Return to Learn and Return to Work Questions
October 7, 2020

1. **Question:** What data can you share with us on the following metrics: students who are in person during 1st Quarter, including distribution among our schools, and the number of teachers and staff reporting in person 4 days a week, by category and by school. (Wall)

**Answer:** As noted in the September 16 responses to Return to Learn and Return to Work questions, we have not tasked principals with providing this information, as they remain focused on immediate school needs.

2. **Question:** What is the breakdown for how the recently received $20M will be spent? What additional critical needs does the Division have at this time? (Wall)

**Answer:** The breakdown and critical needs were provided to the School Board in previous communications. However, the following chart provides a summary. Monies to Information Technology Services include $15.5 million to purchase more than 36,000 laptops for students and $1.04 million to further upgrade our Division network to 100g to support in-person learning and increased numbers of devices in schools. All funds will be placed into specific accounts to be used only for these purposes and the Office of Finance will closely monitor their usage.

<table>
<thead>
<tr>
<th>Total Need</th>
<th>CARES Allocation ($20,000,000)</th>
<th>Remaining Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology Services</td>
<td>25,917,672</td>
<td>16,951,082</td>
</tr>
<tr>
<td>PPE</td>
<td>7,945,244</td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td>2,593,610</td>
<td></td>
</tr>
<tr>
<td>Student Learning</td>
<td>1,854,420</td>
<td>192,927</td>
</tr>
<tr>
<td>Special Education</td>
<td>1,685,991</td>
<td>1,685,991</td>
</tr>
<tr>
<td>English Learners</td>
<td>1,100,000</td>
<td>1,170,000</td>
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<tr>
<td>Facilities</td>
<td>3,945,244</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2,098,239</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>47,140,421</td>
<td>20,000,000</td>
</tr>
</tbody>
</table>

3. **Question:** How are we doing with our plans to move to a 50% hybrid return for the 2nd Quarter? (Wall)

**Answer:** See Dr. Walts’ September 16 talking points. An update is on the agenda for the October 7 Board meeting.
4. **Question:** Please discuss the variations in amounts of live/synchronous instructional time for 100% virtual versus 50% hybrid model. (Wall)

**Answer:** Please see Modified 50/50 Hybrid Schedule below, as posted in FAQs

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Day – asynchronous at home learning for students using Canvas</td>
<td>Identified vulnerable students attend school in-person</td>
<td>Identified vulnerable students attend school in-person</td>
<td>Identified vulnerable students attend school in-person</td>
<td>Identified vulnerable students attend school in-person</td>
</tr>
<tr>
<td>Planning and PD for teachers</td>
<td>Planning and PD for teachers</td>
<td>Planning and PD for teachers</td>
<td>Planning and PD for teachers</td>
<td>Planning and PD for teachers</td>
</tr>
<tr>
<td>Teacher office hours, additional individual/small group learning support, and counseling support available and/or provided as appropriate</td>
<td>Group A attends school in-person</td>
<td>Group B attends school in-person</td>
<td>Group A attends school in-person</td>
<td>Group B attends school in-person</td>
</tr>
<tr>
<td></td>
<td>Group B learns synchronously along with in-person students via live streaming of instruction</td>
<td>Group A learns synchronously with in-person students via live streaming of instruction</td>
<td>Group B learns synchronously with in-person students via live streaming of instruction</td>
<td>Group A learns synchronously along with in-person students via live streaming of instruction</td>
</tr>
<tr>
<td></td>
<td>Group C (all virtual) learns synchronously with and/or without in-person students as appropriate to the teacher/class assignment</td>
<td>Group C (all virtual) learns synchronously with and/or without in-person students as appropriate to the teacher/class assignment</td>
<td>Group C (all virtual) learns synchronously with and/or without in-person students as appropriate to the teacher/class assignment</td>
<td>Group C (all virtual) learns synchronously with and/or without in-person students as appropriate to the teacher/class assignment</td>
</tr>
</tbody>
</table>

**NOTE:** Specific sample schedules by level/school will be posted later in October. Daily live instructional time for each subject/class will be based on their daily assigned classes and students will not be live streaming with the teacher every minute of a 6.5-hour day.

5. **Question:** Please discuss the feasibility and pros and cons of returning a portion of the school division (e.g. Pre-K-5) to the 50% model (Wall)

**Answer:** See Dr. Walts’ September 16 talking points, item 53.

6. **Question:** Please give us an update on the data for our 50% return for 2nd Quarter:  
   - The number and percentage of students who have indicated a preference for in person instruction versus virtual instruction, and by school  
   - The number and percentage of teachers who will remain virtual versus those who are preparing for a return to in person instruction, and by school  
   - For our schools with students over 100% capacity, what is our “virtual only” percentage (as known at this point in time)? (Wall)

**Answer:** See Dr. Walts’ September 16 talking points, as well as prior Board presentation for projected numbers of students who reported interest in virtual attendance and in-person Division-wide. A more granular breakdown is not currently available, is anticipated to be shared during Superintendent’s Time at the October 7 Board meeting agenda, based on the updating of intentions in ParentVUE by parents and guardians.
7. **Question:** When do we plan to ask parents to commit to either the 50% model or virtual only for the 2nd quarter? (Wall)

**Answer:** See Dr. Walts’ September 16 talking points. Parents/guardians began updating their attendance intentions in ParentVUE on September 28. The update period closed on October 4.

8. **Question:** Please give us the latest update on SAT testing, including what sites are available for Sept/Oct/Nov, what dates are available, and plans for future hosting of test sites. (Wall)

**Answer:** As explained in information provided to the Board on September 30, “…the pandemic and the limitations on gatherings have created obstacles for the administration of the SAT and ACT. It is also important to note The College Board and the ACT oversee administration of the tests, and many of the decisions around testing options are directed by those two entities.” We have added an SAT Day in October when seniors can take the SAT at school during the day. We hope this provides seniors with needed opportunities to take the test. [All testing dates, as well as the information on the SAT Day are linked here.](#)

9. **Question:** What is the update on our transportation plan for the 2nd Quarter? What are our plans to collect additional data to confirm whether their child will be riding a bus, if they are returning to in-person learning? (Wall)

**Answer:** See Dr. Walts’ September 16 talking points.

10. **Question:** What changes were made to specifically to the code of behavior and discipline to reflect the new school environment? (Williams)

**Answer:** The following Code of Behavior modifications were presented at the August 26 School Board Meeting.

1. The 2020-21 Code of Behavior (COB) includes updated language to include the virtual classroom setting for standards of conduct.

2. As part of our dress code, language was included to ensure students can wear items as part of preventative practices (masks, face shields, etc.)

3. An implementation guide has been created for school administrators to ensure consistency across our schools.

4. Our implementation guide will help school teams recognize that our students will have flexibility with dress in their new learning environment. For example, during virtual learning, as long as pajamas provide coverage, they will be considered acceptable wear.
5. The Return to Learn packets for our families includes acknowledgment of the Code of Behavior and adherence to safe behaviors, including following CDC guidelines for the well-being of all.

11. **Question:** What additional steps have we taken to continue to reduce the workload for in-person special educators. I responded to this teacher about the ½ day which, to me, appeared to be an IEP discussion and I that I would forward this to OSE. (Jackson)

   **Answer:** The Office of Special Education has offered support through cluster meetings, individual teachers’ contacts, and consultation with administrators. Schools in need of extra support in the classroom have been provided temporary teaching assistants. At the school level, principals have reviewed their staffing assignments and worked to reallocate staff to provide additional support.

12. **Question:** As we prepare for the hybrid option, I was wondering when and if the board will be updated and briefed during a board meeting? (Wilk)

   **Answer:** A briefing was provided at the September 16 Board Meeting (See Dr. Walts’ September 16 talking points for details). An update is anticipated to be shared during Superintendent’s Time at the October 7 Board meeting.

13. **Question:** Do we have a building by building breakdown of how many staff and teachers qualify under CDC guidelines to teach virtually? (Wilk)

   **Answer:** Legally sensitive response will be provided by Division Counsel.

14. **Question:** When are we going to release a new survey for parents to select in-person versus virtual-only? (Wilk)

   **Answer:** Per Dr. Walts’ presentation to the School Board (see September 16 Talking Points), ParentVUE opened at the end of September to allow parents to update their selection of virtual vs. in-person. The update period was scheduled to end on October 4.

15. **Question:** Can we have a report per each level on how students in-person. For example, what does a schedule look like at each level? How will teachers be assigned students? (Wilk)

   **Answer:** Information on students per level will not be available until after the ParentVUE parent updates are analyzed.

   There are basic samples already online. Currently, the Return to Learn Instructional Logistics Task Force is meeting to develop recommendations for finalized 50 percent schedules at each level. We expect to have them completed this week and posted as
soon as possible. Teacher assignments could be impacted by the parent updates in ParentVUE as well as any needed accommodations for Tier 1 teachers.

16. **Question:** How will back to school nights work at each level (elem, middle, high)? This is an event Board members traditionally participate in but I’m being told this is not being factored in this year. (Williams)

**Answer:** Per the communication sent to the Board on October 2:

This year, due to the pandemic, principals, working with their Level Associates, changed the format for the traditional Back to School Nights for parents to meet required safety measures. The traditional Back to School Night usually involved large numbers of parents coming to meet their students’ teachers face to face. The traditional Back to School Night would have involved parents entering classes and moving throughout the hallways. Safety protocols would have been nearly impossible. Working with principals, an alternate plan is being implemented that provides an asynchronous introduction to parents that is being displayed at the school level. Additionally, beginning September 28, teachers posted a five-minute introductory paragraph explaining their class syllabus and expectations for parents to see at their leisure and schools are responsible for communicating to their communities about the teacher videos. . . Principals hosting live public events will share their Zoom link with the Clerk so interested School Board members can attend as an audience member. If attending a Zoom event, please make the principal aware. This list will be posted to the monthly events page.

17. **Question:** How will Touchbase work? (Williams)

**Answer:** State health guidelines will not permit large group parent-teacher meetings, known as TouchBase, typically held on Columbus Day. Instead, for those schools that planned to offer TouchBase, each school will communicate that parents can virtually simulate the 3-5 minute conference. This year that conference with the teacher will be done virtually both for the safety of the teacher and the parent. Schools will inform parents of the traditional "interim" period as has been our practice in the past.

18. **Question:** When we start the 50/50 model is it a requirement to lose the face to face time we have now with teachers and students? If so, how do we justify this action now that we have demonstrated we can provide this type of learning daily? (Williams)

**Answer:** See response to question 4, above.

19. **Question:** When will information be provided for clarity on school sports and participation? I’m getting concerns from parents that do not understand if their student can participate if they are virtual. (Williams)

**Answer:** See Dr. Walts’ September 25 update, item 24.
20. **Question:** What is the plan if a specialized teacher is out due to illness or must be quarantined? How is coverage provided? (Williams)

**Answer:** Teachers who are healthy but in quarantine may still be able to provide instruction virtually from home. As always, principals will ensure appropriate class coverage. If a teacher is out due to illness, the coverage plan is dependent upon the length of time the teacher is out and the instructional model. If the teacher is providing instruction in-person, the school will work to find a substitute. If the teacher is virtual and the absence is short-term, there are several options schools may use. Those options include: asynchronous learning, splitting students amongst other classes, establish buddy teachers who mutually agree upon coverage for each other’s absences, using another certified staff member, using a teaching assistant to cover the class, or using a preferred sub that has been trained on the virtual technology. For longer-term absences, whether in person or virtual, schools will employ a long-term substitute.

21. **Question:** Why is there such a gap in how students are being taught? Some schools have “live” encore every day and others once a week and others have all recorded sessions? (Williams)

**Answer:** Encore instruction is expected to be a mixture of live (synchronous) and recorded or offline (asynchronous) assignments. Per the First Quarter FAQ: “We will be adapting the in-person experience to distance/virtual experiences with a combination of: live (synchronous) experiences consisting of demonstrations, discussions, presentations, etc.; recorded (asynchronous) presentations, instructional videos, demonstrations; and various assigned readings, tasks, assignments, papers, etc. For example, a PE teacher may demonstrate a fitness exercise (live or in a recorded video), followed by students replicating the activity, logging their activity, and perhaps reading about the muscles used and the aerobic impact of those exercises. A similar approach would be used in other content areas.”

22. **Question:** How do we feed students when we move to 50/50 plan? (Williams)

**Answer:** PWCS School Food and Nutrition Services are currently working with the USDA and VDOE on implementing a feeding plan for the 50/50 model. Nourishing students in different subsets of learning communities (A Day scholars, B Day scholars, all-virtual) in compliance with Federal Regulations creates new complexities and sustaining the current program in addition to the volume of in-person students is not possible. Consequently, PWCS will likely transition to a daily pickup service similar to that during the beginning of the pandemic. In-person students will be fed hot meals free of charge until 12/31 and will be sent home with provisions for off days. Additionally, staff will be available curbside at all locations to serve a unitized breakfast/lunch daily to any student who so chooses with provisions for the weekend on Fridays. The goal is for the lunch served daily curbside to be hot and available during the “lunch period” for virtual learners. It’s important to
note that USDA will not allow the provision of kits to students who are coming to school in person due to federal concern for potential “double-dipping.”

23. **Question:** What happens when we have a school with a large exposure which included staff and students? Is education still provided and how? (Williams)

**Answer:** Per Dr. Walts’ September 25 update, students in quarantine will continue to learn virtually. In such cases, healthy teachers may be providing lessons virtually from home quarantine, though class coverage will be worked out with principals. See question 20 for additional detail on teacher assignments.

24. **Question:** When determining feasibility are we considering the data where teachers may resign? (Wall)

**Answer:** We hope to retain all of our teaching workforce and will do our very best to provide reasonable accommodations to staff with documented medical conditions. We have implemented many mitigation strategies to make schools as safe as possible. It is difficult to predict turnover and therefore it has not been included in our feasibility plans.

25. **Question:** As you may have observed there is a lot of information within the community regarding the 50/50 plan and concerns – some if it is incorrect.

**Answer:** Dr. Walts’ updates provide new and accurate information to the Board and the community as it becomes available. We are also working to address questions as they arise. The best way to combat misinformation is to make facts readily available; this is the purpose of the updates and extensive FAQs. However, it is nearly impossible to combat misinformation that is being spread by those committed to achieving a specific outcome that is unsupported by fact.

26. **Question:** Regarding transportation: (Jackson):

- How logistics will change for an increase of students. For example, how do bus drivers know who has a medical waiver for a mask and who doesn’t?

**Answer:** Information regarding students who are unable to wear face coverings is an IEP or 504 decision that is entered onto a 40/40 form, which is then sent to Transportation for use during the routing process. If this is not listed on the form, Transportation may not know of an accommodation until the initial pick-up. For non IEP/504 students, the school administration would communicate it with Transportation.

Each bus will be equipped with disposable face coverings, which are offered to students as they board. In cases where face coverings cannot be worn, and this has not been determined in advance, bus drivers and attendants should seat the student separately when possible and follow up with their Route Manager for confirmation of
a waiver and to determine next steps. Based on student capacity and current CDC Guidelines, this may include a change in the bus route.

- Please detail how we ensure that masks are being worn during the bus ride or students stay in their seats—does this responsibility fall on the bus driver?

**Answer:** Bus drivers and attendants are trained in student management techniques, which include passenger conduct and maintaining control on the bus. This begins with reinforcing these expectations daily and, providing supports when necessary. Students also review these expectations annually in the PWCS student “Code of Behavior.”

While staying seated is a safety rule that has always been in existence and should be very familiar to both passengers and drivers, wearing face coverings is a "new safety rule" which may require more frequent reminders, especially at the beginning of the year. YES; bus drivers and attendants are responsible for bus safety and will continue to educate students and enforce rules, but the responsibility of wearing a face covering lies with each student. Each bus will be equipped with disposable face coverings, which are offered to students as they board in the event they have forgotten their face covering.

Another component of bus driver/attendant training is being aware of available resources and asking for help when necessary. Should a student consistently refuse to wear a face covering while onboard, develop a pattern of arriving to the bus stop without a face covering, or cannot remain seated for the duration of the bus ride, the bus driver has been trained to notify the school so that appropriate supports can be provided for the student.

- Do we have the data on the title 1 bus drivers- do we have enough bus drivers?

**Answer:** Assuming the question is, do we have enough bus drivers and attendants for the 50/50 model based on all student enrollment, the answer would be that we are continually monitoring our resources and that all/most schools should expect multiple runs each day as denoted when the 50/50 was adopted. Ultimately this will depend on how many in-person learners require transportation, in conjunction with our physical distancing requirements.

- Will the school system ask parents, again, for those who may need to take the bus in the update survey?

**Answer:** Yes-parents have been given the opportunity.

27. **Question:** Regarding ParentVUE update: (Jackson):

Are we evaluating the successes and difficulties with the previous survey? I know there were some difficulties reaching parents and everyone is pressed for time – can
we, as a school system, take some of the burden off the school and send letters home to meet the individual needs of parents (tech access/lang.)? (For example, send letters home for either returning a survey via the mail, notice to complete it on ParentVUE in multiple languages designed for adult learners, or another brilliant idea by PWCS staff that meets the needs of all constituents.)

**Answer:** Time constraints (including delays in mail deliveries) limit our ability to employ regular mail in a timely manner. Parents have become used to receiving and entering information via ParentVUE. The system was tested and tweaked in advance of the update period to maximize response rate. It is also important to note that ParentVUE is presented in multiple languages and that schools follow-up with parents/guardians who have not provided requested information.

28. **Question:** Why are we doing 50/50 hybrid if there will be less one-on-one time with teachers? And, can we please get the high school schedule BEFORE making the decision of whether or not to send our child in? (parent/student via Zargarpur)

**Answer:** The revised second-quarter hybrid schedule seeks to maximize the “live” time that students spend with teachers, whether in-person or virtual. As noted in Dr. Walts’ September 25 update, the hybrid experience will be different from what students have now, but many parents and students are eager to return to in-classroom contact with teachers and peers even if that requires some tradeoffs. Please see the response to question 4 for an updated, modified 50/50 hybrid schedule.

29. **Question:** Are masks really not going to be mandated and enforced? (parent/student via Zargarpur)

**Answer:** Masks are mandatory as defined in the Board approved Health Plan. Please see the FAQs and the Return to Work, Learn, and Health Plans. This will be enforced as defined in the new regulation (275-2 Emergency Face Covering Requirements; provided to the Board in a communication on September 30), and students who do not comply will not be permitted to stay with the hybrid (partial return to the classroom program). However, schools will work with parents/guardians to support and commit to making the mask requirement work.

30. **Question:** Colleges are closing down amidst outbreaks and cases are up since March. Why do we feel now is a good time to return?” (parent/student via Zargarpur)

**Answer:** The timeline staff is working to implement was dictated by the Return to Learn resolution the School Board adopted on July 15. VDOE is providing medical metrics to guide local school boards in decision making. This information is anticipated to be part of Dr. Walts’ updates to the School Board on October 7. As previously discussed in Dr. Walts’ talking points, it remains possible for the Division to stay with the all-virtual status quo, move to the full second quarter phase of the RTL plan, as is currently underway, or potentially limit the return to classrooms to only specific grades such as K-3.
31. **Question:** I am worried about my child passing their SOL/AP exams since they are all-virtual and will be getting no one-on-one time with their teacher and essentially teaching themselves. (parent/student via Zargarpur)

**Answer:** Students will receive live access to teachers as part of synchronous online classes, as well as in one-on-one or small group sessions provided by teachers on Mondays. See updated schedule in Return to Learn FAQ.

32. **Question:** My child does not want a different teacher. She has made a strong connection with her teachers she has now. How can she keep the same teachers? (parent/student via Zargarpur)

**Answer:** The Division seeks to provide students with as much continuity as possible during the pandemic situation. However, pending analysis of updates to student plans received in ParentVUE, and resulting schedules, it is not possible to ensure teachers’ assignments. Principals are aware of the importance of teacher continuity, and whenever possible, they do not change teachers.

33. **Question:** When we were in school the wifi would barely work, how is it going to work with all of us (students) on our laptops and classes being live-streamed to students at home? Do we have that kind of bandwidth? (parent/student via Zargarpur)

**Answer:** As noted in recently updated FAQs and previous communications to the Board, a massive bandwidth update is underway at all schools and, completion is targeted for November 10, in time to facilitate all the live-streamed classes anticipated in the second quarter.

34. **Question:** Classes are going to be live-streamed? My child will be in class, and I do not want them on the video. How are you dealing with that? (parent/student via Zargarpur)

**Answer:** Legally sensitive response will be provided by Division Counsel.

35. **Question:** I am currently using my home desktop computer. Will I be able to get a laptop once at school since I am going in person? (parent/student via Zargarpur)

**Answer:** High school students returning to the classroom will have computers to use.

36. **Question:** Have you spoken to other school districts where the live streaming has not worked out in the end, such as Warren county schools? Have you spoken to other districts that have been learning from being 50/50 hybrid? (parent/student via Zargarpur)

**Answer:** The Division has spoken with other divisions utilizing concurrent teaching/learning. In fact, in addition to speaking with other divisions, we have also
sent several Division and school leaders to see it in action in two different school divisions. A principal from each level recently visited an elementary school, middle school, and high school in Culpeper County. That school division has been utilizing this model successfully for approximately thirty days. It is important to remember that virtual, hybrid, and concurrent teaching practices and resources are evolving quickly. We are engaging experts in the field, colleagues in other school divisions, as well as partners in higher education. We recognize the real challenges in every model during this pandemic and we continue to work to mitigate them. However, while we recognize these challenges, we also recognize the benefits and importance of social learning and human interaction especially during this pandemic. Concurrent learning offers us an opportunity to offer virtual students some daily live instruction and interaction with their teacher(s) and in-person peers. Teachers and leaders will receive professional development to support the implementation of the 50 percent model.

37. **Question:** Where are the subs going to come from? Do we have enough? Who will be watching my child in-person if their teacher is out?” (parent/student via Zargarpur)

**Answer:** HR continues to maintain a list of fully qualified subs and to ensure that they have specialized training for working under the Return to Learn plan. Students will have qualified subs when in-person teachers are out and the school will cover virtual teacher absences using the options discussed in question 20.

38. **Question:** Heard that [neither] the school board nor Dr. Walts was notified of this plan going forward? Whose decision was this if it wasn’t the board not superintendents’ decision (parent/student via Zargarpur)

**Answer:** That is misinformation. The timeline staff is currently working to implement was dictated by the Return to Learn resolution the School Board adopted on July 15. Full details of the resolution and the plan have been available online since that date, with frequent updates. Dr. Walts’ latest update to the School Board on the status of moving forward with the plan was posted to PWCS.edu on September 25.

39. **Question:** What happens if one of my son’s high school teachers (who has 7 different classes and has a multitude of students, and those students EACH have 7 other classes and teachers they are in contact with, not to mention their own families), tests positive for COVID-19?: (parent/student via Zargarpur)

- How does the contact tracing work?
- Does everyone who was in contact with the teacher as well as all of those students’ who were in contact with other students and teachers as well as their families quarantine?
- If the teacher is quarantined for 14 days, who does the teaching?
**Answer:** PWCS will work with the Prince William Health District on tracing and to evaluate the need for quarantine. If a teacher is in quarantine, he or she may continue to teach remotely or have classes covered by qualified substitutes (see question 20).

40. **Question:** My high school student currently watches their younger siblings. Since they are reverting back to the 7:30am schedule I will have no one to watch my youngest child now. Can we keep the later start time? (parent/student via Zargarpur)

**Answer:** As Dr. Walts explained in his September 25 update, implementation of the hybrid model will not allow continuation of the later high school start times due to transportation scheduling issues.

41. **Question:** Will SACC be offered at previous school locations? On one of the original school plans, there was talk about letting students of staff go all 4 days in person- is that still part of the planning? (Zargarpur)

**Answer:** At this time, we have 13 sites with 30 slots open for enrollment. We are prepared to expand our SACC sites if the enrollment increases. Current sites have been surveyed and additional sites are preparing in anticipation of the need to expand the capacity of the SACC program.

42. **Question:** How can we get the attendance data for our title one schools for the first month of virtual? (Lateef)

**Answer:** Please see October 5 Board communication for specifics.

**September 2020 attendance statistics:**
Title I schools % attendance: 96.65%
Non-Title I schools % attendance: 98.81%
Overall % attendance: 98.1%

43. **Question:** Could we please have the Principals of each school email their school communities to help parents understand what Return to Learn is going to look like in their buildings, if they have not yet done so? We continue to get an overwhelming amount of emails that are based on factually incorrect statements and conjecture, and I think this would make a big difference. (Wall)

**Answer:** Yes, we will continue to provide high-level talking points. However, principals may need to differentiate and explain what Return to Learn looks like specifically in their buildings. Specifics will be situational and dependent on the data that drives us regarding parent requests and range of Tier I teacher accommodations. For example, schools with a number of Tier I teachers will have a different reality to share than schools with one or two Tier I teachers. Additionally, the FAQs will continue to provide real-time information and updates.
44. **Question:** I have seen the PWCS video about how to clean surfaces in classroom. Do desks and chairs have to be cleaned at every class switch? How often is this expected in an elementary classroom? (Zargarpur)

**Answer:** Staff are instructed to clean as frequently as possible. School custodians will focus on “high-touch” public areas during the day, and provide a thorough disinfection each evening, including all classroom desks and chairs.

45. **Question:** HVAC- How often will there be a complete exchange of fresh air?

**Answer:** The complete air exchange rate average in a standard PWCS classroom is eight times an hour. (Zargarpur)

46. **Question:** Will buses have windows open, even partially, to increase the exchange of fresh air? (Zargarpur)

**Answer:** Yes, drivers have been instructed to open windows in the front and rear seats for air circulation, as weather permits.

47. **Question:** After we return to in-person learning, what happens to the grocery kit program? Will it continue or will there be only a breakfast/lunch program? (Zargarpur)

**Answer:** See the response to question 22.
In addition, HR8337 will continue the P-EBT debit program for qualifying families on virtual school days until September 2021. This act also allows School Food and Nutrition Services to continue providing meals to all students, regardless of application status, for the same time period.

48. **Question:** How will lunch work if you cannot be unmasked at distances less than 6 feet? (Zargarpur)

**Answer:** Multiple methods for lunch may be utilized at a school. This may include eating outdoors (weather permitting), use of the cafeteria, hallways or other large spaces. If these spaces are not available students may use their classroom and will be asked to separate to the furthest extent possible. Due to social distance requirements, lunch may not resemble the traditional “social time” for students.

49. **Question:** How is PWCS looking at COVID data and how decisions will be made? By school? By Zip Code? (Zargarpur)

**Answer:** Please see the September 15 and October 5 Board communications which highlight the datasets available and CDC and VDH guidance utilized for decision making. PWCS will continue consultations with the Prince William Health District to
address health-related decisions on a case-by-case basis. Dr. Walts is anticipated to discuss implications at the October 7 Board meeting.

50. **Question:** What is the threshold for making decisions? I feel like the health department keeps saying that we can decide the risk level we are willing to tolerate. (Zargarpur)

**Answer:** See resources referenced in question 49.

51. **Question:** It is my understanding that the default in ParentVUE states that students will return in-person. How do we ensure that all parents are aware of this default? Can we reach out to parents who do not or cannot access their account in ParentVUE, especially since early August? I am concerned for the schools who have high number of parents who may not be able to access or complete the ParentVUE survey. I want to ensure all parents know they have a choice. (Jackson)

**Answer:** With more than a 95% response rate and notable changes in preferences, results from the ParentVUE update indicate that parents fully understand how to make selections. Per the October 5 Board communication, around 5,000 students do not have a preference indicated, they will be considered in-person for planning purposes until otherwise indicated. Schools will continue to provide outreach to those who did not make a selection.

52. **Question:** Tier 1 teachers are reporting that they have not heard back from HR regarding status or if their forms were complete. I know that HR is very overworked and is working tirelessly to review all forms. To meet the need to communicate clearly to all parties please clarify what the communication protocol is for Tier 1 teachers after they submit their paperwork. As a school system how are we supporting schools with Tier 1 teachers who cannot be in the building? Have work locations for Tier 1 teachers changed (in other words have the base location from where teachers work from changed)? (Jackson)

**Answer:** Legally sensitive response will be provided by Division Counsel.

53. **Question:** Given that school funds are limited, enrollment may fluctuate, and that there are unforeseen site-based purchasing needs can principals access the Student Activity Funds? (Jackson)

**Answer:** School allocations will change as a result of the September 30 counts. These funds will not be so limited as to necessitate that principals go into their activity funds. Thus, there is no reason to change the Financial Guidelines Manual provision that “School activity funds shall be used solely in accordance with the purpose for which such funds are collected.”
54. **Question:** Will we help schools, monetarily, if needed to pay for substitutes because the need for them will increase as teachers will need to stay home when they are sick or may have extended absences that do not meet the qualification to obtain a long-term substitute? Can we use CaresAct money to pay for substitutes? (Jackson)

**Answer:** Savings in substitute accounts have been occurring every day that students have been home. There should be no need for extra funding for substitutes. Should shortfalls occur, PWCS would look to the General Reserve or Holdback allocation to cover them. PWCS will monitor the General Assembly special session to inform answers regarding use of Cares Act funding. However, of the three posts of funding we have received through the CARES Act, the Elementary and Secondary School Emergency Relief Fund (ESSER) and the Governors Emergency Education Relief Fund (GEER), have been substantially spent. The Coronavirus Relief Fund (CRF) funds are the source for all of the additional funding provided by the County, including that used for our purchase of computers and to provide funding to Special Education and Student Services. The CRF funding cannot be used to hire substitutes.

55. **Question:** Please provide data, including (if possible) specific metrics, where we may need to close schools or a school? What data will we use to help PWCS guide a potential need to close schools (mean, median, mode…) especially since there is some variance by locality/zip code? (Jackson)

**Answer:** Please see the response to question 49.

56. **Question:** Will you please discuss the division’s plans to secure agreement via a signed form or document from parents indicating that they and their students will comply with our health and safety rules, including mask wearing, the daily health check and any quarantines? (Wall)

**Answer:** Agreements have been secured via the Electronic Return to Learn packet completed for all students. The section on the Code of Behavior Health Protocols states: “During the 2020-21 school year, it is important for parents/guardians and students to understand that, due to the COVID-19 pandemic, we will ask that all students, staff, and visitors follow all health guidelines set forth by Prince William County Public Schools. This includes requirements for physical distancing and use of a face covering and may include other requirements responsive to changes in the public health environment and related governmental guidelines. Failure to follow PWCS health guidelines may impact the student’s right to access in-person learning.”

57. **Question:** Please provide an update on the following technology questions: (Wall)
   - What has been purchased, where we are in installation, what is our expected timeline for completion of the project?
   - How will our recent upgrades to bandwidth and videoconferencing capabilities enhance our ability to provide equitable high-quality instruction?
What are our plans to help teachers understand, visualize and practice (professional development) how to teach both in person students and virtual students at the same time?

**Answer:** As noted in the September 16 Return to Learn Q&A, PWCS has purchased approximately 80,000 laptops this calendar year along with the support infrastructure needed to increase bandwidth to 100G. The bandwidth expansion is targeted for completion for the second quarter, but per the October 5 Board communication, some work will continue to create needed system redundancy. The expansion facilitates the needed synchronous and asynchronous streaming for 2Q plans. As also noted in the October 5 communication, professional and student learning efforts associated with the virtual and hybrid approaches are ongoing.