who will lose out on some of the benefits that they have how? For example, extra time with their teachers because now the teachers will be busy doing other things, be it bus schedules or standing in the hallway. (Williams)

**Answer:** Again, our goal through concurrent teaching is to provide a consistent level of service to both hybrid and fully virtual students, without depriving any. As stated in the response to question 14 above, we are preparing staff to assist students by providing continuing professional development in both concurrent and virtual teaching techniques, and in addressing mental health issues.

On their off-site instructional days in the hybrid/simultaneous learning format, virtual-only students will have activities to engage in asynchronously that support their learning when they are not interacting directly with their teacher or classmates. Schools will retain the supports now available on Mondays and will add others as needed for students requiring additional assistance. Teachers have been very creative with supports they offer to students ranging from offering evening sessions, additional virtual and hands-on resources, and opportunities for reassessment in both in-person and virtual setting. Units and differentiated resources have been created for teachers to support students learning in different environments. Coaches and content supervisors have hosted sessions on how to utilize and access these units. Sessions are being offered in the evenings virtually as part of the high school Student Tutoring and Remediation (S.T.A.R.) program, providing support Monday-Thursday in the evenings.

Additionally, the following are just a few of the resources provided by Student and Professional Learning for use by students and teachers:

- Nearpod - interactive lesson support
- Lexia - adaptive literacy learning with ongoing assessments
- Pioneer Valley - guided reading resources
- Renaissance myOn - digital library and assessments
- DreamBox - math resources for Title I schools
- SmartMusic - music learning to include feedback on instrument playing
- Legends of Learning - supports math and science learning through interactive games
- ExploreLearning Gizmos - science and math simulations

Instructional support staff from the Offices of English Learner Programs and Services, Student Learning, and Professional Learning continue to seek ongoing feedback from teachers and school leaders on needed supports. These support staff members follow-up through coaching, modeling, and professional learning offerings that are designed to meet the unique needs of teachers and schools. Ongoing surveys and office hour support sessions have directly resulted in the creation of additional professional learning, help sessions, and instructional materials. The Office of Special Education will continue to provide students with disabilities hands-on learning resources as appropriate. Schools as well as parents of students with disabilities can continue to utilize the IEP process to address student needs. Schools as well as parents of English learners can continue to utilize the School Response to Vulnerable English Learner process to ensure English Learners are receiving the most appropriate model of instruction.
Additionally, the Division continues to offer programming at Independence Nontraditional School (INS) to support students who need a nontraditional program. Middle schools and high schools can follow the referral process for students needing the INS programming, structures, and support. The following are some of the programmatic structures, supports, and opportunities offered by INS to nontraditional students.

- Students are offered 1:1 instruction for all students as needed through the virtual format and onsite (as students return to the building).
- Students are offered acceleration and remediation opportunities for all students which include the ability to attend and access multiple academic shifts.
- The school is on a 4x4 block schedule for high school students which allows them to concentrate on, complete, and earn credit for four classes per semester.
- Using a standards-based format, staff engages in project-based learning, portfolio assessment, mastery-based learning, inquiry-based learning, and experiential learning.
- Instruction is provided in multiple platforms or formats to include Edmentum, digital portfolios, and through Canvas.
- Students are offered individualized counseling services that are facilitated by professional school counselors, school social workers, and psychologists. This includes individual sessions via Zoom and group sessions. K-12 students are individually scheduled based on their interests, needs, and outlook.
- Office hours are held daily to support student needs in both the instructional and social-emotional realms.
- Community-based resources are leveraged and provided to parents and stakeholders based on circumstance, need, and request.
- Students participate in an academic mentor program which tracks student progress toward meeting course completion and ultimately graduation requirements. All staff members regardless of role are active mentors to students.
- The INS wellness committee engages in research-based strategies to support the dimensions of wellness for all school stakeholders. This includes collaborative efforts between students and staff to promote the well-being of our entire school community.
- The school has a trauma-sensitive schools committee which engages staff on research-based strategies to support our students, families, and community stakeholders.
- Students are offered credit recovery options to students that transition to INS with failing grades/courses.
- INS provides credit for prior work successfully completed and/or mastered and creates transition points into courses as a result.
- Given students' needs, they create opportunities for academic and social-emotional support in the evenings and on weekends.
- Just like with the rest of the Division, all students are afforded a device for home use and one for school to mitigate damage and potential virus transmission during the pandemic.
- All students are afforded some opportunities to work in a self-paced format based on their individual academic, language, or situational needs.
- Student schedules are created with the learner's academic, social-emotional, home, work, and community needs/schedules in mind.
- Seniors engage in an interactive portfolio process that prepares each for career readiness, independent living, financial management, and post-baccalaureate academic opportunities.
- Clubs and activities are maintained both via the virtual environment and will be available onsite (when students return) which includes interscholastic competitions.
- Saturday remediation sessions are available for students in-person or in the virtual realm.
- Virtual and onsite instructional access for students is commensurate and equitable; no group is enriched more than the other.
- Parent resources and symposiums have continued in the virtual realm for families and community stakeholders.
- Social skills and associated affective development are done both in classroom courses as well as through counseling groups.
- Class sizes are small.
- INS provides formalized post-baccalaureate support for former graduates to include course support, mock interviews, and references.
- Students can hold a full-time job, attend school full-time, and graduate with an Advanced Studies Diploma through creative scheduling, shift opportunities, mentoring, and counseling services.
- Students participate in the George Mason University Dreamcatchers Program, a fast-track opportunity specifically for nontraditional students for early/preferred admission.
- INS offers free breakfast, lunch, and dinner to all students as well as access to the Wolf Den Pantry which is available to families at any time.
- The school offers a robust health services program which includes support by multiple onsite nurses, wellness and health checks, and support with access to free resources in the community to include eyeglasses, physicals, and pre/post-natal care for pregnant/parenting teens.
- All graduates participate in service-learning opportunities both on- and off-site.
- INS offers high school students who meet requirements, the opportunity to be a part of an active National Honor Society.

At the high school level, teachers will be asked to consider establishing special office hours to address the specific needs of their virtual learners, making up for any small advantage that in-person students might have in getting answers to class-related questions.

16. **Question:** [Have we] received our updates from our PALS testing and second semester grades to see really what this virtual learning picture looks like for us as a Division? We often hear about statewide scores but considering Prince William County is one of [only] 42...school divisions [in VA] that has any type of in-person or hybrid learning, I don’t accept easily when a newspaper article or something says the students are failing in virtual. It’s horrible because they’re looking at a statewide picture and we are not fitting into that statewide picture. (Williams)

**Answer:** Schools that are conducting mid-year PALS assessments are completing them around February 16. At this point however, mid-year PALS assessments are not mandatory and may only be given on a student-by-student basis. Current school-based data reporting showing on grade-level literacy rates indicates an 8% growth from the fall on grade-level data, 60% to 68%. Additionally, mid-year data shows that 74% of students in grades 3, 4, and 5 are demonstrating proficiency on end of unit math assessments. Information regarding prior results and alternative assessments was provided in the February 3 Q&As. Elementary Level Associate Superintendent Nathaniel Provencio is expected to provide some updated information as part of the Superintendent’s Pandemic Update during the February 17 Board meeting.

17. **Question:** [What is] our capability to mitigate when we have more students and how are we going to do this through an equity lens? Recognizing that some schools may have 50 or 60% of their population choose to return to in-person in a building learning, versus another school which may only have 10 or 20%, what extra mitigation measures are we going to be putting in place and what does that look like for us? Because I think one of the things I consistently hear from the public is, well you know we have great mitigation factors. It’s good. The principal is fantastic. They have a plan but we don’t look at it from a Division in its
full picture. Maybe a particular principal has something that’s wonderful and a plan and their school is only getting 10% of their students in, but another school may have 80. So, what are we doing as a Division? How are we looking at that? How are we planning for those things? (Williams)

**Answer:** Per the School Board’s request (in particular, Ms. Jessie’s), principals will be available at the February 17 School Board meeting to dialog with the School Board regarding these issues.

18. **Question:** Where will we be on staff vaccinations and all of the mitigations that we’re putting in place on the day that we have decided to ask all of our staff to return, which I think is February 22 or 23? (Williams)

**Answer:** As of February 14, at least 10,432 willing staff members will have had their first dose of a COVID-19 vaccine or signed up to receive it through Novant/PWCS clinics. The first staff members will be receiving second doses on February 19. However, most second doses will be administered between February 24 and March 13. Again, this assumes that there will be no unexpected delays due to vaccine availability or weather. Please see the chart in the response to question 8 for an indication of the expected minimum vaccination progress at specific times (these numbers reflect only those vaccinations provided via the Novant/PWCS clinics and do not include those staff members who were vaccinated through INOVA or other area providers). We are confident that appropriate mitigation measures will be in place as needed for the expected return of teachers and students.

19. **Question:** What is the impact to our School Division when having all of our staff return into buildings? Will there be any staff that will remain just strictly virtual to teach our students and be available for them? (Williams)

**Answer:** The arrival of teachers and students will naturally present new challenges for our ongoing mitigation efforts. These are anticipated and will continue to be closely monitored as part of our safety protocols. Demands on school-based technology and bandwidth will increase, and school and KLC-based IT staff will be prepared. Principals have been making their staffing assignments based on the anticipated mix of fully virtual vs. hybrid in-person students. As appropriate and feasible, some teachers and instructional staff will continue to have virtual assignments to serve some of the fully virtual students.

20. **Question:** Please describe the changes that the students who remain all-virtual have or will experience as their classmates move into the hybrid model. (Jackson)

**Answer:** We fully anticipate that hybrid virtual experience will be different than the current virtual experience (just as the experience for in-person students will differ from normal in-person instruction as it existed prior to COVID-19.) We will need to be sensitive to the possibility that students remaining at home may perceive that they are now missing out on the more “normal” experience they believe their hybrid peers to be getting. This will require understanding and adjustment by all; our Student Services team and in-school counselors will be ready to offer assistance as they deal with these new changes. However, details listed in the response to question 15 illustrate the efforts being made to address the needs of the all-virtual students and to retain educational continuity.

21. **Question:** Has PWCS recognized, and we are planning for the likelihood that teachers and other staff may be experiencing side effects from receiving COVID-19 vaccines on days when they are expected to work and, in many cases, to work in-person? (Zargarpur)

**Answer:** Yes, as noted in the Board’s February 12 Update, we do recognize the need for advance planning to address this situation, especially since it could impact the need for substitutes and/or other suitable in-person arrangements. This need was emphasized in a message from a concerned teacher and passed on by
a School Board member. Consequently, we are alerting principals and supervisors that, according to the Virginia Department of Health: "...some people in the vaccine studies have had arm pain at the injection site, fatigue, headache, or other body aches, or chills or fever for a few days." While these reactions are considered safe and a sign that the body is mustering expected immune responses, side effects that might interfere with an employee’s ability to work are frequently reported after receiving the second dose of vaccine. For example, 25% of individuals experience a fever after the second dose of the Pfizer vaccine.

Again, we are aware that side-effects like this could create problems associated with difficulty in securing substitutes on the in-person workdays following the PWCS second-dose clinics scheduled for February 24 and 25, and March 1. One principal has already created a standby plan involving the use of staff who are able to report to monitor students while they do asynchronous work online in the cafeteria or other site and appropriate locations. We are confident that our principals and other supervisors will identify and communicate other ways to deal with this situation. PWCS will advise parents and guardians of the possibility of temporary staffing and class location changes associated with the provision of vaccine second doses, while noting that the full vaccination of teachers and staff is otherwise a cause for celebration.


22. **Question:** What is the status on the Substitute Pool? Are substitutes vaccinated and taught how to work the technology? Do schools have multiple substitutes on their preferred substitute list or access to many substitutes? (Jackson)

**Answer:** Substitutes who had worked at some point since October 2020 were prioritized for the vaccination appointments over those subs who had not and were given opportunities for appointments for earlier clinic dates. However, at this time, all active substitutes have been given opportunities to make appointments for the vaccination. Some substitutes may be scheduled to participate in first-dose vaccine opportunities this coming Saturday, February 20. Schools were encouraged to train select substitutes on the technology needed at their school. The Sub/Temp Office is currently conducting a survey as to the status of that training.

23. **Question:** Can we please have a status on vaccines for staff (asked last week)? (Jackson)

**Answer:** School Board members received a status report in the Friday, February 12 update. As noted above, all PWCS employees who would like to take advantage of the opportunity for vaccination have been offered that chance by February 14. The number of vaccines provided through PWCS and its partnership with UVA and their efficacy dates are noted in the chart that was included in that update and is reproduced in the response to question 8 above.

24. **Question:** What is the SOL schedule for this spring and what is the impact of the currently proposed rollback into the building on this schedule? (Jackson)

**Answer:** The current testing calendar, updated as of February 5, is on the Division website at https://www.pwcs.edu/UserFiles/Servers/Server_340140/File/Accountability/Testing/TestingCalendar.pdf. We are planning educational activities around this calendar.