

DATE	NAME	COMMENT
5/31/2020	Ann Covey	<p>Dear committee members, I am submitting the attached drafts, Return to School after COVID-19 considerations and guidance on behalf of our Delaware School Nurses. This information was researched and compiled by a small workgroup of school nurses, and may be used as needed in planning.</p> <p>Thank you for your consideration,</p>
6/1/2020	Brandon Bushong	<p>If there are 3 working groups with 51 total representatives, why was it necessary to hire an extremely questionable consulting group called "Opportunity Labs?"</p> <p>What was the fee paid to this group? They can claim to be "non-partisan," but it's clear looking at the composition of this group that there is one clear ideology represented.</p> <p>Do the majority of the 51 member board agree with the following statements from the Opportunity Labs website:</p> <p>a) Set an ambitious goal to ensure that every student is on track for success academically and socially and emotionally by the end of the 2022 school year.</p> <p>b) Assess the efficacy of all academic and social-emotional interventions against the goal of ensuring that every student is on track by the end of the 2022 school year, and report out the results on a quarterly basis.</p> <p>Our children have been locked in homes for the past 3 months, and now we are to accept an outside consulting group telling us they will not be "on track for success" for another two years? This is simply outrageous! Many other countries have already opened their schools now and are having no issues!</p> <p>From the Wall Street Journal: "Denmark, Austria, Norway, Finland, Singapore, Australia, New Zealand and most other countries that have reopened classrooms haven't had outbreaks in schools or day-care centers. Researchers and European authorities said the absence of any notable clusters of infection in reopened elementary schools so far suggested that children aren't significant spreaders of the new coronavirus in society"</p> <p>https://www.wsj.com/articles/is-it-safe-to-reopen-schools-these-countries-say-yes-11590928949</p> <p>One of the most comprehensive review of pediatric COVID studies is by Alasdair Munro. The conclusion of the review states "Governments worldwide should allow all children back to school regardless of comorbidities." https://adc.bmj.com/content/early/2020/05/19/archdischild-2020-319474</p> <p>At what point are we going to look at the data and experiences of other states and countries and realize we can fully re-open the schools in the fall? The working group should look at the real, up to date statistics & not listen to a group that formed two months ago to capitalize on societies fear.</p>
6/1/2020	Sabra Collins	<p>COVID-19 Return to School Canadian PHE Guidance</p>

6/1/2020	Debbie Scott	<p>Good Afternoon Dr. Bunting,</p> <p>I am the parent of 3 teenagers. If school does not reopen in the Fall, I hope to see teachers hold more live classes than what was experienced this Spring at Brandywine High School and PS DuPont Middle School. My 10th grader only had 2 out of her 7 classes live. My 8th graders had none. I saw that my 10th grader looked forward to her scheduled video classes, not only to keep engaged in the class, but also to see her classmates who she dearly missed. It is much easier to disconnect from school when you do not see your teachers and only have to look for uploaded work on Schoology.</p> <p>If you have any questions on our experience with the Spring remote learning, I would be happy to answer them.</p> <p>Kind Regards,</p>
6/1/2020	Tiffany Casti	<p>How will guidelines apply to school districts that have greater school capacity than others? My children belong to Indian River School District, and my first grader had 28 students in her class. Would social distancing or capacity guidelines be set by the number of students regardless of the practical capacity settings of the school?</p> <p>In the event of a hybrid model of learning (partial school partial remote schedules) will the Spanish Immersion (or language immersion) programs be catered to, allowing the time spent in school to be greater concentrated on the second language?</p> <p>My youngest child is set to start Kindergarten this fall, and has been placed on a school choice waitlist for East Millsboro Elementary. I was just informed of this less than two weeks ago. My children have been in child care in millsboro for almost 5 years, and my oldest child has already been school choiced and enrolled in East Millsboro. I was advised that although my oldest is currently enrolled and entering second grade for the 20-21 year, that my youngest may not be accepted in due to the unknown and capacity issues.</p> <p>Aside from East Millsboro the only other school in the IRSD that offers Spanish Immersion is John Clayton. For parents like myself and others in this scenario we are very worried what will come of this situation.</p> <p>Having kids in different schools is ridiculous, and if I pull my children to go to their feeder school in Georgetown, they will no longer have the option of Spanish Immersion. This program was something we as parents agreed to invest in, and it is a sad thought to know I may have a child that this is just not offered to.</p> <p>A remote program to make it accessible to students is a huge concern.</p> <p>Thank You for your time.</p>

6/1/2020	Gabrielle C. Koury, Ed.D, NCSP	<p>Hello, I am a Delaware School Psychologist and I am the Delaware Delegate for the National Association of School Psychologists (NASP).</p> <p>Thank you for your work on this and supporting Delaware students, families, and staff! The website presented at the initial meeting looks really helpful (https://returntoschoolroadmap.org/)!</p> <p>Here is also Maryland's plan document, in case that is helpful too: http://marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf</p> <p>NASP and the American School Counselors Association (ASCA) co-created a guidance document, see attached: School Re-Entry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19.</p> <p>In addition, NASP has many resources that may be of interest: https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center</p> <p>Anything I can do to help, please let me know. Thanks,</p>
6/2/2020	Jo Ann Rogers, MSN, BSN, RN	<p>Good Morning,</p> <p>I have attached concerns voiced by the school nurses within Capital School District. I hope that you have time to review and add to your discussion this evening during the Health and Wellness Committee meeting for the re- opening of schools. Please feel free to reach out to me with any questions. We truly appreciate your assistance and dedication to bring our voice to the planning of re- opening our schools.</p>
6/2/2020	Amy Honisch	<p>Has anyone considered staggering students to allow for social distance and still engage students in live learning? Half days or every other day or even once a week is better than no contact. Teachers need to know who their students are and develop rapport if they are going to engage in meaningful learning.</p>
6/2/2020	Carol R. Moore BSN, RN	<p>I have concern with regards to providing support to staff and students with asthma as they fall into the higher risk category. What type of guidelines on procedures will be on hand for those person exhibiting symptoms? Does DOE have any idea if DEMA will be able to step in to offset some of the expenses for schools?</p>

6/2/2020

John
Young

Dr. Bunting et. al.,

This email/question is for ALL three workgroups and if possible would like a considered response from each work group if possible.

Given the selection of Opportunity Labs without public input, and a growing concern among some that the outcome of these working groups may either be predetermined or heavily influenced unduly by Opportunity Labs, will your workgroups/you commit to the following:

- publishing the contract between the state and Opportunity Labs, to include all costs, names of all signatories, and total monies outlaid by DE to Opportunity Labs?
- publishing all email correspondence between working groups and Opportunity Labs partners to include Opportunity Labs senior management and/or board members, including all attachments related to items for workgroup consideration?
- publish all items submitted in response to the RFP from which Opportunity Labs was selected. If no RFP, can Secretary Bunting publicly discuss the selection process and/or share all emails between Delaware DOE employees and Opportunity Labs from March 13, 2020 to present day?

The failure to include live public comment is a glaring red flag about the work of the working groups. I have received over 15 calls from concerned parents/teachers/administrators that they are voiceless in the process and I am from the camp that people tend to actually support what they help to actually create (not rubber stamp). Others still have expressed concerns that the SMEs selected are either complicit in pushing forth the DOE/Opportunity Labs solution or that they literally have no idea they may be being manipulated by the actual process itself. Still others have expressed deep concerns that the taxpayer and John Q. Public are being left out of these discussions by your process design much like the vast majority citizens of Wilmington were left out of the Christina MOU, and key stakeholder groups continue to be sidelined by the Redding Consortium's work which recently declared to the PTA there is "no scenario" under consideration for redistricting that "doesn't remove Christina from the city". Not really trying to be CSD centric here, more just trying to show the history of not including those who will be affected by your recommendations and the almost universally poor outcomes that follow when that happens...

I am basically asking that transparency not be given lip service as it has thus far: saying it is not doing it.

Thank You,

6/3/2020

Tina
Alinskas

Hello.

My name is Tina Alinskas. I have twin girls who are rising 8th graders at Millsboro Middle School in the Indian River School District.

I am, like most parents and citizens, concerned about the possible reopening of schools in the Fall. The Governor appears to be making a point of being inclusive of parents regarding reopening ideas so I would like to go ahead and mention a couple of things.

1. Honestly, until there is a vaccine and/or effective treat for COVID the schools really should continue to remain digital. I know that is a hardship for many parents however it is the safest, wisest thing to do. There is no reason that should be a huge obstacle... there have been online schools for years. My daughters are actually thriving with digital learning. They are taking the opportunities to learn new things and engage in new areas of study during this digital learning phase. Rather than feeling that their education has become compromised I actually feel that it has been enhanced. The educators and administration at Millsboro Middle have done an outstanding job of preparing the kids, communicating with them, hosting zoom calls and engaging the children in activities that create a sense of community in the classroom even while remote. They have been true heroes in this situation. Each and every one of them. Because of their competence... and the advances in technology ... my strong suggestion would be to continue digital learning until there is either a vaccine or effective treatment for the virus. There is no question it is the safest thing to do

2. If in-school learning is being considered for the Fall please allow digital learning to be an option for those families that would prefer it. Not only is the safety of the children a consideration but also for every member of the household. Parents and caretakers often have risk factors that would make contracting the virus extremely dangerous. While children may not be too terribly impacted by this disease we know that they are often carriers ... and bringing the disease home to caregivers that are compromised can lead to family disruption and even death.. causing a whole slew of negative issues for impacted children.

3. If schools are planning to resume in the Fall please consider not only the guidelines recently set out by the CDC but also the methods that have proven effective in other countries that have a proven track record of containing the spread of the virus. Take Taiwan for instance, where there is a very low infection rate. Not only does the country have easy access to testing and thorough contact tracing but the reopening of schools was handled very methodically. Here are the steps the officials in Taiwan took to safely open schools.

- Temperatures were taken of kids before entry into the schools
- Shoes were disinfected prior to entering the building
- Backpacks were sanitized prior to entering the building
- Masks used to travel to school were discarded and new masks were handed out when entering the building
- Class sizes were reduced to allow for more space between desks
- Sanitization stations were setup at the entry of every classroom for kids to sanitize their hands prior to entering the room
- Extra time was given after each class for hand washing
- Masks are mandatory
- Lunches were eaten in the classroom with folding partitions

I have attached a couple of short videos of the process.

<https://www.youtube.com/watch?v=wmK9Bt1xcnY>

https://www.youtube.com/watch?v=IReo_5gJJow

4. Transportation is of great concern if schools reopen. In most countries, such as Taiwan, that have almost stopped the spread of the virus, children walk to school. They do not take buses. The CDC recommendation for buses should be implemented... which would mean that there would clearly have to be some sort of staggered attendance schedule.... such as one day a week. I cannot imagine how else it would be possible to transport only one child per bench seat on each side of the aisle with a vacant bench seat

		<p>between them. The lack of safe transportation is another big factor on why digital school for the time being makes the most sense... or should be considered an option for some families that cannot drive their children to school in a safe manner each day.</p> <p>5. Finally... once vaccines are available they should be mandatory. Period. End of discussion. If anti-vaxxers do not want to vaccinate their kids they can home school.</p> <p>Thank you for attention to this lengthy and unsolicited email. I appreciate it. I am so appreciative of the work and dedication of the educators at our school, Millsboro Middle School... and our school district. As I have told my children, their teachers have given them a real life Darwinian example to observe... how to adapt quickly to change and to be successful and safe. Kudos to them and to every member of our education system that has responded so quickly in the best interest of our children and our communities.</p> <p>I am hoping and praying for each of you that are involved in the difficult decision about if and when and how to reopen our schools.</p> <p>If there is every anything I can do to help support our administration and educators please let know.</p> <p>Best,</p>
6/3/2020	Jennifer Davis, M.Ed.	<p>I would like to urge the committee to review the joint guidance document created by the American School Counselor Association and the National Association for School Psychologists. The document "School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19" provides valuable insight and ideas for supporting both students and staff.</p> <p>https://www.schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf School Reentry Considerations Multidisciplinary Decision Making SCHOOLS AND DISTRICTS SHOULD: Establish a multidisciplinary team dedicated to planning for school reentry. Teams should include school administrators, school-employed mental health</p> <p>www.schoolcounselor.org</p>

6/3/2020

Lara Booth

List of Concerns:

GENERAL DISTRICT CONCERNS:

1. Will there be individual school-level contact tracing or teacher/staff/student testing available prior to return to school to determine where each school stands of number of previous infected or positive for antibodies to see if some schools can fully return (with exceptions, as needed)?
2. Who will communicate what "level of transmission" we are working in? Is this school/district/state/DPH dictated?
3. What will transportation look like for the students of the district? Cleaning of transportation? Double runs? District owned vs. contracted?
4. What will Entry/Exit/Parent Drop-off/Pick-up/Late arrivals/Early Dismissals look like?
5. Will there be classroom changes? (Spanish Immersion, Departmentalized grades/Specials/Recess/Middle/High School)
6. Will there be breakfast and lunch? If so, what will it look like?
7. Policy for the Pool at Sussex Consortium?
8. Will floating/push-in staff remain in 1 room for the entire day in order to prevent potentially infecting many?
9. Same as above for OT/PT/Outside counselors/Volunteers?
10. Will students take their belongings to and from school with them in order for surfaces to be completely disinfected and in case of immediate school closure, like we faced in 2019-2020?
11. Attendance Policy(see below under nursing specific concerns)
12. Supplies for the staff, what is the district's plan to provide?
13. What will the whole policy look like for special needs students(across the district)? What specific things will be adjusted for special needs students? Same questions for immunocompromised.
14. Will the district look at 2 week policy? Does the CARES ACT apply? Union?(Because staff often come to school sick reporting because they don't have days)

NURSING SPECIFIC CONCERNS:

1. Will temperatures be taken prior to entry into the building?
 1. A. Will temperature checks be conducted at the beginning, mid (for those that their parents gave Tylenol/ACET), end(for those parents that gave Motrin/Ibuprofen)?
2. Will we close during scheduled med/treatment times to limit flow? And have "Sick hours?" Possibly having teachers call before sending students down? Once a day meds (have students take at home if possible)
3. Will there be specific reasons that students are able to come to the nurses office?
4. How will we keep traffic down in hallways/to nurses office? Will teachers have to call down first before sending students?
5. Attendance policy? Will this be adjusted for this year? (Example: CDC recommendations about staying home after symptoms/fever. Will this be nurse/office excused? Attendance-Ex. Student sent home with fever, nurse excused for following day. Attendance policy 72hrs. Excused? Negative test before return? What is the policy if student sent home for showing symptoms of COVID?
6. Is there the availability of a closet for a "clean" area for morning/lunch/pm meds, so no cross contamination with sick students? How else should medication times change in order to limit potential spread between students?
7. Med carts to administer meds?
8. What is the fire/person capacity for each of the nurses office?
9. What is the district plan for extended EMS response times and caring for an isolated patient and emergency happening?
10. Will there be a tent outside for potentially positive students to limit potential spread?
11. Separate place for neb treatments, due to aerosolization? Specific cleaning.
12. How will staff and student mental health be addressed?
13. If students do not have an emergency card, can they be excluded until we receive? What is the district's policy on no yellow card received? What is the date they are to be received by? Are we legally allowed to treat the student without one? If we as the

nurse send by 911 and do not have a card signed, what are the repercussions who is responsible? State regulation says an emergency card on file in the nurses office.)

14. What if we can't get ahold of parents when student is showing symptoms of COVID? Admin made aware? SRO? EMS? We need to set a time limit district wide and need this information put out online/PeachJar/etc. What if the parent says they cannot come/has no transportation or takes longer than (what is an acceptable time for picking up their child) whatever is the normal amount of time to pick up his/her child?

15. What is the district policy for enforcement for lack of immunizations (including those students with religious affidavits), physical, TB, lead, and emergency card? We do not need a vaccine preventable disease outbreak on top of COVID. Can we make a district exclusion date?

CUSTODIAL/CLEANING CONCERNS:

1. What will the district's general cleaning responsibilities of custodial staff look like? (Refer to School Nurse Guidelines book for nurses office specifics Ex. Garbage bags completely changed everyday (or more frequently) in nurses office)
2. What are the procedures for custodial staff, strict guidelines, how often will everything be cleaned? (Bathroom, nurses office bathroom, hallway, communal areas IN BETWEEN STUDENTS)
3. If classroom changes will be occurring, how will classrooms be disinfected between classroom changes?
4. Ventilation-How will the district be addressing proper ventilation when we return?
5. Will all soft surfaces that are able to be removed be removed in order to make disinfection easier? (Rugs, bean bags, etc.)

Resources:

AAP Guidance on Reopening Schools:

<https://www.aappublications.org/news/2020/05/05/covid19schoolopening050520>

Arizona Reopening Schools:

<https://files.constantcontact.com/cbebfe4e101/c74d6758-a584-4aeb-af41-72e111346f9f.pdf>

CDC Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes:

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

CHOP School Reopening Policy Review Page:

https://policylab.chop.edu/sites/default/files/pdf/publications/PolicyLab-Policy-Review-School-Reopenings_0.pdf

DE-DOE Section 800 Regulations:

<https://regulations.delaware.gov/AdminCode/title14/index.shtml>

Emergency Card:

<https://regulations.delaware.gov/AdminCode/title14/800/811.pdf>

Immunizations:

<https://regulations.delaware.gov/AdminCode/title14/800/804.shtml#TopOfPage>

DE-DOE Summer School Guidelines:

<https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/599/5.29.Summer%20School%20Guidance%20for%20DE%20Schools%20-%20FINAL.doc.pdf>

Maslow's Hierarchy of Needs:

<https://www.thoughtco.com/maslows-hierarchy-of-needs-4582571>

Maryland's Recovery Plan for Education:

<http://marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf>

NASN: COVID-19 Resources:

<https://www.nasn.org/nasn/nasn-resources/practice-topics/covid19>

Reopening School: What it might look like:

<https://www.cultofpedagogy.com/reopening-school-what-it-might-look-like/>

6/3/2020	Dayna R. V. Mazzola	<ul style="list-style-type: none"> • How to address the needs of immune compromised learners as well as teachers and staff. This extends out to their families as well, even if the individual is not immune compromise but a family member (parent/sibling) is. Home bound services/remote learning for some but not all? Flexibility of different models for different learners/teachers, not a 1 sized fit all approach. EX. Teachers that NEED to stay home can serve children that NEED to stay home? • How to address unique needs of early childhood, specifically early childhood special education. Examples: If social distancing is recommended - how is this supported in a preschool classroom of 3 and 4 year olds for both typically developing children as well as children that may have significant impairments such as an autism diagnosis and/or be non-verbal etc? One of the primary areas of focus in social emotional learning at this age such as peer interactions ie. collaborative play. How does this work with social distancing? Distance/remote learning at this level presents with some very unique challenges for both children and families and that also need to be considered, ie. teaching/supporting collaborative play with peers to a 3 year old via zoom in the home..... • It was mentioned that there would be local control. How local, at the district level, county? If so, how will considerations for staff be made that may work in one district but have children that are attending a different district that may be following a different schedule/guidelines/recommendations? • How will September 30th count be handled? Preschool is not mandated and parents may decide not to send their children to school, especially in the fall (if we open). • ABSOLUTE necessary increase in mental health supports AND resources for learners, teachers and families. • Additional training in social emotional curriculum and fidelity in implementation. Additional support for MTSS programs. <p>Thank you for the opportunity to share my thoughts. If anyone would like further explanation I would be happy to elaborate.</p> <p>I wish you well.</p>
6/3/2020	Victor J. Leonard, Jr.	<p>Hello: Just wanted to, as Public Comment, ask if the PowerPoint slides can start being attached to the meeting site, in advance of the meeting? This if a request to all three groups. (Hopefully starting today!?:)) Thanks, if so. Sincerely,</p>
6/4/2020	Dave Walton	<p>I can appreciate all the thought and guidance provided by appointed experts in the fields of education and psychology, but the real test will be the plan practicality review that can only be provided by those in the trenches day in and day out.</p> <p>Please make sure you run any plan past an actual classroom teachers and classroom students. After all, they are the direct customers in all of this.</p> <p>Additionally, within this article one can see competing priorities amongst different school functions. For example, the superintendent is concerned about ramping the education up to where it used to be. We have all been shut-in for months, perhaps getting the system up to where it used to be should be a more distant goal for the next school year.</p> <p>Thank you for allowing input to this process</p>
6/4/2020	Marisol Ocasio	<p>How are natural asymptomatic school employees going to be able to protect the themselves, students and staff they work with. We will be allowed to wear mask during the school day? Thsnk you for providing the platform to ask questions.</p>

6/4/2020	Susan Coley, RN, MSN, NCSN	<p>The Smyrna School District nurses met virtually on Monday and we had two comments/questions for the health and wellness committee for return to school planning.</p> <ol style="list-style-type: none"> 1. We would like to know if clear face shields instead of masks would work for nurses in a minimal case scenario? We felt this would benefit the hearing impaired and be "friendlier" to our young population. 2. We agree that it is most imperative that our immunizations and physicals be up to date. Could we utilize our district wellness centers along with public health nurses to offer immunizations and physicals to our entire district populations? <p>Thank you for your consideration.</p>
6/4/2020	Brandon Bushong	<p>I've watched both of the public meetings available via YouTube. While I understand there is a lot of discussion around various scenarios, what seems to be missing is the simple fact that our children are falling behind.</p> <p>Our children need to be back in the classrooms. Period. If the state shuts down schools, our kids will be hurt more than anyone. We cannot continue to live our lives in lockdown and fear.</p> <p>What is simply mind boggling to me is at least 7 countries have fully re-opened their schools with 0 issues, yet we continue to keep our head in the sand?</p> <p>There is no data to support the notion healthy children are at risk or transmit the virus.</p> <p>With so much discussion around "following CDC guidelines," why would so much credence be put on an organization that has been so wrong on some many levels during the pandemic? The modeling they followed was terribly wrong in March & April. "CDC Guidelines" can be one of MANY sources of information, but should not be a primary source of reference.</p>
6/4/2020	L.J. Blair	<p>How do schools without AC units effectively and safely move the air within classrooms? One of the panel members in the O&S group mentioned "air sanitizing units" that work in coordination with the HVAC unit in his fitness studio. What resources can be leveraged to support those schools?</p> <p>Thank you,</p>

6/5/2020

Brittany J.
Zehr, Ed.S,
NCSP
(DASP)

Hello - DASP would like to submit our second public comment. This comment is for all of the working group.

If you are unable to open the document please let us know.

Thank you for your time. Delaware Association of School Psychologists PO Box 534 Middletown, DE 19709 DASPonline.org

June 5, 2020

To whom it may concern;

My name is Brittany Zehr and I am the President of the Delaware Association of School Psychologists (DASP). I'm writing to you today, on behalf of DASP, in reference to the COVID-19 School Reopening Working Groups. The first week of meetings for each group has been completed. DASP representatives have attended all meetings. After the first week, DASP offers the following comments and considerations to all working groups:

1) It is essential that the working groups share information with each other. It is apparent that each group is interpreting their charges slightly differently. Each group has also indicated that other groups are responsible for concerns working group members have brought up. If each group thinks the other is handling a particular topic then valid and significant concerns may be missed, i.e. special education and equity.

2) The lack of understanding and discussion around special education is concerning. In multiple working groups, the answer to "what do we do about special education?" appears to be "follow the IEP" or "do what is in the IEP." While the IEP is a legal document that needs to be followed, it is still just a document. The power of an IEP is not in the document itself, but in the people and resources attached to the document. There needs to be substantial discussion related to special education service delivery, staff, and resources now. This discussion cannot be an afterthought. Special education should be something that permeates and is addressed specifically by all working groups. We would like to applaud the Operations and Services Working Group for recognizing the need to include special populations in their discussions.

3) Another topic that should permeate and be addressed by all working groups is equity. It was disheartening to listen to the silence of the working group members when other members brought up topics related to social justice and the protests that are happening in our communities. These working groups are in the process of building a new return to school structure because of a pandemic that is unlike any other in recent history. This is an opportunity to build a structure that is equitable, but only if equity is discussed in each and every working group. We cannot leave it out of the other discussions. Frankly, how does one discuss mental health without addressing equity concern? How does one discuss technology without addressing equity concerns? Equity in education, not just academics, needs to be on the mind of all working group members.

In closing, we would like to thank all of the members of the working groups for the time and energy that they are dedicating to this effort. It is not an easy endeavor. We continue to recognize that every individual and organization brings unique knowledge and skills to this challenging endeavor. In fact, our organization has been pleased with some of the comments and discussion from working group members and has led to some important discussions internally. We, once again, offer our support to you as you work to support the school communities, educators, and students in Delaware.

Sincerely, Brittany J. Zehr
Brittany J. Zehr, Ed.S, NCSP President Delaware Association of School Psychologists