

DATE	NAME	COMMENT
6/18/2020	David Zickafoose	<p>Here are the comments that came from the youtube chat. If you would like me to clean it up more please let me know</p> <p>David Zickafooseit takes 2 months just to get appointment to test for cdl</p> <p>David Zickafoosealso, dmv is closed. drivers can't test right now</p> <p>Lisa ZickafooseWe'd need to overcome pay shortage for other CDL jobs</p> <p>Lisa Zickafooseclarification, to draw drivers that currently have CDL license we'd need to overcome pay gap, and hours worked to attract those drivers</p> <p>Lisa Zickafooselt's a good idea to scour DMV for CDL drivers</p> <p>Lisa ZickafooseRight now you have constraints that you can't do anything about, specifically you don't have enough classroom space to implement social distancing</p> <p>Lisa ZickafooseHybrid learning is most appropriate to use take up unused capacity in schools by creating split schedules</p> <p>Lisa ZickafooseHaving daily split schedules may have the least impact on local economies, since it would allow parents to go to work, or if need be search for work</p> <p>Lisa Zickafooseinstead of hotspot, you might consider data enabled tablets. For example Spring has Galaxy Tabs that come with unlimited data for \$25 a month. Unsure how that works with education applications</p> <p>Lisa Zickafoosels there any ability to know how many students needed internet access right now?</p> <p>Lisa Zickafooself you you knew that it was 20% of student population you could try to buy now, instead of the rush of buying equipment at the start of school like the rest of country</p> <p>Welcome to live chat! Remember to guard your privacy and abide by our community guidelines. LEARN MORE</p> <p>Lisa Zickafoosegreat idea using seniors as a tech squad</p> <p>Ellie QuinnLove that idea too</p>

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Lisa ZickafooseThen use the in between hours for athletic practice

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Eul LeeHow about offering virtual classes as an option for the whole semester? This will alleviate some transportation issues and classroom capacity issues.

Emily KleinThere does need to be some discussion about how related services and special education testing will occur if kids are only in school f2f 1-2 days a week.

Emily KleinDo we take that limited opportunity to provide f2f related services and take away their in-person instruction?

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6/18/2020	Emily Klein	<p>I previously submitted a comment about the committees providing some recommendations to districts about consideration of hybrid learning models. This website has some great examples about how this is being done elsewhere: https://www.panoramaed.com/blog/hybrid-learning-return-to-school</p> <p>I also had a comment as part of a followup of the discussion from Operations and Services around related services provision. If schools are considering hybrid learning models where students attend f2f part time and are remote the rest of the time, there needs to be some consideration of how related services provision and special education testing fits into that f2f time. For example, if kids attend 1 day a week f2f, will they be pulled from f2f instruction to receive their related services or to do their testing for a special education evaluation? Related services are usually in no more than half hour increments, but if a student is only on site for 6 hours, this could be a sizeable portion of their f2f instruction. Special education testing is even lengthier. I'd estimate the average length of time I need to test a student as a school psychologist is around 4 hours – but some kids it does take longer (and sometimes SUBSTANTIALLY longer). Other related service provider evals can also require 1-2 hours f2f time with a student. There needs to be some thought about how that will impact scheduling of student f2f time when they are at school. I don't want to be standing between a kid and their only opportunity to have in-person support from their teachers, but assessments in particular cannot be conducted remotely!</p> <p>Thanks,</p>
6/19/2020	Roseann	<p>Hi, I received the survey, and was able to complete for 2 of my 3 kids. My daughter, attends Howard T Ennis, she has multiple needs, as many do that attend this school. I felt the survey couldn't be completed with her circumstances, which I understand it is tough to gear it to everyone. My concerns are what or if they plan to open in the fall, and what type of protocol will be needed. My daughter will not wear a mask, she doesn't understand this. How will the school provide safety for our kids that already have a compromised immune system. Will it be mandatory for them to return, continue a type of remote learning? There is a lot to think of for the fall, and making sure it is safe for special needs kids is too priority for me. The school has tight quarters to have distance. Also, the have therapy sessions, so that could be rough. For me, I am a stay at home mom, and I am okay for Ava to stay home. I am one of the lucky ones to be able to be home. I just have a lot of concerns for Ava, and my son, he is Autistic, he goes to Milford</p>

		<p>Central Academy. He will not wear a mask either. He doesn't like it. I don't know how they plan to keep the kids wearing a mask for the school day. What about gym, lunch, classroom environment. My other daughter, Arri is at the Milford high school. Will they divide the number of students to smaller classes? Have kids go in one week, and remote other week?</p> <p>Sorry so long, just have many concerns about the fall. As it stands, there is a lot of unknowns going on. Thanks,</p>
6/19/2020	Mrs. Jamie Elliott-Delaney	<p>Good Afternoon,</p> <p>First, thank you for taking the time to read my letter and suggestions. I am a teacher in the Appoquinimink School District. I also have a son who will be entering his senior year of high school in the fall.</p> <p>My son, Donovan, a football player, has worked since he was 8 years old for this moment... his Senior year. This should be a time of excitement, anticipation, instead it is a time of sadness, uncertainty.</p> <p>Unfortunately, we have not heard a great deal of discussion taking place regarding high school football. Research points to how crucial social interaction is for children's emotional well being.</p> <p>These young student athletes already had their spring season ripped out from under them. What will happen if we turn around and now strip them of their fall season?</p> <p>Think of the number of young men and women that are kept off of the streets by participating in sports. What about the student athletes that are depending on sports in order to get into college? Sports = scholarships, which may be the only way they are able to attend college.</p> <p>Taking sports away from these students can change their path, their entire course in life. Just imagine for a moment pouring your heart and soul out in the classroom and on the field year after year. Having everything planned out, but just needing ONE piece of the puzzle for your life, your future to fit together? Then in the blink of an eye everything is stolen from you. Does this mean that we will be on the verge of another health crisis? Federal agencies and experts warn that a historic wave of mental health problems is approaching: depression, substance-abuse, post traumatic stress disorder and suicide.</p> <p>My son still has not decided where he wants to play football in college. This summer he was scheduled to attend several prospect camps and visit several universities. All cancelled.</p> <p>I have watched him turn into a different person, right before my eyes. A 17 year old who should be enjoying his summer- thinking about a part time job, and where to hang out, who is going to the beach? Instead he is depressed, scared, his entire life turned upside down. We've taught him to stand up for himself, be accountable, make your voice heard, be assertive, however his hands</p>

		<p>are tied. He has NO VOICE right now, because no one will listen. He can DO NOTHING except sit back and wait and watch his goals, his plan, his dream be taken away..and what can he do? Nothing, absolutely nothing.</p> <p>I understand that there are several factors to consider when making these tough decisions to transition back to sports. I am not going to act like I have all of the answers however I do have a couple recommendations that we have thought of that we would like you to discuss and consider:</p> <ol style="list-style-type: none"> 1. Add additional EPER positions in school districts Toby would allow school nurses to be pain to screen players prior to participating 2. Have players and parents sign a liability waiver stating that they won't sue if they catch COVID-19. If they don't sign, they don't play. <p>So far at least six states, Utah, North Carolina, Louisiana, Oklahoma, Arkansas and Alabama have such limits through legislation or executive orders protecting businesses.</p> <p>Let the voices be heard of these student athletes. Please don't take away their voices...their future.</p> <p>Thank you,</p>
6/21/2020	Jamie Moore	<p>Good afternoon,</p> <p>I wanted to as a parent give my input on school reopening for fall. My son is 9 and attends Lake Forest School district he will be transitioning this year to another school. I feel that the children should be allowed to attend school as they were prior to March 13. I have noticed differences in my son as I know other parents have in their children since the Covid crisis started and their lives were turned upside down. Depression, obesity, decrease in social interaction just to name a few. Gov. Carney stated children 12 and under do not have to wear a mask in a public places in the state. I feel if parents want their kids to wear masks that's on them that is their decision, I however believe that we should continue with the rule under 12 no masks. It hinders their learning. They are expected to sit in a class behind plastic walls with masks on? That is ridiculous to say the least. I am concerned about my childs education. The education that should be afforded to him in a traditional manner, not learning from a distance on zoom calls etc. These children are not being engaged enough to properly educate them at home. Not to mention the parents that have to work. How is that going to be possible? I truly need someone to advocate for the education of our children. This is absolute nonsense. Our kids are paying the price because of all of this and I as a parent cannot sit back and watch this anymore. I have reached out to Gov. Carney as well as Shannon Morris regarding this issue. Opening schools for children to learn, run/play and eat with their friends is all part of their human development and they should be afforded that. As far as lunches being split, sending my child to school at 8:20 and having him eat lunch at 9:00 is just not making sense to me. These children have been through enough. It's time someone step forward and make a change for these kids that will benefit them educationally and developmentally.</p>

		Thank you,
6/21/2020	Angela Raksnis	<p>Hello I am a parent to 10 and 6 yo children. These last few months have been extremely difficult for them academically. I am also a nurse so I appreciate the precautions that are being considered for the 2021-2022 school year. That being said I am not in favor of keeping our children out of school. They need in person teaching and socialization with other kids their ages. Virtual learning has not been effective esp with my youngest who is 6 he has never been able to focus less then 5 mins at best at a time.</p> <p>Please consider our families when decisions are being made our children are being left behind and loosing valuable knowledge along with the additional stress it is placing on the family unit to try and educated our kids</p> <p>Sincerely</p>

6/22/2020

Tracy
Torbert

Good morning,

I would like to share some of my thoughts regarding the reopening of schools. I have been following the working groups that were appointed by the Governor along with the discussions that they have had. I have two children (10 & 8) that attend Seaford School District.

The past 4 years, my children have rode the bus to and from school from daycare. Their bus has children ranging from K to 5th grade on their bus. Due to the amount of children on the bus, the younger children had to sit 3 to a seat. This will not work going forward and I am not sure that there is enough buses to add additional buses as the district already has a hard time getting bus drivers and buses. Transportation is a huge concern to me; it is already hard enough for bus drivers to keep an eye on the large amount of children on the bus, how are they going to be able to enforce social distancing and making sure the children are wearing their mask and be able to keep their eyes on the road?

The potential of wearing of a mask is my next question. I totally understand the reasoning, thought process, etc. However, what about the OH children that may not be able to wear a mask or tolerate a mask due to sensory or other reasons? If a child gets on the bus or shows up to school with no mask, is the school or bus driver going to supply them with one? In my mind, there is no way that one mask is going to last all day for many children. It will get wet, lost, dropped on the ground, etc. Will the schools have extra on hand to provide children another one if needed?

Eating in the classroom - I understand the reason and logistics. In my opinion, it is not very sanitary to have children eat in a classroom each day. We all know that children are messy eaters - no matter what the age. Also, if you add additional lunch times, some children would be eating really early while others would be eating really late. This could cause medical issues for some children.

There has been discussions about splitting the children into two groups - one would be in the classroom and the other would do remote learning. In my thinking, you would have to put siblings in the same group. You would also have to put all children that attend the same daycare or before/after school program in the same group. Otherwise, you are mixing kids together from different groups that could spread the virus if one of them were to get exposed. For instance, our local Boys and Girls Club has many children that attend there before and after school. If you don't put them in the same group, prior to them getting on or when they get off the bus, they will be around the other children in the different group. I would think that the plan would be to keep all kids together that live together or are together before or after school or if there were a closure of school. To be sure that all of these children are in the same group, that would take a lot of administrative time. This would include children in separate schools; in our district, the buses serve two different schools on the same bus route.

What about immune suppressed children? I have a child that had a heart transplant 5 years ago and he is immune suppressed. At this time, I had to pull my children out of daycare due to COVID and they will not be going back per his cardiologist. Whatever I do for him, my daughter has to do the same for safety measures. If these children are not able to attend school, how do you plan to

		<p>provide them their education?</p> <p>I understand that remote learning is hard for some parents to make arrangements and some children do not have the materials or help at home. However, the health and safety of the children should be the top priority. I trust that the committees appointed by Governor Carney will look at all of the options and weigh each of them to make a great path forward for the upcoming school year.</p> <p>Please feel free to contact me with any questions regarding my comments.</p> <p>Thank you for your consideration.</p>
6/22/2020	Dr. Maggie Battiato	<p>Hello,</p> <p>I read the published discussion about the “how and what” involved in possibly re-opening the schools in Delaware. My daughter will be in 6th grade in September. Both Natalie and her friends have experienced negligible problems learning their curriculum virtually. Natalie enjoyed participating in her classroom Zoom meetings and working on her assignments via her laptop. I am submitting this knowledge to assist your team in making informed decisions in reference to this very important issue where the safety and well being of many children and educational staff is paramount.</p> <p>Be well,</p>

6/22/2020	Katie Kennel	<p>I am a proud parent of a student moving into 3rd grade in the Red Clay School District this fall. My major concern is having so many children in one area at a time. With areas re-opening and COVID-19 rates increasing in those areas, I think it would be best to have children attending school in smaller groups through-out the school year.</p> <ul style="list-style-type: none"> • Ideally I would like to see more teachers hired and more classrooms created to fulfill the demand. I understand this is a difficult task with current funding offerings. Therefore here are my alternate thoughts for the up-coming school year. • Create smaller groups with rotating schedules. For example, have group A attend school Monday and Wednesday. Have group B attending school Tuesday and Thursday. On Friday schedule students who need or are requesting additional assistance (students with IEP or special needs). Hold class outdoors when the weather allows. Send home weekly packets to complete at home on the days they are not in school. • Do not install clear barriers between students. I'm worried this will create more harm than good by making students feel isolated. My child misses their friends and teachers! • Hire more sanitation personnel in the evenings. Ideally if the students remain in the classroom for the majority of the day, the classrooms will only need to be sanitized during after-school hours. Offer hand sanitation stations inside the classrooms and space out the students. Having a restroom inside the classroom will help also. • Smaller class sizes will allow teachers to be able to monitor the children's cleanliness more closely. They will also have more one-on-one time for the students. I believe this will assist students greatly since missing the last semester of school before transitioning to a higher grade level is crucial. <p>Thank you for your time!</p>
6/22/2020	Kristen Littleton	<p>Hello,</p> <p>I wanted to write in regards to the importance of children returning to school normally. I have 2 elementary aged children in the Capital School District. Distance learning was nothing short of a failure. Even with 2 loving parents and access to all the technology we still dealt with so many barriers. Internet signals barely worked some days and with 2 working parents it was very hard to also play the role of a teacher.</p> <p>My 9 year old has been dealing with depression and anxiety since leaving school which was an issue she has never faced before. The isolation she feels is very difficult. A split schedule is another huge worry I have for my family. Again with 2 working parents and the thought that my children may not be in school on the same days this would absolutely not be feasible for our family and the cost of childcare for the days off would be a large burden on our family despite the privilege we know we have over other families. This would be impossible.</p> <p>I understand covid is real but the challenges my children have faced while at home scare me more. This is a traumatic experience for children. Sending these kids not back to school as normal would be a large mistake with lifetime negative effects to these children. They need to learn and play together. Not only will not opening normally affect the children but also can destroy the families already struggling to find care for their children.</p>

		Thank you,
6/22/2020	Mary Kay Olson	<p>I have read a few of the updates from the working groups that have been posted online. It's possible that my concerns have already been addressed, but I did not see it on the updates I viewed. Trust me, I know this is not an easy endeavor, and I have nothing but respect for those of you trying to figure this out.</p> <p>Regarding any options that include hybrid learning, many parents were either furloughed or temporarily allowed to work at home. This was a benefit for those with young children because they were able to stay home with them and provide the needed support and supervision. With people going back to work, who will be home with pre-K through 4th graders (at least) to ensure they have the supervision and support to remain safe and learn? How many parents will have to quit their jobs to do this? Not to mention, our students in specialized programs. It may not matter that a student is 13, 15, 18 years old, if they have severe/complex needs, they will likely be unable to stay home for remote learning due to supervision and support needs.</p> <p>I have a son going into 9th grade. He has an IEP. As much as schools try, it is extremely difficult to implement an IEP virtually. I was his support during virtual learning because I was there with him while he was doing his work. What happens if I'm not there?</p> <p>My other high schooler already told me that if he has to wear a mask to go back to school, then he's not going. He has anxiety and wearing a mask is like being claustrophobic and being stuck in a closet. I fully understand that feeling, as it's the same way for me.</p> <p>I am a kindergarten teacher for students with complex needs. I cannot imagine a kindergarten classroom where students are unable to play together or unable to share toys (we spend much our time teaching teaching social / play skills).</p> <p>Again, I know this is a monumental task for all of you. I know you are doing the best you can given the circumstances</p>

6/22/2020

Caitlin
Knieriem

I am writing this email as a concerned parent. This COVID is not harming children any different than other viruses going around. Kids will get sick multiple times throughout the school year as part of building their immune systems. Masks will cause children to touch their face more times than they already do which will defeat the purpose of them wearing one. Playgrounds are open, stores are open parks are open beaches are open REOPEN SCHOOLS normal schedule normal days. Let kids get sick and get over it. If there are any pediatricians on this board they know biology and biology says that kids need some form of germs so their bodies know how to fight. I am a parent working full time and so does my spouse, how do you expect my kids get quality education? The numbers don't add up to closing our schools again. Please let our voice as parents be heard! Those who are fearful can keep their children home if they choose but do not take away our children's quality education!

6/22/2020	Someone seriously considering leaving the state of Delaware because you all have lost your minds.	<p>The plans I am seeing for the “new normal” for reopening schools are discouraging. Children are more likely to be struck by lightning than to die from Covid. The community focus should be on continued isolation of our at risk population.. not traumatizing our children. There is no possible situation where the children will somehow miraculously avoid exposure indefinitely. Stop wasting time, money, and effort on this ridiculousness. You are setting our kids up to become agoraphobic germaphobes. Children’s “normal” should not change.</p> <p>Sincerely,</p>
6/22/2020	Justin Bradbury	<p>There is a lot of science that says asymptomatic spread is rare, how about instead of all these stupid suggestions on masks and where the kids will eat lunch make sure that parents are educated on keeping their children home when they are ill. These changes have the possibilities of ruining these kids for life !</p>
6/22/2020	Sharon Chrzanowski	<p>I am against masks all day due to health risks associated with long term wear. I am also against cdc suggestions that mimic prison. The psychological effects of social elimination is damaging. Cdc, fauci and surgeon general have all waffled on Mask safety and efficacy.</p> <p>https://www.businessinsider.com/who-no-need-for-healthy-people-to-wear-face-masks-2020-4</p> <p>Thanks</p>

6/22/2020	Lauren Mance	<p>Hello,</p> <p>My son will be starting kindergarten at the Brandywine school district this year. I ask that you consider the following when making decisions:</p> <ol style="list-style-type: none"> 1) hybrid schedules where children are in school for half days or part of the week and expected to remote learn the other part will be very difficult for working parents. For my family it would be a huge burden. 2) it is unreasonable to expect a 5 year old to wear a mask all day and I personally would rather him not. Perhaps rules can be different for older kids. 3) kids need social interaction and shouldn't be forced to socially distance from all kids. Camps are minimizing exposure by keeping kids in smaller cohorts, which seems to be working well for both of my kids. 4) perhaps consider having a remote learning option where the in class lessons are recorded or streamed for parents who have greater concerns around higher risk groups or elders in the home. 5) continue to teach kids good practices around hand washing and not coughing/sneezing on each other <p>Thank you,</p>
6/22/2020	Tara Chapman	<p>To whom it may concern</p> <p>Stop this insanity over a virus. Masks are not scientifically proven to stop any spread of virus and is fact can cause more harm than good. The experts can't even agree on it</p> <p>Immune Systems are meant to be challenged and built. The remote learning is not the Our children deserve or is optimal. They need to develop those interpersonal skills and social skills that are only achieved in a classroom.</p> <p>Please stop making this harder than it really needs to be , you were going to traumatize our children. This is completely unnecessary viruses have existed since the beginning of time and they will continue to exist. Regular school. Meals in the cafeteria., changing of classes., sports , dances :etc normal! And no masks for those who don't want to wear one !!!</p> <p>Thank you</p>
6/22/2020	Mark Luszc	<p>Greetings!</p> <p>Please chalk my family up as being strongly in favor of getting back to real, in-person schooling. To summarize my understanding of what is being considered - the options are old normal, new normal, or somewhere in between. We pick old normal, or as close to that as possible. Teachers/students with underlying conditions - got it, somehow have to accommodate that. Need to wear masks, need to maybe take temperatures - fine, not happy about it but so be it. Need to stay home and cancel all extracurricular activity: we are strongly, strongly opposed.</p>

		<p>We were sold by the "experts" that we need to flatten the curve and not overwhelm the hospitals. Well, even in NYC they didn't overwhelm the hospitals and we were certainly nowhere near that point here in DE. Furthermore, the "experts" are lying to us when they say the lockdown measures are based on science. There is no evidence that any of the lockdown measures were successful. Varying states and countries with varying degrees of lockdown all showed very similar Covid trends.</p> <p>Zero children under the age of 18 have died from Covid in Delaware. School staff are doing the best they can, but virtual learning is not as good as in-person. I am afraid that there is a silent/quiet majority that agree with us on this and aren't speaking out.</p> <p>Thanks!</p>
6/22/2020	Sue Bellusci	<p>I am a former special educator with over 30 yrs as an educator. I have taught special education from Pre-K to middle school and graduate and undergraduate courses in special education methods. Knowing the elementary and middle school population you can not safely have general education students social distance let alone students with disabilities such as autism , emotional issues and cognitively low students</p> <p>You will put both the student population , staff members and their families at risk</p> <p>How can you manage busing and daily cleaning of buses etc. What happens once a student or staff test positive? What will the schools liability be?</p> <p>Best to postpone in person back to school until their is a vaccine or until we are certain their is no second Surge.</p> <p>Thanks for this opportunity to express the safely of children and educators</p>

6/22/2020

Pamela
Caldwell

Dear DOE board:

As each day passes and the effects of Covid-19 policy really hit home, I become more profoundly disturbed by the transformation of the world as we know it. Even though this “new normal” had been in the pipeline for some time, the suddenness with which people have effectively rolled over and accepted such a traumatic environment as “normal” terrifies me.

I wish I were wrong but I believe strongly that this is only the beginning, there is more to be exposed and imposed upon us. If we don't wake up and resist, our world will be lost to us and we will be subsisting in the dystopia predicted by so many who saw this day coming.

This is not a life that I would wish upon children – expert medical consensus is that children are not affected by Covid-19 so why the need for these traumatic measures. Yes, children carry the virus, this is normal and herd immunity is the only way to strengthen our own immune systems and to overcome the virus – or do we accept to live under house arrest for the rest of our lives and to subject our children to such unnatural and abusive lifestyles?

Comment from HE, a professor of psychology:

“Research shows social interaction is not only crucial for psychosocial development but also crucial for cognitive development. Psychosocial development influences healthy adult personality.

There are different stages during a child's upbringing according to psychoanalyst Erik Erikson's theory of psychosocial development. During each stage a child needs to overcome a psychosocial challenge/crisis.

For example, during the Industry vs. Inferiority stage of children between ages 5-12, schools and teachers influence the child's development the most and the basic virtue of the child is to achieve competence.

If children are offered recognition for what they can achieve they will feel industrious and become hard workers. If they receive negative feedback and/or held back then they can feel inferior and lose motivation, leading to developmental inertia.

In the 5th stage of Ego Identity vs. Role Confusion, the adolescent learns the many social roles they are a part of (i.e., friend, student, citizen, etc). If the adolescent is encouraged to go out and explore they can form identity.

If they're pressured to conform to beliefs of others or held back then they can develop role confusion, feel lost and an identity crisis. If they do not overcome this crisis successfully then leading into the next stage of Intimacy vs. Isolation (18-40 years), they may not be able to form intimate relationships with others and are at risk of falling into isolation and feeling lonely.”

Comment from Patrick Corbett, retired journalist:

“ I spent a lot of time today thinking about the life we had with our youngest daughter when she was in K-12. So much of our life revolved around her and with her. As well as her time in the classroom, she was in dance, karate, and musical theatre. She played basketball, volleyball and was a sprinter in track. Her mom and I spent countless hours going with her supporting her and yes sometimes it got boring, (3 hours of dance class?) but mostly we enjoyed it. We became friends with other parents and got to know and care for her friends. No it wasn't idyllic. It was just normal living and that itself was great.

So now they want us to embrace a “new normal?” One where we stand on dots 6 feet apart where the kids have to be trained to be afraid of each other, not touch each other, because GERMS. Where we won't visit with other families, where kids may even have to stay home and learn by computer.

Human beings are above all social animals; social distancing is anathema to us. It will quite literally kill us through loneliness, isolation and depression. All of which compromises that incredible mechanism in our bodies and spirit—our blessed immune

		<p>system." So if you can't muster the courage to fight for your own freedom to live, do it for the children! Regards,</p>
6/23/2020	Sue Smith	<p>Considerations for 6/23</p>
6/23/2020	Karen Eller	<p>Good Morning School Reopening Working Groups,</p> <p>I am emailing on behalf of members of the Rodel Teacher Network. We represent a wide variety of educator roles and grade levels from across the state. Please see our educator-developed recommendations attached or directly linked here.</p> <p>As educators, we are encouraged by all the hard work of our peers and leaders over the past few months. We are optimistic we can build upon all that we have learned through these months of remote learning to do even better for our school staff, students, and families for the coming school year. We are eager to offer our ideas as the state develops a framework and local education agencies develop their own plans for how to handle the coming school year.</p> <p>We know COVID-19 has created unprecedented challenges and put greater emphasis on existing challenges. However, there is an opportunity and an urgency to build upon the innovative and engaging practices happening in pockets across the state and</p>

		<p>support schools and educators to personalize academic, social, and emotional supports for students, their families, our peers, as well as us, as educators. It is through this lens that we offer the following recommendations, grounded in the Blueprint on Personalized Learning in Delaware, Educators Speak Up: Social and Emotional Learning in Delaware, and other policy briefs previously developed by educators on the Rodel Teacher Network, and revisited now in light of all we are experiencing.</p> <p>Attachment: Recommendations Final June 2020</p> <p>Our priority recommendations fall into the following categories:</p> <ul style="list-style-type: none"> · Technology infrastructure · Social and emotional learning (SEL) supports · Innovative, differentiated educator roles · Mastery or competency-based learning · Support and outreach to all students, especially high needs students · Personalized teacher supports and training · Educator involvement <p>If any members of the working groups would like to speak/meet virtually with members of the Rodel Teacher Network, or would like our assistance in hearing from other teachers directly please don't hesitate to reach out.</p> <p>Wishing everyone a beautiful week.</p> <p>Thank you,</p>
6/23/2020	Taylor VanDuyn	<p>I have been listening to the operations meetings. A suggestion was made to share video resources statewide if we have to go remote. I would like to suggest that a database is created where teacher can upload their videos and resources and that other teachers can search the database. The database should include the ability to tag the common core standard that it is teaching.</p> <p>As an aside I think this would be a great resource for the state no matter if instruction is online or in person.</p> <p>Thank you for all your work on this.</p>

6/23/2020	Jasmine Brown-Eubanks	<p>Good Morning,</p> <p>My name is Jasmine Brown-Eubanks. I am a nurse that works in the hospital system here in Newark, Delaware. I am writing an email in regards to returning my child to school while being an essential worker. I feel like the re-opening is necessary as our children need to return to normalcy and most importantly LEARNING. If stores, sports, and businesses can re-open, I feel that the State should be able to implement similar precautions for schools especially because school officials, administrators, and teachers should have more control of the building and students. If money and re-building our economy is on the front line, school learning should be as well. We know the basics at this point: masks, hand hygiene, social distancing, temperature checks. Additional things that can be done is keeping students in one classroom unless leaving for gym class or the bathroom, adding a second teacher to each class to assist with learning and maintaining safety, and utilizing the gym/library to space out more students. We have to use our brains and common sense about this. Totally not sending children to school is negligent and fearful. Lastly, as a nurse/essential worker how can I as a mother be a provider and be home to be a teacher and assist my young child? I have done my best trying to balance doing both and it does not work. Essential workers will be facing the reality of having to discontinue working in order to be home to assist their children all day every day! Some parents are not fortunate enough to be stay-at home parents and I certainly am one of them. I would appreciate a response and attention to this matter.</p> <p>Thank you,</p>
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6/23/2020

Jennifer
Passwaters

Hello,

I'm reaching out to see if there has been a discussion about using face shields instead of masks for young children both learning to read and undergoing speech therapy. It's going to be difficult for those children learning to read if they can't see their teacher's mouth move and their voices are muffled.

Thank you for your time.

6/23/2020

Anonymous Teacher

Good Afternoon,

As a Delaware public school district Special Education teacher, I have some thoughts regarding the school reopening process. After listening to all of the planning sessions that have been taking place, I also have some concerns.

1. I am concerned about discussions around mask wearing in the school building/classroom. It was stated in a meeting last week (can't remember which subgroup) that it would be difficult/near impossible to enforce the rule of all students wearing masks, so the verbiage was going to be changed to recommended, not mandatory for student mask wearing. This creates an unsafe environment for the other students and teachers in the classroom, since mask wearing protects others more so than the wearer. As a teacher and also a parent, it would not be acceptable for my child to be in a classroom with other students who refuse to wear a mask. I understand if there is a medical issue that prevents a child from mask wearing, but a face shield should be used in its place then. Under no circumstances should schools be permitted to allow students to refuse mask wearing, as this is a health threat to others. My suggestion for students who refuse to wear masks, is they can either opt out of in-person learning and continue remote learning, or be placed in a separate classroom, for students who won't/can't wear masks. Allowing them to remain in the regular classroom, goes against CDC guidelines and state laws that our governor has put forth (in addition to posing a health threat to others).

2. There must be something stated from one of the subgroups to protect teachers from losing their jobs, in the event that school buildings are open in the fall, but some teachers do not feel safe to return. There will obviously be a need for remote teachers, since there will be students that fall into this category too. It should be stated that if teachers are in a vulnerable category and their health (or the health of one of their family members) is in jeopardy if they return to a risky position (teaching), that they should be given the option of remote work as an alternative. This option should be offered without risk of losing pay, benefits, seniority, or job security.

3. I also have a suggestion around the topic of accountability/compliance. Specifically, there should be a team of staff to monitor compliance of school buildings and ensure that all staff are following protocols that will be laid out from these planning committees. After entering my school several times since the pandemic began, I was highly disappointed to see that teachers were not following the rules around face masks and social distancing. The rules were not being enforced/followed by the building administrator either. There needs to be a committee outside of each school that staff can go to when protocols are not being followed. There are teachers/staff members in buildings that do not believe that masks or social distancing are necessary and that the virus isn't as bad as the media says it is. These individuals cause major risks to the rest of the population in the school building. Districts need a plan in place for how they will handle schools/staff who refuse to comply.

	Brendan Pronteau	<p>Dear Committee Members,</p> <p>I'm reaching out from the Delaware Museum of Natural History to inquire at what stage of the reopening process that Delaware schools might plan on resuming field trips or invite scholastic partners from museums, zoos, etc. into the classroom. I completely understand that given transportation constraints, hybrid teaching, and sanitation issues, on top of reestablishing a new sense of "normal" for students, teachers, and staff, that these types of educational partnerships may be limited or be cancelled altogether for the 2020-21 school year. Nonetheless, we at DMNH are committed to partnering with regional schools in providing educational opportunities to students in whatever form best suits our region's needs, in-person or virtually, and assisting in the school reopening process as much as we are able. Thank you for your work and we're looking forward to seeing a safe and healthy reopening process for Delaware schools.</p> <p>Best,</p>
6/23/2020	Colleen Miller	<p>Good Afternoon,</p> <p>My two children attend Lake Forest East Elementary in Frederica. I am writing to strongly encourage you to reopen our schools in August. I understand the concern of parents regarding COVID-19. These children NEED to be back in the school environment for many reasons. I have spoken to a few teachers in various DE school districts where they were not able to get in touch with ALL of their students because there is no internet connection, living circumstances and there are several other reason. We are failing our children with this distance learning program, is one thing if a family CHOOSES to do online learning or homeschooling. Please think of the special education children, I have recently heard from a parent that they just gave up and didn't do any of the work - I also know of parents who just didn't worry about it because it is overwhelming to do all of this school work with their children.</p> <p>For A LOT of children being in school is a safe place for them away from an abusive parent/guardian, a place they can be supported mentally and emotionally. They are also able to get breakfast and lunch if needed. I know that free meals were handed out and that is awesome but I am pretty sure that a lot of kids that needed that free food never received it because they couldn't get to those locations. But if they are in school the school bus picks them up every day.</p> <p>If you have to lower the fever temperature requirement for coming into school, change it from 24 hours to 48 hours. For the sake of our children's mental health they NEED to be in the school buildings. Again, just a reminder that not opening the schools hurts our children mentally and academically.</p> <p>Thank you</p>

6/23/2020	Tracy Truban	<p>Hello,</p> <p>My name is Tracy Truban. I am the mother of an incoming 7th grade daughter and an 11th grade son. I am writing today to have my feedback considered and respectfully request that the back to school plans for Fall 2020 do NOT include the mandatory use of masks for students. There are numerous reasons for this statement, but I'll just list a few. First of all, I live in a district where 45%+ of the families are title I. Many cannot afford the basic necessities of life, let alone several masks. Who will supply masks? Second, sensory and special needs children simply CAN NOT and should not be required to wear masks. However, it's not a fair playing field when special needs kids are exempt from the mask requirement while students not falling into this category are required to wear them. Third, cloth masks do NOT prevent the spread of the coronavirus!</p> <p>My son goes to a Vo Tech school and he is in his shop 3 periods per day. He also may take gym - students cannot wear masks while in gym class! Nor should they wear them at any point during the day. If we can go to restaurants and not wear masks, why would students need to? My daughter will have dance and gym class in the fall. Again, she cannot be expected to participate in physical activity, which is necessary for students, while wearing a useless cloth face covering that does NOT prevent the spread of the virus.</p> <p>Additionally, I believe school should return in a traditional manner, with school sports as always, transportation/buses as always, and a 5 day full day school week. Working families CANNOT accommodate a partial week or every other day or every other week. They would have to pay for child care and most budgets are stretched as it is. Students had so much taken from them this spring for a virus that has an extremely low fatality rate and a low infection rate. Lately in Delaware, we have had 30-50 new cases daily even with hundreds and thousands tested each day. This virus has reached its peak and we simply cannot change the trajectory of the students of Delaware's lives any more. They have been disrupted. Special needs students have suffered irrefutable harm by being out of the classroom for months. Virtual learning was a waste of my students' time, with less than an hour of school time each day, including 2 20 minute zoom classes in that time. Most parents work full time and cannot home school their kids.</p> <p>Please take my feedback into consideration; mainly a return to school in a traditional manner and NO mandatory masks. If students' parents request their children wear masks, fine - it can be voluntary, but these kids do not need to abide by the governmental control using a mask or face covering that won't prevent the spread of the corona virus.</p> <p>Respectfully Submitted,</p>
6/23/2020	Susan Chumley, CR RN	<p>The bullet statement "Facial coverings should be worn by all staff and students at all times" maybe should be changed to "Facial coverings should be worn over the mouth and nose by all staff and students at all times." There are many people in the community that only wear their mask over their mouth (or sometimes only over their chins). Students may argue that they are wearing their masks but unless it is completely covering their respiratory tract (mouth and nose), there is no benefit to wearing it.</p> <p>Thanks!!</p>

6/23/2020 Kathie P. Cherry

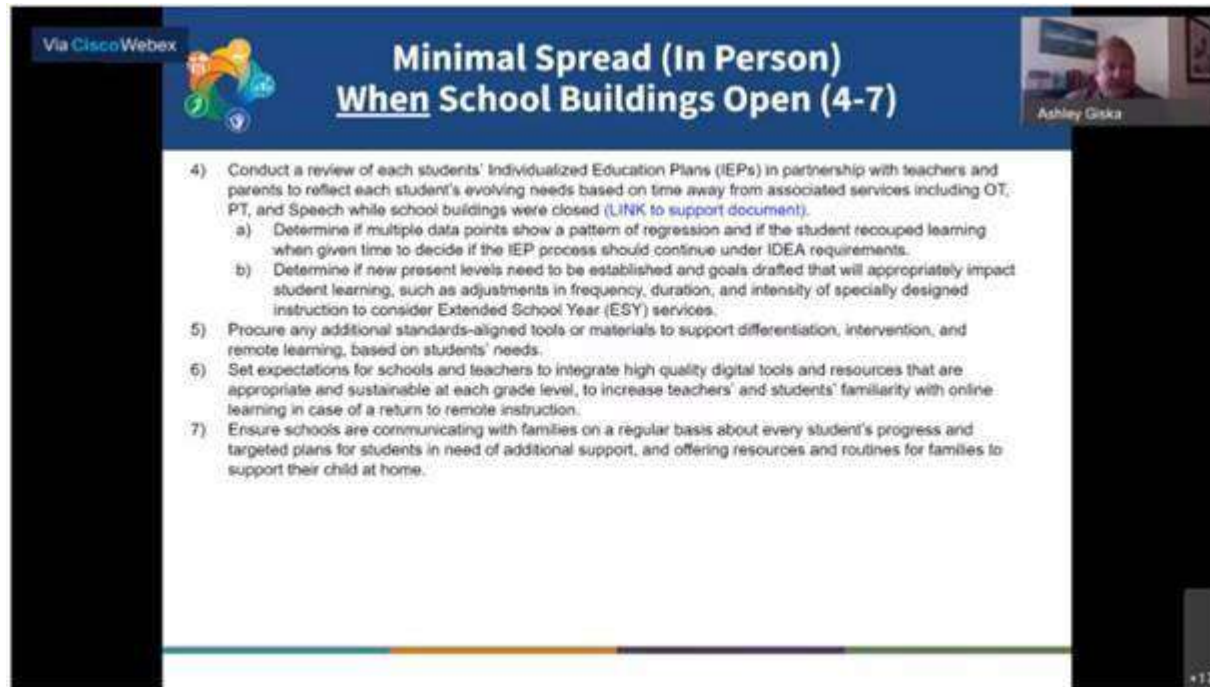
On behalf of Ann Fisher, Chairperson and Wendy Strauss, Executive Director:

Greetings:

Please accept the [attached comments from the Governor’s Advisory Council for Exceptional Citizens \(GACEC\)](#) for inclusion in discussions on school reopening strategies by the Governor’s Schools Reopening Workgroups. As mentioned in our earlier messages, this document will be updated following discussions each week between the three committees of this Workgroup. Comments and questions added since our last submission have been bolded for easier review. If you have any questions on our comments, please contact the GACEC office. We thank you for the opportunity to share our thoughts with you on behalf of students with special needs in Delaware. Be safe and have a nice day.

6/24/2020 Emily S. Klein

There weren’t any comments from members of the Academics and Equity Group on this slide in tonight’s meeting, but I wanted to call the committee’s attention to some ambiguous language.



In bullet 4a on this slide, it states “Determine if multiple data points show a pattern of regression and if the student recouped learning when given time to decide if the IEP process should continue under IDEA requirements.” The underlined portion of that statement is what I’m questioning. What I’m guessing this bullet is trying to state is if multiple data points collected on a student’s progress toward an IEP goal indicates that there has been regression without recoupment, that the team should consider whether a revision needs to be made to the student’s IEP. The language “to decide if the IEP process should continue under IDEA

		<p>requirements” doesn’t really make sense. It almost sounds like the team should discontinue the IEP and dismiss the child from special education services, which seems to be the OPPOSITE of what would need to happen if the child’s progress has regressed!</p> <p>The following bullet 4b seems to indicate that the recommendation to the IEP team is to consider whether revisions need to be made. I think the statement should be an “and/or” in terms of the options to determine new present levels and set new benchmarks accordingly, rewriting the goal to reflect a change in frequency/duration/etc., or even possibly drafting entirely new goals. It may not need to be all 3 (as indicated by the “and” in this bullet), but any of those may be appropriate.</p> <p>Finally, I wanted to call attention to bullet 4b which seems to conflate making revisions to a student’s IEP goal with providing ESY services. Those are two separate discussions. Honestly, it’s most accurately stated that consideration of ESY services is another option (in addition to changes/deletions/additions of IEP goals) that teams should consider if a student has regressed in a skill and not recouped the losses within a reasonable amount of time.</p> <p>Thanks for your consideration,</p>
6/24/2020	Lanny Blair, II	<p>Good evening,</p> <p>I am curious which re-entry group is working on what school looks like in specific scenarios. That is, will there be a discussion on how schools can open? Will there be an explanation of how classes could be scheduled (1/2 population, A/B days, AM/PM shifts, etc)?</p> <p>Thank you,</p>
6/25/2020	Dr. Tom Keating	<p>Operations and Facilities Working Group,</p> <p>Please share where and how many places are restrooms mentioned in the documents since the beginning up to 6/25/20. Thank you.</p>
6/25/2020	Karen Gray, M.Ed.	<p>Hello,</p> <p>Here is information gathered from several elementary schools, professional staff.</p> <p>Feedback from Area F</p>
6/25/2020	Karen Gray	<p>I am very concerned that hiring practices will be relaxed and cause a situation that conflicts with the negotiated contracts our staff are working under. If a person does not meet the qualifications for a position, they should not be hired.</p> <p>Evaluations of staff need to be consistent. Some administrators were popping in on Zoom meetings and using that to evaluate staff.</p>

6/25/2020	Karen Gray	<p>Adult staff may not want to wear masks, who will follow through on this and enforce? I asked a custodian why he wasn't wearing his mask and he said he had already been exposed all year, so why bother. This was in the first week of June while gathering materials.</p> <p>Children will not keep masks on</p> <p>Adults and children who are immune-compromised or of a risky age group – how will they safely return to school?</p> <p>What happens if staff is afraid to return for medical reasons?</p> <p>Who is actually enforcing cleaning? I am very skeptical about this.</p> <p>We do not have access to curriculum that is ready for online instruction and differentiation is a big task. Is additional instructional planning time being considered?</p> <p>Has anyone considered teaming up teachers – so that 2 teachers have a group of moderate size and one supports more live, one supports more remotely?</p>
6/25/2020	Jane Boyd	<p>Dear Health and Wellness Committee,</p> <p>I retired in January of 2020 from the position as the Education Specialist, School Health Services, Delaware Department of Education and remain active with the National Association of State School Nurses. I have over 33 years as a Registered Nurse in Delaware with experience in public health and school nursing.</p> <p>Here are my comments and questions for the committee and I apologize if they have already been addressed.</p> <p>1. COVID-19 Education Training for Staff:</p> <ul style="list-style-type: none"> o What is the plan to provide a universal COVID-19 related statewide staff training to assist with transition back to school and consistent messaging? Some suggested topics to include would be Health Guidance (Disease transmission, Reduce Spread, Environment, Exclusion for + COVID cases or presumptive cases, Contact Tracing), Discipline, Staff Self-Care, Special Student Populations, Emotional Needs of the Student and Family, Resources. The Schoology platform could be utilized. <p>2. COVID Reporting, Contact Tracing and the Division of Public Health's role:</p> <ul style="list-style-type: none"> o What is the defined process for schools reporting presumptive cases? Will the lead be the Division of Public Health? o What is the plan for identified school "hot spots" identified through positive COVID test? Will there be a partnership with local hospitals to assist DPH in the Contact Tracing? If so, who will confirm these individuals having a background check if they have physical contact with student? <p>3. School Building Facility Concerns:</p> <ul style="list-style-type: none"> o How will the indoor air concerns based on the EPA's recommendations be handled/addressed? For example, use of air cleaner, purifiers and HVAC guidance.

		<p>4. Resource for the School Nurses: o I understand that there was a Delaware Lead School Nurse COVID-19 Team that was formed in April. I have been told it is no longer meeting or has been put on hold. I would suggest this group reconvene with guidance from Sue Smith, School Nurse representative of the Health and Wellness Committee to assist in providing guidance with uniform practices and policies for school nurses.</p> <p>5. Health and Wellness Process Document o When will a process document from this committee be available that can be utilized as a guiding tool for the schools and districts as they create specific plans to meet their unique needs? I thank you for the opportunity to raise these questions and most importantly for addressing the needs of the children and families in Delaware.</p>
6/25/2020	Jane Boyd	<p>Hi Committee, Well this is a disheartening response. How does one know if the questions or comments are actually addressed? Thanks ----- Original Message ----- From: reopeningideas <reopeningideas@doe.k12.de.us> To: Jane Boyd <janeboyd2004@comcast.net> Date: 06/25/2020 5:08 PM Subject: Automatic reply: [External] Re Opening Questions for Health & Wellness Committee</p> <p>Thank you for your submission to the Delaware Department of Education to provide public comment on the School Reopening Working Groups meetings. You will not receive a response to your message; however, all comments will be forwarded to the Working Groups for review.</p>
6/25/2020	Eul Lee	<p>Good Evening,</p> <p>Due to the social distancing requirement, more vehicles will be needed to transport children to school and it will cause more traffic jams during school hours, in the morning and in the afternoon. Classrooms and cafeteria will also have to figure out how to provide safe distance for all students.</p> <p>What about offering the parents and the household to choose remote learning for the whole semester? Some households may be able to access high-speed internet, supervise their children's learning and may prefer virtual classes. If there are enough teachers who prefer/can teach online, this may be a viable option. Could you solicit households and teachers who would prefer this option to rule it out or in? Florida had this option even before the pandemic. For these students, there could be some get-together for social time during off hours.</p>

		<p>Thank you for all your preparation effort.</p>
6/25/2020	Eul Lee	<p>Good Evening,</p> <p>Due to the social distancing requirement, more vehicles will be needed to transport children to school and it will cause more traffic jams during school hours, in the morning and in the afternoon. Classrooms and cafeteria will also have to figure out how to provide safe distance for all students.</p> <p>What about offering the parents and the household to choose remote learning for the whole semester? Some households may be able to access high-speed internet, supervise their children's learning and may prefer virtual classes. If there are enough teachers who prefer/can teach online, this may be a viable option. Could you solicit households and teachers who would prefer this option to rule it out or in? Florida had this option even before the pandemic. For these students, there could be some get-together for social time during off hours.</p> <p>Thank you for all your preparation effort.</p>
6/25/2020	Shay Edwards	<p>Currently DMV is not allowing school bus drivers that have a learner's permit to schedule tests to get licensed to drive a school bus. Can DOE influence DMV to allow this to happen before the start of the school year?</p>
6/26/2020	Ruth and Greg Lavelle	<p>Thank you all for serving on the school reopen working groups. Difficult and important work. While school closures have greatly impacted all students, they fall heaviest on students with special needs such as my son. I've joined all working group meetings to-date; discussion around students with special needs has been limited. Equally important, discussion of the impact on students entitled to FAPE in 18-21 year old programs which are primarily vocational in nature has been non-existent. Delivery of service for them takes place largely in business settings within the community yet they are being held captive to the closure of school buildings and the challenging safety protocols around those buildings rather than protocols enacted by businesses in the community which are, in effect, their classrooms.</p> <p>Since the working groups are focused on "what needs to be done" vs "how we do it", the "how" may be such a heavy lift for schools that I worry the working group guidelines will simply be deemed a roadmap to keeping schools closed. Unfortunate, if so, but that is what we're seeing for students with special needs who are entitled to summer services. Those services are continuing under a remote model (which simply doesn't work for most given their unique needs) despite Gov. Carney allowing summer</p>

schools to open, with restrictions.

Finally, extending entitlement for students in 18-21 programs beyond age 21 is the equity those students need given the impact of school/business closures on the ability to meet their work-based learning needs. What follows is the content of an email I sent to Legislators on the reopen working groups, members of the House/Senate education committees, and House/Senate leadership:

Dear House/Senate Education Committee members, legislators on the School Reopening working groups and House/Senate leadership:

We are parents of a 19 year old student with special needs who attends SITE, the 18-21 program in Brandywine School District, for his free and appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA). His needs are deep. Remote instruction is not meeting them despite best attempts which should not go unrecognized. However, with a post-secondary goal of employment amid an educational system that has baked-in the delivery of service around realistically meeting work-based learning (WBL) needs solely to 18-21 programs, his life outcomes are greatly driven by the WBL he receives in the two years he has at SITE. With summer services now deemed remote; 43% of his first year will have been delivered remotely, all with no WBL and missing the mark on needs. The impact is/will be huge.

Understandably, COVID has paused the ability to deliver FAPE to him and many others, but remote instruction is, at best for many with special needs, simply a band-aid to prevent regression. It is a short-term solution; we now have a long-term problem. Even in a pandemic, the benchmark to education shouldn't merely be preventing regression but expecting growth. We can't hold growth or FAPE captive to COVID; however, growth has ceased for many while the clock entitling students to services until age 21 continues to tick down. Pause the clock. Pause it in the sake of educational outcomes and the future of students with unique educational needs entitled to FAPE. Pause it for those in vocational programs with heavy hands-on WBL needs which simply can't be delivered remotely, can't be delivered with community businesses closed, or can't be delivered safely given students' unique health needs. Amend Title 14, Section 3101 to extend entitlement beyond age 21 to reflect the duration of COVID closure. IDEA entitles students to an education that prepares them for employment, further education/training and independent living. Even in a COVID time-out, the clock should stop ticking or we're simply preparing them for the next state agency.

Additionally, sharing feedback given to our district as we partner with them on remote instruction. In speaking with other families of students with special needs, we are not alone with the following:

- Remote content is not accessible nor deliverable without the 1:1 facilitation/support/engagement by us (parents)
- While we are experts regarding our son; we are not highly qualified in the delivery of services as required by IDEA
- Given the need for us to facilitate delivery of service coupled with being essential employees, our employer is bearing the cost of FAPE. It is not free.
- The parent/child relationship is not the same as teacher/student; the delivery of services is not equal when we are the vehicle in that process. It impedes his outcomes since he is significantly less receptive to or engaged in instruction delivered through us which is a direct cost to him.

		<ul style="list-style-type: none"> • Given the need for us to facilitate delivery of service, the time we would normally use to support educational needs outside of school-delivered services has become a casualty to the remote delivery model; another direct cost to him. • We are supporting all related services (OT, PT, Speech) but he struggles to attend on most occasions and having us at his side distracts and impedes the intended benefit; another direct cost to him. • Our son’s needs extend beyond his education/IEP; primarily medical in nature. The time we must now invest in partnering on the delivery of FAPE while balancing work has limited our ability to meet/manage his non-educational needs; another direct cost to him. • His independence is rapidly regressing as he leans in on the 1:1 support we’re forced to provide to facilitate remote delivery. • His endurance, both cognitive and physical, is regressing despite the remote interventions but also as a function of them. The time we must now invest in supporting remote delivery leaves us less time to devote to building his physical capacity/stamina; a long held priority for us as it impacts his vocational/health/life outcomes. <p>The educational response to COVID requires a partnership with students/families. We are doing our part. Please amend Title 14, Section 3101 to extend the entitlement to FAPE beyond age 21 as part of that partnership and provide equity to those students with the deepest educational needs.</p> <p>Thank you,</p>
6/26/2020	Dr. Tom Keating	<p>Dear Operations and Services Working Group:</p> <p>Please review the issue of restrooms for at least the first two scenarios of reopening. I have listened to several meetings of your committee, read several documents, and tried unsuccessfully to contact by phone.</p> <p>As a fellow educator, and as one who assisted several Delaware schools some years ago, I strongly suggest more attention to restroom issues including soap, amount of time for handwashing, number of hand washings especially for middle and high school, and message art in and around student restrooms.</p> <p>The best I can tell "bathroom" is mentioned once in scenario three, and though there may be more in earlier scenarios, it was not obvious.</p> <p>I wish I had time between now and the original closure date of 2 July to examine the Wellness area, not so much for the Wellness Centers, as for the tie in with "other school-based activities" as required under the current 2010 Federal law and the Federal 2016 Rules. How the districts and schools practices of wellness connected to restrooms will be affected by reopening.</p> <p>Since the Working Groups receive recommendations and not questions, I recommend consideration of more rigorous restroom support including more active involvement of the users - the students. CARE Act financial support can even be used for such actions.</p> <p>If any materials regarding restrooms and reopening from www.projectclean.us can be useful, please adopt any you wish.</p> <p>Thank you for the chance to learn about our nation's first State and its reopening plans.</p>

I do respectfully ask that you notify me of receipt of this email, and share the Working Group's final document with me at keating.projectclean@gmail.com
Sincerely,