

OPERATIONS AND SERVICES WORKING GROUP MEMBERS

Co-Chair Dr. Chuck Longfellow: Associate Secretary, Delaware DOE

Co-Chair Oliver Gumbs: Director of Business Operations, Cape Henlopen School District

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Stacey Clark: Director of Instruction and Student Services, First State Military Academy

Natosha Rivera: Transportation Supervisor, Seaford School District

Gerald Allen: HR Director, New Castle County Vo-Tech School District and member of the Professional Standards Board (PSB)

Kristine Bewley: Manager of Information Systems, Red Clay Consolidated School District

Leolga Wright: School Board Member, Indian River School District

Mary Nash Wilson: Senior Fiscal and Policy Analyst, Delaware Office of Management and Budget

Jeff Taschner: Executive Director, DSEA

Mike Williams: Delaware PTA Secretary/Parent, Christina School District

Representative Earl Jaques: Chair, House Education Committee

Senator Dave Sokola: Senate Education Committee Member and Former Chair

Representative Charles Postles: House Education Committee Member

Senator Dave Lawson: Delaware State Senate, District 15

SCENARIO ONE: MINIMAL COMMUNITY SPREAD

FACILITIES

Do Before School Buildings Open for In-Person Instruction

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Audit any additional facilities that the district may have access to that could be utilized for learning.
- Based on public health guidance, provide school-level [guidance for cleaning and disinfecting all core assets](#)¹ including buildings and playgrounds.
- Based on public health guidance, frequently touched surfaces should be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended [cleaning guidelines](#) issued by OSHA and CDC.
 - DPH to provide updates.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Encourage schools to provide advanced training for Custodial staff.
- Custodial staff should continue deep cleaning over the summer.
- Audit all school buildings and facilities with a focus on:
 - How many classrooms are available.
 - The size of each classroom.
 - Additional spaces that are available (e.g., gym, lunch room, auditorium, etc.).
 - The ventilation in each classroom including the ability to open windows safely.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff should follow CDC protocols if interacting with the general public.
 - Check HVAC systems at each building to ensure that they are running efficiently.
 - Air filters should be changed regularly.
 - Based on public health guidance, Custodial staff should distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites.
 - Based on public health guidance, signage about frequent [handwashing, cough etiquette, and nose blowing](#)² should be widely posted, disseminated, and encouraged through various methods of communication.
 - Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators when performing cleaning duties.
- School leaders should conduct and document a facility walkthrough with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Based on public health guidance, implement enhanced restroom protocols for hygiene and cleaning.

¹ <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

² <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

OPERATIONS (BUDGET, FOOD SERVICES, ENROLLMENT AND STAFFING)

Do Before School Buildings Open for In-Person Instruction

- Work with DDOE to understand opt-out procedures for families who decided not to send their children to school for in-person instruction.
 - DDOE to provide guidance.
- Support schools in assessing student arrival statuses.
 - This should include how students arrive at and depart from school (i.e., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student assessment outreach to understand who is coming back.
 - For staff, this should include a breakdown of the staff – administrators, licensed teachers, support staff with a teaching license, support staff without a teaching license, full-time nurses, part-time nurses, school counselors, etc.
 - Develop a plan to assess teachers and staff who may not return or are at risk (i.e., those who are 65 years or with underlying health conditions) and create a human capital plan to address vacancies.
 - For students, this should include those with pre-existing conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, but also including technology support.
- Work with relevant local labor units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- Recruit, interview and hire new staff.
- Consider repositioning underutilized staff to serve core needs.
- Where possible, and in partnership with local labor units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
- Communicate any student enrollment or attendance policy changes with school leaders, and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Seek and provide guidance on use of CARES Act funding for key purchases (i.e., cleaning supplies).
 - DDOE to provide guidance
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many non-at-risk substitutes are available.
- Build and send back to school communications to all relevant stakeholders (i.e., parents or guardians, school staff) and include updates across all workflows.
- Verify that student and staff handbooks and planners are printed and ready for distribution. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
 - Encourage school leaders to meet with their business manager to determine how to make purchases with CARES Act funding and how to navigate the

procurement process given any changes relative to COVID-19.

- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with cafeteria staff to ensure any necessary food handling changes are implemented based on local public health guidance.
- Evaluate whether new food vendors need to be sourced if there is a change in requirements (i.e., individually packaged items) based on CDC guidance.
- Work with the DDOE to understand regulatory flexibility for attendance policies for staff and students, hiring, purchasing, teacher credentialing, and class size.
 - DDOE to provide guidance.

TRANSPORTATION

Do Before School Buildings Open for In-Person Instruction

- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
 - How many buses are or could be made available in the district?
 - How much variation is there in the size and maximum capacity of buses in the district?
 - How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?
 - How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- Encourage DDOE to work with DMV to identify a list of all CDL holders. Consider a coordinated outreach effort to those drivers to assess interest in driving a school bus.
- Inventory bus drivers to understand the extent of high-risk populations.
- If applicable, consider reaching out to DART to assess potential alternative options for students (note: consideration of safety standards are critical). Any collaboration with DART would likely necessitate parent or guardian permission. Please consult legal counsel.
- Conduct a family survey to understand how many parents or guardians might be willing to drive. If feasible, consider incentives for private transportation.
- Finalize bus procedures for bus drivers and students that are informed by public health protocols.
 - DPH to provide guidance
- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.
- Explore feasibility of expanding the allowable life of buses.
- Explore additional funding for afterschool activity buses.

TECHNOLOGY

Do Before School Buildings Open for In-Person Instruction

- ❑ Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- ❑ Designate a single point of contact in each school to plan and communicate with district technology teams.
- ❑ Develop a district plan that includes guidance for schools. If possible, include training and support for teachers to adapt remote learning skills for the classroom.
- ❑ Identify a device and or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- ❑ Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet. Only the vendor management lead roles require any technology knowledge. All other lead roles are primarily communication and process roles, including:
 - ❑ District tech leader (family device return, staff device return, vendor management, intranet/internet communications).
 - ❑ Technology infrastructure evaluation leader.
 - ❑ Infrastructure vendor management leader.
 - ❑ Point for selection of an issue tracking tool.
- ❑ Where practical given demands on families, consider appointing family technology liaisons to support communication regarding the use of technology (the existing parent organization may be able to fulfill this role).
- ❑ Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
 - ❑ Safely bagging devices collected at schools.
 - ❑ [Sanitizing the devices](#) prior to a repair or replacement evaluation.
 - ❑ Assessing technology needs from loaner devices during Spring 2020.
 - ❑ Ordering accessories that may be needed over the summer.
 - ❑ Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- ❑ Identify an asset tracking tool.
- ❑ Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- ❑ Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- ❑ Prepare the infrastructure evaluation process. Every WiFi access point and wired network device should be tested.
- ❑ Develop a technology support plan for families.
- ❑ Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- ❑ Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- ❑ Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
- ❑ Continue infrastructure evaluations until all issues are resolved.

- Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

Draft Recommendations

SCENARIO TWO: MINIMAL TO MODERATE COMMUNITY SPREAD

FACILITIES

Do Before School Buildings Open for In-Person Instruction

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Audit any additional facilities that the district may have access to that could be utilized for learning.
- Based on public health guidance, provide school-level [guidance for cleaning and disinfecting all core assets](#)³ including buildings and playgrounds.
- Based on public health guidance, frequently touched surfaces should be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended [cleaning guidelines](#) issued by OSHA and CDC.
 - DPH to provide updates.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Encourage schools to provide advanced training for Custodial staff.
- Custodial staff should continue deep cleaning over the summer.
- Audit all school buildings and facilities with a focus on:
 - How many classrooms are available.
 - The size of each classroom.
 - Additional spaces that are available (e.g., gym, lunch room, auditorium, etc.).
 - The ventilation in each classroom including the ability to open windows safely.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff should follow CDC protocols if interacting with the general public.
 - Check HVAC systems at each building to ensure that they are running efficiently.
 - Air filters should be changed regularly.
 - Based on public health guidance, Custodial staff should distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites.
 - Based on public health guidance, signage about frequent [handwashing, cough etiquette, and nose blowing](#)⁴ should be widely posted, disseminated, and encouraged through various methods of communication.
 - Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators when performing cleaning duties.
- School leaders should conduct and document a facility walkthrough with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Based on public health guidance, implement enhanced restroom protocols for hygiene and cleaning.

³ <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

⁴ <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

If School Buildings are Instructed to Close

- ❑ Develop and execute a communication plan to inform parents and guardians of removal of personal belongings.
- ❑ Activate school cleaning and disinfection protocols according to the CDC School Decision Tree.
- ❑ Custodial staff should wear protective gear per CDC guidelines.
- ❑ Work with local public health departments to understand facility usage for essential activities (e.g., elections, food service, COVID-19 testing) and other non-school related, community-based activities.
- ❑ Follow public health guidance for cleaning and disinfecting based on the reason schools are closed (i.e., state-wide closures, confirmed case in school facility).
- ❑ Explore protocol for notifying outside agencies/organizations of building closures.
- ❑ Establish processes and procedures for essential staff entering the building during closure (to perform essential tasks including the creation of student materials).

OPERATIONS (BUDGET, FOOD SERVICES, ENROLLMENT AND STAFFING)

Do Before School Buildings Open for In-Person Instruction

- ❑ Work with DDOE to understand opt-out procedures for families who decided not to send their children to school for in-person instruction.
 - ❑ DDOE to provide guidance.
- ❑ Support schools in assessing student arrival statuses.
 - ❑ This should include how students arrive at and depart from school (i.e., school bus, dropped off via car, drive themselves, walk, public transportation).
- ❑ Support schools in conducting staff and student assessment outreach to understand who is coming back.
 - ❑ For staff, this should include a breakdown of the staff – administrators, licensed teachers, support staff with a teaching license, support staff without a teaching license, full-time nurses, part-time nurses, school counselors, etc.
 - ❑ Develop a plan to assess teachers and staff who may not return or are at risk (i.e., those who are 65 years or with underlying health conditions) and create a human capital plan to address vacancies.
 - ❑ For students, this should include those with pre-existing conditions who may need a remote learning environment.
- ❑ Assess need for new or additional positions with a specific focus on student and staff wellness, but also including technology support.
- ❑ Work with relevant local labor units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- ❑ Recruit, interview and hire new staff.
- ❑ Consider repositioning underutilized staff to serve core needs.
- ❑ Where possible, and in partnership with local labor units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
- ❑ Communicate any student enrollment or attendance policy changes with school leaders, and families.
- ❑ Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.

- Seek and provide guidance on use of CARES Act funding for key purchases (i.e., cleaning supplies).
 - DDOE to provide guidance
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many non-at-risk substitutes are available.
- Build and send back to school communications to all relevant stakeholders (i.e., parents or guardians, school staff) and include updates across all workflows.
- Verify that student and staff handbooks and planners are printed and ready for distribution. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
 - Encourage school leaders to meet with their business manager to determine how to make purchases with CARES Act funding and how to navigate the procurement process given any changes relative to COVID-19.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with cafeteria staff to ensure any necessary food handling changes are implemented based on local public health guidance.
- Evaluate whether new food vendors need to be sourced if there is a change in requirements (i.e., individually packaged items) based on CDC guidance.
- Work with the DDOE to understand regulatory flexibility for attendance policies for staff and students, hiring, purchasing, teacher credentialing, and class size.
 - DDOE to provide guidance.

If School Buildings are Instructed to Close

- Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.
- Work with instructional and students with disabilities teams to ensure alternative approaches for providing related services to our most vulnerable students are in place to create continuity in services without being in-person.
- Explore alternatives for students that do not have health care and rely on school wellness centers. *(Note: not all LEAs provide wellness centers).*

TRANSPORTATION

Do Before School Buildings Open for In-Person Instruction

- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
 - How many buses are or could be made available in the district?

- How much variation is there in the size and maximum capacity of buses in the district?
- How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?
- How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- Encourage DDOE to work with DMV to identify a list of all CDL holders. Consider a coordinated outreach effort to those drivers to assess interest in driving a school bus.
- Inventory bus drivers to understand the extent of high-risk populations.
- If applicable, consider reaching out to DART to assess potential alternative options for students (note: consideration of safety standards are critical). Any collaboration with DART would likely necessitate parent or guardian permission. Please consult legal counsel.
- Conduct a family survey to understand how many parents or guardians might be willing to drive. If feasible, consider incentives for private transportation.
- Finalize bus procedures for bus drivers and students that are informed by public health protocols.
 - DPH to provide guidance
- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.
- Explore feasibility of expanding the allowable life of buses.
- Explore additional funding for afterschool activity buses.

If School Buildings are Instructed to Close

- Utilize buses to provide food service and delivery of instructional materials.

TECHNOLOGY

Do Before School Buildings Open for In-Person Instruction

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop a district plan that includes guidance for schools. If possible, include training and support for teachers to adapt remote learning skills for the classroom.
- Identify a device and or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet. Only the vendor management lead roles require any technology knowledge. All other lead roles are primarily communication and process roles, including:

- District tech leader (family device return, staff device return, vendor management, intranet/internet communications).
- Technology infrastructure evaluation leader.
- Infrastructure vendor management leader.
- Point for selection of an issue tracking tool.
- Where practical given demands on families, consider appointing family technology liaisons to support communication regarding the use of technology (the existing parent organization may be able to fulfill this role).
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at schools.
 - [Sanitizing the devices](#) prior to a repair or replacement evaluation.
 - Assessing technology needs from loaner devices during Spring 2020.
 - Ordering accessories that may be needed over the summer.
 - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Identify an asset tracking tool.
- Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the infrastructure evaluation process. Every WiFi access point and wired network device should be tested.
- Develop a technology support plan for families.
- Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
- Continue infrastructure evaluations until all issues are resolved.
- Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

If School Buildings are Instructed to Close

- Deploy devices and move to virtual learning.
- If using family-owned devices, distribute parent guidance on online learning platforms and access.
- Ensure families know the technology support plan.
- Compile/distribute list of school and community access locations and list of local home service providers (Comcast, Verizon, etc).
- Provide technology support and training to educators and staff should be made available with a focus on best practices for high-quality instruction and compliance with content filtering, cybersecurity, and online safety for students.
- Advocate for equitable high speed internet access.
- Create and support a best practices resource – tips on how to use the LMS.

- Create communication plans for staff and families that include policies and procedures.
- Establish a network of peer teachers and staff to support technology and instructional technology.

Draft Recommendations

SCENARIO THREE: SUBSTANTIAL COMMUNITY SPREAD

FACILITIES

If School Buildings are Closed for In-Person Instruction

- Activate school cleaning and disinfection protocols according to the CDC School Decision Tree.
- Custodial staff should wear protective gear per CDC guidelines.
- Work with local public health departments to understand facility usage for essential activities (e.g., elections, food service, COVID-19 testing) and other non-school related, community-based activities.
- Follow public health guidance for cleaning and disinfecting based on the reason schools are closed (i.e., state-wide closures, confirmed case in school facility).
- Explore protocol for notifying outside agencies/organizations of building closures.
- Establish processes and procedures for essential staff entering the building during closure (to perform essential tasks including the creation of student materials).

OPERATIONS (BUDGET, FOOD SERVICE, ENROLLMENT AND STAFFING)

If School Buildings are Closed for In-Person Instruction

- Ensure the Unit Count process is defined (i.e. how to track attendance in the remote environment, how to administer IEP evaluations, etc.).
- Based on instructional programming, provide instructional resources to staff and students as feasible.
- Work with DDOE to understand flexibility with hiring.
 - DDOE to provide guidance on certification rules on shortage areas including special education.
- Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.
- Work with instructional and students with disabilities teams to ensure alternative approaches for providing related services to our most vulnerable students are in place to create continuity in services without being in-person.
- Explore alternatives for students that do not have health care and rely on school wellness centers. *(Note: not all LEAs provide wellness centers).*
- Audit necessary materials and supply chain for cleaning and disinfection supplies in preparation for return to school.
- Continue to maintain schools in good working order to prepare for the subsequent return of students.
- Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.
- Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.
- Commence plans to onboarding staff virtually as necessary.

TRANSPORTATION

If School Buildings are Closed for In-Person Instruction

- Utilize buses to provide food service and delivery of instructional materials.

TECHNOLOGY

If School Buildings are Closed for In-Person Instruction

- Prepare to deploy devices that may be offered by the schools.
- Identify or inventory internet access options for each student.
- Develop a district plan that includes a Learning Management System (LMS) and guidance for schools. Provide training and support for teachers to adapt remote learning skills for the classroom.
- Identify a district remote meeting platform (ZOOM, Webex, etc).
- Create parent guidance on online learning platforms and access.
- Develop a Family Technology Support Plan and publish on the internet.
- Develop school-based internet accessibility rosters to determine how many mobile hotspots will be needed.
- Identify a device and or general technology support person for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet. Only the vendor management lead roles require any technology knowledge. All other lead roles are primarily communication and process roles, including:
 - District tech leader (family device return, staff device return, vendor management, intranet/internet communications)
 - Technology infrastructure evaluation leader
 - Infrastructure vendor management leader
 - Point for selection of an issue tracking tool
- Where practical given demands on parents or guardians, consider appointing family technology liaisons to support communication regarding the use of technology (the existing parent organization may be able to fulfill this role).
- Identify an asset tracking tool.
- Deploy devices and move to virtual learning.
- If using family-owned devices, distribute parent guidance on online learning platforms and access.
- Ensure families know the technology support plan.
- Compile/distribute list of school and community access locations and list of local home service providers (Comcast, Verizon, etc).
- Technology support and training for educators and staff should be made available with a focus on best practices for high-quality instruction and compliance with content filtering, cybersecurity, and online safety for

students.

- Advocate for equitable high speed internet access.
- Create and support a best practices resource – tips on how to use the LMS.
- Create communication plans for staff and families that include policies and procedures.
- Establish a network of peer teachers and staff to support technology and instructional technology.

Draft Recommendations