



# Washington Teachers' Union

***Amplifying the Voice of DC Teachers***

Elizabeth A. Davis, President

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## **Washington DC Teachers, Families and Students Rally to Express Concerns About City's Plan to Reopen Schools to In-Person Learning**

WASHINGTON — Washington DC teachers, families, and students joined at the John A. Wilson Building today to share their concerns about the city's plan to reopen schools to in-person learning. While many expressed their desire to reopen our city's schools, they expressed concern about the lack of transparency in city planning and the impact of proposed staffing changes on students. Speakers also expressed concerns for the health of elementary students, teachers, and communities as 21,000 students plus thousands of staff return to DC school buildings in the coming weeks while COVID-19 cases increase across our nation.

"We saw many elements of the DCPS plan for the first time during yesterday's press conference and we still haven't seen concrete details," Elizabeth Davis, the Washington Teachers' Union (WTU) president stated. "Our demands are for common sense protections for our communities including but not limited to access to testing, licensed nurses on-site at every school, verification that our HVAC systems work properly to circulate air and prevent the spread of the coronavirus. DCPS must treat teachers and community members as full partners in developing and in verifying plans to keep everyone safe."

While the community hearing was occurring outside, the DC Council held an oversight hearing on the city's plan to reopen schools. Only representatives from the Deputy Mayor for Education and DC Public Schools were invited to speak. ***Questions parents, teachers and community members submitted to have answered by DC Public Schools about the city's plan to reopen schools to in-person learning are attached.***

"Listen to my kid's teachers," said Greg Wahl, a DCPS parent and a professor at Montgomery College. "Their dedication during the pandemic has been amazing. I know they would like nothing better than to be back in the classroom with their students, but they see that it's not safe for themselves, it's not safe for the kids, it's not safe for the families, and it's not safe for the community. They are the ones who would know. As parents, that is also what we demand from DCPS, from the Council and from the mayor: LISTEN TO THE TEACHERS."

During a press conference yesterday, DC Mayor Muriel Bowser and DC Public Schools Chancellor Lewis Ferebee presented many elements of their plan for the first time to citizens and teachers. The presentation included information on learning loss for our youngest students.

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The proposal being put forward by DC Public Schools would reassign many staff members from middle and high schools across the District to supervise CARES classrooms to support early education and elementary school students. In the proposed CARES classrooms, serving approximately 14,000 learners, students would continue to receive their lessons via Distance Learning. Staff being reassigned from their current duties supporting middle and high school students would not be providing direct instruction. Additionally, DCPS' proposal would provide live, in-person instruction for 7,000 elementary school students. This will result in many teachers being reassigned to new classrooms and, possibly grades. Students who remain in Distance Learning environments, whether at home or in CARES settings, could see their class balloon to up to 40 students.

"It's clear that DCPS has a different definition of collaboration than Washington's Teachers and parents do," Davis continued. "We want to ensure parents, teachers, and community members are involved not just in the decision on when to reopen our school buildings, but throughout this crisis."

"Trust in leadership is critical in a crisis," said Sandra Moscoso-Mills, the Home School Association (HSA) president at School Without Walls High School. "Refusing to share data and picking and choosing what data you share undermines trust. Removing trusted leaders creates chaos. Parents and students are scared. When a trusted leader we depend on to act in our students' best interests is suddenly removed, how can we then trust the Mayor, the DME, and the Chancellor are working to protect us?"

In early October, School Without Walls principal Richard Trogisch was removed from his position. Many reports indicate he had raised concerns about the safety of students and staff should the School Without Walls Francis-Stevens campus reopen to in-person learning.

Earlier in the week, in response to complaints filed by the Washington Teachers' Union (WTU), the Public Employees Relations Board (PERB) Hearing Examiner on Tuesday October 20 ruled that DC Public Schools (DCPS) violated the law by refusing to bargain with WTU regarding reopening planning and granted WTU's renewed request for preliminary relief. The PERB found that there is reasonable cause to believe that DCPS has violated the law by not bargaining with WTU regarding reopening and ordered that DCPS bargain with WTU over health and safety matters as they relate to reopening within 5 days of the ruling. DCPS must also rescind the Intent Form that it sent to teachers on June 30, and the Staffing Assignment Survey it sent to teachers on September 29.

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*The Washington Teachers' Union (WTU) represents more than 5,000 active and retired teachers. It is dedicated to social and educational justice for the students of the District of Columbia and to improving the quality of support, resources, compensation and working conditions for the public servants and proud teachers who educate our students in D.C. Public Schools.*



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**Questions parents, teachers and community members submitted to have asked by the City Council and answered by DC Public Schools about the city's plan to reopen schools to in-person learning.**

## Testing

1. We have students and staff who take public transit each day and live outside of the district, we cannot rely on self reporting / self-screening to contain the spread of COVID-19. There must be weekly rapid testing. How will you ensure that this will happen if students and teachers are forced to go back to in person learning?
2. What is the plan for testing staff and students regularly and effectively so we can identify infection early and decrease the likelihood of community spread?
3. For me, when I look at the NBA and NFL opening to play sports. The teams receive daily testing and immediately quarantine when they identify a positive test. Will our schools receive the same safety protocols as our professional athletes with daily testing?
4. Temperature checks and monitoring for symptoms will not address asymptomatic cases unless we are testing everyone daily. If there is not testing for everyone being asked to return to a building, how do we factor in that Doctor Fauci has stated that 40-45% of infections are asymptomatic?
5. Will there be a nurse at every school? If not, why not?
6. Will there be testing for students and staff? If not, why not?
7. I am immune compromised (kidney disease, diabetes, high blood pressure) and am wondering if DCPS will mandate students and staff get the vaccine when available?
8. Why is DCPS not requiring a negative COVID-19 test before staff members and students return to in person instruction?
9. If the District is truly concerned about the health and safety of its teachers and students why not require a negative result to ensure that the building will start off in a Covid free environment.
10. How does the District plan to enforce the Ask-Ask look and temperature checks?

## Safety

1. How can a filter fix ventilation in a 75 year old building? What about everything that was already broken before the pandemic? What about faulty heating/cooling? What about broken windows, or rooms with no windows?
2. What happens when a child trades his/her mask with another child?
3. What can we do if a child refuses to wear a mask?
4. What if a child in crisis runs through the hallways screaming with no mask?
5. If the mayor extended the public health emergency through December 31, why are we expected to begin in person learning on November 9th?
6. Why can't we mirror some other public school districts and begin returning next year?

7. What happens if a student is disobedient when it comes to social distancing or mask wearing? Does the teacher have the discretion to send the child home for that day? What if there are repeat offenses? How are violation to be adjudicated?
8. What is being done to ensure that buildings are ready to receive staff and students by Nov. 9th?
9. When I read an article in the Washington Post stating that Florida has had to shut down schools because of outbreaks and that there has been a 34% jump in infections for school-age children, it is highly concerning. Additionally, a recent NY Times article cited multiple outbreaks in a school district outside Salt Lake City. Along with the well-documented outbreaks on numerous college campuses. **No one is doubting the importance of opening back up schools, but this can only be done when it is safe ? Especially with the recent rise in cases in our area.**
10. Won't admin be likely spreading the virus when they are going in all of the classes?
11. Will classes be held in rooms where windows do not open/do not have screens?
12. If students have a cough or other symptoms in the afternoon, do they need a negative covid test to return to school? How do schools handle that situation?
13. Will there be designated cleaning days? Why are students going to school 5 days a week with no dedicated time to disinfecting the school?
14. Why don't we have daily or even weekly covid testing?
15. It is common knowledge that air filtration and PPE is important, but the main way droplets are transferred through close contact. If we cannot identify students who are unwell, all the air filtration, hand washing and PPE protocols won't do very much to protect our community! Why are temperature scans and rapid response testing not being considered for return to school, especially during the uptick in coronavirus cases in our city?
16. Why has DCPS not given virtual learning a chance to succeed? PreK students have had their iPads for less than a month, so how can DCPS claim that this isn't working for our youngest learners?
17. Where can we see a full, complete outline of what DCPS means by "enhanced cleaning
18. If we are concerned about safety of students (and Staff) why would we open schools at a time when cases are rising across the nation and then expect that as schools close for Veteran's Day, Thanksgiving, and Christmas we would not impact community spread and/or create a greater risk of getting the virus each time persons return to school.?
19. Where are the written complete document files of filters and particular types of filters installed and dates of installation and by whom?
20. Additionally where is the information about the complete plan for schools with ongoing HVAC concerns?
21. What is the plan to completely staff a team of professionals to do the safety checks, not use of staff at the school?
22. What steps are being taken to make sure there is full capable staff to do the deep cleaning necessary to decrease risk?
23. Covid cases are rising. We are about to enter the Cold & Flu season. We can reasonably expect many students and teachers to have regular or severe flu symptoms which could easily present as Covid symptoms. How do you expect to maintain the standard of safety when there is so little flexibility in each school in regards to substitutes or coverage?
24. What PPE are staff being provided?
25. Are staff who will be working with students unable to tolerate PPE provided with additional protective equipment?
26. If the protective equipment (e.g. masks, gowns, face shields, etc.) are damaged due to student aggression, will staff be provided additional supplies or is there a one per day/week limit?

27. School staff have been informed of PPE and hand sanitizer available at entrances, but will DCPS guarantee hot water, soap, Lysol, and bleach wipes at all schools? If so, at what frequency will these be supplied and will classrooms with early learners and special education students receive more given these learners are still learning hygiene routines?
28. Is it possible to have auto sanitizer/soap stations to reduce contact with communal areas?
29. Will hallways and stairwells be washed before each classroom transition? How will this be tracked?
30. Is it possible to get testing supplies to schools regularly to ensure there are not super-spreader events among those asymptomatic? Can this happen regularly? If so, how often?
31. Why are reopening schools during cold and flu season? This is a health risk in and of itself. 3. Why are you putting me and everyone else in my situation in life-changing situations?
32. Why are we pushing to go back to in person learning before it is safe to do so?
33. When will schools be rid of mold?
34. When will new HVAC systems be installed?
35. When will toilets and sink be fixed?
36. When will soap be put in every dispenser?
37. When will proper signage and enough hand sanitizing stations be installed?
38. What about water- shared water fountains are not safe so how will enough water bottles be made available for students?
39. Why is it now ok to risk the lives of thousands of students, teachers, and families??
40. In Chancellor Ferebee's presentation on HVAC systems, he stated that portable systems will be used in some schools because that's the best they can do at the moment. Will these effectively ventilate air? Will each school share the recirculation rate in the building with staff and families?
41. Why is DCPS refusing to complete all WTU safety checklist items before reopening?
42. For the past few days an increase of cases infected with Covid and deaths caused by Covid has increased, what is the plan to protect staff and students in case schools are not able to manage the spread of Covid 19 virus?
- 43.
44. What data and metrics are they using to daily analyze if it's safe to go back to school and how are they making it public?
45. Why aren't KN95 masks being provided since that's what medical professions recommend? If

## **Logistics**

1. Who will teach in person/virtual classes if a teacher gets sick and has to quarantine for 14 days?
2. Where are the CARES classroom attendants coming from?
3. How will they be trained to supervise children in less than one month?
4. What happens when multiple sick students are dropped off at school and then their parents can't be reached (this happens all the time)?
5. What considerations are being taken for DCPS teachers who live in Maryland (or another state outside of DC) and have children that are still attending school virtually? How can we report to work in person, if our children are learning at-home?
6. How is classroom set-up going to work?
7. Will the in person teacher need to balance virtual instruction while simultaneously going in to set up the rooms? Or will other teachers be expected to add on to their work loads balancing other teachers students with their own during setup?

8. Who will teach the kids who don't go back?
9. Will virtual teachers have additional students added to classes?
10. Will ELL teachers take on general education roles or vice versa?
11. Specials are virtual-- does that mean the in person teacher has no planning because they have to support the kids while they are in specials?
12. Are in person teachers also expected to do all of lunch and recess? At what point do they get a break?
13. Are teachers and students being told to take home devices every day so they are prepared to switch to a virtual scenario?
14. If a family does not choose the spot in November, will they be able to chose again later in the year?
15. If lunch is in the classroom, are teachers still provided a duty-free lunch?
16. How will DCPS reopening on October 23, 2020 affect the contracts that the DC government has with Metro and other companies that students may need when they actually do return to in person instruction?
17. Since DCPS does not provide transportation for most students, what provisions have been considered for students (and staff) who will travel daily by Metro, risking additional potential, exposure to the virus, and then move in and out of school buildings and classrooms?
18. How many DCPS school building engineers have been consulted to get an accurate assessment of each school to determine how much time it will take to get school facilities adequately prepared for occupancy? Is Nov. 9 too premature to open the schools based on the engineers' assessment?
19. How can LSATs and PTOs work with the Chancellor to identify and meet costs to prep the schools for occupancy?
20. How will sub coverage be provided to classrooms?
21. Will staff members who support multiple rooms be tested/monitored more frequently?
22. What cleaning supplies will be provided to teachers and at what frequency?

## **Feasibility**

1. Is there a plan for students to learn from home if they are attending in-person but have symptoms? -For pre-k, more than half the class has a cough/runny nose/other cold symptoms from October-April. Are these students supposed to stay home for two weeks before returning? -If so, is DCPS concerned about the lack of learning? (For some students, this could easily mean they would have even less learning than if they had remained in a virtual setting)
2. After the teacher tests positive, is the teacher now teaching virtually? From home? From the hospital?
3. Does another teacher take on this virtual teaching load in addition to their own roster?
4. Will the school be providing diapers, wipes, etc. for toileting?
5. Will students be allowed to sing in the classroom? What precautions will be taken?
6. How will the all-virtual schedule change for ECE?
7. How will you ensure that pre-k students wear masks all day, including naptime?
8. Will there be consequences if students are unable to follow safety protocol related to wearing masks, social distancing, etc.?
9. Will materials be limited for the in-person pre-k classrooms?
10. Will ECE students still be in centers with other children or will they be distanced in the room from one another?
11. Will ECE classrooms have a teacher and a para, or are two paras sufficient?
12. If we are teaching half-day on Wednesday, what happens to our LEAP, planning and collaboration time?

13. When everyone comes back to school, will students remain with their virtual/in-person teacher or will all the rosters shift again?
14. How will social distancing be enforced at recess with an ECE classroom?
15. If we don't have enough interest from parents in returning (e.g. they do not believe DCPS will follow through on their promises, and want to keep their children in a virtual setting), how will that work? For example, if there were two first grade classrooms, each with 20 students, and only 4 students wanted to return in-person, would the other teacher have a roster of 36 students?
16. At what point does the limited benefit for the in-person outweigh the negative impact on the virtual learners?
17. What happens if a teacher is selected to return to school but does not feel comfortable returning or the circumstances of their life changes so they would otherwise be eligible for a deferment from returning?
18. What if my child's daycare shuts down and I need to stay home?
19. What if I sell/crash my car and I no longer have transportation?
20. What if a spouse gets covid?
21. What happens when a student removes a mask and engages in reckless behavior? AKA, fake coughing/sneezing etc on someone?
22. Is class capacity based on the square footage of the classroom?
23. What if there is a dispute regarding the social distancing set-up in a classroom? How will that be remedied?
24. Many schools have multi-person tables, will those be replaced with single seat desks or will there only be 1 person per table?
25. How is this not a huge disruption to the virtual teaching work that teachers have been working so hard to make work? Why are we focusing a large amount of money and resources to fill a small percentage of the school? Why shouldn't we just focus on making virtual learning better until it is safe for everyone?
26. What if a classroom teacher or staff member travels to a state that is included on the list of states that requires a two week quarantine upon return to DC? Are they required to stay home for the two week quarantine and is that an excused absence?
27. What is the point of focusing so many resources to open schools for so few children?
28. Why should we upset the departmentalized learning system we have in place and expect subject matter teachers to plan and teach for all subjects?
29. What is the urgency in reopening buildings if conditions have not been normalized?
30. Why did the mayor announce reopening and then extend the state of emergency through December 31?
31. Will bathroom usage be monitored and will bathrooms be cleaned between uses to allow for and reduce contact tracing if staff or students become sick?
32. When will schools be returned to distance learning if there is an outbreak (e.g. how many people in a building would fall ill before a school is fully quarantined)?
33. How will staff teach from home if they become infected and symptomatic (the expectation is that students and staff re-engage in distance learning if there is a classroom outbreak)
34. What is the plan for students and staff that have to wait for COVID test results? Will staff have to use sick leave? Will students have the option to join the virtual classroom?
35. How will holiday travel be monitored/restricted to ensure the safety of our schools?
36. If students are expected to eat and remain inside the classroom, where should staff eat and plan if communal spaces are to be limited? What will the cleaning procedure be in these spaces? How will usage be tracked?
37. Will there be dividers to allow more than one person to safely use the space?
38. Will the committee take into consideration whether students are toilet trained when they are selecting students for in-person learning? How could teachers possibly stay safe and social distance from students if they are expected to change their diapers?

39. What about the DCPS teachers that have pre-existing health conditions?
40. What are your rational thoughts for 3&4 year olds with disabilities to keep a mask on their face for five hours or more a day?
41. As a self-contained teacher, what happens if the teacher is ill and is not able to teach at all during that time? What will the students do?
42. If a student or teacher is sick with anything (cold or flu), will they also be required to stay home until no symptoms are present?
43. Are self-contained teachers required to assist special needs students who have needs that mandate being within 6 feet of them?
44. How will DCPS manage additional transitions, interruptions and ensuing chaos by mixing up classrooms in an already fraught year? This plan seems to put students and teachers last and commerce first.
45. What considerations are being taken for DCPS teachers who live in Maryland (or another state outside of DC) and have children that are still attending school virtually? How can we report to work in person, if our children are learning at-home?
46. How is the issue of mass transit going to be addressed as it relates to keeping students and staff members safe from COVID while using those services, and thereby preventing the virus spread to schools and homes?
47. Why are we planning a reopen as cases are on the rise? How will health care be provided to family members we live with who we come into contact with who potentially get Covid from us?
48. Why are the younger children going back to school before the older students? How are they going to teach social distance to pre-K children when they don't have any understanding of what's going on?

### **Special Populations**

1. How will Special Education (Sp.Ed.) caseloads work?
2. If some kids go back in person and others don't and the Sp.Ed. teacher is in person or not, are caseloads going to be reassigned, new relationships built, etc.? Or will the Sp.Ed. teachers be expected to somehow manage both groups?
3. How are students going to receive their ELL and SPED services, especially PK and Kinder which are already spread across five classrooms.
4. What will happen to those students who are in specialized programs such as the dual language program receive their instruction if their dual language teacher is called to in person?
5. If a student in a self-contained special education classroom begins demonstrating symptoms, how is this student isolated? Many of our students require support from familiar adults due to communication, behavior, and other functional needs.
6. Is a familiar team member required to support them in the "sick room" along with the other students and staff who are not feeling well? Does that team member then return to the classroom with the other students and staff once that child has been picked up from school?
7. What are the safety protocols being put in place for bus services for special education students? Students from across the city may receive this service as part of their IEP. Some routes are doubled, meaning they serve multiple schools.
8. Bus attendants are sometimes out sick and as a result run 2 routes. Will there be deep cleaning procedures for these vehicles?
9. How are bus staff being monitored to ensure they are healthy?
10. How will contact tracing go for bus routes that service multiple schools and classrooms, especially for students unable to appropriately socially distance and mask?



11. If a student or staff member on a bus becomes symptomatic OR tests positive, will school staff be alerted to ensure proper safety measures are followed?
12. Are students and staff completing health screenings before students get on school buses? If so, what does this entail?
13. If a student who rides a school bus to school fails a health screening upon arrival to school, are buses bringing these students back home?
14. Who waits with the student(s) if a bus route is late to arrive to pick up students from school?
15. Are students who have inclusion with their general education peers on their IEPs going to be able to engage in inclusion programming if class sizes are limited? If not, how will this be communicated to families as it will be in violation of their IEP?
16. Mayor Bowser and Chancellor Ferebee have emphasized that this plan is designed explicitly to support those learners who are struggling the most during this time, such as students who receive special education services and English Language Learners. Due to safety concerns, these students will be sent into a classroom with only one general education teacher. Does this mean that all special education, ELL, and all other services will continue to be delivered virtually? If not, how is DCPS maintaining fidelity to the cohort model? If so, how will the challenge of having multiple students doing live instruction online at different times with different teachers be managed in the same classroom? How will receiving virtual services in this way be better than receiving virtual services as they are now, especially given the additional disruption and change in their general education teacher?

### **Transparency and Inclusion**

1. How do we know who will be chosen to teach and who will stay home?
2. How do we know if the in-person teacher selection process was done fairly?
3. What individual is responsible for calling the police on the SWWF community - teachers, parents, and HS/MS/ES students - as they were demanding answers from Superintendent Jelling?
4. Why were teachers or at least SCAC members and LSAT members not included in the construction of the school plan to reopen schools?
5. Will DCPS honor teachers choosing option one with documentation or will they force teachers to return before they think it is safe? For example, if every teacher in a specific grade has documentation, will that grade not meet in person?
6. Why has DCPS not given virtual learning a chance to succeed? PreK students have had their iPads for less than a month, so how can DCPS claim that this isn't working for our youngest learners?
7. Why was Richard Trogisch terminated when he pushed back against DCPS administration telling them our school was not safe to reopen? One of our teachers was on the walk through and pointed out that there was NO filter in the ventilation system they went past. Mr. Trogisch was protecting his teachers and his students.
8. How can Mayor Bowser proceed with a reopening plan that doesn't involve teachers?
9. Additionally, how in good conscience can Mayor Bowser put forth a plan that subjects our youngest learners to the maximum amount of change, when the past few months have been all about creating stability for them in a time of uncertainty?
10. Could you please allow for a vote to amend DC 1-617.18 to allow for a collaborative approach to designing a teacher evaluation system that works for DCPS students and teachers?
11. Could you please amend DC 1-617.18 to allow the Washington Teachers Union to collectively bargain for a better teacher evaluation system that increases teacher morale and lowers the teacher turnover rate?

12. How will teachers who have departmentalized for years up to their entire careers be equipped to now effectively teach ELA or Math?
13. How much money will it cost to prepare each school building for in-person learning and where is this money coming from?
14. What happens if I filled out the survey for teachers with option3 (requesting to stay virtual) and then we receive documentation showing pre-existing conditions and higher risk for covid for my spouse? Do I submit that to DCPS? What happens if I am FORCED to go back into a building and then I become pregnant? What happens if I become sick with Covid or the flu? Are there special sick days for that? What happens if I need to be out sick and there are no subs? What happens if students do not comply with safety measures in school buildings?
15. Last week, Eaton Elementary's LSAT surveyed our school community about DCPS's Term 2 reopening plan. Hundreds of families responded within 4 days. Only 17.8% of families said they supported DCPS's reopening plan. A majority said they would support advocacy efforts for a change in plan. Thirty-four families responded, "This plan, if enacted as-is, may affect my decision to keep my child enrolled in DCPS." Has DCPS surveyed families since this plan was announced to ask whether they would support it? Or is DCPS citing support solely from the survey conducted over the summer, concerning a different plan? Has DCPS made any projections about the drop in enrollment numbers as a result of this plan?

### **Equity and Compensation**

1. Are there any discussions about additional teacher compensation in the form of a stipend as a reparation for the increased amount of work, and physical and emotional distress this has caused?
2. Is IMPACT beginning right after all this craziness begins, before teachers have time to establish new routines with the new students being added to their classes?
3. How will re-entry to the school impact data collection?
4. What happens to compensation for teachers and their families if it is known that the staff member contracted the virus from in person teaching?
5. Will school staff required to be in-person be receiving hazardous pay?
6. How will virtual class size be affected by one grade level teacher returning in person? Is this equitable?
7. How does this plan promote equity? As I understand it, with the plan to judge priority for in-person learning on a school-by-school basis, students at some schools who fit the priority criteria will not be offered a spot, while students at other schools with fewer students meeting those criteria may have spots go to non-priority students? Meanwhile, some priority students will continue virtual learning, only with as many as 40 students in a virtual classroom with a new teacher. How does this really serve those students with the most need from a district-wide perspective? How does it serve ANY of our youngest learners to lose any teacher relationships they have established and to face nearly double the class size?!

### **Liability**

1. Will DCPS be holding themselves liable for the possible fatalities from this reopening?
2. If the teacher is unable to teach from being diagnosed from covid, is the school liable?
3. Will DCPS be paying medical bills?
4. Will DCPS be offering teachers' families additional health or life insurance?

5. Is the teacher supposed to take sick leave when they are quarantining?
6. How many people are we willing to have die for this horrid plan?
7. How can school be a place of joy when teachers will have to view kids as carriers of death?
8. Will I be forced to sign away my right to sue DC Public School for damages if they fail to provide a safe work environment?
9. What happens if a teacher or administrator catches Covid at school and dies?
10. Consequences for parents who do not follow the guidelines?
11. Will parents be required to sign an agreement that they will adhere to the guidelines?
12. Will DCPS assure that ALL students will be given a written copy of the guidelines and that it will be signed by BOTH parents? I believe that DCPS needs to be sure that legal protections are in place to assure that it is legally protected from potential lawsuits.
13. What if a teacher gets exposed to the virus at school and gets sick? Is DCPS committed to providing additional paid sick leave?
14. What if a teacher gets exposed to the virus at school and gets sick? Is DCPS committed to providing additional paid sick leave?

### **CARE Classrooms**

1. How many hours of screen time per day will the pre-k students in the CARE classroom have?
2. Will the CARE monitors be able to help pre-k students with diapering/potty issues? Or will students be required to be potty-trained?
3. How will naptime work in a CARE room?
4. What training will CARE staff have in providing support to students who are ELL, SPED, or undergoing trauma (read: all of our students right now)?
5. If a child takes an in-person seat (either the actual classrooms or a CARE room), and then decides it isn't safe, can they return to a virtual teacher? Will it be their original teacher?
6. Will school IT be updated to support CARE classrooms? I don't think many schools have the bandwidth to support this many online learners.
7. Will all students in a single CARE classroom be assigned to the same virtual classroom? If not, how will the CARE instructors manage students on different schedules in a single room?
8. Are all the staff and others assigned to monitor CARES classrooms equipped to deal with all that encompasses (social, emotional, behavioral, and academic needs)?
9. What training have the individuals staffing the CARES rooms been given to ensure they are equipped to manage social, emotional, behavioral, and academic development?
10. What will students in CARES classrooms do when their virtual classes are on break?

### **Protocols**

1. If a teacher or student tests positive, how quickly will covid notification be taking place?
2. Who will be doing the notification?
3. Which languages will they be using to convey this information to families? How will they know which language to use for each family?
4. Is the Contract Trace Force supposed to identify only outside contacts, or also the contacts within the school building?
5. If the Contract Trace Force only identifies outside contacts, who is responsible for identifying the school students and staff members?

6. What training and resources will the school contact tracers have to prepare them for this role?
7. If it is the teacher who will be doing this Contract Tracing work, when will they be doing it? What happens to their teaching schedule?
8. If a 4th grade teacher has covid, why aren't the siblings of 4th graders also quarantined for 14 days if the 4th grade teacher is infected? In fact, shouldn't their siblings' classmates and those teachers also quarantine?
9. At any point during or after the 14 day quarantine period, is a negative covid test necessary for students or teachers to return to school in person?
10. If we are using a symptoms-based return-to-school system, how are we accounting for different interpretations of symptoms? For example, the parent might say a runny nose is normal, but the teacher still flags it. What happens then?
11. If the teacher isn't the main classroom teacher, but a specials teacher, does the entire school have to quarantine?
12. What about an ELL or SPED teacher? Do all of their students have to quarantine? What about their students' classmates? And their siblings?
13. If the teacher doesn't test positive, but is the person who has been exposed to covid and has to quarantine because the teacher's own child was exposed to a positive case the child's own classroom and the teacher needs to provide childcare, what happens to the teacher, the students, and the student's siblings and their classmates?
14. If it isn't the teacher's child who exposed the teacher but another member of the teacher's family, do the same rules apply?
15. In the above scenario, is the teacher taking sick leave? Or teaching virtually?
16. If the teacher has tested positive and is incapable of answering DC Contact Trace force questions, are other school officials allowed to step in and answer questions?
17. What happens when one of the 4th grade students shows up to school anyways, even when they are supposed to be quarantining?
18. What happens if that 4th grade student does not have an adult with him and doesn't have the paperwork saying he is allowed to walk home without an adult?
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25. Will schools be required to report cases? If so, how soon? If not, why not?
26. Will schools require or provide flu shots to all person entering the building?
27. To whom should reports of safety violations be sent?
28. What school community spread % will warrant a school closure?
29. What DC community spread % will warrant a system-wide return to all virtual?
30. Will community members be part of the safety walk-throughs? What happens if a concern is raised? When will these happen?
31. How will air quality be measured? How will it be monitored? How often?
32. What is the protocol when a student or staff member tests positive for COVID-19? Will the whole school or a portion of the school close? Will testing be done before reopening?

33. What happens if we show up to school and the air filters are broken, or there are no more masks, or there is no hand sanitizer, or any one of the safety protocols are missing or malfunctioning? Can I decide to send everyone in my class home at my own discretion? What if I honestly feel unsafe? Who makes the determination?
34. What happens if a student is disobedient when it comes to social distancing or mask wearing? Does the teacher have the discretion to send the child home for that day? What if there are repeat offenses? How are violation to be adjudicated?
35. How do we socially distance and follow safety protocols when students refuse to wear masks and/or remove their masks for work on communication, toileting, feeding, etc. goals with full physical prompting?
36. What is the protocol for sending staff and students home if a student does become sick? What is the timeline school staff can expect? (Sick rooms will be available, but does the whole class then go and wait for a parent? What are the logistics?)
37. What is the plan for when a staff member/student tests positive for Covid-19? Will that particular school shut down for some time? If not; why not out of an abundance of caution?
38. What happens if someone is exposed to covid? Do I quarantine for 2 weeks and still have to work?

### **Trauma Responsive Schools (well being of students)**

1. In our June and August PD, DCPS emphasized the need for trauma-responsive schools and for focusing on the social-emotional well-being of students as we continue to educate them in the middle of a global pandemic. We know that this means students need to have strong, caring relationships with their teachers and classmates. **Why is DCPS putting forth a proposal that would necessitate changes to many students' classes- different teachers, different classmates, and larger virtual classes?**
2. Where is DCPS' commitment to Social-Emotional Learning (SEL) reflected in this plan?
3. Currently, in pre-k, we were asked to teach students in two smaller class groups, to help our students learn. If some teachers go into the classroom, other classes will have increased enrollment, which will exceed our class caps. What schedule changes will be made to reflect this?
4. Will ECE teachers still be expected to meet with each family weekly and conduct an individual lesson for each student weekly if their roster gets larger? Where in the schedule will this time come from? Will teachers be paid overtime?
5. How does this plan fit into a best practice model?
6. The plan is to open DCPS for our youngest and most vulnerable learners. How do we maintain physical distance when the students coming to school have significantly more challenges which lead to having to get close to them?
7. What happens when a kindergartener sneezes in their mask and starts crying?
8. What happens when a PreK student has a bathroom accident?
9. What about when our children with social-emotional needs can't maintain physical distance? Should we endanger our students and teachers because a child can't or won't adhere to the guidelines?
10. My daughter is autistic and 9 years old. She is finally starting to settle into virtual learning and her teachers and I have finally started to figure out what was keeping her from engaging and getting her into the right track for school. How does upending everything for her again benefit her? How does adding another dozen students to her virtual classroom support her mental health? And how did firing the principal of her school, who she saw as a figure who was there to protect her, support her learning? How are you, the city council, going to fix this?

11. Why are the children who remain virtual being punished by: losing a teacher they've built a relationship with since August and having an increase of up to 20 additional classmates in their virtual lessons? This further increases the achievement gap!
12. How does switching a child's teachers, with whom they have been developing rapport and community since August, enhance students' social emotional health?
13. Why are you so willing to uproot children from their teacher to join in with another class after they have made friends become accustomed to the routines and procedures in their current class?
14. Why for a district that praises social emotional well-being of students and staff, the reopening plan that you have developed is going to be detrimental to both students and teachers "Social Emotional Wellbeing and Mental Health"?
15. Has DCPS considered the effect that so much shuffling and inconsistency will have on our already traumatized elementary schools students?
16. How is DCPS managing emotional distress among families and what support is being provided to students whose schedules and routines are essential to them but now it will be interrupted?
17. What if I become mentally unstable in this work environment because I am constantly worried I will become sick and bring it home to my 15 month old son?